YOUTH RESOURCEFULNESS, TERTIARY EDUCATION AS PANACEA TO THREATENED NATIONAL SECURITYIN NIGERIA

Dr. Aja-OkorieUzoma
Faculty of Education, Department of Educational Foundations, Ebonyi State University, Abakaliki.

Abstract
Tertiary education is designed to mould students to contribute significantly to the development and growth of any society. A qualitative, merit-based, equitable and efficient tertiary education serves to offer a country's youth the knowledge, advanced skills and desirable character that are critical determinants of economic growth and improved standard of living. With quality education, learned outcomes are transformed into goods and services that can transform a civil society into a robust one; a more operative public sector, greater institutional capacity and an enhanced investment environment, 'Against the backdrop of high unemployment, poverty, militancy, crime and terrorism, this paper examined the importance of a stable and secure climate in lieu of threatened national security and ii.\ effects on tertiary education in Nigeria. 17ie paper x-rayed (he resultant implications for youth resourcefulness. It maintained that a stable and secure climate is not only imperative for ensuring national security but also a sure template in creating opportunities for the youths to become resourceful and productive in contributing the quota to economic and socio-political domain. Hence an inefficient tertiary education system can in turn negatively affect or become a threat to national security further amplifying the challenges for youth resourcefulness in Nigeria. It attempted to proffer solutions to youths ' restiveness in Nigeria.

Keywords: Threatened, Undermines, National Security, Tertiary Education, Youth, Resourcefulness and Criminality.

Introduction
Currently in Nigeria, there are disputations with regards to the effective functioning and slate of its national security. The predominance of threats to the nation's security constitutes one of the utmost challenges to government. The importance attached to national security is well captured in the Federal Republic of Nigeria (FRN,1999), that categorically states in Section 14 (2) (b) that "the security and welfare of the people shall be the primary purpose of government". These contentions, given a perfunctory examination of the topic indicate that this is an apt time to focus on the effects of threatened national security on tertiary education and in turn, on the youths. By applying effectiveness and efficiency in the management of education sector, youths' resourcefulness could be achieved as much as national stability and development realized.

Discourses on contemporary challenges to tertiary education in Nigeria rarely pay adequate attention to threatened national security as a crucial item among the litany of serious andendemic educational impediments confronting the country; and its consequential implicationson youths' resourcefulness. In the same vein, youths' restiveness lendsinclination to criminality especially kidnapping, militancy and terrorism. These consequences in mm increase the vulnerability of the nation's internal security and in a symbiotic manner; the challenges then have a propensity to spiral out of control.

However, national security has become an issue of forerr.cst political and socio-economic significance in recent years especially in developing countries leading to a resurgence of interest in analysing its implications for tertiary education and overall development. Governments globally, especially those of developing countries, are increasingly aware that threats to national security are more likely to stem from internal than external.

Ayoob (1995:9) defined threatened security in the developing countries thus, as "in relation to vulnerabilities - both internal and external - that threaten or have the potential to bring down or weaken state structures, both territorial and institutional and governing regimes". This view that security in developing countries are domestic in nature is also reinforced by Job (1992) that believes that regimes in third world countries tend to lack legitimacy while the state lacks the institutional capacity to maintain social order, and threats are perceived to be from and to the regime in power. Hence it is against this backdrop that this paper seeks to address the following marginal and fundamental issues; the correlation between national security, tertiary education and youth resourcefulness as well as how these factors influence threats to national security in Nigeria. Hence, threats to national security undermine tertiary education and can be detrimental to youth resourcefulness.

Conceptual Framework
This section attempts to explain major variables that form the basis for this discourse. These are explained as follows: National security has no single universally accepted definition. It has a variety of definitions which provide an overview of the many usages of this concept (Romm, 1993; Paleri, 2008). Romm (1993) maintained that a nation is said to have security when it does not have to sacrifice its legitimate interests to avoid _war, and is able, if challenged, to maintain them by war.

