

Functional Education as an Imperative Instrument for Curbing Domestic Threats in Nigeria

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Key words: Functional education, youth, attitude, threats, youth, attitude, threats

Abstract: The daily increase in the number and dimensions of domestic threats in Nigeria has become worrisome to the government, security personnel, international community and all well-meaning Nigerians. Not only do these threats create insecurity, they take tolls on the lives of citizens and their properties. Such threats create a state of national insecurity and breed societal vices like kidnapping, vandalization of oil pipes, civil protests, clashes with security operatives, destruction of lives and property, disruption of normal life, displacement of people from their homes, among others. One of the factors that push the youths into engaging in these vices is idleness due to unemployment. Unemployment is created by lack of functional education, among other factors. These have adverse effects on the perpetrators of domestic threats, their communities and the nation at large. The government has applied some measures like dialogue, military approach and amnesty yet the disease is spreading like wild-fire due to many factors, especially, lack of functional education. This study advocates that an effective approach to curbing domestic threats is functional education which will not only educate the youths but will enable them acquire knowledge, skills, values and attitudes that will make them to be effective and functional citizens of the country.

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Page No.: 2142-2148

Volume: 15, Issue 10, 2020

ISSN: 1816-949x

Journal of Engineering and Applied Sciences

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INTRODUCTION

Every education system is expected to equip its merchandise with the vital equipment to live in the modern-day international and excel of their environments when you consider that global order is accelerating, information-pushed and international. OOV^[1] discovered that if one appears intently on the Nigerian instructional device, it seems as even though the working goals of the

primary schooling continues to be at the analyzing and writing stage and to prepare pupils for admission into secondary schools which in turn certifies students for admission into tertiary establishments and the tertiary establishments certify their graduates for employment. With this, the purposive transference of relevant skills at each of the three levels in line with the national developmental objective is silent. This is one of the reasons our university certification in 70% of the cases,

does not practically indicate competence because the working objective is to acquire a paper that certifies one for employment. This brings to fore the non-functionality of the Nigerian educational system. As such, there arises issue of obtaining certificate without possessing knowledge, skills, values and attitudes, hence, our school leavers engage themselves in kidnaping, armed robbery, militancy, thuggery, youth aggressiveness, insurgency, suicide bombing, child trafficking, drug peddling, arson, among others.

The WILL^[2] cited that it is a fact of existence that an educated character, whether or not thru vocational schooling or liberal schooling, is educated to be a self-reliant person who is employable, rational and accordingly will don't have any time for revolt or crook conduct. at the average, a rational citizen will recognize how to channel his grievances, in which they exist, through the device and could now not choose violence as a primary inn. educated residents also are assumed to recognize spiritual and cultural variations between them and different Nigerians and right now see this diversity as a source of electricity and no longer a source of strife and conflict. Formal education in faculties, in particular boarding colleges, provides opportunities for college kids to satisfy their colleagues from one-of-a-kind parts of the world. An knowledgeable citizenry is thus important to Nigeria's democratic society. We have had conditions in which humans have acted terribly primarily based on hearsay and incorrect information. Education offers residents the capability to severely have a look at troubles and records and allow them to err their perspectives on the side of purpose in their conduct. The title of this study assumes that there's a correlation among schooling and safety. But, one also is aware of that training is one of the key indicators of human safety as described inside the United Nations Human Development Index. With the aid of implication one is likewise assuming that there may be a dating among literacy fee and inner protection, in particular from the perspective of crook behaviour in the society. Examining the challenges of insecurity posed by Boko Haram activities in the Northeast of Nigeria and youth militancy in South-South zone of Nigeria, one should be interested in knowing the extent to which education or lack of it contributes to violent extremism. There is no doubt that while education could be a major factor in the security of any nation, one is also dealing with a web of complex and intricate multi-factor relationships between education, development, peace and security. The study is also interested in issues surrounding Nigeria's internal security including the reality of the youth bulge and other factors that challenge it with a mind to situating functional education as a veritable tool in dealing with our internal security challenges. OOV^[1] observed that any nation that wants to be accorded regard

as powerful and influential in the 21st century global space must have successfully evolved its own indigenous scientific thoughts and technological capacity. Same can be applied to the issue of functional education. The starting issue on achieving functional education will be the review of the nation's philosophy of education to enable it to conform to the cardinal national objectives of attaining a functional education. To do this; some key drivers would have to be revisited with sincerity of purpose to forge a way ahead. For example; issues like what is the purpose of our education? What is the idea of providing primary education and the role primary education should play in the society? What level of learning experience and content should be provided at primary level of education? What are minimum skills and competencies a primary school leaver should have at the end of his primary education? What are minimum skills and competencies a teacher who provides content for primary education should possess? How should competence at the primary level in line with the aims/objectives of functional education be measured?

