

EDUCATION, GOOD GOVERNANCE AND CHALLENGES OF INSECURITY IN NIGERIA

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Abstract

The peripheral social formation called Nigeria is in deep crisis; crisis emanating from both internal and external contradictions. The crisis has crept into all spheres of our social existence. It has become worst in the educational sector. Concerted efforts made by both government and non-governmental agencies to curtailing these crises and promote peace and development in Nigeria as a precondition for national productivity and development have woefully failed. No nation makes progress under un-peaceful and crisis-ridden environments. The national interest now is how to restore peace and security in Nigeria through good governance, in order to revamp, transform and reposition education sector for greater productivity, and to drive growth and development in 21st century Nigeria. Even in the mist of these confusions, Education is still considered as an instrument per excellence in pursuing national growth and development; and a viable option for Peace, security, and good governance in most countries of the world.

Of recent, especially in this fourth Republic, Nigeria has been a victim of communal, ethnic and religious violence. The situation has assumed a dangerous scenario with the emergence of Boko Haram terrorist group. In all the violent conflicts, youth have become the instrument in the hands of politicians and religious zealots in fomenting trouble in the country. The reason being the high rate of unemployment among the youths, which is a fall out of faulty educational system that renders Nigerian youths unemployable in the labour market. The economic predicament of the Nigerian youths has made them ruthless in crimes.

Education is designed purposely to assist individuals to develop their skills and abilities, so that they can fulfill their potentials and leave productive satisfying lives. In the preliterate or primitive/traditional societies, education focused on hunting, cooking, following stars and obeying the gods. The role of teaching then rested with parents, elders or priests. Illiterate adults learnt from folklore, ballads, and sermons. Education then focused on the transmission of essential skills and orally preserved traditions of a particular tribe or community. Teaching was not a specialist function, until the early civilizations in which teaching was accompanied with more complex and regulated social organization (Nwaeke, 2009).

The purpose of education in modern time is wider in scope than in the preliterate societies. Education now shapes politics and governance, culture, family and economy etc. Society is dynamic and constantly growing and changing, education must follow the dynamic nature of the society. In fact, societal changes are effected through the education system of a country. Therefore, educational system of a country must change to meet the needs and aspirations of the society, otherwise it becomes irrelevant. Experts both at home and Diaspora have expressed grave concern about the incoherence and

inadequacy of the Nigeria's education system, especially at the university level. Ezekwesili in Azikiwe (2008), presents the graphic state of the Nigeria education system, and advocated for reform. The then minister of education warned that if the rot in the education system was not aggressively addressed, that the country was at the risk of creating a republic of "Italy girls" (Nigerian girls going to Italy for prostitution because of unemployment), "yahoo boys" (youth involvement in internet fraud), miscreants and hardened criminals, thereby creating highly skilled and motivated criminals (Segun, et al., 2016). These challenges are already with us now in the country. One of the major issues aggravating unemployment problem in Nigeria is premised on the fact that there is a mismatch between the school curricula and job requirements in both private and public sectors; hence many scholars have called for a comprehensive review of curricula and pedagogy owing to the limited successes associated with them. They contend that Nigeria University curricula are inadequate, lack quality, and as such limited the chances of graduates in getting jobs with public and private employers (Agina-Obu, 2018, Amaele, 2019, Nwaeke, 2020, & Ogbondah, 2021).

Similarly, Akwara, et al., in Segun, et al. (2016), pointed out that unemployment of trained people including university graduates in Nigeria is rapidly growing. It is important to note that unemployment among the youths has negative implications on Nigerian national security because it makes them involve in various crimes thereby constituting insecurity which threatens the educational development in Nigeria. Most of the people paraded by law enforcement agencies for belonging to criminal groups are mostly the unemployed youths. The most disturbing aspect is the fact that some of those involved in various crimes are educated but have no jobs hence they involve in urban conflicts, militancy, sectarian violence, crimes, terrorism etc. This scenario necessitates the urgent need for education reform to enhance employability of Nigeria school leavers and graduates. Unemployment leading to insecurity has two major dimensions, the uneducated youths who are jobless and educated youths who are also jobless; the two groups mentioned above constitute a threat to national security and breeds the insecurity which has threatened the nation's education system to a very great extent. However the security challenges in Nigeria which has grossly affected our educational development efforts can be genuinely addressed by good governance, but good governance has eluded Nigeria from Independence till now due to many reasons which we shall address later in this paper.

The paper anchors on human capital theory, and systems theory. The human capital theory developed by Edward Denison (1962), sees human capital as the productive investments embodied in human beings, which exists in form of skills, abilities, ideals, knowledge, experiences, creativity, technology, health, etc. developed and acquired through education, on-the-job training programmes, and medical or health care delivery in a country. The theory establishes positive relationship between education and economic growth, which later translates to economic development in well organized societies, (Nwaeke, 2019). Education- growth and development connection has been confirmed by scholars. For example, Fadipe (2000), Aghenta (2001), Ogbodo and Nwaoku (2007), have posited in their separate works that the primary determinant of a country's standard of living is how well a country succeeds in developing and utilizing the skills, knowledge, health and habits of its population to facilitate growth and development. Education is a dominant factor of human capital formation. Education

whether formal, informal, non-formal is the bedrock of growth and development of a nation, that liberates man and his society from ignorance and superstition, and acts as the key to unlock the development of individuals and national potentials for enhanced social, political and economic progress, if the right type is pursued by a nation or society. It is a latent instrument to maintain peace and harmonious relationship in every society. So in this crisis ridden Nigeria, education for national ideology which promotes peace, fights corruption, and promote good governance for the benefit of the society should be vigorously pursued at all levels of our educational system. Hence this theory is relevant for this paper. Having seen the correlation between education, peace, development, and national security and stability, it is also necessary to state that the system theory developed by Von Bertalanffy (1969) is equally relevant in this paper. A system can be described as a complex interaction of various components. From the work of Bertalanffy (1969), a system is a conglomeration of parts into a whole, and what affects the part affects the whole.

This theory is equally supported by Kenneth Boulding, Anatol Rappoport, among others. Nigeria as a country is a system, youths are part of the system, and the inability of a good number of the youths to live a decent life as a result of either lack of education or quality of education is responsible for their joblessness and poverty, thereby making crimes attractive to them, hence becoming agents of insecurity to the system. So the right type of education that will influence the youths towards peaceful coexistence in a diverse society and make them employable should be the focus of Nigeria in this 21st century, not education for all without functionality which breeds unemployment with its attendant consequences of violence and insecurity that impedes national growth and development. This paper examines the Nigerian education system, the challenges of insecurity in Nigerian education sector, the role of governance in ensuring qualitative education for national development, and maintenance of peace and security for quality education to strive.

Conceptualization of Education

Education is conceptualized in different perspectives by different educators as they perceive it in the society they live. For instance, Ukeje in Orubite (2017) asserts that "education is the greatest power which mankind has created either for its ultimate destruction or continuous survival and progress". Amaele (2019) sees education as investment; education is seen as the greatest human investment for total growth and development of the society. Education develops the cognitive, affective and psychomotor domain of man that make the educated man develop the society, hence education is the true light that lightens every society in particular, and the world in general. Ogbondah (2021), posits that "education is a process of cultural transmission or a process of socialization of the individual to prepare him for adult life in the society". There are varied definitions of the concept of education. It is also seen as a race course, the transmission of what is worthwhile, from generation to generation, and the various ways in which a society transmits knowledge including factual information and occupational skills as well as cultural norms and value of a society to its members (Segun, et al., 2016). It involves formal instruction under the direction of specially trained teachers (Azikiwe, 2008). Education is also seen as a process by which individuals are assisted formally through proper protection and guidance to develop their capacities not only for

their own benefit but for the benefit of the society at large. The essence of education is to develop individuals so that they can become effective and efficient in what they do, and also contribute to the advancement of the society where they live. Education plays a critical role in changing the development of citizens to the desired direction, (Orikpe, 2013).

From the views of scholars highlighted above it is therefore necessary to state that the destiny of a nation is determined by its level of commitment to quality education, hence the input a nation or people makes to education, leads to the expected output. Therefore, a casual approach to nation's education system, results in casual production of citizens with its attendant consequences. The better the education system, the better the citizens, and the better the human productivity in the nation's development. There is no gainsaying that education is a process that produces the true "educated man". As a process, it involves a lot of tasks; human and material, spiritual and physical, tangible and intangible, immediate and remote. It is also capital-intensive, the measures and commitment of resources invested in the process determines the output of the product, hence the saying that no nation can outgrow the quality of its education, because education fosters total human development which in turn is used to transform the society. This much depends on the kind of education provided, why it is provided, how it is provided, who provides it, and to whom it is provided for. The thesis here is that the survival and progress of Nigeria, very much depends on the nature and quality of educational provision, hence the national policy on education (2014:8) states that; "Education shall continue to be highly rated in the national development plans because education is the most important instrument of change. Any fundamental changes in the intellectual and social Outlook of any society have to be preceded by an educational revolution".

History of Western Education in Nigeria

Before the advent of Western education in Nigeria, traditional system of education was in vogue. Fafunwa (1974), in Segun et al., (2016), posits that the latent aims of the traditional system of education, which provided the bases and processes of training in the traditional education systems are: to develop the child's latent physical skills; character; inculcate respect for elders, and those in the position of authority; develop intellectual skills, acquire specific vocational training and develop a healthy attitude towards honest labour; develop a sense of belonging and participate actively in family and community affairs, and to understand, appreciate and promote the cultural heritage of the community at large. The method employed to attain the above goals is through a combination of theory and practice. Good virtues such as valour, honesty, wisdom, respect for elders and oratory were either directly or indirectly taught or imparted through folklores and stories narrated by elderly members of the society. The vocational training started right from when children begin to follow their parents or guidance to farms, forests, blacksmithing, rivers, waving shops etc, to learn crafts and occupations of the parents and guardians.

Fafunwa (1974), Amaele (2019), Elechi (2021), and Ogbondah (2021), had given detailed history of Western education in Nigeria. The history of Western education in Nigeria can be traced to the Portuguese traders who came to Benin as far back as 15th century. They only concentrated their teachings on the sons of Oba of Benin and his

chiefs. But meaningful Western education in Nigeria actually started in 1842 through the activities of the Christian missionaries under the Wesleyan Methodist society that opened Christian missions in Badagry near Lagos, and later moved to Abeokuta. They built a mission House church and a school. The Catholic Mission Society (CMS), the Presbyterian mission, among others, also joined and made their marks on the education landscape of Nigeria Segun et al, (2016). Later, government intervention led to the takeover of some of the missions' schools. Today there are many primary, secondary and tertiary schools and institutions owned by the federal government, State governments, local governments, religious bodies, and private individuals in Nigeria.