He further inferred that national security is best described as a capacity to control domestic and foreign conditions that are necessary to enjoy its own self-determination or autonomy, prosperity and wellbeing. Literature on, and definitions of national security is ample and is still increasing (Okodolor, 2004; Imobighe, 1998; Mathews, 1989; Buzan 1983 & Brown, 1977). All these definitions point to the fact that a nation is said to be secured when the citizenries are relative freedom and peace, andwhen a nation posses economic, energy, and environmental security. Hence, the protection and safety of a country's secret and its citizens implies that there is both external and internal security. Threat to any of these conditions is capable of creating'social disorder and discontent among the citizenries, which can culminate into insecurity.

Giving the above definitions, national security in Nigeria has been, until recently, defined from a broadly viewed perspective as an absence of insecurity due to the actions of law enforcement agencies and defence force. State of insecurity can be characterized according to Dasuki (2013) as the configuration where societal crises such riots, demonstration, secret cult-related criminal acts, terrorism, drug trafficking, intra and interethnic strife, religious intolerance, advanced fee fraud, anti-government campaigns, armed robberies, hijacks and a host of other that threaten lives and property and indeed peace and tranquillity in ihesocioh are prevalence.

Therefore, national security in Nigeria has two broad focal elements: human security and state security. It involves the preservation of the welfare and safety of Nigerians at home and abroad and the protection of the sovereignty of the country and the integrity of its assets (Federal Republic of Nigeria, 2006). Viewed from this perspective, tertiary education has the aim of giving any student who enrols a very sound and qualitative education, enabling him/her the opportunity to function effectively in any environment in which he/she may find him/herself; so as to become more productive, self-fulfilling and attain self-realization (Aluede, Jimoh, Agwinede&Omoregie, 2005). Threatened national security when viewed in light of the above, impedes the general welfare and well-being of Nigerian youths to the extent it undermines tertiary education.

Tertiary education generally refers to all post-secondary education, including but not limited to universities. Universities are a pertinent part of all tertiary systems but the diveise and growing set of public and private tertiary institutions in every country such as colleges, technical training institutes, nursing schools, distance learning centres and many others form a network of institutions that support the production of the higher-order capacity necessan for development (http://go.worldbank.org/HBEGAOG2PO). In this context, the National Policy on Education (Federal Government of Nigeria, 2004), defines tertiary education as the post-secondary section of the national education system, which comprises universities, polytechnics and colleges of education, advanced teachers training colleges, correspondence colleges and such institutions as may be allied to. Primarily tertiary education serves to provide human capital (skilled manpower) for national transformation and development. The quality of education particularly at tertiary level determines the level of national developmentto a large extent. However, the rate of youth unemployment in Nigeria and low standardof' living of the general public undermines the purpose of tertiary education. Hence, youth resourcefulness refers to the ability of youths to be resourceful. It can be described as the youths being able to fit into a given society in a manner thai is acceptable. It implies the society being able to satisfy the needs and aspirations of the people in terms of providing internal and external security devoid of crises and social discontent. On one part, the society must be able to offer the youth favourable platform for realising his/her potentials, dreams and aspirations. On the other part too, the youths have the responsibility of satisfying societal needs. Hence, both the society and the youths share mutual responsibilities in maintaining a virile society.

As per national security, Ulhnan (1983:123) defines a security threat as an "action 01 sequence of events that (i) threatens drastically and over a relatively brief span of time to degrade the quality of life for the inhabitants of a state, or (ii) threatens significantly to narrow the range of policy choices available to the government of a state or to private, non governmental entities (persons, groups, corporations) within a stale". Maihur. (19%) maintained that a threat to national security is any activity, phenomenon or course of events that poses a danger to either the survival or existence of the nation or the welfare of the people of a sovereign nation-state. This implies that one of the indices of a state with national security is measured by the state of the people's welfare. This is because when the citizenry is satisfied with the state of any nation, stability is assured. The current wave of insecurity in Nigeria is of serious concern. It is no longer news in Nigeria to wake up and witness bomb explosions indiscriminently. In the vein, the country is rift with various levels of religious and ethnic insurgence, political thuggery, among others.