From the foregoing, to achieve functionality of education, there is every need for the national policy on education to consider the objective of educating the citizenry towards achieving a functional education in order to be able to apply skills to everyday life situation which in turn helps to curb domestic violence. What then is functional education?

CONCEPT OF FUNCTIONAL EDUCATION

Functional education may have various variants, namely as implemented in literacy programs, technical education, science education, teacher training and disability education. Whatever version it is implemented, it will contribute to the solution of daily problems when they occur when well as the improvement of the recipient's living conditions. Functional education achieves an increase in activity and contributes to a high return to work by improving the performance of workers and by promoting worker's skills and strategies for day-to-day activities. Rehab Management in conceptualizing functional education, observed that it is an evidenced-based intervention utilizing every day Activities of Daily Living (ADL), work activities and exercise to help a worker manage their injury that is real life situation to increase their capacity and work comfortably and safely. It further enumerates the advantages of functional education to include: it increases useful performance which transfers to the work surroundings, it reduces the length of disability thru talented and energetic involvement in home activities and it reduces chance of exacerbating pain thru discovered self-pacing techniques, amongst others. Zeilberger

referred to that directed (goal-oriented) education and functional education are simple methods in shaping a person and that they have got to be blended for one's educational success. He stated that a instructor has to take into account functional education within the experience of it being present anywhere and always (even without organized instructional institutions) and its essence-the mutual have an impact on of the participants of society and in their lifestyles-styles. for this reason, Tolstoy (nd) distinguishes between conventional school and the natural school, wherein life is the supply of coaching (the newspaper, the museum, the theatre, the street etcetera). Furthermore, he gives meaning of functional education in three societal perspective: In the United States and in Germany (starting around 1920), the adjective "functional" refers to education that comes spontaneously from the influence of the environment. It is a kind of undirected, "natural" education that is different from the deliberate, goal-oriented education that is directed by man.

Zeilberger cited that in Western Europe the time period functional education refers to schooling that comes from the kid's needs and that makes use of the child's hobby as a mechanism for activating him and in the direction of his appropriate activities. Its cause is to expand the life of the thoughts that acts from the wholeness of organic lifestyles with relation to realistic lifestyles within the present and inside the future.

Functional instruction that arose within the United States and England takes as its start line the hobby of the kid and it's miles based totally on a realistic paintings-plan this is supposed to have the kid grasp the challenge-count. The subject-matter to study is considered in step with the importance of the lifestyles of the human in his adolescence and maturity. The instruction is based totally on phases in the life of the scholars, the county, the surroundings, day by day life.

Zeilberger also gave a psychological view of functional instruction education. The mental basis of practical training, he stated is useful psychology because it become first expressed with the aid of William James and became prolonged later by way of Eduard Claparede. The functional international-view claims to the wholeness of the psychic phenomena and attributes price to their position inside the edition of an organism to its herbal and social environment. To "teach" way, consequently: to evolve the kid to his surroundings while emphasizing his wishes and dispositions as they're revealed in his developmental ranges. in line with Claparede (nd), a living organism is a gadget that strives to maintain its wholeness and equilibrium while it's far in chance of collapse, it has a tendency to bring itself back to its former state.

Vocabulary^[3] defined functional education as that which selects know-how that is concrete and usable as opposed to abstract and theoretical. Functional education is the force of the future and as such, it's miles broadly agreed that useful education is the best means that society possesses for confronting the demanding situations of the future. Indeed, useful schooling shapes the sector of day after today. Development increasingly depends upon the products of properly-knowledgeable minds; upon studies, invention, innovation and edition. Of direction, nicely-knowledgeable minds and instincts are wanted no longer only in laboratories and studies institutes however in every walk of existence. Indeed, access to purposeful education is the sine qua non for powerful participation inside the existence of the current international in any respect degrees. Education, to be sure, isn't the complete solution to every trouble. But education, in its broadest experience, ought to be a critical a part of all efforts to imagine and create new members of the family among people and to foster greater recognize for the wishes of the environment.

