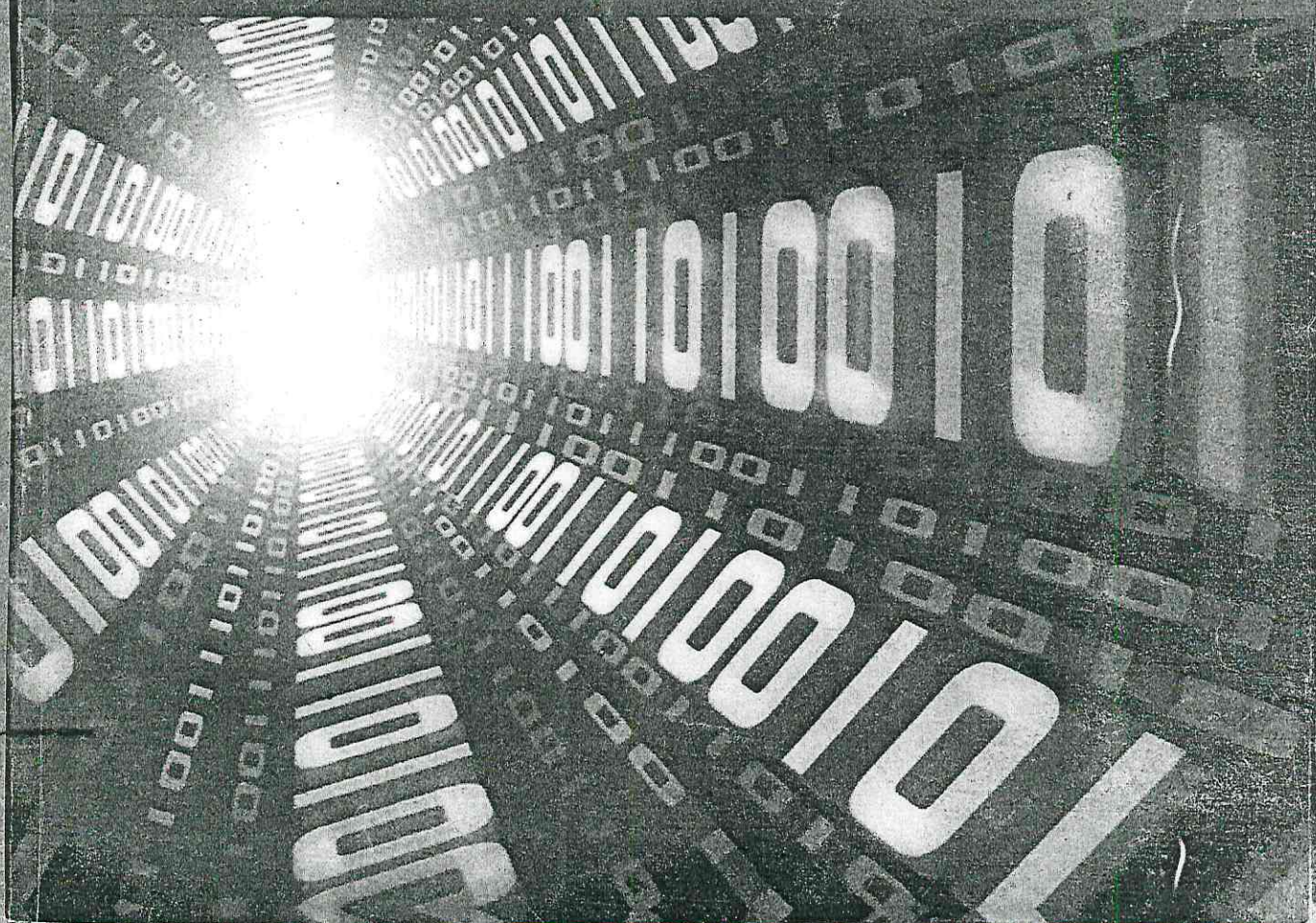


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SECURITY RISK PRACTICES AMONG IN-SCHOOL ADOLESCENTS IN UNIVERSITIES IN KWARA STATE PERCEIVED BY UNDERGRADUATES OF UNIVERSITY OF ILORIN

Agubosi, Lydia Akuna

Department of Counsellor Education, University of Ilorin

lydiaagubosi@yahoo.com

&

Okafor, Ifeoma P.