Education and Development

Education is a bridge to the Future, an agent for human capital formation, a manpower industry that produces the knowledge and skills necessary for development. It is an obvious fact that a nation's ability to develop the skills, knowledge, abilities, and competencies of its members is crucial and fundamentally linked to the education system, which obviously is a social service with positive externalities that foster economic, social, political and technological changes, (Nwaeke, 2006). This is supported by Ogbodo and Nwaoku (2007) who opined that the primary determinant of a country's standard of living is how well it succeeds in developing and utilizing the skills, knowledge, health and habits of its population. Angaye (2004) posits that any country that neglects human capital development in her development matrix is doing that at her own peril. Education, whether formal, informal or non-formal remains the bedrock of growth and development of any society, which liberates man and his society from ignorance, superstition, and stupidity, and acts as the key or latent instrument to unlock the development of individuals and national potentials, for enhanced social, political and economic progress, (Fadipe 2000, Aghenta 2001, & Nwaeke, 2020). Development on the other hand is a total and comprehensive transformation through quantitative and qualitative improvements in the various parameters of life. It is equally the ability of an individual or society to do things for themselves (Ohale 2018, & Nwaeke, 2019). Aspects of national development include the following:

- i. Increase per capita income and its equitable distribution.
- ii. Sustainable supply of food with improved nutritional standard.
- iii. Shelter and reliable health service.
- iv. Expanded employment opportunities.
- v. Better education and improved knowledge built on a sustained rise in functional literacy level; and improved access to education.
- vi. Rise in productivity.
- vii. High rate of structural transformation of the economy.
- viii. High rate of technological advancement.
- ix. Low mortality rate.
- x. Improved humanistic and positive values and attitudes that give room for effective and efficient utilization of accumulated resources geared towards reducing poverty and servitude. (Fadipe, 2000; Aghenta, 2001; Reed & Wolniak, 2005; To daro, & Smith 2011; & Ohale 2018).

Investment theorists believe that development begins with the training of men, the human resources; that will act as a catalyst in the improvement and overall

development of Nations. Therefore development begins with education, the main agent of human capital formation, a facilitator in skills acquisition, and technological change. This confirms the assertion of NEP/UNESCO (2002;2017), that education is at the heart of development and the most potent means of self and social transformations, the crucial factor that links all the items on the development agenda; reducing poverty, promoting good health, sharing technology, protecting the environment, and improving governance. This of course confirms education development Nexus; the knowledge which has informed the increasing world recognition of the importance of training, particularly in science and technology education for national development.

The Type of Education that brings Development

A lot of empirical evidences support that human capital and well-functioning economic institutions are the two major variables that bring about the desired national development in a society (Angaye 2004, Nwaeke 2006; 2008; & 2019).

The fundamental factors on economic and social transformation of a nation are the empowerment of the people through good education which is the bedrock of any development efforts. But it is not only education that brings development, because after a century of formal education in Nigeria, Nigeria still wallows on abject poverty and diseases in the mist of her abundant human and material resources. This means that it is not all investments in education that yield the desired results or turn out to be good education. Quality and literate labour force accounted for more than 23% of the annual growth rate of the American economy in the 1960s, (Nwaeke, 2009). In fact, evidences from the major developed countries of Britain, United States of America, France, Russia and Japan show that at least 50% functional literacy rate is required for national economic advancement, though not a sufficient condition for economic growth and development, but economic variables are highly correlated with vocational and specific skills acquisition learning than with academic schooling. In support of this assertion, Ogbodo and Nwaoku (2007), Akubuilu and Ozochi (2007), confirm that quality of science and technology oriented education is very crucial to national development. Technology education even at the basic education level is a veritable way to developing a stock of skilled manpower which a nation needs for development. The implication therefore, is that a nation will either accelerate her human capital formation in science and technology or remain economically, socially and politically stagnant and under-developed, and continue to fall prey to perpetual subservience and control of the developed nations, (Franklins & Akpotu, 2015). Indeed, good quality science and technology education remains the ultimate means for exploiting the vast natural resources endowments of a nation, it enables man to invent machines and tools for improved agricultural production, better transportation, communication, housing, healthcare, and enhance social, economic and political wellbeing of Man.

Good education is a function of the quality input committed into the education process, a strong financial and infrastructural provision, and a relevant curriculum that meet the ever-changing needs of the learners and society. The important aspect of quality is the relevance of the subjects taught and the objectives of education. Good quality education is the education that provides students with the tools to deal with and find solutions to the challenges confronting mankind. In this changing world, what was considered good quality education yesterday, might not, meet the standard of good

quality education today and tomorrow, as we have seen with the rapid challenges created by new technologies. The attainment of basic skills such as reading, writing, and arithmetic are essential parts of a quality education, also the provision of adequate and modern infrastructural facilities that promote good quality impartation of science, technology, and even general liberal education is crucial for quality education advancement. Good quality manpower that is well motivated and retained to implement the desired curriculum is also very critical to the attainment of good education for socio-economic development. For education to be effective and qualitative, it must interact with other sectors of the economy in the promotion of inter-sector linkages. This involves developing a strong, functional and reliable education and private sector collaborative partnership. Through this, the needs of the education sub-sector and those of the organized private sector are harmonized, coordinated and mutually re-enforced. For example, curriculum, manpower, facilities, is exchanged as research collaboration activities flourished with the aim of solving specific problems of corporate organizations and the society. In fact, education that brings development is that which is well-funded, provided with quality and modern facilities and equipment, with well motivated and dedicated manpower to impart the science, vocational and technology compliant curriculum, very relevant to societal and entrepreneurial needs of individuals.

Challenges of the Nigerian Education System

The development history of advanced countries such as Britain, America, Germany, France, Canada, to mention but a few, is strongly hinged on education, (Nwaeke, 2012). The enviable giant industrial stride and technological development achieved by countries like Japan, Taiwan, Belgium, and a host of the Asian tigers, are attributed to sustained investment in technologically oriented education. This is as a result of the recognition, training and nurturing of their greatest assets, the human mind, and also been able to effectively utilize them in fostering economic and social transformation of their respective economies. The Nigerian case is however different as she has over the years neglected the call to equip her manpower force with the requisite knowledge and skills to perform in this age that is knowledge and technology driven. It is therefore important at this point to identify the challenges facing the Nigerian educational system, which most policymakers must rudely and decisively address, if the ideals and aspirations of education for all, (EFA) development strategy must be realized. Some of these several challenges which have been acknowledged and attested by the federal ministry of education are presented and analyzed.

Problem of Access to Education in Nigeria

Access to education has been a perennial problem affecting all levels of the educational system in Nigeria; with the number of out-of-school children increasing from 10.5 to 13.2 million as recently reported by the executive secretary, universal basic education commission (UBEC), making Nigeria the country with the highest number of out-of-school children in sub-Saharan Africa (Nwajiuba, 2021; Boboyi, 2021).

Even though primary education is officially free and compulsory, about 10.5 million of the country's children aged 5 to 14 years are not in school, only 61% of 6 to 11 years old regularly attend primary school, and only 35.6% of children aged 36 to 59 months receive early childhood education. In the northern Nigeria, the picture is bleaker

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with net attendance rate of 53%. Getting out of school children back into education poses a massive challenge in the region. Gender, geography and poverty are important factors in the pattern of educational marginalization in the region's states. The North-East and North-West have female primary net attendance rates of 47.7 and 47.3% respectively, meaning that more than half of the girls are not in school. The Education deprivation in northern Nigeria is driven by various factors, including economic barriers and socio-cultural norms and practices that discourage attendance in formal education, especially for girls (UNICEF/UN056314/Gilbertson).

Despite the emphasis in terms of funding, staffing and teacher training on primary education, through such international and national programmes as the universal primary education (UPE), universal basic education (UBE) and education for all (EFA), about 38 million children were not enrolled in school in sub-sahara Africa, (UNESCO, 2006). The World Bank (2009) and Okogu (2009) in their separate works confirmed that the access problem in Africa is acute at all levels of education, which is reflected in the low gross enrollment ratios at secondary and tertiary levels. The above assertion is further buttressed by the table below.

Table 1: Inputs in Nigerian educational institutions pre-Basic, Basic and post-Basic

Type/Level of Education	Expected Enrolment	Actual enrolment	Out of school population	Available no. of classrooms	Additional classrooms required	No. of teachers available	Additional no. of teachers required
Crèche	22,000,000	2,020,000	19,950,000	NA	4,000	NA	969,078
Nomadic	30,50,000	450,000	NA	10,469	1,764	NA	12,329
Primary	34,920,000	24,420,000	10,500,000	NA	22,000	NA	338,147
Junior	9,270,000	3,270,000	6,000,000	NA	10,160	NA	581
Secondary							
Senior	9,983,796	2,773,418	7,210,378	497,871	32,677	180,540	NA
Technical							
Colleges	NA	92,216	NA	NA	NA	2,730	NA
Colleges of Education	NA	354,387	NA	NA	NA	11,256	14,858
Polytechnic	NA	360,535	NA	NA	NA	12,938	17,078
Universities	NA	1,131,312	NA	NA	NA	27,391	19,548

Source: Federal Ministry of Education 2009; roadmap for the Nigerian education sector.

Note: NA (means not available at the time of data collection).

The problem of access to education has grave consequences for the achievement of the millennium development goals (MDGs). In fact, UNESCO (2006) had predicted that in the achievement of MDGs relating to education and literacy, sub-Saharan Africa lags far behind other regions, with about 28 of the countries seriously off-track and is unlikely to reach the MDGs before 2040. Statistics show that Nigeria is already in this group with low enrollment ratio and highest number of out-of-school children in Africa.

Challenges of School Infrastructure

The lack of essential infrastructure and the very poor state of the physical facilities at all levels of education in Nigeria is a serious threat to the actualization of the

millennium development goal on education. According to the federal ministry of education (2010), the physical state of classrooms in Nigerian schools is very poor, with floors full of holes, roofs and ceilings broken and leaking, the fabrics in a state of disrepair; most schools are without perimeter, subjecting the school premises to intrusion, vandalism and mess-up. In many cases, classrooms are used as toilets, more than 55% of classrooms fall into this poor state category. At the tertiary level, infrastructure, equipment, laboratory, and library facilities are also grossly inadequate, obsolete, dilapidated and non-functional. NUC survey report 2011, indicates that only about 30% of the students in Nigeria Universities, have access to classrooms, lecture theatre, laboratories and other physical facilities; besides, furnishing, laboratory equipment and libraries show a clear indication of poor state of education in Nigeria. Correcting these deficiencies and providing the basic and essential infrastructural needs of the education sector are fundamentally important for national educational development aspiration (Nwaeke, 2020).

Challenges of Teacher Adequacy

Although the national policy on education (2014) re-echoes the obvious fact that no educational system can rise above the quality of its teachers, the quality and quantity of teachers at all levels of Nigerian education system remains a tooting challenge. In table one, the total number of additional features required for the entire education system stood at 1,371,619, as at 2009, but available records released by the national council for college of education (NCCE) indicate that Nigeria needs 1,320,135 teachers to meet the demands of basic education alone by 2015. In spite of this gross inadequacy, a large number of the teaching force at the basic and post basic levels have qualifications below the national certificate of education (NCE) minimum teaching qualification. For instance, in the North East and Northwest, about 70% of teaching force presently has less than NCE. Even the surviving teachers are poorly trained, remunerated, and motivated; all these culminate to poor performance and declining quality of education. At the tertiary level, the situation is even worse. There is acute shortage of academic staff in all tertiary institutions in Nigeria, as illustrated in table 2 below.

Table 2: Staff Strength in Tertiary Institutions in Nigeria

Institutions	Academic Staff Strength	Non-academic Staff Strength	Total Staff Strength	Students Enrol. Ratio	Acad. Staff Req.	Short Fall	Academic Staff as % of total staff
College of Education	11,256	24,621	35,877	354,387 (1:32)	26,11 4	14,85 8	31.4%
Polytechnics	12,938	24,892	37,830	360,535 1:28	22,70 2	17,07 8	34.2%
Universities	27,394	72,070	99,464	1,131,31 2 1:42	46,94 2	19,54 8	27.5%
Total	51,588	121,583	173,171	1,846,23 4	98,81 6	51,48 4	29.8%

Source: Federal Ministry of Education (2009), Report of the vision 2020 (National technical working group on education sector).