Michael^[4] determined that functional education is sensible and has beneficial functions. In opposition to this backdrop, Ali^[5] deduced that purposeful schooling will ensure the supply of meals for human beings, the creation of jobs and the supply of offerings, among others. in the equal vein, Nwokolo^[6] posited that functional education is expected to provide individuals who can manufacture raw materials, machines and equipment needed for neighborhood and international markets, invent new designs, find out tablets able to curing sicknesses hitherto incurable and remodel the country from intake to a manufacturing repute. Idowu cited that functional education is the overall method of citing individuals to increase their potentials (cognitive, affective and psychomotor) to the fullest and consequently be able to contribute maximally to the improvement of the society. Ali^[5] stated that development is boom or progression from a decrease and often undesirable kingdom to a high and preferred one. It refers to the process of building up. It means some kind of change in terms of the increase in the capacity to perform some difficult tasks and functions. National development involves the process of modern technology to produce goods more than before. It pertains to industrial ways of living of the citizenry. Functional education can, according to Okon and Akpan^[7] be conceptualized as the transmission, acquisition, creation and adaptation of information, knowledge, skills and values for the purpose of self-reliance and sustainable development of a nation.

Obanya^[8] sees useful education as schooling that emanates from the kid's wishes and which makes use of the kid's pursuits as a mechanism for activating him closer to his desirable sports. The purpose of useful

training is to increase the existence of the thoughts that acts from the wholeness of natural life with relation to sensible life inside the present and inside the destiny. Obanya noted that useful training allows the learner to gain thinking habits and broaden the technical approach wished in solving practical problems. In keeping with this worldwide educational strategist and certainly one of Nigeria's main educationists, the scenario in which the kid is developing and the only he goes to stay in, should determine the manner education is executed which include what's taught and the way it is to be trained and found out. This is in consent with the fourth country wide training goal that is "the acquisition of suitable abilities, abilities and competencies both mental and physical as equipment for the individual to stay in and make a contribution to the development of his society"^[9]. The motive of schooling, if it need to preserve any meaning, is to gather the talents of expertise existence conditions, adapting to it and acting to persuade it through contributing to its improvement^[8].

Practical schooling creates a road for awareness. This is expressed in a UNESCO file on training for a sustainable future which stated that training is a prelude to informed movement. In democratic societies, movement toward sustainable improvement will ultimately rely on public consciousness, knowledge and help. not unusual information and shared understandings are vital now not handiest for mobilizing public assist but also for wearing out paintings through consultative and participatory techniques in all fields. Public recognition and understanding are the outcomes of education and influence the instructional system. A public well informed of the want for sustainable development will insist that public educational establishments include in their curricula the medical and other concern topics had to permit humans to take part correctly in the several activities directed towards achieving sustainable development. The students that emerge from such courses will for their part, be alert to the need for public authorities to make adequate provision for the protection of the environment in all development plans. Education is particularly important in developing a 'taste for knowledge'. From the foregoing therefore, functional education leads to solving day-to-day problems as they come as well as improving the living conditions of the learners. Functional education also curtails domestic threat and other vices which the youths may be used to perpetuate.

Domestic threat in Nigeria: Nigeria over the last decade has been confronted with grave issues of domestic threats and these have affected the internal peace of the country. They most often come in the forms of insurgencies (Niger Delta agitations), terrorism (Boko Haram), religious

clashes among Muslims and Christians, Fulani herdsmen attack, Movement for Actualization of the Sovereign State of Biafra (MASSOB) and boundary issues, among others. Domestic threat could be seen as a menace which constitutes grave threat and danger to Nigeria's corporate existence and her economic resurrection. Farlex declared domestic terrorism as the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature. This is done through in intimidation or coercion or instilling fear. There is worldwide manifestations of threats, among which are: Al-Qaeda in Afghanistan, Hezbollah in Lebanon, the Syrian Islamic liberation front in Syria, Hamas in Palestine, the Taliban in Pakistan, among others. Africa which has no longer been left out from these risk has become a breeding floor for numerous insurgencies including the Al-Shabaab in Somalia, the Lord's Resistance navy in the crucial African Republic, the M23 Rebels in the Democratic Republic of Congo, the countrywide motion of Azawad (MNLA), the Al-Qaeda in the Islamic Maghreb (AQIM) in Mali, among others. The most devastating consequences of these threats all over the globe have been the excessive toll of the humanitarian crisis in the form of a rise in Internally Displaced Individuals (IDPs), refugee inflow, meals lack of confidence, unfold of nefarious illnesses, gender and sexual primarily based violence.

The phenomena of insurgency in Nigeria have been obtrusive when you consider that her independence in 1960, ranging from the twelve-day revolution by way of Adaka Boro, through the civil warfare (1967-1970), to the diverse ethnic militias such as the O'dua people's Congress (OPC), the motion for the Actualization of the Sovereign Nation of Biafra (MASSOB), the motion for the Emancipation of Niger Delta (MEND), the Niger-Delta insurgency and the most recent the "Ahl al sunnali al alDa'wawa al Jihad", popularly recognized as Boko Haram which has been running in Northern Nigeria seeing that early 2000, with its beginning related to the widespread of socio-monetary and religious insecurity amongst positive communities in the North whose sports have unleashed horrible humanitarian crises in North-East Nigeria^[10, 11].

