

Effects of Insecurity and Migration on Visual Arts Education and Entrepreneurship in Nigeria

Chinagorom C. C.¹ & Kanu Clement Emenike¹

¹ Department of Fine & Applied Arts, Alvan Ikoku Federal University of Education, Owerri
Correspondence: Chinagorom C. C., Department of Fine & Applied Arts, Alvan Ikoku Federal University of Education, Owerri.

doi:10.56397/JARE.2024.11.01

Abstract

Insecurity and migration have become burning issues, persistently turning into a global phenomenon. Africa is worst hit in these enduring trends, telling on the developing and underdeveloped countries. Nigeria's situation is more dicey compared to other nations. These unfortunate situations aggravate Nigeria's continuous loss of her labour force; technocrats and great talents who would have contributed positively to the growth and economic development of the nation, resulting in shortage of human capital. This does not augur well for the country. Some areas that will be affected if nothing seriously is done are health, education, and business sectors to mention but a few. This paper looks at insecurity and migration as factors deterring the contribution of visual arts towards growth and development of entrepreneurship in Nigerian education system. The Concepts of visual art, insecurity, migration and entrepreneurship were discussed. Data were sourced through secondary sources like newspaper publications, books, journals and internet. Findings show that insecurity is the main contributor to migration. Suggestions were proffered which include that the government should create an enabling environment where Nigerian workers find it easy to contribute effectively to the economic growth of the nation.

Keywords: insecurity, migration, visual arts and entrepreneurship development

1. Introduction

In recent times, the global community has been befallen with lots of turbulent situations caused by insecurity which created a situation where people are forced to migrate to places considered to be safe and stable. Obviously, the decision to migrate most times are not pre-planned. Nigeria as a nation is not left out in the issue of insecurity and migration. Nigeria as a nation has been experiencing a rather worsening waves of insecurity for more than a

decade now. This worrisome situation has forced many Nigerians to migrate to some countries in the Americas, Asia, Europe and some other countries in Africa where life is perceived to be easy and bearable from the security and socioeconomic perspectives. The issue of insecurity and migration as a discourse is dicey and overwhelming to the comity of nations giving rise to global uncertainties with far-reaching consequences. Insecurity alone arises as a result of political and social persecution, climate change, gender and

economic inequality, political repression, human rights violations and, and other environmental factors.

Arising from the above, the Organization of Economic Co-operation and Development(OECD), the Continues Reporting System on Migration known under its French acronym, “Système d’Observation Permanente Surles Migrations” (SOPEMI, 2020) in International Migration as a World Issue (IMWI, 2023), reveals that of the greatest drivers of migration flows is the sense of hopelessness and insecurity experienced by those exposed to situations of war, basically because, most migrants are young, urbanized, educated, and informed, yet consider that there is no future or suitable employment for them in their countries of origin. They sometimes say they are already dead before they face possible death in the Mediterranean Sea or Mexican border. More than half of young people in the Global South want to leave their countries of Origin. Those who end up leaving are not the poorest, but rather those who have means to develop a project, access to international networks, and the possibility of raising money to pay people(smugglers) if they cannot get a visa.

However, insecurity and migration have become a critical development issues which can lead to the following: a. Insecurity leads to Human Capital Flight; which courses migrations of skilled professionals, including visual art teachers and resulting in a brain drain; Reduced economic growth which can disrupt economic activities, leading to reduced investment, decrease productivity, lower economic growth; Increase poverty, as people will be forced to flee their homes and livelihoods, leading to increased vulnerability; Decreased access to education leading to school closures, decreased enrolment, and reduced access to quality education. Whereas migration on its own causes or encourages brain drain resulting in the loss of skilled professionals, including visual art teachers; Cultural exchange; as people bring new ideas to their host countries; Economic benefits, as migrants send remittances back to their home countries; Integration challenge, as migrants may face difficulties adapting to their new environments. From the foregoing, the burden of insecurity and migration are quite enormous though with a few positive consequences. They have triggered a turning point in Nigeria’s historical and socio-cultural

space.

