

HUMAN CAPACITY BUILDING AND INSECURITY IN SOUTH-EAST NIGERIA (2000-2021)

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ABSTRACT

This study examined effect of human capacity building on insecurity in Nigeria (2000–2021). The study adopted descriptive survey research design in which youths of selected states in South East of Nigeria were studied. The population of the study is 13.4 million youths in South East of Nigeria. However, study randomly selected 400 respondents as the total sample size for the study. A structured questionnaire guide was the research instrument used for this study. Linear regression was used in the hypotheses testing. This was done with the aid of Statistical Package for Social Sciences (SPSS) software ver.22. The study revealed that inability of government to build the capacity of the youths significantly heighten insecurity in South East Nigeria (Beta=0.656, $p=0.000$), that lack of youth skill training significantly heighten insecurity in South East Nigeria (Beta=0.674, $p=0.000$) and that inadequate development of technical capabilities significantly heightens insecurity in South East Nigeria (Beta=0.340, $p=0.000$). Based on the findings, the study recommended that since it will never be possible for government to employ all the youth in the South East, the government should encourage the youth through skills acquisition and soft loan to enable them start some businesses of their own, while the government continues to monitor the beneficiaries, offering them advice and guidance where necessary. The states government in South East part of Nigeria can as well encourage the youth to queue into the agricultural programme of the South Eastern states by acquiring land and other farm inputs at subsidized rates as well as making tractors and other equipment available, and can go further by assisting the farmers sale their produce at appreciable rate through marketing board which the states in South East of Nigeria can establish.

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1. INTRODUCTION

The ongoing nature of the crisis is compounded by the threats posed by the existence of other violent groups such as the Indigenous People of Biafra (IPOB), the Niger Delta Avengers (NDA) and attacks by Fulani herdsmen. Likewise, there are allegations against the Nigerian military of human rights abuses and violations of the Armed Conflict Law by various international organizations. For example, according to Amnesty International (AI) (2016), the Nigerian security services have been implicated in serious violations of human rights and human dignity. Between August 2015 and August 2016, Nigerian security forces, led by the military, launched a series of chilling campaigns of extrajudicial killings and violence that resulted in the deaths of at least 150 peaceful pro-Biafra protesters in south-eastern Nigeria (AI, 2016). Most of these problems are related to the military's poor training and mentorship confronting the nation's current security problems. Even though Nigeria is home to a large number of military training schools and camps, there are still gaps in the soldiers' training. This is because these military training schools are run by mentors trained in conventional armed battles and not asymmetric warfare, as the various insurgent groups tend to adopt guerrilla warfare strategies in their approach (Azinge, 2013). Consequently, participation in properly conducted counter-terrorism training and courses on how to deal with unconventional forces and internal insurgencies is a must for the Nigerian Armed Forces if it is to ensure that unprecedented attacks by insurgent groups are repelled. Former Nigerian Chief of Staff, Lt. Gen. Onyeabo Ihejirika,

acknowledged this when he said that the reorientation of military training was an imperative step to effectively ensure internal security operations (Utebor, 2020).

Therefore, efforts to build human capacity in security forces include training and equipping security personnel. These provide security personnel with new skills, knowledge, and attitudes to do their job efficiently (stensen, Brady & Schütte, 2018). Many scholars believe that capacity building and development are one of the most important ways companies are investing in the workforce today and even for the foreseeable future to generate higher returns (Williams, 2017). The effectiveness of the organisation depends on the efficient and effective performance of the people that make up the organization. The efficient and effective performance of the workforce relies on the wealth of knowledge, skills, and abilities that the workforce possesses. The main goal of capacity building and development is to increase the efficiency of employees, with a consequent increase in corporate productivity. This explains why a large amount of money and time is expended from the organisation in one period or assignment to improve the skills of its employees at different levels (Onah, 2017). From the foregoing, it is imperative that no nation in the world neglects the continuous improvement of the capabilities, knowledge base, training, competencies, and strategic direction of its security agencies without concerted efforts towards effective building and human capacity development, which is a sine qua non for improving safety performance (Ikharehon, 2007). It is argued that the failure of the necessary human capacity building has weakened the security forces by creating a gap that has caused an unprecedented level of insecurity in Nigeria. Citizens can no longer go about their business for fear of being killed. It gets worse as several thousand people are rapidly relocating to the southern part of Nigeria. In addition to the loss of life, there is also the wanton destruction of billions of dollars' worth of real estate by bombing (Oluwaseun, 2018). Therefore, based on the above background, this study aimed to examine the effect of human capacity building on insecurity in Nigeria (2000–2021).

1.1 Statement of the problem

Nigeria has encountered several challenges that endanger its national security. These challenges affect several aspects of national life as well as the various regions or states of the federation. The majority of dangers to national security are internal rather than foreign. As a result, there is typically a large military presence across the nation carrying out one or more operations, such as Operation Lafiya Dole, Operation Pulo Shield, Operation Python Dance, Operation Crocodile Smile, Operation Kunama, and so on. The Boko Haram insurgency in the Northeast, militancy in the Niger Delta, piracy, and oil bunkering in the South-South area are some of the country's national security challenges. Others include the Southeast's secessionist agitation for Biafra; kidnappings across the country; armed robberies; violent crime; ethno-religious crises; electoral violence in various parts of the country; and recent widespread pastoral rampages in the Middle Belt, North Central, Southeast, and some northeastern states. All of these (and those not included here) have posed severe security challenges to the Nigerian state's social, economic, and political stability. The majority of individuals actively engaging in these actions of national security threats are young people who have not been adequately empowered. According to the popular maxim “the idle hand is the devil’s workshop”, the situation whereby majority of the people are poor and hungry and a lot of youths are jobless and unemployed, will undoubtedly, engender high insecurity in the country. It is now the norm to see thousands of the unemployed turn up in response to advertisement for jobs where only a handful is to be employed. The country is faced with a gross abuse and under utilisation of human resources with direct impact on national productivity and competitiveness.