The table above shows teacher-student ratio of (1:42) that is one teacher to forty-two students in Nigerian universities, against the (1:25) ratio recommended by the national Universities commission. A situation where a lecturer has to contend with as many as 42 students or more, and 70% of the staff is non-academic is most unproductive and retrogressive for the actualization of the ideas of tertiary education in the 21st century, (Franklins et al., 2016). The high correlation between infrastructural development and academic performance revealed by Nwaeke (2016; 2008, & 2020), and Abubakar (2009), cannot be ignored in the nation's quest for educational advancement.

Funding Challenges

Just as human body cannot survive without blood, so also the educational system cannot survive without financial support. Finance sustains the education system, without adequate financial provision, the educational system will crumble. Poor funding is a major challenge, and has continued to blight the development of education in Nigeria (Utulu, 2001; Ayeni, 2007 & Asuru, 2015). The federal government budgetary allocation to education since 1990 has been far lower than the 26% recommended by the World Bank and UNESCO for developing countries. The budgetary allocation to education in Nigeria has continued to fall below international standard, even when spiraling inflation in Nigeria is rendering education estimates useless in actual implementation. The sectorial budgetary allocation to education, when compared to allocations to general administration, defense and internal security is very low, even after the launching of universal basic education (UBE) in 1999. The disposition clearly shows governments continued show of lip service to the funding of education in Nigeria.

The education required for the attainment of national objectives, must be that where schools are equipped with functional physical and e-library facilities, laboratories, classrooms well furnished with modern instructional technology gadgets, projectors, audio-visual and video conference equipment (Franklin et al., 2015). Funding challenges of the universities have particularly remained critical during the past twenty year's period. The Federal government report on the education sector shows that in 2004, only 255 of the Universities funding requests were met by the Federal government, this is worsened by the fact that there is existing policy which prohibits federal universities from charging tuition fees (FGN, 2009:61). Furthermore, the crucial challenges posed by mismanagement, misappropriation and wastage of scarce available resources and the general lack of accountability, probity and transparency, further deflate the meager resources allocated to the education sector a factor which has discouraged foreign donors from donating to the education sector plan. All these combined contribute to the rot/decay in the Nigerian education sector. The poor funding of the education sector in Nigeria is further explained by the tables below.

Table 3: Federal Government Budgetary Allocation in Five Key Sectors 1990-2020 as a Percentage of Total Allocation in Nigeria

Years	Agriculture	Education	Defense	Internal Security	General Admin.
1990	0.8	7.2	5.2	4.2	10.5
1991	0.5	4.9	7.2	5.9	15.9
1992	0.4	4.6	5.6	4.8	14.1
1993	1.1	6.9	3.3	3	13.7
1994	1.2	9.9	8.1	6	15.1
1995	2.1	8.6	4.9	1.9	23.4
1996	1.2	8.6	8.1	8.4	18.4
1997	1.0	7.6	7.2	5.6	15.7
1998	1.6	7.6	8.3	6.7	13.4
1999	14.2	10.4	12.7	9.2	20.5
2000	1.4	12.5	9.4	5.4	14.6
2001	1.2	6.9	8.1	6.7	13
2002	1.4	11.6	9.9	9.1	16.9
2003	0.8	6.6	5.2	6.9	16.9
2004	1.3	7.9	7.2	8.9	10.6
2005	1.0	8.5	8.3	8.4	13.5
2006	1.4	9.6	6.2	7.4	11
2007	1.3	9.49	10.5	8.1	11.4
2008	1.0	7.74	8.4	7.9	12.1
2009	1.5	6.44	7.8	8.0	10.3
2010	1.6	5.49	8.2	7.9	15.1
2011	1.8	10.13	10.0	9.8	20.2
2012	1.6	10.48	9.1	9.7	15.1
2013	1.7	10.58	9.8	7.5	16.2
2014	1.4	10.6	10.4	8.0	20.7
2015	0.9	8.7	10.2	9.0	22.0
2016	1.3	6.2	10.0	7.6	22.6
2017	1.8	6.10	9.2	7.8	18.1
2018	1.6	7.03	10.1	8.4	17.0
2019	1.5	7.03	10.2	7.9	14.1
2020	1.8	6.7	10.1	8.1	19.0

Source: Central Bank of Nigeria Statistical Bulletin Vol. 17, Dec. Statull Abuja; Adapted from Franklin et al., 2016.

From table 3 above, it is clear that the federal government budgetary allocation to education for a period of twenty years, has not met the twenty-six percent recommended for developing countries by the World Bank and UNESCO, while allocation to general administration continued to rise. This shows insincerity and lip service to educational development in this country.

Table 4: Annual Budgetary Allocation to Education by 20 Selected Countries in the World.

S/N	Country	Budgetary Allocation to Edu.	Position
1	Ghana	31.0	1 st
2	Cote d'Ivoire	30.0	2 ⁿ
3	Uganda	27.0	3 rd
4	Morocco	26.4	4 th
5	South Africa	25.8	5 th
6	Swaziland	24.6	6 th
7	Mexico	24.3	7 th
8	Kenya	23.0	8 th
9	United Arab Emirates	22.5	9 th
10	Botswana	19.0	10 th
11	Iran	17.7	11 th
12	USA	17.4	12 th
13	Tunisia	17.0	13 th
14	Lesotho	17.0	14 th
15	Burkina Faso	16.8	15 th
16	Norway	16.2	16 th
17	Columbia	15.6	17 th
18	Nicaragua	15.0	18 th
19	India	12.7	19 th
20	Nigeria	8.4	20 th

Source: (Adapted from Nwaeke 2020).

The table above shows that Nigeria ranked last with 8.4% budgetary allocation to education in this international comparison. Most of the countries in the table have attained literacy rate above 70% but Nigeria is struggling with literacy rate of 50% with a total population of about 200 million people as postulated by the national population commission. The dream of qualitative education which UBE emphasizes cannot be realized with this paltry allocation to the education sector in Nigeria.

The Challenge of Relevance

The quest for relevance for the Nigerian education which necessitated the 1969 national curriculum conference, and culminated in the formulation of the national policy on education in 1977, has remained a mere dream. The challenge of implementing the education policies of the past and present particularly in relation to science, vocational and technology education required to meet changing societal needs has been a herculean task. The result is the extremely low enrollment in technological colleges, science and technology based courses, due to low societal regard. The continuing preference by students, parents and policy makers for general education bequeathed to us by the colonial masters, which lacks the basic entrepreneurial skills for self reliance, and for confronting the challenges of underdevelopment, frustrates our educational objectives for national development. The lack of relevance and non-focus on some current programmes with high academic content and creative appeal in Nigerian educational institutions have placed heavy tolls on the dropout rates and graduates unemployment in the country, as

these programmes hardly make graduate outputs self-reliant after school. There is poor quality of outputs from the nation's educational institutions, comprising among others, tertiary, secondary and primary. In fact most graduates of our school systems are no longer employable. The "political" rather than functional growth of the national Universities, as depicted by the Good luck Jonathan and Muhammadu Buhari's administrations establishment of more new Federal universities has further accentuated the funding challenges in these universities. Effective education in these institutions, have been tainted by the dearth of proper funding and other resource inputs, hence quality delivery and assurance in our educational institutions are highly impaired.

Challenge of Consistency and Sustainability in Educational Policies

Unstable political system in Nigeria, equally leads to unstable educational policies and programmes. Different governments since independence in 1960 have adopted different educational policies. There has not been demonstration of a strong political will targeted at empowering the people through education, or even in the effective monitoring for the effective and efficient realization of policies and programmes. Policy inconsistency and un-sustainability is a great challenge to the educational systems in Nigeria, as different political regimes introduce something peculiar to their regimes without moving away from the current school-based learning for easy production of the needed specific skills, which the formal school system cannot offer (Agina-Obu; 2018; & Nwaeke, 2020). In addition, the various communities that are well known to specializing in different skills and endogenous research and technology activities should be well encouraged and funded to form research and development centers at the local, state and national levels. These centers can equally collaborate with universities and research institutions in creating sustainable social, environmental and economic impact nationwide. This means that both academic intelligence and traditional technology must be given prominence and recognition, in order to develop the potentialities of the people (Nwaeke & Aminu, 2018).

Furthermore, through endogenous research and development, small and medium scale enterprises can successfully emerge with innovations to harness local resources and add value to the desired economic growth and development. There is need to develop simple and basic technologies for small and medium scale agricultural and industrial processes, capable of enhancing capacity utilization. The country is currently encouraging the development of small and medium scale enterprises (SMES), the success of this scheme lies on both the provision of loan facilities to the prospective entrepreneurs, as practiced in South Korea, Taiwan, Singapore, Hong Kong, Malaysia, Indonesia, and a host of the Asian tigers. The desire of the federal ministry of Education (2009) to create centers of excellence, by establishing intra and inter-institutions centralized laboratories, studios, and workshops, and the overhaul of the existing laboratories, studios, and workshops in one University, polytechnic and college of education in each geo-political zone yearly should be implemented without further delay.

Science and technology-based education should be encouraged as a matter of urgent importance and priority. In fact, the annual budgetary allocation of education should rise above the 26% recommended as international standard for developing countries by (UNESCO & UNICEF), in order to provide adequately for infrastructure needed for science and technology; research and development, and for the rehabilitation

of laboratories and workshops in the universities and polytechnics. Increased education budget and efficiency in the use of such funds, certainly provide high-yielding investment in economic development. Industries and organized private sector should also be encouraged to invest much in research and development of product and process technologies, and in the improvement of skills of their workforce. However while improving the funding for education, adequate financial and technical support for agriculture, health and other socio-economic infrastructure are also necessary to strengthen capacity for production and trade in order to sustain high growth rates, and create employment for the people.

Our attitudes to nation-building must change positively, and all concerned must shun corruption and wasteful use of our scarce resources, and adhere strictly to the prudent and efficient allocation and management of the resources. For development to be a reality in Nigeria, much effort must be put to making the educational system more functional and relevant than ever before, to the vocational, technological and entrepreneurial needs of the Nigeria society. Policymakers in Nigeria must swing to concrete actions, an all inclusive, integrated and participatory strategic planning and implementation model that is targeted at the teachers and the poor is urgently needed. Also the vocational, science and technology education should start at an early stage of the education process to inculcate in the Nigerian youths such values as honesty integrity, dignity of labour, positive work ethnics, opportunities for personal development, confidence to adapt to new situations and change, national consciousness and developing a strong revulsion for materialism and corruption.

Security Challenges

Nigerian education system is deep into crisis on multiple fronts including in area of access and quality of education as earlier noted in this paper. However, the recent spate of mass kidnapping of school children arguably represents the gravest existential threat and crisis to the education system. In less than three months between December 2020 and March 2021, more than 600 Nigerian children have been kidnapped while in school, in three separate incidents (Adedeji; 2021). More worrisome is the fact that the heightened insecurity is predominant in northern Nigeria which is already the most educationally disadvantaged region. From the estimated 13.2 million out-of-school children in the country, about 80% come from the North, where cultural practices and economic deprivation limits children active participation in school, especially the females. The book-Haram crisis, with its debilitating effects on economic and education systems is also heavily concentrated in the region. With the spate of recent School kidnappings, community and parental trust in the education system have reduced significantly, and the problem of access to quality and equitable education could become severely amplified. Furthermore, with the Nigerian education system still recovering from the devastating effects of the prolonged school closure from covid-19, adding insecurity concerns to the basket of challenges is leading to irrecoverable collapse.