Thus, Insecurity and migration as factors deterring the contribution of visual art teachers towards growth and development of entrepreneurship in Nigerian education are burning and topical issues. This paper seeks to provide some insights into the concepts and interrelationship between insecurity and migration as it affects Nigerian situation. Thereafter, it analyses how it has influenced the migration of visual art teachers. Against the analysis made, the paper proffered some suggestions for mitigating the surge for the nation’s skilled professionals migrating with specific reference to visual art teachers.

2. Methodology

This paper relied on newspaper and online publications as sources for data collection. The online print/resources include; academic journal articles, media reports, documentary reports, published books, archival sources and other meaningful literatures. Content analysis was used to structure the resources towards the scope of the study.

3. Concept of Insecurity

Insecurity emanates from the absence of security. Aside our position, so many other scholars have different definitions and meanings of insecurity. Achumba, Ighomereho and Akpor-Robaro (2013) in Ogunode, Ahaotu and Obi-Ezenekwe (2021) view insecurity as the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe and others. Insecurity portends feelings of uncertainty, dangers or threats to life (Oluyomi & Grace, 2016). But for Beland (2005), he is of the view that insecurity is “the state of fear or anxiety stemming from a concrete or alleged lack of protection”. It refers to lack or inadequate freedom from danger.

Also, Hasan (2014) cited in Ogunode, Ahaotu and Obi-Ezenekwe (2021), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over situation but have to rely on the cooperation of others that cannot be guaranteed, the result may be frustrating or insecurity. Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple

effects on teaching and learning. This is as it concerns academic activities. When insecurity arises, the psyche of “one day at a time” takes over. People are unsettled and survival instinct takes over, insecurity numbs long term plans and stifles investment. It disrupts even an academic calendar, and it instils fear in the mind of the learners, teachers and bringers of scholarships.

4. Causes of Insecurity in Nigeria

Certain factors can trigger insecurity in a given environment. They include but not limited to; Illegitimacy of government, state sponsored persecution, social and economic inequality, violent extremism, cyber-security threats, climate and environmental changes. Of all the causes of insecurity, political instability, persecution, violent extremism take the lead. Alesina et al., (1996) in Obinna (2022) opined that the meaning of political instability despite the variations in definitions points to one common issue which is the propensity of a change in the executive arm of government either by constitutional or unconstitutional means. Citing Morrison and Stevenson (1971), Obinna posits that political instability is simply a change in government and challenges to the government. He went further to explain that political instability is a condition in political arrangements in which the institutional structure of authority breakdown and the expected compliance to political authority is replaced by political violence.

In comparison, the Security Challenges in Nigeria and the Implications (SCN,2021) sees Terrorism, at the most proximate and least disputable level, is the most fundamental source of insecurity in Nigeria today, and its primary bases and sources of support have been located in religious fanaticism and intolerance. As “the premeditated use or threat of use of violence by and individual or group to cause fear, destruction or death, especially against unarmed targets, property or infrastructure in a state, intended to compel those in authority to respond to the demands and expectations of the individual or group behind such violent acts” which has cost 13.4 percent of the world gross domestic product. Nigeria has lost large numbers of lives in the northern region since 2009 to the insurgence of the infamous sect, Boko Haram which has been ravaging the northern region of the country.

The above source added that in Nigeria, the variables range from theft to organized armed robbery, kidnapping and demand for ransom, social injustice, unemployment, lack of access to livelihood resources, the rising cost of living, bombing and pipelines destruction. All these variables of crimes and social maladies have made the Nigerian security environment to be very complex. Since Abubakar (2019) is of the view that political instability affects good governance which is considered as to be the roadmap to a sustainable development. Therefore, when a nation is confronted with these varieties of problems, a greater part of the system or some aspects of system faces certain levels setbacks and that may affect the efficiency and productivity of human resources (HR).