In general, lack of human resource development projects, institutional development, youth skill training and youth unemployment has contributed in breeding youth unemployment which has resulted to youths engaging in criminal activity. This seems to be a contributor to national insecurity in the country. However, there seem to be scarcity of studies to back up the claim that lack of human resource development contributes to national insecurity. Many of the studies concentrates on human capacity building and human capital development in terms of the performance of private institutions. This creates a large gap in previous researchers' insights into private institutions, as their findings are not applicable to sensitive institutions such as security agencies. Therefore, based on the gap in the quality of literature, this study sees it as a need to examine effect of human capacity building on insecurity in South-East Nigeria (2000-2021).

1.2 Objectives of the study

- i. To ascertain the extent to which capacity building of the youths affect insecurity in South East Nigeria.
- ii. To examine the extent to which youth skill training influences insecurity in South East Nigeria.
- iii. To assess the extent to which development of technical capabilities affect insecurity in South East Nigeria.

1.3 Hypotheses

- H₀₁: Inability of government to build the capacity of the youths does not significantly heighten insecurity in South East Nigeria.
- H₀₂: Lack of youth skill training does not significantly heighten insecurity in South East Nigeria.
- H₀₃: Inadequate development of technical capabilities does not significantly heighten insecurity in South East Nigeria.

2. REVIEW OF RELATED LITERATURE

2.1 Conceptual Review

2.1.1 Human Capacity Building

Capacity means combining all the strengths, characteristics, and resources available within an organization, society, or community to address and reduce disaster risk and build resilience (United Nations, 2016). Capacity can include social institutions, institutes, education, skills, and collective characteristics such as social relationships, leadership, and administration. Capacity building (or capacity development) is the process by which individuals and organisations acquire the skills and knowledge needed to work efficiently. Capacity building and capacity development are often used interchangeably. However, some people interpret capacity building as not recognising people's abilities, while capacity development recognises existing skills that need improvement (Stensen, Brady, & Schutte, 2018). In addition, capacity is viewed as the ability of individuals and organisations or entities to carry out tasks effectively and sustainably (United Nations, 2017; UNDP, 2018). Capacity building in the development context involves a dynamic process that enables individuals to develop and analyse critical social and technical skills for problem solving and analysis. Azikwe (2018) defines capacity building as a process through which a person can acquire the skills and knowledge they need to work efficiently and effectively in their various occupations. Azikwe (2018) added that capacity building can also be defined as the ability that enables people to use their creative potential, intellectual abilities, and leadership qualities for personal growth and development as well as for the nation. Capacity building therefore means that people need to acquire knowledge and skills that are crucial for the country's economic growth, standard of living, and individual self-determination. The programmes are designed to provide skills that enable the recipient to acquire knowledge and skills and use them in productive applications to solve a wide range of individual and national problems.

According to Groot and Molen (2020), capacity building is well defined as improving, managing, and maintaining institutional and operational processes that make sense on the ground. Bappi, Shuaibu, and Mahdi (2017) see it as a development programme that promotes the empowerment of individuals, groups, organizations, networks, and institutions to improve and overcome crises and contribute to poverty reduction in the long term. UNDP (2019) considered capacity building as an enabling environment with an appropriate policy and legal framework for institutional development, including community participation (particularly women), human resource development, and the strengthening of management systems. Williamson and Rajabifard (2016) posit that capacity building should replicate and strengthen the current ability of individuals and organisations to perform their duties effectively. The United Nations Human Development Report (2018) names capacity development as a process in which the human and organisational capacities of institutions are improved in order to better fulfil priority tasks. Despite the above argument, there appears to be international agreement on the concept and use of human capacity building. According to the United Nations Environment Program (2019), the worldwide agreement on human capacity building is simply promoting sustainable development and giving it the attention, it deserves. As a result, human capacity development necessitates long-term sustainability for the benefit of both people and society. The European Capacity Building Action Plan (EAP) for ICZM (2015) listed the following human capacity building procedures or actions (types):

1. Training/Education
2. Professional Development.
3. General public awareness

It is also noted that there is formal capacity building that includes education, training, and professional development. This reflects the fact that items 1 and 2 above are subsumed into formal capacity building. While information capacity building involves the conscious creation of structures and networks that pave the way for unimpeded access to information on vital issues that may not require education and training, this captures the last point (3) aptly. Therefore, it is advisable to classify human capacities into formal and informal. Ajayi (2016) argued that labour is central to social existence as it is the central component of any country's citizenship. In order to improve Nigeria's economic advantage, the researcher recommends that special attention be paid to maximising productivity and effectiveness through human capacity building, motivating community development activities, and enlisting the cooperation of all stakeholders. It is evident today that there is an urgent need to develop effective management in industries and organizations in both the private and public spheres. This need arose out of the understanding that Nigeria's progress and development crucially depend on the existence of a well-organized, dedicated, inventive, and creative workforce (Nwankwo, 2018).

In the context of this study, education plays a significant role in the transformation of the defense sector in Nigeria. In fact, military training can be traced back to the formation of the Royal British West African Frontier Force (RBWAF), which evolved into the Federal Republic of Nigeria Armed Forces upon independence in 1960. This was available because new personnel needed to be trained in the art of defending territory and the nation's interests using deadly force (Egbo, 2019). The form of training received at this early stage was mainly to prepare the indigenous armies to assist the British Army during the world wars. From 1960, however, military training changed in the direction of peacemaking. This was consistent with the realization of Nigeria's foreign policy, particularly the maintenance of peace and stability in Africa

(Akinboye, 2018). Malan, Nhara, and Bergevin (2017) considered that the invitation of the Nigerian police and army to participate in the United Nations peacekeeping mission in the DRC in 1960 marked the beginning of the era of Nigerian peacekeeping training. This military education and/or training, which mainly involved learning tactical and rudimentary skills such as first aid and field hygiene, map reading, patrolling, postal service, etc., was initiated to ensure that military personnel (both combatants and health workers) were ready to go into areas to travel where they were needed for the maintenance of world peace.