Department of Social Sciences, University of Ilorin

Ify558@yahoo.com

Abstract

The study examined security risk practices among in-school adolescents in the University of Ilorin in Kwara state, Nigeria as perceived by undergraduates of the university. Descriptive research was adopted. Population consisted of undergraduates of the University. A multistage sampling technique was employed to select two hundred undergraduates as sample who participated in the study. Data were collected via the researcher designed questionnaire entitled "Security Risk Practices in the University Questionnaire(SRPUQ)" validated by experts in test and measurement while split-half was used for obtaining the reliability co-efficient of 0.62. One research question and four hypotheses were formulated to guide the study. Findings revealed that security risk practices among in-school adolescents in the University include cultism, living in unsecured accommodation off campus, studying late in the classes, etc. Significant difference was found in the perception of the respondents based on religion, no significant difference was found in their perception based on gender and age and year of study. It is concluded that in-school adolescents engage in security risk practices that can expose them to danger. The study recommends that at their point of entry to the universities the students should be counselled and be made to know and avoid these security risk practices and the university management should ensure safe accommodation and environment for their students.

Keywords: Security, Risk, Practices, University and Undergraduates

Introduction

Teaching and learning require good and conducive environment to be effective. An environment that is hostile and unsafe is inimical to teaching and learning at any level of education, be it primary, secondary or primary. Therefore the school environment should be devoid of threats of insecurity. An environment is

the surroundings where something is located. School environment includes things seen and unseen at the location of the school. It also includes the town or community where the school is sited. If there is insecurity in the community the school is affected. There is likelihood that academic activities in the campus will be disrupted by chaos and confusion when if

for example there is insurgent attack in the community.

Globally insecurity of lives and property has been a problem that continues to rear its ugly head in the nations in spite of proactive efforts made by nations to check the menace. Nigeria as a nation over the years is facing plethora of insecurity problems which affect almost every state in the country. Universities are not safe places because kidnappers, abductors, armed bandits, rapists, cultist etc. have chances of carrying out their criminal activities in them. Nigeria is among the countries that have spent huge amount of money yearly to fight insecurity yet the battle is not over. This is evidenced through the reports on daily basis on violence, kidnapping, murder, raping, stealing on the newspaper, radio and television stations.

Security is a word that connotes safety. It is the degree of resistance or protection from harm which leads to stability and continuity of livelihood, predictability of relationships and feeling safe (Ezeoha, 2011). On the other hand insecurity is the state of not being safe. It is a state of panic, unpredictability, troublesomeness, instability, and hostility. It is a state of terror, panic, fear and anxiety stemming from concrete or alleged lack of protection (Beland, 2005).

Security can be looked at in two dimensions: it entails maintenance of peace and order internally as well as maintenance and protection of socio-economic order from internal and external threat. Security is all encompassing, holistic, which implies secured network of institutions like the army and police so that the lives and property of people will be secured. Nwolise (2006) stated that

security means that the territory must be secured by a network of armed forces, that the sovereignty of the state must be guaranteed by a democratic and patriotic government.

When there is high rate of insecurity in any country every aspect of that country is suffering. There will be no meaningful development in economy, education, social and other areas of human endeavor. A nation bewildered with high rate of insecurity spends a lot of resources fighting it which undermines development in economic, social, political, health and other vital areas in that country. Nigerian government has been spending a lot of resources that could have been used to better the lives of citizens in fighting insecurity challenges. For example the money that could be used to pay salaries are diverted to combat Boko haram sect and the like making it impossible for the government to give employment to millions of graduates roaming in the streets of Nigeria doing nothing.

Nigerian universities have their own share of insecurity problems. Cult members are still waxing strong, terrorizing other students in some universities. There were cases where innocent students were killed during cult rivalry activities, some female students have been raped and some other ugly things that happen in the campuses. It should be noted that majority of the undergraduates in Nigeria are adolescents between the ages of 15 to 20 years. These students might not be conversant about security issues due to their ages and sometimes fall prey to insecurity. Adolescent stage is a stage of exploration of self and ideas. It is a stage of peer influence. Hence the adolescent can easily be misled even into indulging to activities

that can pose security risk without knowing it. Some of these security risk practices include living in unsecured accommodation, male and female students not related by blood living together in room, staying too late in the lecture rooms to read, walking alone in lonely places, and so on.