5. Concept of Migration

Migration is first and foremost, a normal human activity. Human beings always move from ‘one country, locality, and place of residence to settle in another’. Basically, people have migrated and continued to migrate for a range of reasons, but the most common motivator for relocation has been the desire for a better life (<https://www.ourmigrationstory.uk>, 2024). To put migration in a proper perspective, O'Neill (2006, p. 326) in Putu, Sutrimo and Putu (2023) opined that migration can be understood as a complex process of population movement across social boundaries, both within and between nation-states, which has an impact on adding or reducing people. Migration includes temporary and permanent movement activities, such as seeking asylum, economic migration and illegal migration. This activity is often perceived by the public as a threat considering various criminal acts such as drug and human trafficking, theft, and terrorism committed or involving migrants.

There are three dangers that migration brings to the security of the society namely; disturbance of public order; threats to cultural identity, generally seen from competing cultural values and norms, as can be seen in the religious ban on religious symbols in France in 2004; and the destabilization of domestic labour market. (Huysmans, 2000, p. 725; O'Neill, 2006, p. 326)

6. Possible Causes of Migration

For better understanding of migration, it will be good to explore the root causes of migration. In that regard, Pope Francis, in World Day of Migrants and Refugees (2014, p. 1-2) outlines and explained the following as the root causes of

migration. Permit us to paraphrase, He is of the view that Safety factors can cause danger to individuals, prompting them to migrate. Persecution and discrimination based on nationality, race, religion, political beliefs, or membership status in a particular social group will prompt people to move. On the economic factors, the Holy see observes that economic migration, whether permanent or seasonal, is a commonly cited reason for migration. In general, it is believed that in economic migration people move from poorer developing areas into richer areas where wages are higher, and more jobs are available. He adds that migration caused by environmental factors is increasingly involuntary. Environmental factors cause displacement, or the forced movement of people by social or environmental factors. Crop failure for example, often results in both food scarcity and a drop in agricultural jobs. On the social factors, the Pope holds that social factors motivating migration grow from the human needs and desires to achieve a better quality of life. Migrants often move to ensure better opportunities for themselves or their family, like sending their child to a better, safer school.

7. Causes of Migration in Nigeria

However, insecurity and migration as factors deterring the contribution of visual art teachers towards the growth and development of entrepreneurship in Nigerian education system cannot be exhausted as a discourse. Insecurity alone according to Ogunode and Ishaya (2021) remained one of the major problem facing both the academic and non-academic staff of the public universities in Nigeria. Nigeria is facing insecurity challenges which is affecting all public institutions especially the higher institutions in the country.

Many public university administrators have either been killed and kidnapped within the university staff quarters. Ogunode et al., (2020) in Ogunode and Ishaya (2021) submitted that many non-academic staff have been killed. Scholars at Risk reported that on January 19, 2016, unidentified perpetrators kidnapped the Director of the Centre for Continuing Education at Rivers State University of Science and Technology in Port Harcourt. His whereabouts remained unknown at the time of writing. On May 3, 2016, seven gunmen reportedly entered the campus of the University of Calabar, Cross River State, at night, firing shots to disperse security guards and passers-by. They kidnapped

a lecturer and two students from their residential quarters, according to local news sources.

Thus, the unlocked security situation is actually forcing the nation's technocrats, talents, the skilled personnel (visual are teachers inclusive) to mention but a few, to see migration as the best alternative to explore, bearing in mind that the new environment may offer the requirements for a purposeful and a more stable living. It is called "Japa" in the Nigerian local parlance. Spending not less than four years teaching students in visual arts, only for them to migrate with the skills they acquire to foreign land or places outside their environment where they acquired their skills because economic reasons and safety concerns amounts to an exercise in futility. Even if they are sending money home, the cut in transfer of knowledge is irredeemable. A developing nation that experiences generational disconnect in skills acquisition and technical growth can never attain a knowledge-based economy. It will remain a consuming nation and never a productive economy.