2.1.2 Insecurity in Nigeria

The concept of insecurity would be better understood if the concept of security was first introduced. Akin (2018) defines security as "the state that arises as a result of the implementation of measures for the protection of individuals, information, and property against hostile persons, influences, and acts." It is the presence of such conditions in a society that allows individuals to go about their usual everyday activities without fear of harm to their lives or property. It encompasses all steps aimed at protecting and safeguarding citizens and the resources of individuals, groups, enterprises, and the nation against sabotage or violent occurrences (Ogunleye, et al., 2019). According to Eke and Christopher (2019), it necessitates protection against chronic risks as well as protection from disruptive disruption. However, security can be described as stability and continuity of livelihood (stable and steady income), predictability in daily life (knowing what to expect), protection from crime (feeling safe), and freedom from psychological harm (security or protection from emotional stress). That comes from the assurance or knowledge that one is wanted, accepted, loved, and protected in one's community or neighbourhood and by those around one. It focuses on the emotional and psychological sense of belonging to a social group that can provide protection. This description structures the security concept in four dimensions (Tella, 2015). However, these dimensions can be woven together to give a composite definition of security as protection from all forms of harm, whether physical, economic, or psychological. However, it is generally argued that security is not the absence of threats or security issues, but the ability to face the challenges of those threats with expediency and expertise (Awa-Samuel, Okonkwo & Eze, 2022).

Insecurity, on the other hand, is the opposite of certainty. However, due to the very diverse effects of uncertainty on human life and existence, different interpretations are commonly ascribed to the notion of uncertainty in the context of the different effects it has on individuals. Some of the common descriptions of insecurity are: lack of certainty; danger; uncertainty; lack of trust; doubtful; inadequately guarded or protected; lack of stability; troubled; lack of protection; and insecure, to name a few. All of this has been used by different people to define the concept of uncertainty. However, these different descriptors share a common indication of a state of vulnerability to harm and loss of life, property, or livelihood. Beland (2015) defined insecurity as a state of anxiety or fear resulting from a concrete or perceived lack of protection. It refers to a lack of or insufficient freedom from danger. This definition reflects physical insecurity, which is the most visible form of insecurity and feeds into many other forms of insecurity, such as: B. economic security and social security.

Two views are essential to this paper. These are (1) uncertainty as the state of being open to or exposed to danger or imminent danger, where danger is the state of being vulnerable to harm or injury, and (2) uncertainty as the state of being at risk or fear of being exposed, where fear is a vaguely unpleasant emotion experienced in anticipation of misfortune. An important point regarding uncertainty implied in these definitions is that those affected by uncertainty are not only unsure or unaware of what is about to happen, but they are also unable to stop it or protect themselves if it happens. From this perspective, we would describe insecurity in this paper as: ignorance, lack of control, and inability to take defensive action against forces that pose harm, danger, or vulnerability to an individual or group. Vulnerability is the situation that we do not know, face, or foresee. It is also something we may be aware of but are unable to confront (Etor, Etudor-Eyo & Ukpabio, 2020).

2.1.3 Remote (Root) factors which cause Insecurity in Nigeria

2.1.3.1 Lack of institutional capacity resulting in government failure

This resulted from what Fukuyama (2018) has termed the corrosion or collapse of institutional infrastructures. The foundations of Nigeria's institutional framework are very shaky and have provoked a deterioration in governance and democratic accountability, paralysing the existing constraints, including the formal and legitimate rules enshrined in the hierarchy of the social order. Apparently, as noted by Eke and Christopher (2019), the state of insecurity in Nigeria is to a large extent a consequence of, or can be linked to, government failures. This is manifested in the government's inability to provide public services and meet the basic needs of the masses. The lack of basic needs among the people of Nigeria has created a pool of frustrated people who are easily triggered to violence by any event. The argument here is that Nigeria has the resources to provide for the needs of its people, but corruption in public offices at all levels has made it impossible for public officials to focus on meeting the basic needs of the people. Burton (2017) described the situation in Nigeria as a "paradox of plenty," where a country earns large revenues from oil sales but does not use these revenues to meet the needs of its people and to develop infrastructure and the economy. When these situations exist, the crime rate will inevitably increase, and the safety of life and property cannot be guaranteed.

2.1.4 Pervasive material inequalities and unfairness

Greater awareness of disparities in life chances is a major root cause of insecurity in Nigeria. This is a rooted general perception of inequality and unfairness which has resulted in grievance by a large number of people. This perception stems from the perception of marginalization by a section of the people, government development policies and political offices and this has become a primary source of disaffection and resentment. As noted by Tella (2015) a large number of the Nigeria population is frustrated and have lost hope, especially the youths, and have now emerged to express their disillusion about the pervasive state of inequality.

2.1.5 Ethno-religious conflicts

These have arisen from distrust among various ethnic groups and among the major religions in the country. Adebowale (2015) identified ethno-religious conflict as a major source of insecurity in Nigeria. Ethno-religious conflict was defined as a situation in which the relationship between members of one ethnic or religious group and another of such group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation. Frequent and persistent ethnic conflicts and religious clashes between the two dominant religions (Islam and Christianity), present the country with a major security challenge. In all parts of Nigeria, there exist ethno-religious conflicts and these according to Ndubuisi-Okolo and Anigbuogu (2019) have emerged as a result of new and particularistic forms of political consciousness and identity often structured around ethno-religious identities. The claim over scarce resources, power, land, chieftaincy, local government, councils, control of markets and sharia among other trivial issues have resulted in large scale killings and violence amongst groups in Nigeria (Udoh, 2015).

