

## **THE ROLE OF QUALITY EDUCATION ON NATIONAL SECURITY IN NASARAWA STATE, NIGERIA**

By

**Osoki Mohammed**

Isa Mustapha Agwai 1 Polytechnic, Lafia, Social Development

&

**Agube A Solomon Ph.D**

Isa Mustapha Agwai 1 Polytechnic, Lafia Social Development

### **Abstract**

Quality education impacts on individual, the right values and setting up standards that promote peaceful co-existence and National Security in society. However, the insecurities situation discredits quality education and National Security. National Security is central to peaceful co-existence and development of society. The study aims to evaluate the role of quality education on National Security and to assess the roles of variables of quality education on National Security in Nasarawa State. A survey research design was adopted for the collection of primary data from respondents in the field through the help of a structure questionnaire and key informant interview instrument. Three hundred (300) questionnaires were distributed to respondents and thirty (30) respondents were interviewed in the field and responses collected were coded and used for data analysis. Descriptive statistical measure of mean and standard deviation and inferential statistical tools of Group sample T-test and Independent sample T-test was used in data analysis and testing of the research hypothesis of the study. The study revealed that variables of quality education have roles in attaining National Security in Nasarawa State. Data generated were used for policy formulation and implementation and equally enhance and encourage the roles of variables of quality education on National Security, where insecurities will be defeated in Nasarawa State, Nigeria.

**Key Words:** Education, Quality Education, Security, National Security

### **Introduction**

Education is a crucial aspect of primary socialization, shaping societal behaviors, beliefs, and moral values. Nigeria's educational systems have evolved from traditional to functional literacy (Pravat 2017, Ed.s program handbook 2023 – 2024 and Nnabiuke, 2012). While countries like America, the UK, India, France, Egypt, and Ghana have developed quality education systems, positively impacting their national security.

Quality education is crucial for promoting development and peaceful co-existence. Non-effective education leads to issues like teacher strikes, indiscipline, and social vices, resulting in insecurities in Nigeria. This crisis of identity has led to political, economic, and social upheaval. National security is crucial for peaceful co-existence in society, but insecurities can lead to negative consequences such as displacement, loss of lives and property, untrust, ethnic conflicts, militia formation, cultism, kidnapping, substance abuse, terrorism, herdsman attacks, armed robbery, indiscipline, non-

development, and loss of standards and quality of life. These issues negatively impact Nigerians' quality of education and national security.

Insecurities in Nigeria stem from ethno-religion crises, economic and political interests, and poor-quality education. These issues have polarized the country, highlighting the need for National Security. Quality education includes discipline, moral training, academic performance, critical thinking, problem-solving, peace building, and sustainable development. It prepares individuals for society's complex structure, ensuring the right educational system and model for Nigeria's security.

The study critically analyzes the role of quality education in promoting peace and integrating diverse groups, highlighting the need for institutions to effectively transmit societal values and address the issue of non-quality education in Nasarawa State.

### **Statement of the problem**

National security is a major concern in society, and educational institutions play a crucial role in transmitting societal norms and values. However, concerns about non-quality education have led to unethical practices, disunity, and insecurities in Nigeria. This has resulted in unresolved challenges and disintegrations, questioning the reality of national security. Insecurities in the country has led to disunity, terrorism, and non-development, making attaining National Security difficult and resulting in loss of lives, property, ethnic conflicts, and economic losses. The US Department of State and the International Organization for Peace Building and Social Justice conducted research in 2023 revealing that Nigeria's insecurities cost between 2008-2021 between \$90 to \$113 billion, resulting in a lower GDP in 2021 and widening inequality, a decline in literacy rates, and closure of some schools, causing economic losses.

The study explores gaps in related works and aims to address insecurities in Nigeria's National Security. It suggests future strategies for implementing quality education practices and achieving National Security in Nasarawa State, addressing the existing gaps in existing research.