The political, economic and social system of a country creates the conditions for security and insecurity. Security is a necessary precondition for the development of human beings and society. Therefore, security is the most basic needs of human beings and society. Recognizing the importance of security as a necessary condition for the survival of the Nigerian nation, the Constitution of the federal Republic of Nigeria

provided in section 14(1)b that "the security and welfare of the people shall be the primary purpose of government". The duty conferred on government by this provision has not been substantially and substantively discharged, as the prevailing high level of human insecurity in the country today demonstrates. Furthermore, the 1999 Nigerian constitution, 12(14), states that the primary objective of any school leader as government representative in the school is to ensure security and welfare of the staff and students under his or her care. Unfortunately, school leaders are incapable of guaranteeing the safety and security of those placed under them, thereby leading to frequent missing of school children, students, teachers, and school staff are often victims of unpredicted violence that generates insecurity in the school, as official report has it that terrorist set attacks has sent over 900 innocent people to early grave since 2009 (Adedeji, 2021).

Checks on the number of casualties in their attacks revealed that majority of the victims were innocent Nigerians like school-aged children and women. In recent times, schools in Nigeria have witnessed increasing number of security problems. This security concerns were diverse and complex, ranging from suicide bombing to criminal activities with alarming dimensions and consequences. These problems gave a signal that Nigeria is not a safe and secure place for educational system. Although, the problem of insecurity is not peculiar to Nigeria, other civilized countries such as UK and USA equally face the same challenges of insecurity in their societies and schools on the daily basis. The differences between them and our country Nigeria is how they manage the insecurities or threats, how knowledgeable and prepare they are, how they effectively deploy resources against the threats, how Patriotic and united their school leaders are against threats of insecurity.

Security is a concept that is prior to the state as we have earlier stated, and the state exists in order to provide security. The alarming level of insecurity in Nigeria has fuelled of rate and terrorists attacks in different parts of the country leaving unpalatable consequences for the nation's economy and its growth. To address the threat to national security, and combat the increasing waves of crime, the Federal government in the 2013 budget made a huge allocation to security, and the national assembly passed the Anti-terrorism Act in 2011 (Ewentan, 2013). Despite these efforts, the level of insecurity in the country is still high, which is confirmed by the low ranking of Nigeria in the global peace index (GPT, 2012). The plethora of security measures taken to address the daunting challenges of insecurity in Nigeria, have not produced the desired positive results. This has compelled the Nigerian government in the recent time to request for foreign assistance from countries such as USA, Israel and European Union countries to combat the rising waves of terrorism and insecurity in Nigeria.

Conceptualization of Security and Insecurity

There are divergent approaches to conceptualizing security, which is the antithesis of insecurity. Security need was the basis of the social contract between the people and the state, in which the people willingly surrendered their rights to an organ (government) who over sees the survival of all. Security embodies the mechanism put in place to avoid, prevent, reduce, or resolve violent conflicts, and threats that originate from other states, non-state actors, or structural socio-political and economic conditions, (Stan, 2004). Several attempts have been made since the Cold war ended, to redefine the concept of security from a state-centric perspective to a broader view that places a

premium on individuals, in which human rights and national development remain the major factors for explaining the concept of security, hence the attempt to deepen and widen the concept of security from the level of the States to societies and individuals, and from military to non-military issues (Kruhmann, 2003; Nwanegbo & Odigbo, 2013). This means that the concept of security goes beyond a military determination of threats; hence the government should be more concerned with the economic security of individuals than the security of the state because the root causes of insecurity are economic in nature (Akpotu, 2021).

National security means the capacity of a state to overcome challenges confronting her, it is not limited to military might, defense or law enforcement; it covers basic dimensions like jobs, water, environment and food security. It equally denotes a situation or condition in which most cherished values of a country and the people are permanently protected and continuously enhanced. The concept of security therefore denotes the condition or feeling of safety from harm or danger. It entails the protection of values acquired. Security deals with freedom from danger or threat to a nation's ability to protect and develop its self, promote its cherished values, legitimate interests and enhance the well-being of its people (Nwanegbo & Odigbo 2013). Internal security implies freedom from danger to life and property. Security is any mechanism devised to alleviate the most serious threats that prevent people from pursuing their cherished values (Audu, et al., 2014). Insecurity therefore implies a state of vulnerability to attacks, danger or threats to a people, their properties, cherished values, and the inability of the nation to protect its citizenry.

Alemika (2016) classified insecurity into several dimensions. The most significant dimensions are:

- i. Physical insecurity - violent personal and property crimes
- ii. Public insecurity - violent conflicts, insurgency and terrorism
- iii. Economic insecurity - poverty, unemployment
- iv. Social insecurity - illiteracy, ignorance, diseases or illnesses, malnutrition, water-borne diseases, discrimination and exclusion.
- v. Human right violations - denial of fundamental rights by state and non-state actors in different states.
- vi. Political insecurity - denial of good and social democratic governance.

These dimensions of security are interwoven and cannot be treated in strict isolation. The concept of security today means more than the absence of conflict. Lasting peace requires a broader vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and the proliferation of deadly weapons (Anan 2004:13). We cannot be secured amidst starvation, we cannot build peace without alleviating poverty, and we cannot build freedom on the foundations of injustice (Anan, 2004; Akpotu, 2021). These pillars of what we now understand as the people centered concept of human security are interrelated and mutually reinforcing. The UNDP report (1994), cited in Akpotu (2021), categorized human security into seven components such as economic, food, health, environmental, personal, community and political. Insecurity as earlier stated extends beyond threats to life and property. These dimensions of security constitute the core governance functions and challenges of national, regional and urban governments or administrations. The UN commission on

human security (2003), suggested that human security means protection and empowerment of citizens. Protection shields people from dangers, while empowerment enables people to develop their potential and become full participants in decision-making.

Education Security Nexus

In most ideal and well governed states, there is a symbiotic relationship between education and security. Insecurity undermines education and absence or poor quality education for citizens constitute a constraint on capacity for sustainable security in multifaceted dimensions encapsulated in human security framework. In the United States of America, an education military complex compliments military-industrial complex which means that the development and security architecture of the United States of America consists of a governance system with four pillars which are capital, education, military and industrial complexes. The role education plays in promoting security, the influence of security in the advancement of educational system of a country will be discussed in this section.

How can education promote security? Many conflicts in the society today arise from ignorance and manipulation of ethnic and religious sentiments and identity. Education, not mere schooling produce tolerant and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural backgrounds and other forms of identities. Most people arrested for criminal behaviours lack high education which often influence their criminality, their vulnerability to living conditions that subject them from intensive surveillance, their inability to avoid detection, arrest, trial and conviction. In most cases, persons with low education and income are more likely to be victims of crime and other forms of insecurity. Low education often translates to absence of competitive skills, inadequate income, exclusion from participation in vital economic, political and social organizations and relations; lack of access to adequate food and nutrition, housing, health care, and efficient public emergency and safety-services, all of which are elements of human security. Children with low education are more likely to be recruited as thugs, insurgent and terrorists through indoctrination. Lack of education is itself in security and is a source of vulnerability to other forms of insecurity.

A country with poor standard of education as it is the case in contemporary Nigeria will lack citizens that can produce or manage competencies and resources required to developing and sustaining relevant and strong or capable institutions and leaders for development, democratic governance, and national security. Education and security influence each other positively or negatively, depending on the context. This is necessarily so because it enables individuals groups, countries, and human race to explore, appreciate, understand, and develop their physical and social environments for the satisfaction of their needs. An educated person has broad view of issues, as against narrow and parochial outlook. Education makes people to be tolerant of other people's religion, belief, culture, limitations, and promote social harmony and security. The former minister of Education in Nigeria, Professor Ragayyatu, cited in Orikpe (2013), advocated for reform of the education system as a means of cubing security challenges confronting Nigeria. The minister canvassed for total overhaul of the curriculum at all levels of education, with the aim of providing recipients a kind of education that focuses

on the development of the mind, soul and body, taking into cognizance the need of the country, hence she called for a synergy between the liberal education, vocational and entrepreneurship education. This is the direction Nigeria must follow if education must address the challenge of insecurity. The frequent religious crisis, drug addiction, secret cults, aimed robbery, in Nigerian higher institutions are either instigated or practiced and aided by the products of the liberal education system, who are mostly not functional in the economic sector, (Nwaeke, 2012). The high rate of unemployment among the Nigerian youths, attests to the faulty premise of the Nigerian educational system. Furthermore, there is a synergy between unemployment and poverty. The mass unemployed youths in both rural and urban areas of Nigeria need little motivation or mobilization to take part in insecurity acts or violence.

Akinwumi (2004) equally established a nexus between education and national security, by stating that Nigeria's education system had increased rural urban migration, making many young people to migrate to different urban centers in the country in search for jobs that do not exist. This has resulted into disappointment and frustration, as many of them take to crime to survive. Unemployment has been the major cause of violence and violent disorder in the country. This is because unemployment exposes people to poverty and provides a fertile ground for activities that constitute a threat to national security. The rise in crime rate is a direct consequence of unemployment and poverty caused by the faulty education system in Nigeria. The unemployed youths are the people used as suicide bombers by terrorist groups in the country. Although it is worrisome for educated youths to get involved in crime as a result of unemployment brought about by inadequate and faulty educational curriculum that would have made them job creators instead of job seekers. It is even worse for uneducated youths who refuse to learn any trade, and as such lack means of livelihood. In most parts of the Northern Nigeria, Islamic education is placed in high premium at the expense of western education. The mind is not free to think wide, coupled with the high rate of poverty, hence the ground for insurgency that has been the greatest threat to Nigeria security. Poverty and inequality trigger violence, 90% of all violence-related deaths are traceable to worlds less prosperous nations, and the poorer neighborhoods of cities are often high crime areas (Akwara, 2013). Akande and Okuwa (2009) confirmed that youth unemployment is a major factor in African conflict experiences including Nigeria. The prevailing socio-economic environment entices youths to turn to war, crime and violence as a means of livelihood. As bad as the situation appears, education can be used to curb the ugly trend.

Contemporary Security Challenges in Nigeria

Nigeria is currently plagued by different forms of insecurity that need to be tackled in order to promote and protect human security and development as well as national integration, security and development. Some of the major security challenges are specifically highlighted.

- i. Widespread problem of corruption that affects the ability of the country and her citizens to enjoy personal security and development.
- ii. Widespread cases of violent crimes, especially armed robbery and kidnapping
- iii. Widespread incidence of ethnic and religious violence and terrorism across the country.