2.1.6 Conflict of Perceptions between the public and government

Over the years, there has been a standing mismatch between public and government perceptions. A situation which often result in the reactions of the public to the excesses of the military regimes which governed Nigeria and has continued after the end of military regimes and created a sensitivity by those in government at public intrusion in matters of state. Frequently, on any given incident, public and government reactions diverge. In such situations, the media has never helped matters. Media practices have always focused on the dramatic and the spectacular view of the given situations. Such reports have always been capitalized on in sophisticated ways by various groups, some of which are violent to incite public clamour for a change and immediate reaction through strategically provocative violence. The point here is that the approach of media report over the years has contributed to exacerbate insecurity or perception of insecurity in Nigeria. President Jonathan alluded to this situation when he made reference to the popular axiom that the pen is mightier than the sword. In his statement, "the sword is used to kill and destroy but what we use the pen to do is also very critical. When you have a society with these unending political conflicts, it is there on the media whether print, electronic or social media and this brings a lot of insecurity to the system" (Bello and Oyedele, 2018).

2.1.7 Weak Security system

This results from inadequate equipment for the security arm of government, both in weaponry and training. This is in addition to poor attitudinal and behavioural disposition of security personnel. In many cases, security personnel assigned to deal with given security situations lack the expertise and equipment to handle the situations in a way to prevent them from occurring. And even when these exist, some personnel get influenced by ethnic, religious or communal sentiment and are easily swallowed by their personal interest to serve their people, rather than the nation. Thus, instead of being national watch dogs and defending national interest and values, and protecting people from harm by criminals, they soon become saboteurs of government effort, by supporting and fuelling insecurity through either leaking vital security information or aiding and abetting criminals to acquire weapons or to escape the long arm of the law (Blanchard, 2018).

2.1.8 Loss of Socio-cultural and communal value system

The traditional value system of the Nigerian society like most African societies is characterized by such endearing features as collectivism, loyalty to authority and community, truthfulness, honesty, hard work, tolerance, love for others, Mutual harmony and coexistence, and identification of individual with one another (Clifford, 2019). Other distinctive features of Nigerian traditional society are abhorrence for theft and high value for life. Stealing was considered extremely disgraceful and lives were also highly valued. All of these values which made society secured and safe have all gradually been thrown away and lost. New values have taken over their place over the years, with the so called 'modernity and civilization'. All our endearing values and morals have been traded off for western values.

The importance of a people's value system to their survival was espoused by Obama, when he challenged all societies to go back to their traditional values. In his words, cited by Clifford (2019), "Our challenges may be new. The instrument with which we meet them may be new. But those values upon which our success depends are hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism, these things are old. These things are true. They have been the quick force of progress throughout our history, what is demanded then is a return to these truths".

2.2 Human Resource Development

Nowadays, many authors used term Human resource development (HRD) to indicate training and development, career development, and organization development as an organization's investment in the learning of its people as part of an HRM approach (Bratton & Gold, 1999; Swanson & Holton, 2001; Vinesh, 2014). HRD is based on the beliefs that organizations are human-made entities that rely on human expertise in order to establish and achieve their goals and that HRD professionals are advocates of individual and group, work processes and organizational integrity (Hassan, 2007). HRD is the process of optimizing the production and utilization of the workforce. HRD is concerned with: (a) Staffing issues: employment, mix and number of personnel, deployment by region, by level of care, by type of establishment, by gender; (b) Education and training: coherence between competencies and needs of the services, programs and curricula, learning strategies, availability of competent teachers and trainers, of adequate infrastructures; (c) Performance management: maintenance and improvement of the quality of services, setting of standards, information and management systems, management practices; (d) Working conditions: recruitment and posting, job and workload definition, promotions and career mobility, incentives, mode and level of remuneration, other conditions of service, management of personnel and labor relations (Dussault, 1999).

Human resource development (HRD) is a process of developing and unleashing human expertise through organization development (OD) and personnel training and development (T&D) for the purpose of improving performance (Swanson & Holton, 2001). For our purposes, then, human resource development (HRD) can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands. Focused most broadly, HRD seeks to develop people's "knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or, ultimately, the whole of humanity. The purpose of HRD is to enhance individual performance and improve organizational effectiveness and productivity (Tabibi, 2011). Now a days, HRD is considered as the key to higher productivity, better relations and greater profitability for any organization (Vasantham, 2015). Appropriate HRD provides unlimited benefits to the concerned organization. Some of the important benefits are being given here:

- HRD (Human Resource Development) makes people more competent. HRD develops new skill, knowledge and attitude of the people in the concern organizations.
- With appropriate HRD programme, people become more committed to their jobs. People are assessed on the basis of their performance by having a acceptable performance appraisal system.
- An environment of trust and respect can be created with the help of human resource development.
- Acceptability toward change can be created with the help of HRD. Employees found themselves better equipped with problem-solving capabilities.

In addition for that, there are special goals for human resource development in the organization. All leaders obviously must participant in human resource development programs. The results of human resource development are: to increase efficiency, advantages, response to the market by access to organization and active workforce. The significant goals of human resource development are as below (Allameh & others, 2012):

1. Access to organization proficiency.
2. Increasing quality and efficiency.
3. Promotion in growth and individual development.
4. Integrating people into business.

It is worthy noted that goals must be according to organization's goals and missions

2.2.1 Skill Training

Skill is a term variously defined as qualifications, broad skills (Payne 1999) or as part of an overall competency model (Spencer and Spencer 1993) within construction, it is commonly cited synonymously with trades or crafts, such as bricklaying, plastering (e.g., Clarke and Wall, 1998). Historically, the term 'skill' is used to refer to the manual craft worker and technologist (Ainely, 1993; Keep and Mayhew, 1999). According to the Further Education Unit (1982), "the skill concept was widening to include 'the ability to perform a specific manipulative occupational task' and which now embraces: Language (reading, writing, speaking and listening); number (calculation, measurement, graphs and tables); manipulative dexterity and co-ordination; problem solving; everyday coping, interpersonal relationships; computer literacy and learning". Payne (1999) considered skills to cover everything from reading, writing reliability, communication, reasoning, problem solving and motivation to assertiveness, judgement, leadership, team working, customer orientation, self-management and continuous learning.