Commencing with an analysis of the state of tertiary education, it can be observed thai in stark contrast to the aims of the National Policy on Education, the nation's educational system is yet to meet the needs of the society satisfactorily. Hence, there are manifest cases of underdevelopment due to lack of technological and industrial advancements, inadequate infra structural provisions, high unemployment and the cases of criminality with the youths at the focal point such as armed robbery, kidnap, corruption, political violence, militancy and terrorism. Some of the challenges confronting tertiary

educational system in Nigeria arc enormous and cover wide range issues such as graduate unemployment, underfunding of government tertiary institutions, proliferation of illegal tertiary institutions, examination malpractice, violence and sexual assaults. These in turn have negative implications on firstly the youths' resourcefulness, by increasing their inclination towards criminality to make endsmeet and then consequentially threatening national security in the manner discussed in moredetail below;

Graduate Unemployment

Intense observation is not far- fetched for one to discover that many graduates arc roving the streets without access to jobs. Majority are under employed while other arc classified as being unemployable. The problem of chronic youth unemployment is very evident in Nigeria. Eveiy year thousands of graduates are turned out for whom there are no jobs. Nigerian streets are littered with youth hawkers who ordinarily would have found gainful employment in some enterprise. The self-employed are in quandary as scant infrastructure makes it impossible for them to ply their trade. Tertiary education is expected to have a strong impact to drive the engine of development and social reforms (Eke, 2010). Unfortunately, Nigeria seems to be lagging behind in her efforts to provide stable environment for the youth graduates to function maximally in their career choices. The current curriculum consists of courses that produce job seekers as opposed to job creators. Eke noted that one of the goals of Nigerian education is to make our products marketable internationally. He further implied that the current preparation of our higher education graduates cannot compete internationally and they are inadequate!)' prepared to enter the workplace.

It is noteworthy to argue that Nigerian youths are basically ingenious and if given right opportunity have the ability to compete in global market. It is arguable too that where a large number of youths are unemployed they are capable of undermining democratic practice as they constitute a serious threat if engaged by the political class for clandestine activities. Data provided by the National Bureau of Statistics (2010:3) showed that as of March 2009, 21.3% of youth with tertiary education in Nigeria were unemployed. Sambo, (2013) slated that unemployment is one socio-security challenge that successive [Nigerian] governments over the years and identified and acknowledged that the engagement of the unemployed into criminality is a matter of concern for the government. In Nigeria, in many occasions some of our youths have been used as thugs during political campaigns.

Underfunding of Government Tertiary Institutions

While student enrolment in the universities for instance, continued to increase, the government expenditure per student declined from the federal government. The federal government reduced its subvention to educational institutions. For example, 3085 thousand naira in the 1980-1981 academic year to 3057 thousand naira in the 1984-1985 academic year, in spite of rising costs and inflation in the economy (Akangbou, 1986).Challenges ofunder- funding still haunts Nigerian educational system, and it appears that government is still not ready to adequately invest in education sector, enough to transform the system. Chuta (1995) observed that the Nigerian currency was devalued from the naira to dollar ratio of 1:1 in 1985 to 85:1 in 1995. In the 1994 - 1995 academic year and the government spent 5000 thousand naira per university student, but the real value in terms of 1984-1985 purchasing power was only 500 hundred naira. The situation has not improved either as the year roll by. Federal government team (members) on higher education who went on need assessment visitation about three months ago (June) were dismayed by the living conditions of Nigerian students in her higher institutions. This picture goes to portray the plight and decay of our university system.

With the ever increasing number of candidates seeking admission into tertiary institutions yearly, there is problem of accommodating them, despite proliferation of number of tertiary institution. In addition, it is common knowledge that many of these institutions admit more than their officially available spaces in order to boost their internal revenues. Consequentially, the teacher to student ratio is low; facilities for teaching, learning and living are overstretched- classrooms, examination halls, staff, hostels; campuses are overcrowded resulting in low morale for both learners and teachers. This often also leads to cull activities, examination malpractice and other social ills. As the tertiary education environment L-> ;i microcosm of the larger society, these behavioural defects are carried along when the students graduate to the larger.

Proliferation of Illegal Tertiary Institutions

There has been a proliferation of illegal tertiaiy institutions across the country. For universities alone, in exclusion of other forms of tertiary education, in 2009, the National University Commission (NUC) announced that a list of 36 illegal universities {Nairaiand Forum, February, 2, 2009) (www.nairaland.com/228002/nuc-releases-list-36-ilIegal). According to the Federal Ministry of Education Roadmap, quality assurance is the product of infrastructure, teacher quality (retention and motivation), curriculum relevance (and review) and learner support services.