- iv. Widespread conflict between Fulani herdsmen and farmers, resulting in frequent killings, destruction of villages and settlements, and internal displacement of victims in different parts of the country.
- v. Political and election related violence
- vi. Destruction of critical infrastructure (vandalism of oil and gas pipelines, electricity grids and facilities, educational and health facilities, setting offices on fire etc) by individual criminals, ethno-religious militias, and criminal groups.
- vii. Theft of critical national resources such as illegal mining, illegal bunkering etc.
- viii. Significant level of transnational crimes trafficking in persons, drugs, and arms as well as

Sources of Security Challenges in Nigeria

Security challenges in the country emanate from the actions and inactions, complicity of individuals, groups and the government. Specifically, the sources of insecurity in the country include:

- i. Undue emphasis on the acquisition of wealth and power without giving corresponding weight to self-discipline, integrity, hard work and accountability, gave rise to widespread corruption and fraud, armed and violent crimes to acquire wealth and political power; religious and ethnic groups over the control of government at various levels as the means for corrupt enrichment and nepotism.
- ii. Lack of political will by government agencies and officials who have responsibility to develop and implement plans to deal with criminality, violent ethno-religious conflicts, corruption, illegal mining and illegal oil bunkering and other forms of insecurity.
- iii. Lack of political will led to failure to maintain professional, well-equipped effective and accountable security agencies to prevent or control the country's security challenges during their evolution.
- iv. Culture of impunity was entrenched as political and economic wrong doers are not apprehended and dealt with appropriately.
- v. Proliferation of ethnic militias involved in spreading ethnic intolerance, hatred, violence and xenophobia.
- vi. Proliferation of illegal arms and ammunition.
- vii. Proliferation of religious sects involved in spreading religious intolerance and violence.
- viii. Progressive decline in the quality of governance at all levels (Federal, State and Local Government), led to lack of patriotism, professionalism, justice, capacity and effectiveness in planning, decision-making, and service delivery by all tiers of government.
- ix. Widespread poverty over the past four decades (1980-2021).
- x. Persistent high rate of youth unemployment and diminishing opportunities, coupled with growing disillusionment with the country, led to increasing recruitment and involvement of young persons in economic-related crimes such as cybercrimes, kidnapping, robbery, ethno-religious conflicts, insurgency and terrorism.
- xi. Culture of violent and fraudulent elections that produce incompetent, corrupt, unaccountable and non-responsive government that rule without legitimacy but

impunity, encourages violent reactions from citizens, including formation of ethnic and religious militias as well as organized criminal groups.

- xii. Manipulation and co-optation of religion and ethnicity into the perpetration and perpetuation of bad governance, corrupt political and electoral process and outcomes.

Effects of Boko-Haram attack on the Education system

School as a close system depends equally on the external influences. This makes it both close and open system (Jimada, 2016). Going by the social disorganization theory by Karp and Breslin, cited in Jimada (2016), the high level of crime, victimization and violence in many school communities are as a result of weak institutions characterized by general poverty and high rate of unemployment. Jos, Borno, Abia, Adamawa, Zamfra, Bayelsa, among others, seem to have weak institutions, this indicates heightened insecurity in those states. Such insecurity situations promote fears, lost of lives and property, and at the same time limit students' performance in the schools. The recent poor performance in both basic and post basic certificate examinations, even in tertiary institutions examinations are attributed to security challenges in Nigerian schools. The implication of this fact is that the country is not ready for millennium Development Goals MDGs and Education for All (EFA) initiatives. For western education to survive in Nigeria, the issue of security must be seriously addressed.

The incessant bombings by Boko-Haram insurgents no doubt impact negatively in lives, property and educational development in Nigeria. Human rights watch (2012) reported a total death toll of 935 persons in 164 attacks. It was also reported that an estimate of 550 people were killed through bombing and other means in 135 attacks in 2011 alone, while in 2012, at least 500 people were killed in Boko Haram attacks (Amnesty International, 2012). Apart from the loss of lives, there is also the wanton destruction of property worth several billions of naira through bombing. The above scenario has dire consequences for sustainable and educational development in the regions of attack in particular and Nigeria in general. People are no longer free to go about their economic and educational activities for fear of being killed. This is made worse as several thousands of people have migrated swiftly to other parts of Nigeria, even outside the country, causing the problem of brain-drain. The overall implication for sustainable development is that the economic and educational activities are fast deteriorating. The murderous campaigns and vicious onslaughts on individuals and institutions provide highly unfavourable business environment for internal and foreign investment, which is a major factor in the achievement of sustainable development. Educationally, parents are rejecting their children schooling in volatile north. Many schools have closed down due to Boko-Haram activities, talented lecturers, teachers, and other facilitators have abandoned their schools for other schools in other peaceful states, leading to brain-drain as earlier emphasized. More than 800 school buildings have been destroyed in the north, leading to some students having lessons under trees and canopies. Numbers of school children have reduced drastically due to the activities of Boko-Haram and herdsmen insurgencies in the northern Nigeria especially Borno, Yobe, Zamfra, Adamawa etc.

Chronicles of school children Abduction in Nigeria 2011-2021

Professor Godwin Chukwuemeka Nwaeke

In Nigeria, students have been risking their lives for an education, this means that our tomorrow is under attack, because when going to school is now tantamount to risk losing their freedom or lives at school, what hope or chances do the average Nigerian child have for better education. According to reports, about 800 secondary school and university students have been kidnapped in coordinated attacks by terrorists and bandits in the recent time. Although these abductions have become more frequent today than it was in 2014 when 276 girls were abducted from government girl's secondary school, chibok in Borno State. This particular abduction sparked of global outrage and condemnation, but the hydra headed challenge of kidnapping has remained with us till now. This is illustrated in the table below.

Table 5: Cases of Kidnapping of School Children in Nigeria (2011-2021)

S/N	Date	State	Location	Incidence/Impact
1	May, 2011	Cross River State	University of Calabar	Students went on rampage destroying buildings, facilities, cars residential houses staff properties worth millions of naira, security personnel were over-powered by the rioting students.
2	April, 2012	Nasarawa State	Federal Polytechnic Mbubi	About 40 students of the school were massacred by Boko-Haram terrorist group
3	March, 2013	Abuja	University of Abuja	Students of the university demonstrated over non-provision of laboratory facilities for medical and engineering students, which led to failed accreditation of the two faculties
4	April, 2013	Akwa-Ibom State	University of Uyo	Students rioted against school authorities due to increase in intrar-campus fare and insufficient lecture halls. School properties on campus were destroyed, and a student died.
5	August 16, 2013	Abia State	Abia State University, Uturu	A female student was held hostage and gang-raped by suspected cultists.
6	December 18, 2013	Ogun State	Olabisi Onabanjo University (OOU)	Dr. Segun Onabanjo, a senior lecturer in the Department of Sociology was killed by suspected cultists.
7	April 14 th , 2014	Borno State	Government Girls Sec. School Chibok	276 girls writing final exam were abducted, 57 escaped while on transit, Many are still been held till date
8	April 3, 2015	Rivers State	University of Port Harcourt	A lecturer Mrs. Awala George was kidnapped but was freed by police operatives 8 days later.
9	July 6, 2015	Lagos State	University of Lagos	18 years old admission seeker in the university was raped by a lecturer in the university.
10	August 29, 2015	Cross River State	University of Calabar	A 4 th year student of law was sexually assaulted by her lecturer.
11	February 29, 2016	Lagos State	Igbondia Model college Epe	Vice Principal, a teacher and 4 pupils were kidnapped by armed men.

Academic Scholarship

12	February 29, 2016	Lagos State	Babington Macaulay Junior Seminary	Bandits attacked and abducted 3 school girls in the dead of the night
13	May 23, 2016	Cross River State	University of Calabar	Lecturers were attacked in their quarters, 3 persons were kidnapped. This led to one week withdrawal of service by academic staff of the university.
14	July 12, 2016	Ogun State	Babcock University	A female under-graduate student was kidnapped by her friend in order to make money from the parents.
15	January 13, 2017	Ogun State	Tulip international Turkish College (formerly Nigerian Turkish international College Isheri Ogun State	School pupils were attacked by armed kidnappers while in school.
16	January 16, 2017	Bornu State	University of Madugiri	Two suicide bombers attacked the university and killed 3 people including a professor.
17	August 12, 2017	Cross River State	University of Calabar	A professor of the university, Dept. of Zoology was kidnapped by gun men while he was jogging in campus at about 6:40am.
18	February 18, 2018	Yobe State	Dapchi Town	About 110 school girls were kidnapped by Boko-Haram terrorist.
19	May 12, 2019	Cross River State	Cross River State University of Technology	A final year male student was butchered in the classroom by suspected rival cult group.
20	February 17, 2020	Cross River State	Institute of Public Administration University of Calabar	An associate professor in the institute was kidnapped in his house, and the sum of N50 million ransoms was demanded by his abductors.
21	April, 2020	Rivers State	University of Port Harcourt	Three students of the university were kidnapped and killed, and subsequently buried in shallow grave.
22	May 27, 2020	Cross River State	University of Calabar	Some suspected assassins entered staff quarters and killed a police man on duty, and escaped with his gun without being apprehended till today.
23	December 11, 2020	Katsina State	Government Boys Science Secondary School, Kankara Local	Suspected gun men attacked and abducted over 344 students.

24	December 12, 2020	Katsina State	Govt. Jan Gebe town	About 317 school girls were attacked leading to government closure of schools in the state.
25	December 20, 2020	Kaduna State	Islamiyya School Mohuta	80 pupils of the school were abducted by Bandits
26	February 17, 2021	Niger State	Government Science School Kagara	Suspected bandits abducted 27 students and 15 others in the school.
27	February 26, 2021	Zamfra State	Government girls secondary school Jangebe	Bandits Kidnapped 317 Female students in an early morning raid of the school
28	March 11, 2021	Kaduna State	Federal College of Forestry Afaka.	About 39 students were kidnapped in the midnight by Bandits.
29	March 20, 2021	Kaduna State	Green Field University	About 23 students were abducted in a bandits attack of the school and 4 died in the attack.
30	April 23, 2021	Yobe State	Geidam Local Government Area	Terrorists invaded the local government area, burnt down private and public properties, police stations but did not harm Muslim civilians but hoisted their flag and circulated propaganda leaflets, inviting locals to join their holy course.
31	April 24, 2021	Benue State	Federal University of Agriculture Makurdi	Three students were kidnapped by bandits
32	April 27, 2021	Yobe State	Geidam Village	Book-Haram shared N20,000 to over 50 households.
33	May 30, 2021	Niger State	Islamic school Niger State	Dozens of students were abducted by armed gangs, but later returned those between 4-12 yrs old, considered too young for them.
34	June 17, 2021	Kebbi State	Federal Govt. College, Birnin Yauri, Yauri Local Govt. Area	A mass of heavily armed bandits struck and abducted many students and teachers of the College.
35	August 10, 2021	Rivers State	Rivers State University	A final year male student was shot dead by a suspected rival cult group, a short gun was later found in his pocket at the mortuary according to reports, though the parents claimed that the gun was in planted in his pocket.

Source: Premium time; WhatsApp Tweet Email & Telegrams. And Uduak et al. 2020, [www.richtmann.org \(doi: https://doi.org/10.36941/jesr-2020-0113\)](https://doi.org/10.36941/jesr-2020-0113).

These incidents are just a tip of the ice berg of security challenges in institutions of learning in Nigeria. It is an indication that school environments are under siege of security threatening incidents (Uduak, et al., 2020). There are still frequent attacks of school environments even up till now. In most of these attacks, the school security personnel are never well prepared to prevent or intervene in the security threats. There are many other incidents that were not reported, hence the true extent of insecurity situations in Nigerian schools cannot be fully ascertained, as it has become a regular occurrence.