The effects of such threats are such that their impact is not readily seen in the policy decisions but in terms of its outcome. Most threats as it is believed in some quarters at their early stages pose no real threat to the government and as such are left unattended to by the government till their activities become a literal thorn in the flesh to the government. This assertion may be true of Boko Haram which started as a small group in 1999 saying no to western education. Adetiloye noted that the group attacked and destroyed churches, mosques, schools, police stations, private and public facilities. Education

is worst hit by the Boko Haram activities. The combat then is at once in opposition to western education which is broadly practiced in Nigeria with colleges established in every corner and cranny of the country and it has remained the bedrock of human and capital developments in Nigeria.

Alternatively, the Niger Delta struggle arose within the early 1990's due to tensions between international oil organizations (IOCs) and a few representatives of Niger Delta minority ethnic organizations who felt they have been being exploited without due repayment by using the IOCs^[12]. Accordingly, ethnic and political unrest persevered inside the vicinity all through the Nineties and has endured notwithstanding the enthronement of democracy in 1999 but competition for oil wealth inside the area gave upward push to agitations, violence and next extra-judicial killing of Ken Saro-Wiwa and nine different Ogoni leaders with the aid of the Abacha regime^[13]. This more-judicial killing of Ogoni leaders by using the Abacha regime changed into condemned each inside the country and by way of the worldwide community. The worldwide network placed Nigeria under sanction for the duration of the duration in response to the killing. Nwabgoso^[14] determined that the lack of ability or failure of the government, specifically during the military generation, to cope with the foundation causes of the agitation (environmental troubles, poverty, unemployment, loss of primary services and so forth.) in the Niger Delta vicinity, resulted within the spawning of ethnic militias of Niger Delta beginning leading to the militarization of nearly the complete vicinity. as a result, the muse changed into laid for the wave of insecurity that beleaguered the entire location and spread in the course of the tentacles of power. even though to be able to ameliorate the environmental degradation and the absolute poverty in the area, the government established some establishments or businesses to douse the tension inside the vicinity which includes the Oil Mineral producing areas improvement commission (OMPADEC), Niger Delta development commission (NDDC) and Ministry of Niger Delta (MND), these intervention remedies, notwithstanding, the conflicts and insecurity within the Niger Delta vicinity persisted. In reality, the location witnessed excessive security threats and the emergence of different agitating organizations affiliated to the movement for the Emancipation of the Niger Delta (MEND) like the Niger Delta people's Volunteer pressure (NDPVF) led via Mujahid Dokubo-Asari and the Niger Delta vigilante (NDV) led by way of Ateke Tom. those agencies purportedly joined the battle to cope with the injustice via. the federal government towards the location and this move exacerbated the safety problems not simplest within the region but also inside the entire Nigerian country^[14]. In most cases, the youths who are

used in these domestic threats are illiterates, school dropouts, unemployed graduates and religious fundamentalists who see nothing good in people who are not members of their own religion. These youths are idle because the knowledge, skills, values and attitudes they have acquired in schools are not enough to keep them busy. In other words, they have not acquired any knowledge or skills that would make them self-employed in the face of unemployment. In the state of hunger and want, they mortgage themselves to any individual who promises them anything, even when what is promised is not feasible. These young boys and girls are deceived even to die even for a cause they do not fully understand and they risk everything, even their lives and most of them die. They hardly ask the whereabouts of the sons and daughters of those who are sending them to die for a cause not clear to them. They are deceived because they are idle, simply because the education they acquired has not offered them opportunity to function positively in their society.

These youths easily become veritable tools in the hands of their extortionists because they are either not educated or not properly educated and therefore they do not possess the right types of values and attitudes for their own survival and the survival of their society; their minds are not trained to understand the world around them and they do not possess the appropriate skills, abilities and competences as equipment for them to live and contribute positively to the development of their society. They do not possess these because they have not had the opportunity to acquire functional education. They therefore become effective tools in the hands of the devil to destroy their own society.