### **Research Questions**

The following research questions were raised to guide this study: -

1. Do quality education variables of discipline and hard work learned in schools have a role on National Security in Nasarawa State?
2. Do quality education variables of quality teaching and moral training in educational learning have a role on National Security in Nasarawa State?
3. Do quality education variables of critical thinking and problem-solving ideas learned in the schools have a role on National Security in Nasarawa State?
4. Do quality education variables of ideas of Nation building and sustainable development learned in schools have a role on National Security in Nasarawa State?
5. Do quality education variables ideas of harmonious co-existence and peaceful building learned in schools have a role on National Security in Nasarawa State?

### **Objective of the study**

The broad objective of the study is to assess the roles of quality education variables on National Security in Nasarawa State.

The specific objective of the study is to generate data to: -

- i. Investigate the role of quality education variables of discipline and hard work learned in schools on National Security in Nasarawa State.
- ii. Investigate the role of quality education variables of teaching and moral training in educational practices in schools on National Security in Nasarawa State.
- iii. Assess the role of quality education variables of critical thinking and problem-solving ideas learned in schools on National security in Nasarawa State
- iv. Evaluate the quality education variables of ideas on Nation building and sustainable development learned in schools on National Security in Nasarawa State.
- v. Assess the quality education variables ideas of harmonious co-existence and peace building learned in schools in achieving National Security in Nasarawa State.

### **Research Hypothesis**

- Ho1. Quality education variables of discipline and hard work learned in schools determine attainments of National Security in Nasarawa state.
- Ho2. Quality education variables of quality teaching and moral training learned in schools determine the attainments of National Security in Nasarawa state.
- Ho3. Quality education variables of critical thinking and problem solving learned in schools determine the attainments of National Security in Nasarawa state.
- Ho4. Quality education variables of ideas of Nation building and sustainable development learned in schools determine the attainment of National security in Nasarawa state.
- Ho5. Quality education of ideas of harmonious existence and peace building learned in schools determine the attainment of National Security in Nasarawa state.

### **Literature Review**

Education is a system based on cultural practices that imparts knowledge and skills to prepare individuals to fit into a complex social structure and act as members of a group or society. It helps individuals conform to societal expectations and acquire personality based on the educational quality of the society, as stated by Ejikeme (2016) Cardarelli (2018), Victor, Chika, and Innocent (2019).

Quality education is the excellence or worth achieved in achieving society's goals based on societal standards and values. It promotes national security and is a total curriculum overhaul at all levels. It provides broad knowledge for the development of mind, soul, body, and environment, as well as attitudes, skills, abilities, and experiences for co-existence and contributing to the country's development. Jacob, Daniel, Bulus (2019), Ogwo (2023), and Alonge and Adamkin (2024) further elaborate on this concept.

National security entails the process of promoting value relations and institutions that make the citizens participate in their social, economic and political life on the basis of equal rights and opportunity, and equal dignity that emphasises on the common unity among the citizens (Ibrahim, 2002, Mijag, 2009, Eddiefloyd, 2011, Gowon, 2014 and Ajayi and Adelaku, 2020). Is the ability of the state to overcome any challenges no matter what the challenges are especially the insecurity crisis.

The International Organization for Peace Building and Social Justice (2024) and US Department of States (2024) and Alonge and Adamkin (2024), stated that between 2020 – 2023 insecurities in Nigeria have resulted in 16, 558 deaths, 14,437 abducted victims and 2078 injured victims across the country due to violent atrocities. And they also stated that there are an estimated 36 million internally

displaced persons as a result of conflicts and violence where 854,000 were due to climate-related disasters. In the same vein, they equally reported that, between January – September 2021, witnessed 20 different attacks on schools where over 1,400 children were abducted, 16 killed and over 200 still reported missing. In March 2024 gunmen were reported to have carried out several attacks on primary and secondary schools in Kaduna state, abducting 227 students together with some teachers and head teachers. Those insecurities have led to the closure of 11,536 schools in Nigeria since December 2020 to date in the affected areas.