Statement of the problem

Security of lives and property is vital in human existence. Nigeria like some other countries is battling with how to safeguard the lives and properties of her citizens and other people. The government is spending huge amount of money to fight insecurity yet the battle is yet to be won. This insecurity problem is affecting educational development in the country. In 2014 the Boko Haram sect abducted two hundred and twenty four female students from Chibok college in Maiduguri in Borno state. Till date some of the girls are yet to be rescued from them, and there other such abductions from other schools in Nigeria. In addition to Boko haram menace are high rate of kidnapping, raping, stealing, violence, cultism, tribal clashes among others. Nigerian universities and their environment sometimes are affected by these insecurity problems which hinder academic activities and claim lives and properties. Most of the time undergraduates involve themselves in activities that can expose them to the danger of falling victim to insecurity menace. Hence the study examined the security risk practices among in-school adolescents in university of Ilorin as perceived by the undergraduates of the university with them of proffering

possible solutions to the problem of insecurity in the university.

Review of literature

Security is a situation of safety. It is a state of sure security of lives and property of people. Ezeoha (2011) defines it as a state of stability and continuity of livelihood, predictability of relationships and feeling safe. Security connotes safety in the environment where one is irrespective of presence or absence of security operatives. It is absence of threat, harm, violence and the like. Insecurity on the other hand is a state of unsafety. Aliu (2015) sees it as when there is no adequate guard or protection in the society. Aliu further classified insecurity into different types which are insecurity of food, financial insecurity, economic insecurity, social insecurity, political insecurity among others which he attributed to bad government. Insecurity is a state of fear, anxiety, and panic stemming from concrete or alleged lack of protection (Beland, 2005).

Insecurity can be caused by several factors. Insecurity according to Salawu (2010) can be caused by economic crises precipitated by inequality in the society. This is possible because when people are not happy probably due to hunger and poverty, marginalization, and unequal distribution of wealth which results into sharp differences between the rich and the poor they may be involved in one criminal activities or the other that can lead to insecurity. Anieke (2018) stated that insecurity has been a problem in Nigeria and is being caused by illiteracy among the youths, unemployment, unfair distribution of wealth, no prosecution to those who

threaten peace, porous borders, high influx of arms, drug abuse, bad leadership, poor response by security agents and failure of parents and religious leaders to discharge their duties of inculcating moral values. Adding to these Fikayo (2018) attributed insecurity in Nigeria to indiscipline and poor attitude to work by the military and the police, porous borders, trafficking of drugs and arms.

Insecurity has created problems in Nigeria. The Tide News On line (2013) submitted the following as the problems of insecurity: Innocent people being killed on daily basis despite billions of naira the federal government voted for security, the gunmen are succeeding in attacking the security operatives, even the police and the army. The future of the country is at stake. Joseph, (2018) stated these as problems of insecurity in Nigeria as follows, unemployment, ethnicism, poor control of borders, terrorism, lack of faith in security agencies, poverty, corruption among others. These problems are briefly explained below.

Unemployment

There is a high level of unemployment in Nigeria, especially the youths. Many of the youths that graduated from tertiary institutions have no jobs probably due to inability of the government to provide fund that should be used to pay them salaries. Unemployment has led the youth to manipulated into committing crime like robbery, kidnapping. And other violent acts (Joseph, 2018).

Ethnicism

Insecurity has led people to resort to ethnicism. Different groups have come up from different ethnic groups to fight back alleged insecurity threats from other ethnic groups. Example the Ijaw youths, Movement for the actualization of Biafra (MASSOB) and the Fulani herdsmen attacks.

Poor control of borders

Nigeria has porous borders which makes it easy for people to smuggle in dangerous weapons, and drugs which they use to fight back threat, and influx of immigrants from neighbouring countries.

Terrorism

Stemming from discontentment caused by insecurity, different militant groups have emerged and are causing serious havoc in various parts of the country (Joseph, 2018)

Lack of faith in the security agencies

People have lost hope in the security agencies because they are not able to fight criminals who perpetrate evil attacks on people. Even the security agencies are also being killed by the terrorists who attack them with more sophisticated weapons.

Poverty

Insecurity problem have made some places, many a time making them to lose their properties and businesses. Some of them relocate to areas where their businesses cannot thrive. Even some

companies have left Nigeria to other countries because of insecurity and many of their employees lost their jobs leaving them to wallow in poverty.

security risk practices among in-school adolescents of the university on the basis of religion.

Purpose of the study

The purpose of the study is to examine security risk practices among in-school adolescents in university of Ilorin as perceived by the undergraduates of the university. The study also aimed at examining the influence of the variables of gender, age, year of study and religion of the respondents in their perception. What are the security risk practices among in-school adolescents in the University of Ilorin as perceived by the undergraduates of the university?