FUNCTIONAL EDUCATION AS A TOOL FOR CURBING DOMESTIC THREATS IN NIGERIA

It is hard to find a country without one security threat or another, just as it is hard to find a state that can completely eradicate all threats to its security. Habib^[15] noted that poverty, corruption, unemployment and lack of proper education represent the major causes of insecurity in any society today. These conditions usually co-occur and this co-occurrence is associated with increased risks and poorer outcomes for the affected society. This study therefore seeks to widen this conversation by suggesting a reawakening of functional education in Nigeria as an imperative for curbing domestic threats in the country. The paper sees functional education as that form of education that equips learners with necessary and vital scientific, vocational and cognate knowledge and competencies. This corroborates Obanya^[8]'s position that functional education makes a specialty of the learner, in the context of his or her becoming a totally functioning

member of the society and in an effort to equipping her or him with significant way wished for everyday survival. In the same vein, the UNESCO document on education for sustainable future noted that functional education creates avenue for awareness as such the schools and all institutions of learning and of course educational legislations should make it mandatory that learners be given such kind of education (functional) that makes them aware of their rights and as such transfer knowledge to daily lives.

Habibat^[15] discovered that the kingdom of lack of confidence in Nigeria today is no information to absolutely everyone and despite the fact that it could be blamed on a few elements which have been left unchecked for a long term with the aid of each the authorities and people of Nigeria, the level of lack of confidence within us of a nowadays is threatening to rip her apart and requires short, suitable and a new method to cope with its challenges. Nigeria is confronted with meal insecurity, economic lack of confidence, terrorism, health lack of confidence, among others and those have eaten deep into the fabrics of the country. The scenario in Nigeria given that the beginning of this decade in which dozens of militant groups have emerged and challenged, in the maximum violent form, the authority of the authorities, the developing stage of city crime together with armed theft, kidnappings, ritual killings and cultism the persevering with the erosion of the moral authority of religions in which human beings have interaction in acts in open defiance of their religious and moral teachings; the way of life of impunity that characterizes public affairs; the corruption that has emerged as the landmark of the public and political class; the crippling poverty that is submerging the average Nigerian; and the collapsing social and political establishments within the country for over a decade, greater than whatever demand for short and lasting answers to be able to at the least lessen the safety threats dealing with Nigeria nowadays. the hunt for balance and improvement is surely, the Holy Grail for Nigeria a situation beneath which the country would be capable of increase establishments and structures with the potential to make certain financial growth, equitable distribution of countrywide wealth, political balance and duty. To do that effectively, however, calls for a discount of threats (actual and potential) which might be capable of generating insecurity for the country of a. therefore, there is the assignment to reconsider and improve on policy and institutional method of coping with security concerns bobbing up in the country. The answer lies in the review of the educational system to make it practical so that the goods will be beneficial to themselves and the society at massive. The United Nations talks about reorienting education to assist sustainability which emphasizes the significance of the concept of lifelong learning in a hastily converting international as well as the need to offer high priority to simple training in the growing global. The need

to reform curricula and educational rules and structures at all tiers are likewise mentioned, just as it changed into finished currently in Toronto, Canada via reform of the curriculum. This in actual sense relates perfectly with the discourse in this paper as lifelong education connotes functionality and when people are exposed to this kind of education, the tendency is that, engaging in threats of any sort disappears from the psyche of such individuals.

Oni^[16] observed that the results of lack of functional educational policy are not far-fetched, that there is the witness everyday as young girls and boys are being used as terrorists. According to Oni, it is very difficult for any student that is well grounded in formal education to become a militant, that is, an idle hand is the devil's workshop. Schools are teaching our students half-truth. There may be a vacuum in our education system and this vacuum has been capitalized on by means of insurgents. The ethical upbringings that ought to accompany our clinical, technological and artistic achievements have been relegated absolutely to the history. Scientific and technological achievements are developing at a geometric progression whilst moral teachings are developing at mathematics progression. Oni reiterated that authorities ought to prevent preventing insurgents with bodily weapon. This could translate to fit into the need for functionalizing the education system so that, people often engaged in the threatening act would be sufficiently educated to know that the education they have is a much superior ideology and a more superior ideology (functional education) is required to fight an evil ideology (threats).

Some of the ways to fight these domestic threats are: by creating employment which can come as a result of functional education. This is supported by the view of the former British Prime Minister, Tony Blair who told the United Nations Counter terrorism body in an interview that broad based cross-cultural education is crucial to defeating terrorism much of which is fed by religious extremism. According to him, security measures alone will not succeed.

CONCLUSION

The fight against domestic threats can be won if education is made functional, thereby giving greater opportunity for self-reliance as well as better employment opportunities and empowerment for those who are prone to being engaged in any form of threats, especially disadvantaged groups of the society. The ones dealing with a few kinds of discrimination and thereby turning to terrorism can handiest be stopped by means of bringing approximately change in collective attitudes and advertising of non-violence and peace inside a country. With this therefore, different levels of interventions are required on multiple dimensions including education, to bring about the well desired lasting change and also battle the scourge of terrorism.

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