The negative consequences of these have manifested in different types and forms of conflicts and insecurities across the country. Such as tribal conflicts, religious crises, armed robbery activities, kidnapping activities, herdsmen attacks, abduction, banditries, and farmer- header crises and so on (Anagwon 2009, Mac-Antomic 2009, Marc-Antonic 2014 and Maikasuwa 2014). National Security Strategy 2022 and Institute for Economic and Peace. Global Peace Index, 2023). Which have affected many people negatively in areas like loss of relations, economic resources, poverty, poor standard of living, fears and so on where insecurities become the order of the day. As we think of National Security, we have to look back at our educational system in practice and its quality.

## **Theoretical Framework**

### **Functionalist Perspectives on Education**

The general analysis of functionalist perspectives on education focuses on the positive contributions of education in maintaining social systems such as societal values, consensus, and social solidarity, and the relationship between education and the economic system and the integration of society as a whole. The prominent functionalist scholars are Emile Durkheim 1951, Talcott Parson 1961, Kingsley Davis and Wilbert E Moore 1967, Robert K Merton and so on (Haralambos and Holborn, 2004, Eddie Floyd, 2011 and Giddens and Phillips, 2013). Functionalist ideas are guided by two (2) related areas in their focus on education: - (a) the functions of education to society as a whole (b) the relationships between education and other social systems.

The functionalist perspectives explain the part in relation to the other parts, that they need one another and work together to maintain the entire system., the relationship between members is organized in terms of rules and guidelines for behaviour displays and how the part functions which are guided by the following ideas.

- i. That society has certain needs that must be met to be able to survive as an entity.
- ii. That the systems as an entity consist of interconnected and interrelated parts with a minimal degree of integration among the parts.
- iii. The theory assumes a certain degree of order and stability for the survival of the whole system.

Education and Universalistic Value Theory of Talcott Parson's (1961) functionalist views was used to draw an explanation to this work. Which outlines what has become an accepted system of education in practices in society? Individuals must learn to cooperate, interact with others, and learn skills within the school environment. And enforcement of school rules and punishment that reflect the damage done to social groups, with emphasis that is wrong to act against the interests of social groups. It is within the schools that members learn to respect school rules, develop habits of self-control, discipline and refrain from wrong acts. (Giddens and Phillips, (2013), Eddie Floyd, (2011) and Haralambos and Holborn, (2004), where members are prepared for the future roles in the society. That member of the society is treated and judged in terms of universalistic standards that guide and apply to all members regardless of their family's ties, religions, origins and so on.

Educational institutions prepare young people for transition by establishing universal societal standards. Adopting quality education principles helps achieve national security by addressing essential needs and general interests. Emphasizing value consensus, members operate effectively based on value achievement and equal opportunity, requiring differential rewards and peaceful co-existence. Quality and standard educational values can secure national security in the country.

The theory emphasizes the role of education in transmitting societal norms and values, promoting peaceful co-existence and sharing values. However, it overlooks recent trends in the educational system, such as insecurities and a decline in quality. The theory highlights the importance of quality education in achieving National Security, highlighting the role of education in promoting self-control and discipline. It can be applied to overcome insecurity challenges in Nasarawa state of Nigeria.

### Methodology

The study utilized a survey research design, utilizing a structured questionnaire and key informant interviews, to collect primary data from respondents in the field, allowing for a comprehensive coverage of responses and opinions.

### The Population of Study

The population of the study for the research work is One Thousand, Two Hundred (1200) made up of both male and female adults with more focus on security agencies, traditional rulers, academia, political office holders, associations/groups leaders and the general public. The compositions of this category of respondents enable the researchers to have wider opinions on the roles of quality education on National Security in Nasarawa state.

The study focuses on the roles of quality education in national security in the state, targeting Security Agencies, Traditional Rulers, Academicians, Political Office Holders, Association/Group Leaders, and the general public. The population is drawn from three Local Government Areas, one from each Federal Senatorial Zone, with a focus on Keana, Wamba, and Nasarawa.