8. Effects of Migration

Refer to the Nigerian Daily Post publication of July 24th, 2024, leads with the headlines: Endless attacks, humiliation of Nigerians abroad raise concern. In it, the paper reveals that there are concerns over the incessant attacks and humiliation of Nigerians in foreign lands. The paper discloses that over the past seven years, more than 350 Nigerians have been murdered extra judicially in foreign countries and that most of the victims died in the hands of non-state actors. The paper further reveals that a wave of protest broke out outside the Republic of Benin Embassy in Abuja on June 26th, 2024 over the unjust detention of certain Pastor Benjamin Egbaji. Youths rallied to demand his release. Pastor Egbaji who heads a church, English De Miracle Et Action Du Saint Esprit in Benin, was accused of by Pede Victoire, a citizen of that country. He had remained in prison under very dehumanizing conditions without trial Egbeji is lucky to be alive. Alike Ogorchukwu died in the hand of an Italian man under public glare in July, 2022. On a busy Italian Street. In the same month, two Nigerian guards, Tosin Amosu-Arowoshegbe and Chibueze Momah were gunned down on duty in Vaughan Canada. Chizoba Favour Eze died in an Ethiopian prison after being brutally beaten

by prison officials. She was left untreated after that, and so, succumbed to death after some days. The Patriotic Citizens Initiatives, a civil society group indicates that 170, 000 Nigerians were serving prison terms for drug/human trafficking and other minor offences across the world. Of this number, China is holding 8,000 Nigerians, 3,719 in Canada, 750 in Britain, 1,000 in India, 200 in Indonesia with 40 on death row as at 5th October, 2023. Neighbouring Benin hold 3000 Nigerians. Ayobamide Kehinde, the International Director for Dynamic Ambassadors for Social Transformation and Orientation Initiative told Daily Post the pathetic story of Benjamin Egbeji and how some influential Nigerians in Benin Republic are too scared to assist any Nigerian in the hands of state and non-state actors in that country.

9. Visual Art Teaching and Entrepreneurship in Nigeria

We need to situate this segment of our discourse properly by first an understanding of what visual art is, Ngumah, Eze, and Egornu (eds) (2023) teach that visual art presents a duality in manifestation-fine and applied arts. While the fine arts are drawing, painting, sculpture and architecture, the applied arts are the textiles, graphics and ceramics. This is to say that the visual arts are; drawing which is any visible impressions are made with the hand on any surface or support (an independent physical structure on which impressions are made) with dry or liquid media like pencil, pen, chalk, charcoal or conte, and ink; painting which is the application of paint unto a surface to arouse curiosity or feelings and for the purpose of beautification, identification, protection and sanitation of a given structure; sculpture that involves an additive or subtractive process of producing a three-dimensional artwork using clay, cement, fibre glass, plastic, stone, glass, bronze, brass etc.

Sculpture has also assumed an installation dimension where artist use ropes, adhesives, natural and discarded objects to create astonishing works of three-dimensional effects; architecture-an artistic, but scientific process of producing designs and prototypes of buildings and structures. The building or structure so achieved is itself called an architecture or a piece of architecture; textiles involves the design and production of cloth/cloths, footwear, bags, rugs, mats and other utilitarian coverings; graphics that involves the production of visual images

with lines, colours and photographs to disseminate information, sell ideas and provoke visual appeal of all kinds of media forms; and ceramics which is fired and glazed pottery that begins with the sourcing of clay and other earthy materials, processing them, modelling or casting them and or throwing them on potter's wheel, allowing the green wares to dry and be free of water of making air pockets, firing them to become pottery and finally glazing them and firing them again in the kiln to become ceramic.

10. Visual Art Teaching

Visual art teaching in the 21st century involves collective participation in any place it is carried out; studio, outdoor, workshop or classroom. Visual arts teaching encompasses a student-centred approach on creative expression, critical thinking and technical skills development (Hetland & Winner, 2022). The facilitator of the learning experiences who is the instructor must not always talk to the student or talk at the student. In other words, there is little room for lecture method. He must talk with the students, draw with them, paint with them, design with them and process sculpture and ceramic materials with them, leading the practical demonstration to achieve a worthwhile learning outcome.