Furthermore, training can be considered as teaching (a person or animal) a particular skill or type of behaviour through regular practice and instruction. Armstrong (1996) mentioned that training usually refers to learning a specific task or job, the skills and behaviours of which are specifically defined, whereas development is an ongoing process involving changing people. This implies that training is a more of a mechanistic process, which is job-centred; meanwhile,

development involves educating the workforce, which is person-centred (Fryer, 2004). It is important to note this distinction in order not to use the terms interchangeably resulting in confusion of what is actually meant. It follows that combination of both training and development is essential to attain the required skills to do the job. At the craft level, jobs lean more towards training to perform specific tasks, whereas managerial level positions are more of a development process for changing behaviour. Nevertheless, managers might need training in some instances to use new IT systems or to apply health & safety practices.

Skills Acquisition Training is an adult education program which is intended to give different skills on the participants, and address immediate issues, for example, employments, independence and control restiveness among young people (Uranta and Nlerum, 2017). Mike (2014) declares that skill acquirement is the capacity to be prepared on a specific task or capacity. Likewise, Magbagbeola (2004) as referred to in Idoko (2014) posit that skill acquirement requires the gathering of various abilities that enhances task execution through the coordination of both theoretical and practical form of knowledge. He specified the rules for the sustenance of expertise acquirement program to include the followings;

1. Provision of training that gives the trainees the chances to obtain skills that are appropriate for readiness in a field of trade for beneficial business.
2. Provision of distinct skills that relate to each trade that makes one an expert in one field rather than the others.

2.2.2 Institutional Development

Institutional Development is the creation or reinforcement of the capacity of an organisation. This is also considered to generate, allocate and use human and financial resources effectively and to attain development objectives, public or private. Institutional development includes the building and strengthening of institutions for effective performance output. This involves in the development of the structure and strengthening of the elements that makes up the institutions.

Looking at the focus of this study, this can include the developmental plan and policies evaluation in order to bring changes in the institutions. For example, the educational institution of the country requires constant upgrading and policy readjustment. These are certain institutional development the education sector goes through in order to deliver effectively.

2.2.3 Development of Technical Capabilities

At the country level, capabilities can be grouped under three broad headings: physical investment, human capital and technological effort. These three are strongly interlinked in ways that make it difficult to identify their separate contributions to national performance (Nelson, 1981), but they do not always go together. If physical capital is accumulated without the skills or technology needed to operate it efficiently, National Training Center (NTC) will not develop adequately; or if format skills are created but not combined with technological effort, efficiency will not increase dynamically (see Romer, 1990, for a theoretical analysis). Physical investment is in some sense a basic capability, in that plant and equipment are clearly necessary for industry to exist, but it is the efficiency with which capital is utilized that is of greater interest. TC is an expression used to encompass the system of activities, physical systems, skills and knowledge bases, managerial systems of learning and incentive, and values that generate an extraordinary benefit for a company. Normally, a firm is capable of operating, maintaining, adapting, and assimilating the transferred technology. However, the issue arises is, to what extent the firm TC level can create a competitive environment on the firm which might outperform.

3. METHODOLOGY

3.1 Research Design

The study adopted descriptive survey research design. This method was considered because it gives the researcher the opportunity to sample the opinion of people and obtain current information from the respondents.

3.2 Method of data Collection

The main instrument of the data collection that used in this study is a structured questionnaire. The designed questionnaire was divided into two sections. The questions in section A is the general information while section B is meant to directly address the research question.

3.3 Population of the Study

The population of the study comprises youths in South East region. The region has a population of about 22 million people, around 10% of the total population of the country. The region has about 13.4 million youths (aged between 15 and 35 year old) out of the total population (National Census Commission, 2019). However, in the quest of this study, respondents for the study emerged from selected places in Ebonyi, Enugu, Anambra, Abia and Imo states.

3.4 Sample and Sampling Technique

Due to the largeness of the population size, the study randomly selected respondents from each of the states in the South East. This makes the total sample size for the study to be 400. The essence of this is to have sample size that can be handled efficiently by the researcher and also to ensure that each state was portioned same figure with every state understudy.

Table 1

Distribution of Respondents

S/N	States	Number of staff
1	Ebonyi	85
2	Enugu	95
3	Anambra	80
4	Abia	65
5	Imo	75
	Total	400

Source: Field Survey, 2022

The researcher used convenience sampling technique. The choice for the convenience sampling technique is anchor on the ease to reach potential respondents at the geopolitical zones mentioned.

3.5 Data Analysis Techniques

. Measure of central tendency was adopted to measured the spread of the datasets using the standard deviation. Furthermore, inferential statistics such as regression analysis were used in this study. Linear regression analysis was used to test the hypotheses.

Decision Rule: The p-value was set at 0.05. If the p value was less than 0.05, the null hypothesis was rejected; otherwise, it was accepted.

4. DATA ANALYSIS

4.1 Presentation of Data

This chapter presents the analysis of the research data and interpretation of results. In analyzing the data from the questionnaires administered, simple percentage was used by the researcher, test statistics such as sample linear regression was used to test the hypotheses. Thus, the data collected were presented as follows:

Table 2

Questionnaire Distribution and Return

Questionnaire	Respondents	Percentage of Respondents (%)
Returned	325	81.3
Not returned	75	18.7
Total distributed	400	100

Source: Field Survey, 2022

The copies of questionnaire administered were 400 and 325 (81.3%) of it were returned, while 75(18.7%) were not returned. The 325 copies of questionnaires that were returned are considered large and capable enough to make valid deductions and conclusions. Hence, the research analysis was based on the returned copies of questionnaire.