### The Study Sample Size

The sample size of the study was Three hundred (300) respondents that were considered for the study. One hundred (100) respondents were selected from each of the three (3) Local Government Areas in each of the senatorial zones (Keana, Wamba and Nasarawa Local Government Areas of the State) for the study. The study used Taro Yamane formula to draw up or to determine the sample size of the study. Yamane (1967), Babbie, (2011) and Silverman (2005), provided a simplified formula to calculate the sample size for the population of the study. Where “n” is the sample size, “N” is the infinite population size i.e. the level of precision. That is:

–  $n = \frac{N}{1 + n(e)^2}$  in applying the formula above where n is the sample size, N = finite population size which is 1200, i.e total population of the study i.e = maximum acceptable error margin at 0.05% we

then have

$$.n = \frac{1200}{1 + 1200 (0.05)^2}$$

$$n = \frac{1200}{1 + 1200 (0.0025)^2}$$

$$n = \frac{1200}{1 + 3}$$

$$n = \frac{1200}{4}$$

$$n = 300$$

It was used in drawing up the sample size for the study due to its accuracy and less complication in determining the actual sample size for the study.

### Instruments and Methods of Data Collection

Both qualitative and quantitative instruments were used for data collection in the field. Which structure questionnaire and key informant interview were used for the collection of primary data from respondents in the field. The structure questionnaire and interview guide were designed in such a way to find out the respondents' opinions on the role of quality education on National Security in Nasarawa state. Where four points Likert scale rating with responses made of (a) Strongly agree (SA) (b) Agree (A) (c) Undecided (UD) (d) Disagree (D) based on the research objectives and questions for them to choose among the alternative options. Where scale arrangement was that strongly agree (4). Agree (3), Undecided (2), Disagree (1)

### Data Presentation and Analysis

The data collected were coded and analyses using descriptive statistical tools of Mean and standard deviation and inferential statistical tools of T-test and independent sample T-test for testing of the research hypothesis. This will give an in-depth understanding and interpretation of the research findings. It also helps in determining the effects of dependent variables on independent variables and is equally suitable in multiple variables analysis with a single dependent variable study.

**Table 1: Distribution of Respondents based on Demographic Variable**

Variables	Frequency	Percentage (%)	Minimum	Mean	Maximum
<b>Sex</b>					
Male	176	59.46			
Female	120	40.54			
<b>Age</b>			18	48.5	60
18 – 30years	90	30.41			
31 - 40 years	106	35.81			
≥41years	100	33.78			
<b>Occupational status</b>					
Civil servant	96	32.43			
Business	80	27.03			
Student	40	13.51			
Unemployed	80	27.03			
<b>Religion</b>					
Christianity	140	47.30			
Islam	130	43.92			
None	26	8.78			
<b>Qualification</b>					
SSCE/ND/NCE/HND	160	54.05			
BSc/MSc/PhD	136	45.95			
<b>Total</b>	<b>296</b>	<b>100.00</b>			

Source: Author's Computation, (2025)

The demographic characteristics of respondents presented in Table 1 showed that males were (59.46%) with 40.54% females. The age distribution of respondents revealed an average age of 48.5 years, where 35.81% fell between the ages bracket of 31 – 40 years, 33.78% were above 41 years and 30.41% fell between 18-30 years. Considering the employment status of the respondents, the majority (32.43%) were civil servants, 27.03% were individuals running their own businesses, 27.03% were unemployed and 13.51% were students. The educational status of respondents revealed that they are literate as they have one form of formal education or others; most (54.05%) of their educational status falls between SSCE/ND/NCE/HND/B.Sc. Categories while 45.95% were MA/ M.Sc/PhD holders. In addition, respondents' religious beliefs were Christian (47.30%) were (43.92%) were Islam with a handful (8.78%) belonging to neither the two major religions (Christianity and Islam)