Implication of the Current Security Challenges to Educational Development in Nigeria

In Nigeria, students have been risking their lives to acquire education. Like most part of the world, schooling comes with its fair share of challenges but when students risk losing their freedom or live at school, our tomorrow is under attack. When going to school is tantamount to charging into battle amid a swarm of bullets, what chances do the average Nigerian children have for a better education?

According to reports, about 800 secondary school and university students have been kidnapped in coordinated attacks by terrorists and bandits in the last six months alone. Although, these abductions did not begin recently, it has become frequent today than it was in 2014 when 276 girls were abducted from Government girls secondary school, Chibok Borno State. The abduction of the Chibok girls sparked global outrage and condemnation for Janathan's administration then, but outrage is not enough to solve a hydra-headed challenge like kidnapping. If anything, the frequency of these abductions now, in a way normalize the nightmare. Once outraged Nigerians are now in a state of acceptance, they have surrendered to faith because the general perception now, is that education in Nigeria will never be safe again; that schooling is a risky venture that portends the loss of life and freedom, that it is normal to scurry around to raise millions in ransom for their children when kidnapped, no wonder it was reported that the reviewed training manual for NYSC 2021, emphasized that Corp members should indicate the numbers of whom to call in case they are kidnapped. Some families of the kidnapped students who paid ransom to secure the freedom of their children are still swimming in debt they had incurred to raise millions of naira for ransom. As of now, some surviving students of green feed University are still held captive, while their families scurry around seeking for ransom to pay bandits. The northern states are the worst-hit zone so far. Amidst all these, there are only a handful of bandits that are being arrested and tried for their crimes, despite reassuring press releases from the presidency, some of those arrested are even granted amnesty by the government, thereby making banditry lucrative industry in Nigeria. Consequently, the risk of schooling in many parts of Nigeria today is death. Responding to the unrest as a result of banditry, several states are shutting down boarding schools in prone areas. This will no doubt, add to the over 13.5 million out of school children in Nigeria (Olusola, 2021). Available data shows that about 30% of pupils drop out of primary school and only about 54% transit to junior secondary schools. While these figures are result of extreme poverty, child labour, early marriage in girls, insecurity currently takes the largest share of the cake.

About 80% of out-of-school children today are in northern Nigeria. With the security system destabilized, schools, closed due to insecurity and poverty ravaging the

core north, these former students are ready targets for terrorist recruitment as experience has shown. On the evening of Tuesday, April 27, 2021, Boko-Haram shared ₦20,000 to over 50 households in Geidem, Yobe State. Days earlier, the terrorists invaded the local government area, burned down private and public properties, Telecom facilities and police stations but did not harm Muslim civilians, they hoisted their flag and circulated propaganda leaflet, inviting locals to join their holy course (Olusola, 2021). The groups are exploiting economic, security, and education gaps in the Nigerian system to offer these locals a better option. They are simply saying that this is what you stand to enjoy when you give us your territory and allegiance. For most households who live below \$1 or ₦500 a day, ₦20,000 cash gift makes Boko-Haram God-sent, they will as a matter of gratitude, join the course. For the past few months, state governments in the North have been closing down schools. This may work temporary but for how long can we sustain this? We must find long-term solutions to this menace of insecurity in our educational system.

Solutions to the Challenge of Insecurity in our Educational System

Like most societal issues, the visible part of the problem is hardly the real thing. When we focus on stopping kidnapers alone we will continue to treat symptoms without success. We must begin with our laws, their enforcement mechanisms, and strengthening our institutions to withstand external pressure. The following ideas can go a long way to reduce the level of insecurity in our educational system:

- i. **Laws and policies:** In a bid to stop the spate of school abductions in Lagos, the state house of assembly passed a bill that places death penalty on kidnapping. This should be adopted in every state of the federation. When kidnapers and bandits know that they have no option of living or bail, if they are caught in the act, they will think twice before they act. While the death penalty is frowned upon in most climes, it remains the right punishment befitting kidnapers in Nigeria in my own opinion. The privileges afforded to terrorist and kidnapers by the Buhari administration is one of the strongest motivators of the menace today. No matter how well-intentioned, these soft policies are prolonging the fight. The earlier the current administration understands this, the better for the country.
- ii. **Strengthening institutions and law enforcement agencies:** Passing laws is one of the many steps to societal changes because laws serve as a legal framework for charging offenders and administering Justice. But laws cannot enforce themselves. There must be clear mechanisms that enable them to work with the list interference from both state and non-state actors. When institutions are strengthened and allowed to work with adequate autonomy, the rule of law will take its course.
- iii. **Addressing societal issues:** Enacting and enforcing the right law is a step in the right direction, but it is not enough. We must think and act more holistically by addressing the socio-economic factors that facilitates kidnapping. Experience has shown that most societal issues are not always what they seem. As disturbing as kidnapping is, it is only a visible tip of complex underground issues. We must address causal factors, such as poverty, injustice, nepotism, marginalization, corruption, amongst others, if we must get to the root of the issue.
- iv. **National consciousness and citizens' participation:** Terrorism and kidnapping are intelligence driven. If we must tackle them head-on, we must rise as Nigerians to

fight this menace on individual level. In schools, we must teach students how to respond to security emergencies. They must be taught basic self-defense and an evasive skill that makes it harder for kidnapers to simply whisk students off without a run for their money. Schools must invest in their security infrastructure to make themselves less vulnerable to kidnapers. Round-the-clock surveillance system and well-lit surroundings is a turn-off for kidnapers. Schools must also arrange with law enforcement agencies for periodic patrols and inspections within and outside the school fence, to ensure that there are no ongoing breaches. Fighting kidnapping and kidnapers is a costly endeavour. But we rather spend the money, time and attention where it matters than giving it to unscrupulous elements of the society in form of ransom. Schooling in Nigeria should not be a suicide mission, we must as school administrators, leaders and policy makers, and law enforcers strive to restore dignity to Nigeria state and its people both now and years to come for posterity to judge us well. Nigerian policy makers, school leaders and communities must effectively and creatively come together to help reverse the current economic and education dynamics to avoid catastrophic collapse of our educational system.

- v. **Comprehensive threat assessment of schools in the entire northern region:** In all areas of the North, even those removed from the Boko-Haram controlled North-East; numerous armed groups are increasingly seeing the potential to cash in on the insecure schools through a "kidnap and ransom approach" which have become profit driven by organized and unorganized criminal groups in the northern region. Conducting a threat assessment in all areas of the country deemed vulnerable to such armed groups, including evaluating the location of the schools, relationship to the surrounding communities (through consultations with local traditional leaders), and the state of their infrastructure should be a first step to assessing which schools are most at risk. Institutions determined to be unsafe should immediately be shut, with contingency plans in place to facilitate temporary alternative learning arrangements, together with the strategies for relocating students to safer environment. Preventing more kidnapping should be the priority not only for the welfare of potential future victims but also with the view of salvaging any remaining public confidence in the safety of schools, and avoiding further insecurity related dropout, which Nigeria's education system cannot afford.
- vi. **The development of a strong community support network to ensure that the affected communities are not left behind:** Children and their parents who fall victim of armed kidnapping groups should be aided by ensuring that they mentally recover from their trauma, this should be the Central tenets of any intervention strategy that seeks to limit the adverse impacts of kidnapping on education. Children need strong community support networks tailored to the needs of children in conflict zones, including the training of teachers to help students recover from traumatic experiences and a greater availability of guidance counselors experienced in assisting trauma victims. This is necessary to avoid students becoming permanently disillusioned with going to schools, hence the fostering of positive emotions through affirmative training and building happier school associated memories is very crucial.
- vii. **Re-evaluation and revamping of the safe school initiative:** The safe schools initiative (SSI) was launched with much fanfare in the aftermath of the globally publicized abduction of the Chibok girls by Boko-Haram in 2014. The starting was

promising, as several tens of millions of dollars were pledged by a coalition of the Nigerian government, international donors, and Nigerian business leaders; a plan to relocate students in high-risk areas; and strategies to strengthen education in camps for internally displaced persons (IDPs). The impact of this program since its inception has remained unclear and doubtful while the evidence of SS1 success is lacking, this should not automatically lead to a disregard of its main principles. A re-evaluation of its strong points, including its emphasis on the training of school staff to deal with emergencies and a focus extension of the initiative beyond the original scope for only Borno Adamawa and Yobe should be examined. The safe school initiative was originally designed with the aid of international organizations such as UNESCO, and the government should not abandon the program that if well managed and sufficiently funded, could be effective in managing insecurity especially in the North.

- viii. **Addressing the long-term in security threat:** The importance of dealing with the surge of economically motivated school kidnappings directly in schools cannot be understated. Even though it is true that a school or community-level intervention can not suffice in the long run, Nigeria should not continue to suffer from perennial multipronged insecurities ranging from terrorism. There were more than 2,000 terrorism caused deaths “between” January, 2020 to November 2021 to the violent ethnically tinged herder-farmer communal conflicts in Nigeria over agricultural land, which killed several thousands of people yearly. Without a comprehensive strategy to deal with the persistent state of violence, including a coherent plan to regain control of Nigerian’s “ungoverned space”, imagining a safe space for education is difficult. Schools are only safe in so far as the large society is safe. Nigerian policymakers, school leaders and communities must effectively and creatively come together to help reverse the current economic and education dynamic to avoid a catastrophic collapse of the educational systems in Nigeria because Boko-Haram is not relenting in their bid to eliminate Western education in Nigeria

The Challenge of Governance

The Nigeria education sector has been severally lampooned for failing to contribute to the development of the Nation. In return, educators and stakeholders in the sector have listed several reasons for the failure of educational sector. In this section we shall look at the concept of governance as it relates to the education sector, highlight the major governance problems facing the Education system in Nigeria and the possible solutions to surmount these challenges.

Conceptualization of Governance and Good Governance

The concept of governance is very important and relevant to corporate organizations; regional organizations, international organizations and institutions; among other groups and organizations across the globe. The concept is believed to have originated from the ancient Greek, as Plato was reputed as the first to have used the word “governance” to depict the governing of men or the governing of people (Campbell & Carayannis, 2013). For long, this concept has been used in political and academic discourse, depicting the tasks of carrying on governmental activities or assignments. World Bank (1993) cited in Adegami et al., (2016), defined governance as a system through which power is exercised in the management of a country's political, economic

and social resources development. It means using the nation's wealth for the benefits of the nation and its people. While this definition is through to the developed Nations of the world, it is far from truth in the third world countries, especially in most African countries including Nigeria. Most African leaders run their nations like their personal businesses and Corner nation's wealth for themselves and their cliques. However, IMF (2016) sees governance as all aspects of the way a country is governed, its economic policies and regulatory framework; hence governance has to do with the totality of governmental actions and activities that are geared or directed towards making and realizing effective economic policies. The emphasis on economic policy here, is because it is the backbone of the nation's stability and development (Akpotu, 2021), and a well-planned economic policy is a precondition for national survival, stability and development. Good governance, on the other hand, has been variously defined to suit different purposes. The concept of good governance came to lime light in the donor discourse after the end of cold war in the 1990s. The World Bank as the first major donor institution, adopted good governance as a condition for lending to developing countries (Adegbami, et al., 2016). Kofi Annan, the former United Nations secretary-general saw good governance as the most important factor in eradicating poverty and promoting development (Annan, cited in UN, 1998). The diplomat emphasized that lack of good governance will continue to promote hunger and under- development and crises associated with it, hence it is through good governance that the impact of governmental activities can be felt, in economic growth and development. Good governance is about striving for the rule of law, transparency, equity, effectiveness/efficiency, accountability, and strategic vision in the exercise of political, economic and administrative authority (UNDP, 2007). It could also be seen as a process where public officers and institutions conduct public affairs, and manage public resources effectively through the above-mentioned conditions. But in education, governance is the process by which government makes or implements policy decisions that influence the finance and delivery of education to the citizens of a nation. It equally implies the way and manner of how power is exercised through a country's economic, political, social and civil society as to how the country's resources are used for socio-economic development, which have impact on each household, individual and the nation generally.