Table 3

Distribution of Respondents According to Sex

OPTION	FREQUENCY	PERCENTAGE (%)
Male	189	58.2
Female	136	41.8
Total	325	100

Source: Field Survey, 2022

The above table 3 shows the gender of the respondents. In the table, 189 respondents representing 58.2% of the entire respondents are males while the remaining 136 respondents representing 41.8% are females. Hence, the majority of the respondents are females. This is well illustrated in the chart below:

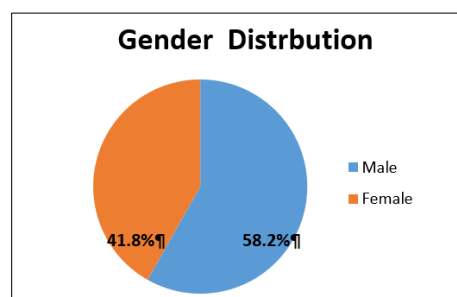


Figure 1.
Distribution of Respondents According to Sex

Table 4
Distribution of Respondents based on Educational Qualifications

OPTION	FREQUENCY	PERCENTAGE (%)
SSCE	108	33.5
B.Sc/HND	129	39.7
MA/M.Sc	72	22.2
PhD	16	4.9
Total	325	100%

(Source: Field Survey, 2022).

The above table 4 shows the distribution of the respondents based on their educational qualifications. In the table, 108 respondents representing 33.5% indicated that they were in possession of SSCE, 129 respondents representing 39.7% indicated that they have B.Sc/HND qualifications, 72 respondents representing 22.2% indicated that they were in possession of MA/M.Sc qualifications, while the remaining 16 respondents representing 4.9% indicated he has PhD qualification. Thus, the majority of the respondents are in possession of B.Sc/HND. The bar chart illustration is shown below to give the pictorial evidence of the result:

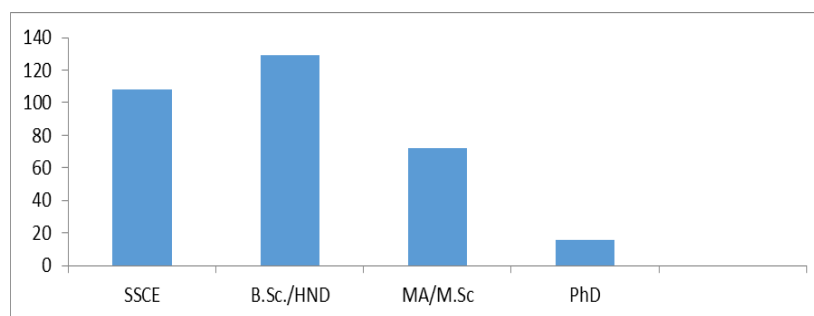


Figure 2
Distribution of Respondents based on Educational Qualifications

Table 5
Descriptive statistics for the extent to which capacity building of the youths affect insecurity in South East Nigeria

SN	Items	Mean	Std.Deviation
1	The South East states government have neglected the developing of the youths	3.53	1.133
2	The South East states has not been able to train the youth in skills	3.42	1.003
3	The state government contributed to the high rate of unemployed and unskilled youth in the South East states	3.16	1.124
4	Unemployment has driven many youths into various activities that constitute a threat to the state's security.	2.88	1.099
5	There is strong relationship between unskilled youth and insecurity in the South East states	2.72	1.109
	Average Mean	3.14	1.094

(Source: Field Survey, 2022).

The results presented in table 5 revealed that respondents agreed that capacity building of the youths affect insecurity in South East Nigeria (Average Mean=3.14, Std=1.094). This was attributed to the fact that majority of the respondents

agreed that South East states government have neglected the developing of the youths (Mean, 3.53, Std=1.133); the state government has not been able to train the youth in skills (Mean=3.42, Std=1.003), the South East states government contributed to the high rate of unemployed and unskilled youth in the state (Mean=3.16, Std=1.124), unemployment has driven many youths into various activities that constitute a threat to the South East states' security (Mean=2.88, Std=1.099) and there is strong relationship between unskilled youth and insecurity in the state (Mean=3.14, Std=1.094). Therefore, the above results imply that capacity building of the youths affect insecurity in South East Nigeria.

Table 6

Descriptive statistics on how youth skill training influences insecurity in South East Nigeria

SN	Items	Mean	Std.Deviation
1	Lack of investment in Skill Acquisition of the youth increases the presence of street youths or street gangs	3.99	.922
2	I have multiple barriers to accessing skills development programs in the state	3.96	1.024
3	The higher education institutes in the state are not doing enough to ensure sustainable skills development for youths' employability	3.85	1.067
4	I believe the youth needs more skill training to be able to reduce the rate of crime in the state	3.81	1.028
5	Unemployed and unskilled youth take to crime out of frustration	3.24	1.135
	Average Mean	3.77	1.036

(Source: Field Survey, 2022).

The results presented in table 6 revealed that respondents agreed that youth skill training influences insecurity in South East Nigeria (Average Mean=3.77, Std=1.036). This was attributed to the fact that majority of the respondents agreed that lack of investment in Skill Acquisition of the youth increases the presence of street youths or street gangs (Mean, 3.99, Std=0.922); multiple barriers to accessing skills development programs in the state (Mean=3.96, Std=1.026), the higher education institutes in the state are not doing enough to ensure sustainable skills development for youths' employability (Mean=3.85, Std=1.067), youth needs more skill training to be able to reduce the rate of crime in the state (Mean=3.81, Std=1.028) and unemployed and unskilled youth take to crime out of frustration (Mean=3.24, Std=1.135). Therefore, the above results imply that lack youth skill training influences insecurity in South East Nigeria.

Table 7

Descriptive statistics on how lack of development of technical capabilities heightens insecurity in South East Nigeria

SN	Items	Mean	Std.Deviation
1	There are few vocational skills training centers in the state for the youth	3.68	.813
2	Youth who lacks technical capabilities are unemployable	3.66	.853
3	Most youth that engages in crime does that because they lack capability to execute all technical functions for employability	3.64	.792
4	Most youth engage in crime because they think they lack the ability to perform any relevant technical function in the workplace	3.48	.843
5	Crime will reduce if there should be proper funding to the development of technical capabilities centers in the state	3.44	.983
	Average Mean	3.58	0.857

(Source: Field Survey, 2022).