**Table 2: Role of Quality Education and National Security in Nasarawa State, Nigeria**

Item Statements/Research Questions	Frequency				TSS	MS	SD	Remark
<i>The following, have a role in National security of Nasarawa State;</i>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>				
Educational discipline and hard work	93(31.42)	187(63.18)	6(2.03)	10(3.37)	955	3.22	0.64	Accepted
Quality teaching and moral training in education	65(21.96)	226(76.35)	4(1.35)	1(0.34)	947	3.19	0.45	Accepted
Critical thinking and problem-solving ideas, learned in school	105(35.47)	187(63.175)	2(0.68)	2(0.68)	987	3.33	0.52	Accepted
Idea of nation building and sustainable development learned in school	71(23.99)	220(74.32)	3(1.01)	2(0.68)	952	3.21	0.48	Accepted
Idea of harmonious existence and peace building learned in school	103(34.79)	187(63.18)	5(1.69)	1(0.34)	984	3.32	0.52	Accepted
<b>N=296</b>								
<b>ECP=2.50</b>								

**Source: Author's Computation, (2025)**

Table 2 presented the result of analysis on the role of quality education on National security in Nasarawa State, Nigeria. Response options were “strongly agreed”, “agreed”, “undecided” and “disagreed”. They were scored 4, 3, 2 and 1 respectively. The mean score for each of the research question was determined along side a cut off point of of 2.5 mean. The established cut off point serve as a benchmark for decision making for research questions with a mean score of less than 2.5 were considered disagreed or rejected by respondents whereas those equal and above 2.5 were considered accepted. From the results, it can be seen that respondents reported that critical thinking and problem solving ideas, learned in school have a role in National security. This is because it has a mean score of 3.33 which is above the the cut off point of 2.5. Also they are of the opinions that educational discipline and hardwork have impact on National security (3.22). And other factors as reported by respondents to have a role on National security include ideas of nation building and sustainable development learned in school (3.21), quality teaching and moral training in education (3.19). It implies that all the variables of quality education mentioned have a role on National security as all have scores mean of above 2.5 that accepted.

An inferential statistics (T-test and independent sample T-test) was carried out to test the hypothesis of the study. A statistical difference at 5% ( $P < 0.05$ ) were observed for all the research questions. The study therefore accepted the alternative hypothesis and rejected the null hypothesis. In other words, the quality education was found to positively influenced the level of National Security in Nasarawa State.

**Table 3: T-Test**

Notes		
Output Created		13-NOV-2024 10:35:29
Comments		
Input	Data	C:\Users\Simon\Documents\agub
	Active Dataset	e.sav
	DataSet2	
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	296
	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST
		GROUPS=level.of.education(1 2)
		/MISSING=ANALYSIS
		/VARIABLES=research.Q1 research.Q2 research.Q3 research.Q4 research.Q5
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Source: Author's Computation, 2025

**Table 4: Group Statistics**

	level.of.education	N	Mean	Std. Deviation	Std. Error Mean
research.Q1	1.00	160	3.5813	.49490	.03913
	2.00	136	2.8088	.55129	.04727
research.Q2	1.00	160	3.4063	.49267	.03895
	2.00	136	2.9559	.23937	.02053
research.Q3	1.00	160	3.6563	.47645	.03767
	2.00	136	2.9559	.26854	.02303
research.Q4	1.00	160	3.4438	.49839	.03940
	2.00	136	2.9485	.28074	.02407
research.Q5	1.00	160	3.6438	.48039	.03798
	2.00	136	2.9485	.25298	.02169

Source: Author's Computation, 2025

Table 4. you see research question 1,2,3,4, and 5 under 1<sup>st</sup> column, the level of education and behave you can see 1 and 2 grouped the educational questionnaires of the respondents in needed as dichotomous variables for independent sample T – test while the 2<sup>nd</sup> column which is N is the frequency of occurrence. The table revealed how each group differs from the other and what is important on the table is that the mean score and standard deviation is 2.5 and above less than 1 for all variables since independent sample T – test is parametric.