The following four hypotheses were formulated to guide the study

1. There is no significance difference in the perception of the undergraduates of university of Ilorin on security risk practices among the in-school adolescents of the university on the basis of gender.
2. There is no significant difference in the perception of the undergraduates of university of Ilorin on the security risk practices among in-school adolescents of the university on the basis of age.
3. There is no significant difference in the perception of the undergraduates of university of Ilorin on the security risk practices among the in-school adolescents of the university on the basis of year of study
4. There is no significant difference in the perception of the undergraduates of university of Ilorin on the

Methodology

The study adopted descriptive survey. The population consisted of in-school adolescents in the universities in Kwara state while the target population comprised the in-school adolescents of university of Ilorin from where the sample of two hundred undergraduates were drawn through multistage sampling technique from three faculties. At stage one convenient sampling technique was used to select university of Ilorin to participate in the study, at stage two simple random sampling was used to select undergraduates who are in their 2nd, 3rd and 4th years from three faculties who participated in the study and at stage three stratified sampling technique was used to classify the respondents into variables of age, gender, religion and year of study. The researcher designed questionnaire entitled "Security Risk Practices Questionnaire (SRPQ)" was used to collect data. The instrument was well validated by experts in the test and measurement and the reliability was ascertained through split-half method, the two sets of score generated were analysed with Pearson's Product Moment correlation which yielded the coefficient of 0.62 which adjudged the instrument to be reliable. The instrument was patterned in the four point Likert scale of SA= Strongly agree (4 points), A= Agree (3 points), D= Disagree (2 points) and SD= Strongly disagree (1 point). The cut off mark was gotten by summing the points and dividing the total by 4 thus: $4+3+2+1 = 10/4 = 2.50$. Any item in the

questionnaire that did not have mean score up to 2.50 and above is not security risk practice by the students.

Data was analysed with both descriptive and inferential statistics. Percentages and frequency were used to analyse the

descriptive data while mean, rank order were used to analyse the research question, t-test and analysis of variance were used to test hypotheses at 0.05 level of significance.

Results

Demographic data

Demographic data were analysed with frequency and percentages

Table 1: Distribution of respondents by gender, age, year of study and religion

Variables	Frequency	Percentages
Gender:		
Male	69	34.5
Female	131	65.5
Total	200	100
Age:		
16-20	102	51.0
21-25	83	41.5
26-30	15	7.5
Total	200	100
Year of study:		
2 nd year	92	46.0
3 rd year	50	25.0
4 th year	58	29.0
Total	200	100
Religious affiliation:		
Christianity	103	51.5
Islam	92	46.0
Other religions	05	2.5
Total	200	100

Table 1 shows that 200 respondents participated in the study. On gender 69 males (34.5%) and females 131 (65.5%) participated; on age, respondents between ages of 16-20 were 102(51.0%), 21-25 years were 83 (41.5%) and 26-30 years were 15 (7.5%) who participated in the study. On year of study, 2nd year respondents were 92 (46%), 3rd year, 50(25%) and 4th year 58(29%) who participated in the study. On religious

affiliation those who are Christians were 103(51.5%), Islam 92(46%) and other religion is 5 (2.5%) that participated.

Research question: What are the security risk practices among in-school adolescents in the University of Ilorin as perceived by the undergraduates?

Table 2: Mean and rank order on security risk practices among in-school adolescents in the University of Ilorin.

I perceive that the security risk practices among the in-school adolescents in the university are:		
Item no.	Mean	Rank
4. Living in an unsecured off campus accommodation	3.11	1 st
11. Drug abuse	3.01	2 nd
14. Belonging to secret cult	3.00	3 rd
20. Smoking of illicit drugs	2.94	4 th
5. Walking alone in lonely places at night	2.93	5 th
10. Students not living in peace with one another	2.85	6 th
9. Lack of information about security matters in the campus	2.81	7 th
13. Students making provocative statements	2.81	8 th
1. Staying too late in the lecture room to read	2.77	9 th
12. Disobedience to rules and regulations	2.77	9 th
7. Religious intolerance among students	2.74	11 th
8. Poor home training	2.73	12 th
2. Unhealthy competition among students	2.70	13 th
19. Tribalism among students	2.68	14 th
16. Indecent dressing	2.63	15 th
18. Cheating among students	2.62	16 th
17. Envy among students	2.61	17 th
6. Male and female students sharing the same accommodation	2.54	18 th
15. Disappointing fellow students	2.50	19 th
3. Poor academic performance :	2.40	20 th

Table 2 shows the mean and ranking on the security risk practices in the university as perceived by the respondents. Almost all the items exceeded the cut off mark of 2.50. Only item 3 poor academic performance did not reach the cut off mark. Therefore the researcher concluded that 19 items out of

the 20 items are practices that can pose security risk in the Nigerian universities.