Factors of Good Governance/Good Governance Issues in Nigeria Education System

Good governance is an act by which political process translates to the will of the people in public policies by establishing rules that will give room for efficient delivery of services to all citizens of the country. Good governance can be seen as full respect of human Right, participation of people in decision-making, transparency and accountability, resources management, equity, access to knowledge, effectiveness and efficiency, responsiveness, inclusiveness, rule-of-law, consensus-building etc. that foster responsibility towards the realization of goals and objectives of education in Nigeria. Good governance in this paper is a set of responsibilities and procedures exercised by an institution or government to provide strategic direction to ensure that educational objectives are achieved through effective and efficient use of available national resources, accountability principles, and participation of people in decision-making. In education, good governance is concerned with how a school system or school management composes policies, produce funds, and expend funds; teachers preparation

for teaching, scheming curricular, and administration of school population, (Khalique, 2010) cited in (Abdullahi, 2019). This means that school governance is responsible for school effectiveness, quality, and accountability in education. Good governance is a major factor in improving the quality of education, the crisis facing the present-day formal education in Nigeria shows that the successive governments in this country have not been sensitive, responsive and effective in the overall development of the educational sector; hence the massive erosion of basic structural amenities which have direct impact on the educational system of this country. Poor governance system in Nigeria has given rise to political instability since independence, shortage of funds, facilities such as classroom, equipment or teaching materials, brain drain, youth population expansions, rising cost of education, inadequate information, the politicization of education, shortage of education personnel, students unrest and examination malpractice, worse insecurity challenge, resulting to frequent kidnapping of school children among others in the educational system of this country. The governance issues in Nigeria education system are therefore discussed under the following headings:

- i. **Accountability:** Accountability is a fundamental requirement of good governance it is the process of expecting each member of an organization to answer to someone for doing specific tasks according to specific plans. Accountability in education is the process geared towards ascertaining the extent of the goals and objectives of education. Accountability demands sound management of decisions, policies, constant supervision and monitoring of education system. It also requires adequate record keeping, periodic evaluation of performance as well as feedback to stakeholders in the organization (Okunamiri & Ajoku, 2010). This important factor of good governance is grossly lacking in Nigerian leaders, especially the educational leaders and managers.
- ii. **Participatory decision-making:** This is a situation whereby all men and women have a voice in decision-making, either directly or through an intermediate institution that represents their opinion. It also refers to the way of involving people through using institutions that serve as a channel of articulating their interests in the decision-making process regardless of gender, religion, ethnic group and the likes. Another form of participatory decision-making in school is the Parent Teachers Association which decides on issues relevant to a class of students and the whole school in the primary and secondary schools. In the tertiary institutions, the students union government, the academic board, senates, the governing council and congregations are suppose to be consulted in taking major decisions in the schools, but this is not usually the case in most Nigerian higher institutions as major decisions are taking arbitrary without consultations in issues related to the school code of conduct, use of materials or resources, curriculum, adaptation, and students performance, welfare, among others.
- iii. **Transparency:** A major premise of good governance is the citizens access to information, good leadership must ensure free flow of information on how school activities are carried out, especially in terms of policy formulation, resource utilization etc. Transparency requires that decisions are taken and their enforcement is done in a manner that is in conformity with the rules and regulations. This is not the case in Nigerian system, as leaders; indeed educational leaders do things capriciously without recourse to the rules and regulations, statutes and stipulated policies guiding the education provision and management in Nigeria.

- iv. **Rule of law:** This is a framework that is enforced in an impartial manner for protecting human rights, securing social Justice and checking abuse of power, it is a prerequisite for good governance. It emphasizes that rules and regulations guiding social conducts must be observed and obeyed by everybody, without minding anybody's influence or social status. In Nigeria, and indeed the educational system, leaders subvert the law and do things capriciously, hence the high level of corruption in the system.
- v. **Consensus orientation:** Good governance should aim at reaching broad consensus after mediating different interests in the society for the best interest of the people. Educational leaders and administrators must always strive to building consensus and aggregate interests towards achieving the school goals and objectives.
- vi. **Effectiveness and efficiency:** Good governance also upon the fact that the process and instructions should produce results to meet the needs of the society. It entails proper utilization of resources at their disposal as well as in the government. Efficiency and effectiveness cannot be achieved with paucity of resources allocated to the education sector in Nigeria. However, most school and educational administrators in Nigeria do not use resources available to them effectively and efficiently; in most cases resources are wasted.
- vii. **Responsiveness:** Good governance would be possible only when the institutions and processes are responsive and serve all stakeholders within a reasonable time-frame. But leaders in Nigeria are not responsible to the people. They are after their own interests, hence the crises of confidence and lawlessness, which breeds social tension and breakdown of the social order in the Nigerian state.
- viii. **Inclusiveness and equity:** Good governance advocates that people should not be excluded from the mainstream of the society and the marginalized people should be able to avail themselves of opportunities. This is not the case in our country as people are excluded and unfairly marginalized in the management of our collective resources, hence the plethora of agitations, crises, and insecurity in the country.

Governance Problems of Education in Nigeria

Lack of good governance is impacting on the Nigerian education system badly in many areas; these areas will be specifically discussed briefly in this section.

- i. **Poor funding:** The most prominent problem facing the educational sector in Nigeria is that of funding, as earlier discussed in this paper. At all levels of government in Nigeria, education is not well or adequately funded. For instance, in the year 2020 and 2021, Nigeria's education budget is far away from the 26% budgetary allocation to education recommended by UNESCO for developing countries, even when smaller countries in Africa are exceeding the margin as earlier shown in table 5 in this paper.
- ii. **Poor governance:** Another problem bewildering the educational sector in Nigeria is bad governance and mismanagement, which has affected every other sectors of the national economy. Education sector is highly neglected in the governance of Nigeria, and this reflects heavily in the lower amount budgeted for education yearly. At the local, state and federal levels, more attention is given to other sectors which are not as important as the educational sector, whose activities stimulate the economy for growth and development.
- iii. **Corruption:** Without saying much, corruption affects the cradle of all activities in Nigeria, including the educational system. In tertiary institutions, there are cases of

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lecturers collecting bribes or "sorting" as it is called in our local parlance, from students to pass them, sexual harassment etc. This also happens at the secondary school level where students pay lump sum to get examination answers or be helped during exams. Also, funds meant to be used to pay salaries of workers in the educational sector are frequently embezzled and mismanaged, hence Nigeria is described as being fantastically corrupt by former British prime Minister Tony Blair and in fact the worlds headquarter of poverty and corruption. This assertion is further buttressed by the table below.

Table 6: Global Peace Index/Rank, Human Development Index and Corruption Perception Index for Nigeria 2000 - 2020.

Years	Human Dev. Index (HDI)	Global Peace Index (GPI)	Global Peace Rank (GPR)	Corruption Perception Index (CPI)
2000	0.462	NA	NA	1.2
2001	0.463	NA	NA	1.0
2002	0.466	NA	NA	1.6
2003	0.466	NA	NA	1.4
2004	0.453	NA	NA	1.6
2005	0.434	NA	NA	1.9
2006	0.444	NA	NA	2.2
2007	0.448	2.898	117 th	2.2
2008	0.453	2.724	129 th	2.7
2009	0.457	2.602	129 th	2.5
2010	0.462	2.756	137 th	2.4
2011	0.467	2.743	142 nd	2.4
2012	0.471	2.801	146 th	2.7
2013	0.470	2.223	153 rd	2.6
2014	0.423	2.122	160 th	2.1
2015	0.424	NA	16 th	2.0
2016	0.301	NA	165 th	3.1
2017	0.271	NA	167 th	4.0
2018	0.210	NA	179 th	4.2
2019	0.211	1.09	180 th	4.5
2020	0.112	1.21	181 th	4.8

Source: Human development report (various issues); Global peace index (2012); retrieved from Wikipedia, the free encyclopedia; transparency international.

From the table above, Nigeria with abundant human and material resources, had human development index of 0.112 and corruption perception index of 4.8 in the year 2020, with Global peace index of 1.21 and ranked 181th country in the world, in the Global peace ranking (GPR). These are pointers to the fact that Nigeria is fast becoming a failed state; with higher level of corruption, and least in human development, insecurity will continue to rise, and educational development will continue to be hampered, and overall national development will continue to be elusive, unless something drastic is done in changing the bad governance structure in this country for better.

iv. **Lack of responsibility and control:** A major governance problem of the educational sector in Nigeria is lack of control. For instance, some primary schools are under the control of local government, while some others are under the control of the state and federal governments, the same applies to tertiary institutions and universities, some are equally under the private sector. This is a problem for basic level of education. Without a particular level of government taking full control of the sector, it will be difficult to hold anyone responsible for the failing in the educational sector. Governance should be able to regulate education stakeholders for quality improvements and standards.

v. **Politicization of education:** In addition to the lack of control and responsibility, there is a form of competition by all the different levels of government to outdo each other, especially at the state level, this leads to establishment of several institutions without enough resources for effective operations, resulting to reduction in the quality of education delivery. In a bid to outdo each other, state government, even Federal Governments regularly give people who are ill-equipped opportunities to own private schools.

vi. **Lack of infrastructure:** This is another governance problem in the Nigeria education sector. Over time, many schools in Nigeria have collapsed due to bad infrastructure. Many tertiary institutions do not offer the level of practicality being offered abroad. Majority of educational facilities from the public to the privately owned are not conducive for learning. Libraries in schools are not adequately equipped, and even those who have textbooks are filled with outdated information. In many Nigerian schools classrooms, laboratories, information and communication technology facilities are not adequately provided, hence teaching and learning is grossly impaired.

vii. **Indiscipline:** Indiscipline is now very rampant in schools that secondary school students have started joining cults, thus expanding the fight against cultism, which has eaten deep in our school systems at all levels. Almost every day there is a record of cult killings in schools, which has made the educational sector in Nigeria lose its academic excellence.

viii. **Poor parenting and guidance:** Parents are meant to provide basic needs needed to meet the challenges of life, but many parents do not even show enough care or support, all they want is for their wards to excel irrespective of the means, this has led to children indulging in all sorts of criminal activities in pursuit of get-rich quickly syndrome, and examination malpractices in schools. Some parents go as far as paying for “special centers” for their wards, and even follow their wards to schools to fight or harass teachers for cautioning or correcting their wards.

ix. **Poor welfare for teachers:** The frequent ASUU strikes and other industrial actions in Nigeria are due to poor welfare packages for teachers. Due to poor welfare packages for teachers, a lot of them have sought other means to augment their income, which ultimately affects their performances in class. Some don't show up regularly to teach their students. The low level salary being paid to teachers have pushed away professional teachers from the educational sector to other endeavours such as politics, business, and the mainstream civil service, many have also moved out of the country in search of greener pastures.