The results presented in table 4.1.8 revealed that lack of development of technical capabilities heightens insecurity in South East Nigeria (average mean=3.58, Std=0.857). This was attributed to the fact that majority of the respondents agreed that there are few vocational skills training centers in the state for the youth (Mean=3.68, Std=0.813), youth who lacks technical capabilities are unemployable (Mean=3.66, Std=0.853). In addition, majority of the respondents agreed that most youth that engages in crime does that because they lack capability to execute all technical functions for employability (Mean=3.64, Std=0.792). Furthermore, some respondents agreed that the most youth engage in crime because they think they lack the ability to perform any relevant technical function in the workplace (Mean=3.48, Std=0.843). In the same vein, respondents agreed that crime will reduce if there should be proper funding to the development of technical capabilities centers in the state (Mean=3.44, Std=0.983). Hence, the above results imply that lack of development of technical capabilities heightens insecurity in South East Nigeria.

4.2 Analysis of Data

4.2.1 The extent to which capacity building of the youths affect insecurity in South East Nigeria

The finding of the study revealed that inability of government to build the capacity of the youths significantly heightens insecurity in South East Nigeria. This finding is consistent with the results of Okolocha, John-Akamelu and

Muogbo (2020) which show that much emphasis on academic excellence, lack of quality skilled trainers, acute shortage of facilities, inconsistent follow up by government and poor funding are problems facing skills acquisition employment in Nigeria. The findings of Oluwaseun (2013) are also consistent with the finding which revealed that youth unemployment is a menace in the country that deserves governmental and societal solicitude. The implication thus shows that when government failure to fund youth skill training programme, the youths will lack the necessary skills to be employable which will increase the rate of insecurity. In contradictory terms, Østensen, Brady and Schütte (2018) opined that much has to be done in human capital development and capacity building especially in the areas of tertiary education, vocational skills development and above all building a knowledge base economy. It is also important to note that youths are the fulcrum of human capital development and capacity building hence a country having a child dependency ratio of 82.7% indicates that much has to be done in youth capacity building for them not to depend on parents to supply their basic needs but for them to acquire the necessary and right capacity to contribute to self and national development. Thus, human capacity building is quite pivotal in empowering sustainable development in our daily engagements

4.2.2 *The extent to which youth skill training influences insecurity in South East Nigeria*

The finding showed that lack of youth skill training significantly heightens insecurity in South East Nigeria. This result is reliable with the result of Okechukwu and Nwekwo (2020) which showed that causes of security challenges in Nigeria are unemployment, lack of good governance, corrupt practices of government officials, lack of quality education, lack of basic infrastructure facilities, poverty and marginalization of the youth. In the arrangement, Adavbiele (2014) have revealed that lack of quality skilled trainers, acute shortage of facilities, inconsistent follow up by government and poor funding are problems militating against the youths' skills acquisition employment in Nigeria. Tenuche (2016) opined that the increased violence among the youth, which is also attributable to the State, is derived from the fact that the State has not been able to elevate itself to the position of an objective force standing above the contending interests in the society. Conclusively, we agreed with Tenuche (2016) that the high rate of unemployment among the able-bodied young men and women due to lack of skills training makes them vulnerable for elite mobilization for violence especially in a democratic setting. But with the full implementation and inclusion of entrepreneurship education as compulsory in tertiary institutions curriculum in the country, will to a large extent checkmate youth involvement in violence and reduce unemployment since they are sure of brighter future outside paid employment. By implication when government invests in skill training it results to massive employment creation which will reduce the height of insecurity because there will be lesser crimes in the society.

4.2.3 *The extent to which development of technical capabilities affect insecurity in South East Nigeria*

The finding showed that lack of development of technical capabilities significantly heightens insecurity in South East Nigeria. The finding of this study agreed with Thulani, Khashane and Olusegun (2021) that NYSP positively contributes to the entrepreneurship mindset, character building, community uplifting, leadership skills, poverty eradication, and attainment of vocational skills among young people. The study affirms that the level of poverty among young people was reduced through the National Youth Service Programme. The implication of this finding implies that lack of technical capabilities developmental programmes will significantly heighten insecurity in any region as there will be massive number of youths that are unemployable due to underdeveloped technical capabilities. According to Khayyat and Lee (2018) enhancing the technological capabilities would facilitate innovation. Apart from that, youths should learn new knowledge from the other experience to gain innovation skill. Furthermore, it emphasizes that youths must be proactive to upgrade their technological capability and innovation. As explained by Garcia-Morales et al. (2018) even though youths lack of capabilities may cause them to miss out in opportunities that could have productively engage them which on the long run reduces the level of crimes in the society.

4.3 *Test of Hypotheses*

Test of Hypothesis One

- H₀: Inability of government to provide human capacity building does not significantly heighten insecurity in South East Nigeria.
H₁: Inability of government to provide human capacity building significantly heightens insecurity in South East Nigeria.

Table 8

Inability of government to provide human capacity building heighten insecurity in South East Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.656 ^a	.431	.424	.41126	.431	68.798	1	91	.000
Model			Sum of Squares		Df	Mean Square		F	Sig.

1		Regression		11.636	1	11.636	68.798		.000 ^b
		Residual		15.391	323	.169			
		Total		27.027	324				
Model			Unstandardized Coefficients			Standardized Coefficients	T		Sig.
			B		Std.Error	Beta			
1	(Constant)		1.495		.248	.656	6.023		.000
	Human capacity building		.540		.065		8.294		.000

a. Dependent variable: Insecurity

Table 8 revealed that inability of government to provide human capacity building heightens insecurity in South East by a variance of 43.1% ($R^2=0.431$, $p=0.000$). This rejects the null hypothesis that inability of government to provide human capacity building does not significantly heighten insecurity in South East Nigeria and upholds the alternative hypothesis. This implies that inability of government to provide human capacity building significantly heighten insecurity in South East Nigeria. Furthermore, the study found that the regression model was the best fit for predicting the effect of human capacity building on insecurity ($F=68.798$, $p=0.000$). Similarly, the study revealed that every unit change inhuman capacity building will significantly affect the insecurity in South East by 65.6% ($Beta=0.656$, $p=0.000$).