Hypotheses testing

Hypothesis one: There is no significant difference in the perception of the undergraduates of university of Ilorin on the security risk practices among in-school adolescents in the university on the basis of gender.

Table 3: Mean, standard deviation and t-value on the security risk practices on the basis of gender

Gender	n	mean	sddf	cal.t-value	crit.t-value	p-value
Male	69	54.46	14.34		-0.57	1.96
Female	131	55.73	15.14			

Table 3 above shows that the calculated t-value of -0.57 is less than the critical t-value of 1.96 with corresponding p-value of .667 which is greater than 0.05 level of significance. Therefore the hypothesis which states that there is no significant difference in the perception of the undergraduates of university Ilorin on the security risk practices among the in-school adolescents in the university is retained. This means that gender did not make them differ in their perception on

the security risk practices in the university among the in-school adolescents.

Hypothesis two: There is no significant difference in the perception of the undergraduates of university of Ilorin on the security risk practices among in-school adolescents in the university on the basis of age.

Table 4: ANOVA analysis on the security risk practices among the students on the basis of age

Source	Sum of squares	df	Mean square	Cal.F	Crit.F	p-value
Between groups	198.37	2	99.19	0.45	3.00	.640
	43652.81	197	221.59			
Total			43851.180	199		

Table 4 above revealed that the calculated F-value of 0.45 is less than the critical F-value of 3.00 with corresponding p-value of .640 which is greater than 0.05 level of significance. Since the calculated F-value is less than the critical F-value and the p-value is greater than 0.05 alpha level, the hypothesis which states that there is no significant difference in the perception of the undergraduates of university of Ilorin on the security risk practices on the basis of age is retained. Age did not make them have different perception on the security

risk practices among the in-school adolescents in the university.

Hypothesis three: There is no significant difference in the perception of the undergraduates of university of Ilorin on the security risk practices among in-school adolescents in the university on the basis of year of study.

Table 5: ANOVA analysis on the security risk practices among the in-school adolescents in the university as perceived by undergraduates of university of Ilorin on the basis of year of study

Source	Sum of square	df	Mean square	Cal.F	Crit. F
Between group	299.022	2	149.51	.676	3.00
Within group	43552.158	197	221.077		
Total	43851.180	199			

Table 5 shows that calculated F-value of 0.676 is less than the critical F-value of 3.00 with p-value of .510 which is greater than 0.05 level of significance, therefore the hypothesis is retained which means that the year of study of the respondents did not make them differ in their perception on the security risk practices among the students.

Hypothesis four: There is no significant difference in the perception of the

undergraduates of university of Ilorin on the security risk practices among in-school adolescents in the university on the basis of religion.

Table 6a: ANOVA analysis on the perception of undergraduates of university of Ilorin on the security risk practices among in-school adolescents in the University on the basis of religion

Source p-value	Sum of squares	df	Mean square	cal. F	Crit. F
Between groups .002	2604.062	2	1302.031	6.22	3.00
Within groups	41247.118	197	209.376		
Total	43851.180	199			

Tale 6a shows that the critical F of 3.00 is less than the calculated F value of 6.22, and p-value of .002 is less than the alpha value of 0.005, therefore hypothesis which states that there is no significant difference in the perception of the undergraduates on the security risk practices among in-school adolescents in the university on the basis of religion is

rejected. Since the hypothesis is rejected a post hoc analysis using Duncan Multiple Range (Test DMRT) IS carried out to determine the group mean that caused the observed difference in the ANOVA table. Table 6b: DMRT showing the magnitude of differences in respondents' perception on security risk practices based on religion

Duncan groupings	N	Means	Group	Religion
A	92	51.38	1	Islam
B	5	58.60	2	Other religion
C	103	58.62	3	Christianity

Tale 6b revealed that group 1 with mean score of 51.38 differed significantly from the mean score of group 2 of 58.60 and group 3 with mean score of 58.62. All the groups differed from one another but

group 2 and 3 made little difference. The significant difference observed was caused by the respondents who are Islam, therefore the hypothesis was rejected.