A visual art teacher must master drawing. What mathematics is to the science teacher is what drawing is to the visual art teacher. Effective visual arts teaching emphasizes experimentation and risk-taking (Rockman, 2022); it integrates art history, criticism and aesthetics (Zimmerman, 2020); Encourages social justice and critical pedagogy (Shulte, 2020); Utilizes technology and digital tools (Delacruz, 2022) and foster creativity, self-expression, visual literacy. (Hetland & Winner, 2020).

The visual art teacher must lead in experimentation and risk taking. In methods and materials study of any given area, he should be thorough in explaining and handling materials and equipment. Certain tools and materials course certain mishaps. Some explode, some are highly noxious when inhaled for too long. The visual art teacher must therefore "know how" and "know that" in handling tools and materials. The visual art of today teaches theories in good measures and so any would-be visual artist who cannot express himself very well or take part in a discourse on aesthetics (the science of beauty and art appreciation) might as

well embrace folk art which we call roadside art in local parlance. Again, technology plays prominent role in art presently. We can use the smart phone, cameras, computers and artificial intelligence to do so many things in art especially in painting, textile and architecture.

11. Entrepreneurship

Any professional training that cannot make headway into entrepreneurship in this era of unemployment, under employment and job losses will be a burden instead of a blessing. Amaechi (2017) in Omeodu and Owaba (2020) opined that entrepreneurship is the ability to identify business opportunities, the ability to be able to harness the necessary resources to use the opportunities identified, the ability and willingness to initiate and sustain appropriate actions towards, the actualization of business objectives. Entrepreneurial spirit is never a talent, neither is it a gift to a person or a race. It is a developed and takes painstaking measures and thorough assessment of situations to be imbibed. A society may contain individuals who are entrepreneurially-driven and those who are technologically-driven. Another society may contain those who are entrepreneurially-driven but lacks the right environment to drive technology and so, run a distributive and consumption -driven economy. This can be related to what is happening in the exciting world of visual arts. Identifying business opportunities involves critical thinking in order to see what others are not seeing.

Chinedu Christopher is a ceramics major and an ex-student of Fine and Applied Arts of the hitherto college, now a University of Education. He opened a pottery centre at Orogwe Owerri West LGA of Imo State where he produces quoins (decorative rectangles or squares of bricks placed at the corners of buildings to add architectural interest), balusters (upright supports, often vertical moulded shafts found in stairways, parapets and other architectural spaces), flower vase/pots, brick-built kilns and charcoal pots. These are areas, many of our students in visual arts have never thought of and which to the knowledge of these writers are though labour intensive, attract reasonable income.

Osuji Chinedu Caleb is a graphics major from Fine and Applied Arts Department. He owns a graphic studio at Ihugba Street Owerri Municipal where he brands T-shirts, cups and

other souvenirs. He also produces plaques, neo signs, seals, stamps and other digital visuals. We can go on and on to reveal the level of entrepreneurship that is available by the visual arts. Some other students and ex-students in the visual arts trained by the Fine and Applied Arts Department have however migrated to Europe because of the current uncertainties in the land.

12. Conclusion

This study provides an overview of the challenges of Insecurity and Migration to the visual art teacher in the development of entrepreneurship in the Nigerian education system. The situations that provoke insecurity and migration as well as the effects on the entrepreneurial development on students of visual arts were identified. We cannot talk about entrepreneurship amongst our visual artist trainees without speaking to authorities (state actors) about the importance of stability and enabling environment where social and economic integration, inclusiveness, justice and equity reign. If security is guaranteed, there will be stability in the mind of individuals in different sectors (education inclusive), resulting in efficiency and commensurate inputs that will lift the economy for the greater good of all. If the Nigerian system becomes effective, migration will be a mere leisure exercise since it is part of human activities and not a search for a stable, sustainable and a more viable economic environment.