In these illegal institutions, these products are doubtful. Graduates of these tertiary institutions that operate without legal authorization are generally occupationally irrelevant because their certificates, diplomas and degrees are not recognized by

employers in thelabour market. Ekundayo (2008) referring to private institutions in general, noted that the goals that universities are known for (teaching, research and community services) have been submerged and eroded. These illegal institutions generally use unqualified personnel asteachers and they lack monitoring, control and discipline. According to Tsebam (201 OK these institutions are not ready for accreditation. In addition, products of these illegal tertiary institutions cannot therefore be effective and make any impact towards driving the engine of development and social reforms required of a nation's educational system. This can only happen when quality graduates are produced in sufficient numbers {Hkc, 2010). As a result, products of such institutions are likely to be disgruntled and embark on a reprisal campaign once they realize that they have been duped and cheated by the proprietors of these institutions; this could be against these owners, the institutions' property, staff and students and society.

Examination Malpractice & Other Vices

Examination misconduct for instance is usually a result of the three aforementioned factors, Examination malpractice was described as a canker worm (Yakubu, &Edokpa, 1998). It rears and inculcates a lack of seriousness in the students; and a 'the end justifies the means' mentality. Once these students graduate or are in the broader society, such a mentality then translates into supporting fraud in politics, electoral processes and general corruption in society. In addition, malpractice in tertiary institutions' entrance examinations also leads to frustrated students, once these students are .admitted and cannot cope with the rigours of studies and not graduate. According to the Director General of the National Orientation Agency (NOA), "...Nigerians have long sacrifices what is right for our selfish ambitions. Hence, the decay of the fabrics of our educational system, low quality of labour turnover, endemic corruption, huge annual economic loss in excess of 315 billion naira, increase in criminal activities, inefficient human capital for national development and poor international image has been some of the many prices we have had to pay for it."[1] (cited: NGEX, July 9, 2012)(www.ngex.com/news/ public/newsinfo.php? nid=9269).

Linkages between National Security, Tertiary Education and Youth Resourcefulness in Nigeria

From the above discussion, one can see that an undermined tertiary education system will nudge the nation's unemployed youth (graduates and non-graduates alike) towards criminality. This in turn threatens national security.
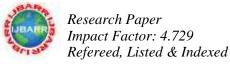
Upon a precursory examination of the state of national security today, it is evident thai national security is threatened. Adebakin&Raimi (2012) observes (hat Nigeria, one of the relatively secure nations in the West African sub-region has in recent times suddenly metamorphosed into an abode of serial bombing, hostage taking, armed robbery, cold-blooded killings and ethno-religious conflicts traceable to militant groups with conflicting ideological, political and religious agenda. Nwanegbo&Odigbo (2013) opine that security is evidently the pillar upon which every meaningful development could be achieved and sustained. The resultant loss of lives, rising budgetary spending for security and destruction of valuable government facilities portends devastating consequences for sustainable economic development in the country (Adebakin&Raimi 2012). In Nigeria, incidences of kidnapping, hostage-taking and militancy in the Niger Delta region and the Boko Haram insurgency in the northern states are cases in point which pervade all sections of our country. Other examples of these militant groups are the O'odua People Congress in iht- wcsianJBakassi Boys in the East.

With such groups abounding in the country, reports and analysis of such incidents and this crisis abound in the local and international media with topics such as: "Nigeria's national security in an age of terrorism" (Pogoson, 2013) in the Guardian; "State of Insecurity in Nigeria: a challenge to the Government" (Otite, 2013) in the Nigerian National News; "Jonathan holds emergency National Security Council Meeting" (LJsman, 2013) in The Times; "Boko Haram attacks 'undermining Nigeria's development" (Adole, May2012). The local populace aretraumatised and live in fear and uncertainty. And with some these attacks targeted at schools and universities as reported in the SciDev website, a charity organisation registered in the United Kingdom; and as well at other civic and business organisations and their facilities such as oil companies, churches, and United Nations offices. The international community- business, investment, tourists and others- are hesitant to interact with the country. All these lead to an overall sense and state of threatened national security, retarding the overall development of the country. The point here is that when a large number of youth are unemployed their quest to survive may make them become willing tools in the hands of maverick and disgruntled politicians who may want to use them for anti-social and clandestine political activities. The utilization of the unemployed youths to perpetuate ethno-religious clashes in the present democratic dispensation are well documented (Ibrahim, 2006 &Okafor, 2007).