x. **Poor/inadequacy of teaching aids:** Apart from the poor pay given to teachers and lecturers, the lack of teaching aids including audio, video, books, DVDs, projectors,

computers etc used to improve the quality of instructions to students in schools, contribute to the decay in the education sector.

xi. **Unwillingness to study education in schools:** Unlike many other disciplines in tertiary institutions, very few people apply for educational courses. Research shows that out of more than 1,700,000 candidates that applied for university admission in 2015, only about 5% applied for education courses, this shows lack of interest of students for career in the teaching profession (Adedeji, 2021). Many of the teachers we have in the education sector nowadays are not professionals in the field, as teaching is seen as a job of last resort in the country; most of them are quacks, hence these teachers do not understand the nuances of teaching, and some others have the problem of communicating with their students, thus, affecting the education sector negatively.

xii. **Research:** Lack of good governance is impacting Nigeria education system in the area of research and development. Research in the Nigerian universities is at the lowest level due to paucity of funds. The government has money to build personal houses for the politicians and government officials, but no money to sponsor research and development in the education sector. They prefer to sponsor political campaigns, buy properties in developed countries, and hide money in foreign bank accounts to sponsoring educational researches. Most educational research institutes merely exist in names without functionality. Corruptions by government officials have killed and buried research in Nigeria because money meant for research finally end up in private pockets. Teachers and lecturers are not innovative, they read and teach what others discovered or invented, without bringing new knowledge from research efforts. This is too bad for the dream of science and technological oriented education, which Nigeria so much desire in this 21st century.

xiii. **Teacher education and training:** Teachers education and training in Nigeria is very poor when compared with other developing countries, hence teaching and learning are negatively affected and poor teaching and learning in science subjects discourage students from choosing science subjects, hence the rush in arts subjects, with its consequences on unemployment.

xiv. **Education coverage:** One of the main problems of the Nigerian educational system is that it does not guarantee education for the majority of the citizens. This is the reason why there are communities that throughout their lives, do not receive basic education, a fundamental human right, and much less even have a high school certificate. This is caused by social and economic variables. Many families, both in rural and urban communities require all their members to perform paid work to achieve a minimum survival income. There are remote communities mostly indigenious that do not have nearby educational options, and so only those who have the opportunity to travel to other communities daily receive a formal education. There is still the custom of limiting the educational scope of girls focusing efforts only on the academic preparation of boys. The consequences of this are not only the female lag or backwardness in education, but also poor performances of girls in subjects such as mathematics and natural sciences.

Solutions to Governance Challenges in Nigeria Education System

Some governance challenges in the Nigeria education has been highlighted and discussed, this section will offer possible solutions to surmount these challenges, which are:

- i. **Adequate funding:** The background of the myriads of problems facing the educational sector in Nigeria is funding. With adequate funding, there would be an acquisition of quality training facilities, renovation of schools and provision of other infrastructures to ensure conducive learning for students. Also, funds should be properly managed to avoid embezzlement which leads to decay in the education sector. There is need for government at all levels to come together and coordinate responses and activities in the sector. Governments at all levels need to be committed to delivering a competitive and highly quality standard of education across the country.
- ii. **Preschool education:** We should include preschool in the compulsory basic education, to facilitate access to this educational level for the vulnerable populations.
- iii. **Curricular changes:** There is urgent need to propose curricular changes that will emphasize acquisition of relevant creative skills that will make school leavers job creators instead of job seekers as it is currently the case in Nigeria. Such curricular changes should fall in line with the demands of the 21st century knowledge and technological skills globally and equally encourage greater educational equity between boys and girls. The learning of indigenous communities should equally be prioritized.
- iv. **Monitoring:** There is need to create regularization programmes to combat educational backwardness. Such efforts should equally focus on combating the relationship of the socio-economic level with academic achievement. This means that less privileged children should not be deprived of going to school.
- v. **Teachers development/enhancement:** It is equally very important to provide teachers with options for continuous updating and training opportunities, from complementary courses to post graduate courses relevant to their teaching areas and pedagogical techniques.
- vi. **Good leadership:** Educational excellence in any given civilization is seriously tied to the quality of leadership operational in such society. A leader with less interest in education would surely do little in encouraging educational process, but rather pursue agenda contrary to the education sector. We need leaders who are both patriotic and imbued with passion for education to enhance the education sector for greater productivity. The president does not need to have a Ph.D to do this for the country.
- vii. **Promotion of transparency:** Everyone who aspires to lead in this country should determine to rule transparently and lead by example. He should be a father to all the ethnic religious groups. Good governance cannot be promoted where some ethnic groups and religious groups consider themselves above the law and cause violence.
- viii. **Corruption:** We must all fight corruption with sincerity, transparency, commitment and strong determination. Everybody must abide by the rule of law; the law must take its full force on any corrupt person, not minding his or her status in the society.

Conclusion

Education is a determining factor of change for the development of every society; therefore, it is of the utmost importance that there is a generalized commitment towards its improvement. We can all do our bit, from governments with better public policies, good leadership and commitment; teachers with continuous training and commitment; and citizens with close monitoring of issues related to education and commitment. The faulty educational curriculum in Nigeria galvanizes unemployment and cause unrest of various shades working against internal security. Nigerian

government should know that the world is a global village and all important decisions are taken at the village square, which in this case is the classroom (education sector), anybody who is not in the village square when important decisions are taken during Village meetings is automatically left out. The education sector is the village square not the government houses, hence must be given adequate attention. The presence of insecurity in Nigeria constitutes a threat to lives and property and retards socio-economic development of the country especially in the education sector. The rising wave of insecurity since independence in 1960, has assumed a dangerous dimension which is even threatening the corporate existence of the country as one geographical entity. The elimination of these threats should be the number one goal of government in this country because significant development cannot be achieved amidst insecurity and violence. Government must be proactive in dealing with security issues and threats, through modern methods of intelligence gathering and sharing, training, logistic, motivation, and deploying advanced technology in managing security challenges. The real panacea for solving insecurity challenge in Nigeria is for government to accelerate the pace of development, by creating an economy with relevant social, economic and physical infrastructure for business operations and industrial growth, provide gainful employment, high level of educational facilities, and medical care for the people. Government at all levels should ensure that the rising poverty indices are reversed and realistic social security programs are pursued and systematically implemented to ensure that the populace meets their basic needs.

The bad governance rendered or provided by our leaders has continued to manifest in the areas of bad road networks, epileptic power supply, lack of portable good water, poor healthcare system, falling education system, excessive unemployment, worst poverty rate in the world, hunger, diseases, violence, loss of life and properties, rising insurgency among others. Seeming inability to redeem the situation by the crop of leaders ascending the throne of governance in Nigeria poses danger for the future of this nation. It is only the practice of good governance, manifesting in the areas of rule of law, transparency, accountability, citizens' participation, among others, that can guarantee national peace, stability, and development in Nigeria, hence proactive steps should be taken for the enthronement of good governance, by ensuring that people can unite and design active methods of exposing corrupt public office holders, whether in office or after they have left office. The need to form and design peoples' oriented code of ethical behavior which the people themselves will be able to enforce will be helpful.

According to Mahatm Gandhi, cited in Olulube (2021), "politics without ethical principle" is among the "social sins of human kind". For good governance to thrive in Nigeria, the people must be vigilant, demand accountability from the leaders, uphold democracy, be politically educated and mature, this will make leaders to make ethical decisions, that will make political office holders accountable to the people, change the mind-sets of the people and their leaders to play ethical politics which will add value to the system. There must be paradigm shift from the way Nigeria is governed. It is my belief that good governance is attainable in Nigeria if our leaders imbibe the principles of equity, justice, fairness and proper implementation of people oriented policies. But providing good governance should not be left to government alone. The civil society and the private sector have a duty to monitor governance processes to the benefits of the citizens. Promoters of bad governance are enemies of Nigeria, and must be checked by

applying the rule of law. Nigeria is at the cross road now, only good governance can deliver her.

Recommendations

1. Stringent effort must be made to ensure that Nigeria education system is more functional and relevant to facilitate national growth and development by encouraging vocational, technological, and entrepreneurial education that will bestow relevant skills for productive engagements, thereby reducing the high level of unemployment in the country, hence the need for urgent curriculum review at all levels of our educational system.
2. The vocational, science, technology and entrepreneurship education should start at the early stage of education, to inculcate in the Nigerian youths positive values such as honesty, integrity, dignity of labour, positive work ethics, opportunities for personal development, confidence to adapt to new situations and change, national consciousness, and strong revulsion for materialism and corruption.
3. The governors of the northern states should work towards sensitizing their people towards placing high premium on western education that will liberate their minds and douse radical religious ideology that constitute insecurity in the country.
4. There is the need to diversify the economy, the government should focus on agriculture and industrial expansion by giving soft loans to the unemployed youths, monitor the use of the money, and ask them to pay back half of the loan in installments after establishing them, this will help to reduce the mass unemployment of the youths in the country which is threatening our corporate existence.
5. There is urgent need to strengthen university – industry collaboration by bringing in experts from the industrial sector to make inputs in the curricular, in such a way that will reflect the needs of the industries. Such experts should also be involved in teaching on part time bases at higher levels of education.
6. Insecurity constitutes a serious threat to safe academic environment and hinders academic activities, the government and the school management at all levels must be proactive in creating and sustaining a peaceful, threat free environment, by funding and equipping the schools with modern security technological gadgets like CCTV at strategic locations to monitor movements of persons for possible detection of criminal activities in schools.
7. There must be provision of sufficient surveillance vehicles in schools; this will be very useful in timely fighting and containment of criminal activities.
8. Access into school environments should be regularly checked and restricted. Currently, people who don't have business with some schools are found everywhere, even at odd times.
9. All identified cultists should be rusticated from the schools by the school management; linkages should be established with other learning institutions to prevent them from gaining re-admission into schools. Students arrested for involvement in heinous crimes should be suspended and handed over to the law enforcement agencies for prosecution.
10. Security units in the schools should be well staffed with qualified personnel with experience and passion; security department should not be an all comers affair.

11. Regular training and retraining programmes should be organized for all security personnel, to sharpen their skills and acquaint them with modern trends in intelligent gathering, crime detection and security operation. Security is everybody's business; hence there is need for security awareness by both staff and students in order to stay safe in schools.
12. Attitudinal restructuring and value re-orientation that encourage a renewed spirit and commitment to entrepreneurship, science and transparency in security management is absolutely necessary.
13. The spiritual component of human existence particularly as Africans should be speedily brought to the fore in security management. The new wave of spirituality discourse in management literature allows for this approach.
14. It is basic that for good governance to prevail in Nigeria, we must embrace attitudinal change from the usual nonchalant and corrupt mindset known as "Nigerian factor" and restore the country to the path of good governance. Nigerians must develop the right attitudes, values and ideas for her greatness to come.
15. There must be institutional or structural change at all levels of government, to help ensure the gains of good governance and rapid socio-economic development for Nigerians.
16. There must be a constitutional reform properly focused on Nigerian priorities, leadership and all stake holders in the Nigerian project must put attention on improving education, plugging corruption loopholes, and building the capacity to continually improve the living standard of the people. In fact constitutional amendment is urgently needed in Nigeria now than ever before.
17. Finally, it is also necessary to incorporate into our educational curriculum at all levels, "anti-corruption", which will help to combat corruption as early as possible and engage young Nigerians in the promotion of responsible governance.

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