13. Suggestions

Arising from the above, this paper wishes to suggest the following:

- 1) The Federal government should show a strong political will in tackling insecurity problems. With that, the system will move from volatility to where peace and stability is guaranteed.
- 2) The Federal government should ensure that the working conditions of the nation's workforce is greatly improved so that workers in various sectors (including the visual art teacher) will have value for their inputs and the passion to add more value.
- 3) Through strong and genuine legislative act, the state and the national assembly should support a bill that will discourage remuneration inequality in the nation's workforce, particularly in the civil service. The learner who is being exposed to entrepreneurial skills must see

contentment and fulfilment in his trainer.

4) The government of the federation should ensure peace, justice, equity and socioeconomic reengineering to drive a knowledge-based economy that guarantees a sustainable entrepreneurship development.

References

- Abubakar, S. Y. (2019). Good governance: The panacea to peace, security and sustainable development. *International Journal of Politics and Good*, X(10.1), (ISSN: 0976-1195).
- Beland, D. (2005). The political construction of collective insecurity: from moral panic to blame and organised irresponsibility. Centre for European Studies Working Paper Series, 126.
- Delacruz, E. M. (2020). Teaching visual arts in the age of COVID-19: opportunities and challenges. *Journal of Arts Education*, 75(2), 12-18.
- Hetland, L. and Winner, E. (2020). *The art of possibilities: Transforming teaching and learning through the arts*. New York: Teachers College Press.
<https://www.ourmigrationstory.uk>. Retrieved 02/08/2024, 2:04pm.
- Ngumah, H.C., Eze, N. and Egornu, C. A(eds). (2023). *Art foundations for schools and colleges*. Owerri: Divine Digital Concepts.
- Nwachukwu O. J. (2024). Endless Attacks, Humiliation of Nigerians Abroad Raised Concerns. The Nigerian Daily Post. Retrieved from dailypost.ng 04/08/2024:30pm.
- Obinna, U. (2022). Political instability and insecurity in Africa: Implications for African union agenda 2026. *A journal of Contemporary International relations and Diplomacy (JCIRD)*, 3(1).
- Ogunode, N. J. and Ishaya, S. A. (2021). Effects of brain-drain on higher institutions' administration in Nigeria. *Pindus Journal of Culture, Literature, and ELT*, 8. ISSN:2792-1883.
<https://Literature-academicjournal.io>.
- Ogunode, N. J., Ahaotu, G. N. and Obi-Ezenekwe, U. C. (2021). Effects of insecurity on school administration in Nigeria. *Middle European Scientific Bulletin*, 13. Doi 10.4749/mesb 2021. 13. 628
- Oluyomi, A. and Grace S. (2016). Environmental insecurity and the Nigerian child's learning: Coping strategies. *Asian Pacific Journal of Multidisciplinary Research*, 4(1), 13-17.
- Omeodu, M. D. and Charles-Owaba, T. (2020). *Innovation in mathematics education and entrepreneurship development. innovation and entrepreneurship education in Nigeria: The way forward*. Warri: West & Solomon Publishing Co Ltd.
- O'Neill, P. E. (2006). The European union and migration: Security Versus Identity. *Defence Studies*, 6(3), pp. 322-350.
- Pope Francis, World Day of Migrants and Refugees. (2014). Root Causes of Migration Retrieved from <https://justiceformigrants.com> 02/08/2024, 3:30pm.
- Putu, A., Sutrimo, S. and Putu, E. A. (2023). International migration in security studies: The urgency of global governance in relating, managing and preventing illegal migration. *International Journal of Progressive Science and Technologies (IJPSAT)*, 3(2), pp. 104-109.
- Rockman, D. (2020). *The art of teaching art: A guide for teaching and learning of the visual arts*. New York: Routledge.
- Schulte, C. M. (2020). *Art education for social justice: Critical pedagogy and the art classroom*. New York Routledge.
- Wihtol de Waden. (2023). International migration as a world issue. Retrieved from <https://link.springer.com> 03/08/2024, 2:30pm
- Zimmerman, E. (2020). *Visual arts education: A contemporary guide to teaching and learning of the visual arts*. London: Routledge.