Facilitating National Security through Quality Tertiary Education for Nigeria Youths

It is obvious that there exists a relationship between the state of any nation and her educational system. In the case of Nigeria, national insecurity has become a serious issue. Its' havoc is no longer hidden because the consequences are enormous with damaging effect on our youths. There is urgent need to develop a multisectoral and comprehensive response interventions to overhaul our educational system. It is high time that the government lookedinto tertiary education in Nigeria with all seriousness by ensuring and investing both financial and appropriate human resources. In doing these the following areas are

highlighted: The youths apparently seem to have lost hope in the leadership of this nation as far as providing them with enabling environment for learning. The results of not too long (2013) need assessment visitation by NUC panel to universities revealed that students lived in pitiable hostels; crapped and in squalors. With these kinds of environment it appears almost impossible to breed youths with aspirations and hope. Hence, many of them feel nostalgic about their future and what the nation can offer them. The onus is on the government to provide students with living accommodations that befit human beings so that peace and development can thread. For our educational system to become inestimable there is urgent need to inject hope into the youths through financiallyoverhauling the current education sector at tertiary level to provide quality education that is people oriented and directed ai producing employable higher education graduates. There is also need to encourage various tertiary institutions to create avenues to diversify sources for generating their own funding. There is need to sustain all areas of financial strength and to use. it purposefully. By developing investment strategies and ensuring effective use of the teaching and research infrastructures, educational system will receive a boost. It is necessary to set up independent auditing teams in various tertiary institutions to prevent misappropriation and wasteful spending.

It is important that senates and councils of various institutions focus on encouraging and strengthening research power of staff and students. Through making world class appointments to management cadres and creating machineries for developing existing staff, investing in major new research initiatives as well building quality and disciplinary range that compete with global labour market, peace and stability would return to Nigeria educational system. In order to match the needs of the society with the curriculum of tertiary institutions: it calls for providing our students with distinctive high quality experience. There is need lot[1] curriculum innovations and enhancement of students' experiences, including students[1] support facilities and services.

Conclusion
And with this exploration of the effects of an undermined and ineffective tertiary education system on youth resourcefulness and national security, it can be discerned that there exists a symbiotic and cyclic relationship between the three. And that, a good quality and effective tertiary education system, along with a stable and secure state of national security plays a vital role in directing, building and maintaining youth resourcefulness. The generally gloomysocio-economic and political realities of the day viz a viz corruption and its resultant effects, along with the arrant display of wealth by the relatively few privileged Nigerians in politics, government and business- the oil, telecommunications and banking sectors demoralizes the youth and society at large. In summary, it is evident that the threatened national security undermines tertiary education and this has an overall negative implication for the youths' resourcefulness in as far resourcefulness is defined within ethical, moral and legal boundaries.

Recommendation and Way Forward
Government needs to upgrade infrastructures currently available in Nigeria tertiary institutions to aid effective teaching and learning. The management and leadership in various institutions must ensure that laws and order are maintained in order for a thriving enabling learning environment that is students friendly. The current cry of under- funding of 'crtian.institutions must be critically looked into as a matter of urgency. At the same time, there must effective machinery for proper accountability.

The government needs to encourage Nigerian tertiary institutions' autonomy as well as in internally revenue to complement government subventions. More funds should be available to intensify research and staff development. Internally, school management must ensure that staff and relevant personnel are trained on ICT so that confidential school records such as staff and students' results are stored in database for easy retrieval to minimize graduating students' frustrations when computing their results.

The management must integrate modalities for students- teachers' dialogue where burning issues that can result into conflicts may be resolved. Encouraging staff and students networking and collaborations where emerging issues are discussed and resolved before they degenerate into crises. Government must intensify efforts on job creations u> reduce the current youth unemployment so that youths' restiveness is curbed.

Limitations
This study was not empirical. Discussions were based on online and library literature; and on being a Nigerian and experience as a lecturer in a tertiary institution in the country.

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