

N J S E

**NIGERIAN JOURNAL
OF SOCIOLOGY
OF EDUCATION**

© NJSE 2012

VOLUME VI NUMBER 1, OCTOBER, 2012



Supported by:
EDUCATION TRUST FUND
Plot 433, Zambari Crescent, Off Aguiyi Street,
Gaitama, Abuja.
Tel: 09-4139111, 4139112, 4139101

2
NJSE

**NIGERIAN JOURNAL OF
SOCIOLOGY OF
EDUCATION**

NJSE 2012

ISSN: 1118-1784

VOLUME VI NUMBER 1, OCTOBER, 2012

Copyright, October, 2012 NJSE

All rights reserved, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopy, recording, or otherwise without the written permission of the Editors of NJSE.

ISSN: 1118-1784

DAN-SIL Press,
No. 49 Murtala Mohammed Way,
Jos, Plateau State,
Nigeria.
+234 (803) 4515 296

EDITORIAL BOARD

Editor-in-chief:

Dr. K.O. A. Noah

Department of Educational Foundations,
Faculty of Education,
Lagos State University, Ojo.

Managing Editor:

Dr. M.N. Sule

Department of Educational Foundations,
Faculty of Education,
University of Jos.

Editors:

J.O. Balogun

Dr. Adesoji Oni

Dr. G.M. Mahuta

Dr. S.A. Dosunmu

Consulting Editors:

Prof. (Mrs) Uche Azikiwe

Prof. C.O Daramola

Prof. M.I. Junaid

Prof. Emma Obasi

Prof. C. C. Anadi

Prof. (Mrs) Julia, Oti Omokhodion

Prof. (Mrs) Oledinma P. Nwanna Nzewunwa

EDITORIAL NOTE

Nigerian Journal of Sociology of Education (NJSE) is published by the Association of Sociologists of Education of Nigeria (ASEN) with the policy to produce at least one issue in a year. All articles are published basically for the promotion of scholarship while critique positions to any of them shall be welcomed and possibly published in subsequent editions of the journal.

NOTES TO CONTRIBUTORS

1. Manuscripts should be submitted in triplicate to the Managing Editor.
2. Manuscripts must be typewritten, double spaced on quarto sheets, and typed on one side only.
3. They should be accompanied by abstracts of not more than 200 words in length.
4. Manuscripts, typewritten as indicated above should be between 10 and 15 pages in length excluding the abstract.
5. Details of reference to each work cited (including sources of tables and diagrams) must be given.
6. The journal has adopted the following referencing description of the APA style:

a) Books

- I. Author's surname first, then initials, followed by a bracket containing the year of publication.
- II. A full stop after the bracket.
- III. Title of the book to be italicized and followed by a full stop.
- IV. If applicable, name of editors or translator, indicated as ("Ed").
- V. Number of edition used (if not first) followed by a semi-colon(:).
- VI. Place of publication, followed by a colon and then name of publishers.

b) Periodicals

- i. Author's name first, followed by the initial(s) and a comma.
- ii. Title of the article in double quotation mark.
- iii. Title of the periodical italicized and followed by a comma.
- iv. The volume in Arabic figures.
- v. The date of the issue or volume to which reference is made and followed by a comma.
- vi. The number of the page(s) to which reference is made followed by full stop.
7. Tables and figures should be kept to the barest minimum.
8. Footnotes are not allowed.
9. References should be arranged in alphabetical order according to the surnames of the authors.
10. Citations should be made in brackets within the text giving the name of the author, the year the work was published and the page number(s) where it is an indentation.
11. All correspondences should be addressed to:

The Managing Editor,

Nigerian Journal of sociology of Education,
Department of Educational Foundations,
Faculty of Education,
University of Jos, Jos- Nigeria.