**Table 5: Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
research.Q1	Equal variances assumed	18.157	.000	12.698	294	.000	.77243	.06083	.65271	.89214
	Equal variances not assumed			12.588	274.097	.000	.77243	.06136	.65162	.89323
research.Q2	Equal variances assumed	420.951	.000	9.727	294	.000	.45037	.04630	.35925	.54149
	Equal variances not assumed			10.229	237.961	.000	.45037	.04403	.36364	.53710
research.Q3	Equal variances assumed	235.495	.000	15.209	294	.000	.70037	.04605	.60974	.79099
	Equal variances not assumed			15.864	257.667	.000	.70037	.04415	.61343	.78730
research.Q4	Equal variances assumed	343.171	.000	10.282	294	.000	.49522	.04816	.40043	.59001
	Equal variances not assumed			10.725	257.587	.000	.49522	.04617	.40430	.58614
research.Q5	Equal variances assumed	270.888	.000	15.180	294	.000	.69522	.04580	.60509	.78536
	Equal variances not assumed			15.895	248.517	.000	.69522	.04374	.60908	.78136

Source: Author's Computation, 2025

The table 5 shows that mean and standard deviation scores used revealed the behaviours that depicted shows that mean value scores of 2.5 and above and the standard deviation for the variables are less than 1 for all the variables. The difference between mean value scores and standard deviation value scores of all cases is not much, which indicates that the data for variables are normally and evenly distributed.

There is a statically significantly difference from p-valve in column 6 which means significant. The research question's p-valve is 000 and significant of p-valve is less than 0.5. It observed that p-valve is significant at 5% and p-valve is less than 0.5. It implies that there is a significant difference which the alternative (Hi) hypothesis is accepted, and null (Ho) hypothesis rejected that quality education has a role in National Security in Nasarawa State.

### Discussion of the Findings

The study revealed that quality education variables like discipline, hard work, quality teachers and teaching, moral training, nation building and sustainable development ideas, critical thinking and problem-solving ideas harmonious co-existence and peace building ideas and others are critical elements in knowledge acquiring and roles for attaining National Security as supported by the majority of respondents asked in the field. That educational institution has positive roles to play to secure National security in the society through imparting quality education. This was also supported by the majority of respondents who responded to key informant interviews conducted in the field. Likewise testing of the research hypothesis was alternative (Hi) accepted while null hypothesis (Ho) rejected that quality education has a role in attaining National Security. These were also backed up by the works and views of Ajayi and Adelaku (2020), Ejikeme, (2016), Gowon (2014), Victor, Chika and

Innocent, (2019) and others in the review of the pieces of literature that quality education variables have roles in attaining National Security in the society. Where majority of the respondents strongly agreed and agreed that quality education has a role in attaining National security looking at the table 2, 3 4 and 5. Were the hypothesis accepted, it can easily be deduced that quality education has a role in attaining National security in society. Both quality education and National security are critical factors for National Development that need to be sustained and pursued in society.

### **Summary and Conclusion**

Education is crucial for societal progress, shaping individuals' minds and preparing them for future challenges. However, poor quality education can lead to insecurities and crises. States can address these by providing qualified, motivated, and adequately supported values. Quality education and national security unite diverse cultural loyalties for peaceful co-existence. Nigeria has experienced various crises, including identity, economic, political, social, and religious upheavals. Quality educational systems contribute positively to a country's social, political, and economic development. Social placements are largely determined by education quality. Implementing quality education in institutions can address insecurities and achieve national security. As a nation, we must address national security concerns, establish mechanisms for peaceful coexistence, and promote sustainable development and environmental protection.

### **Recommendations**

The following recommendations were put across based on research questions, objectives and findings.

1. The quality education variables and principles of discipline, hard work and standards learned in schools should be encouraged and improved by all stakeholders considering its benefits on attaining National Security.
2. Quality education variables of qualified teachers, quality teaching and moral training should be strictly followed.
3. The quality education variables ideas of critical thinking and problem-solving learning in educational institutions need to be taken seriously and encouraged among stakeholders in educational institutions to be able to achieve National Security and its sustainability.
4. The quality education variables ideas of nation-building and sustainable development learned in educational institutions should be promoted and encouraged for its benefits in attaining National Security and Development.
5. The quality education variables ideas of harmonious and peaceful co-existence and peacebuilding learned in educational institutions should be encouraged and sustained for promoting National Security in the society.

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