Test of Hypothesis Two

H_0 : Lack of youth skill training does not significantly heighten insecurity in South East Nigeria.

H_1 : Lack of youth skill training significantly heightens insecurity in South East Nigeria.

Table 9

Lack of youth skill training heighten insecurity in South East Nigeria

Model		R	R Square	Adjusted R Square	Std. Error of the Estimate		Change Statistics				
							R Square Change	F Change	df1	df2	Sig. F Change
1			.674 ^a	.455	.40249		.455	75.838	1	9	.000
Model				Sum of Squares		df		Mean Square		F	Sig.
1			Regression	12.286		1		12.286		75.838	.000 ^b
			Residual	14.742		323		.162			
			Total			324					
Model				Unstandardized Coefficients				Standardized Coefficients		T	Sig.
				B		Std. Error		Beta			
1		(Constant)		1.504		.236			6.379	.000	
		Lack of youth skill training		.508		.058	.674		8.709	.000	

a. Dependent variable: Insecurity

Table 9 revealed that lack of youth skill training heightens insecurity by a variance of 45.5% ($R^2=0.455$, $p=0.000$). This rejects the null hypothesis that lack of youth skill training does not significantly heighten insecurity in South East Nigeria and upholds the alternative hypothesis. This therefore implies that lack of youth skill training significantly heighten insecurity in South East Nigeria. Furthermore, the study found that the regression model was the best fit for predicting the effect of lack of youth skill training on insecurity in South East of Nigeria ($F=75.838$, $p=0.000$). Similarly, the study revealed that every unit change in youth skill training will significantly affect the variance in insecurity by 67.4% ($Beta=0.674$, $p=0.000$).

Test of Hypothesis Three

H_0 : Inadequate development of technical capabilities does not significantly heighten insecurity in South East Nigeria.

H_1 : Inadequate development of technical capabilities significantly heighten insecurity in South East Nigeria

Table 10

Inadequate development of technical capabilities heighten insecurity in South East Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.345 ^a	.339	.104	.44086	.339	102.114	1	8	.000

Model			SumofSquares			Df		MeanSquare		F		Sig.
1		Regression	4.742				1	1.581		8.132		.000 ^b
		Residual	35.179				323	.194				
		Total	39.921				324					
Model			UnstandardizedCoefficients				StandardizedCoefficients			T		Sig.
			B		Std.Error		Beta					
1	(Constant)		3.403		.265		.340			12.859	.000	
	Development of technical capabilities		.258		.056					4.589	.000	

a. Dependent variable: Insecurity

Table 4.3.3 revealed that lack of development of technical capabilities heightens insecurity by a variance of 33.9% ($R^2=0.339$, $p=0.000$). This rejects the null hypothesis that lack of development of technical capabilities does not significantly heighten insecurity in South East Nigeria and upholds the alternative hypothesis. This therefore implies that lack of development of technical capabilities significantly heighten insecurity in South East Nigeria. Furthermore, the study found that the regression model was the best fit for predicting the effect of lack of development of technical capabilities on insecurity ($F=102.114$, $p=0.000$). Similarly, the study revealed that every unit change in development of technical capabilities will significantly affect insecurity by 64.4% ($Beta=0.340$, $p=0.000$).

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

1. The study revealed that inability of government to build the capacity of the youths significantly heightens insecurity in South East Nigeria ($Beta=0.656$, $p=0.000$).
2. The study revealed that lack of youth skill training significantly heighten insecurity in South East Nigeria ($Beta=0.674$, $p=0.000$).
3. The study revealed that inadequate development of technical capabilities significantly heightens insecurity in South East Nigeria. ($Beta=0.340$, $p=0.000$).

5.2 Conclusion

Unemployment and unskilled manpower especially among the youth play a pivotal role in exacerbating youth's vulnerabilities and susceptibilities of becoming involved in criminal activities such as kidnapping, violent, armed robbery, prostitution, rapping, assassination, conflict among other vices. Good number of these youth ordinarily would not have involved themselves in such activities if they had hope of survival, but since they feel neglected and abandoned without hope for tomorrow, they get frustrated in life especially after spending a lot of financial and material resources by both the parents and these youth to acquire education. Such deprivation generates depression, disillusionment and isolation. In conclusion therefore, it is agreed that the high rate of unemployment and unskilled manpower among the youth make them cheap tools for criminal activities. However, with show of commitment and political will on the part of government through human capacity building which will come with the implementation of programmes that would enable the youth acquire skills in the process of their educational career and be able to engage themselves in productive means of livelihood after their education, the challenges of insecurity in South East, Nigeria will be addressed.

5.3 Recommendations

Based on the findings made in the course of this study, the following recommendations are hereby suggested:

1. Since it will never be possible for government to employ all the youth in the state, the government should encourage the youth through skills acquisition and soft loan to enable them start some businesses of their own, while the government continues to monitor the beneficiaries, offering them advice and guides where necessary.
2. The South East states government can encourage the youth to queue into the agricultural programme of the state by acquiring land and other farm inputs at subsidized rates as well as making tractors and other equipment available, and can go further by assisting the farmers sale their produce at appreciable rate through marketing board which the state can establish.
3. The federal government on their part should draw the educational curriculum especially from post primary to tertiary institutions to suit our local needs to be able to create opportunities for the youth to acquire skills in different fields to enable them sustain themselves when they leave schools, since the all awaited white collar jobs are nowhere anymore to be found, except for the few privileged once that are highly connected in the society.

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