NOTES ON CONTRIBUTORS

- Magnus, C. A.: Department of Educational Administration, Abia State University, Uturu
 Azikiwe U.: National Universities Commission, Abuja
 Daramola, C.O.: Department of Arts and Social Sciences Education, University of Ilorin, Ilorin,
 &
 Daramola, F.O.: Department of Science Education, University of Ilorin, Ilorin, Nigeria
 Obasi e.: Faculty of Education, Imo State University, Owerri
 Olugbenga, A.: Department of Educational Foundations and Counselling, Adeyemi College of
 Education, Ondo
 Mahuta M. G.: Department of Educational Foundations, Usmanu Danfodiyo University, Sokoto.
 Soji, O.: Department of Educational Foundations, University of Lagos, Akoka-Yaba, Lagos.
 Sule M. N.: Department of Educational Foundations, Faculty of Education, University of Jos.
 Alexander O. I.: Arts & Social Sciences Education Department, Faculty of Education, University
 of Ilorin.
 Okafor, I. P. L.: Arts & Social Sciences Education Department, Faculty of Education, University of Ilorin
 Ahmed, Saliu: Kwara State Universal Education Board.
 Ahmed, S.: Faculty of Education, University of Ilorin, Ilorin,
 &
 Balogun, A. O.: National Institute for Hospitality and Tourism, Osogbo Campus, Osun State.
 Njoku C.: Department of Curriculum Studies & Educational Technology, Faculty of Education,
 University of Port Harcourt.
 Bello, M. B. & Amali, I.O.O.: Department of Arts and Social Sciences Education, Faculty of
 Education University of Ilorin, Nigeria
 Dienye, V. U.: Faculty of Education, University of Port Harcourt
 &
 Morrison, U. I.: Faculty of Education, University of Port Harcourt
 Osaat, D. S.: Institute of Education, University of Port Harcourt
 Okafor, G. O.: Department of Sociology & Anthropology, University of Maiduguri
 &
 Ohia, N.: Institute of African Studies, University of Nigeria, Nsukka
 Jerome A., Ikiroma, B. & Amaechi L. N.: Department of Curriculum Studies and Educational
 Technology University of Port Harcourt, Rivers State University of Education
 Rumuolumeni Port Harcourt
 Igwesi, B. N.: Department of Educational Foundations, Faculty of Education, Niger Delta
 University,
 Bayelsa State.
 Alufobai, E. A.: Faculty of Education, University of Lagos
 &
 Ezeana, P. C.: Faculty of Education, University of Lagos
 Mujil, D. J.: Department of Educational Foundation, College of Education, Gindiri,
 Plateau State.
 Okoh, C.: Federal College of Education, Technical Omoku, Rivers State.
 Oyeyemi, S.O.: Department of Educational Foundations & Administration, Adeniran Ogunsanya
 College of Education, Otto/Ijanikin, Lagos.
 &
 Noah, A.O.: Department of Fine & Applied Arts, Adeniran Ogunsanya College of Education, Otto/
 Ijanikin, Lagos.
 Olajide, M.S.: Department of Computer Science, Adeyemi College of Education, Ondo
 Afolabi, F.O.: Department of Educational Administration & Planning, Adeyemi College of
 Education, Ondo

TABLE OF CONTENTS

Foreword page.....	i
Copyright page.....	ii
Editorial Board.....	iii
Editorial Note.....	iv
Letter to Contributors.....	v
Notes on Contributors.....	vi-vii
Table of Contents.....	viii-x
 Education and the Quality of Leadership	
Magnus, C. A.	1-10
 Mainstreaming Gender in Entrepreneurship: A Way to Achieve the Millennium Development Goals.	
Azikiwe U.	11-20
 Teacher Education: A Pathway to the Acquisition of Positive Societal Values and Skills in Nigeria	
Daramola, C.O. & Daramola, F.O.....	21-27
 Gender Access to University Education and Participation in Governance in Nigeria	
Obasi E.....	28-35
 A Critical Analysis of Boko Haram Perspective on Western Education in the Nigerian Society	
Olugbenga, A.....	36-42
 Education and Nation Building in Nigeria: Basic Considerations	
Mahuta M. G.....	43-50
 Of Unlearned Graduates and Dysfunctional Society Members: The Challenges of Education and Development in Nigeria	
Soji, O.....	51-59
 Curbing Global Unrest Through Education	
Sule M. N.....	60-70
 Attitude of Teachers Towards Women Leadership of Secondary Schools in Ilorin, Kwara State	
Alexander O. I.....	71-77
 Description of Strategies for Achieving National Stability in Nigerian Society as Expressed by Youths and Professionals in North-Central Nigeria	
Okafor, I. P. L.....	78-85 ←

DESCRIPTION OF STRATEGIES FOR ACHIEVING NATIONAL STABILITY IN NIGERIAN SOCIETY AS EXPRESSED BY YOUTHS AND PROFESSIONALS IN NORTH-CENTRAL NIGERIA

OKAFOR, I. P. L.

Arts & Social Sciences Education Department,
Faculty of Education, University of Ilorin

Abstract

The research adopted the Survey Descriptive Research type to find out what Nigerian youths and professionals identified as effective strategies that will ensure Nigerian national stability. These data was taken from the population of youths, teachers and security personnel in the country. Purposive Sampling Technique was used to sample a total number of 600 youths and professionals across the North-Central States of Nigeria. A researcher-made questionnaire titled "Strategies for National Stability Questionnaire" (SNSQ) was used for data collection. The instrument's validity and reliability co-efficient; 0.68, was determined using face/content validity approach and test-re-test approach. Collected data- were analyzed using percentages. Findings revealed that a high percentage of sampled youths and tertiary institution lecturers were in support of provision of employment opportunities as the major strategy Nigeria can use to achieve national stability. On the other hand, most of the sampled security personnel believed provision of infrastructure will be more effective than any other strategy. Fortunately, no category of sampled respondents saw the need to split Nigeria on ethnic lines before national stability can be achieved. Based on these findings, it was recommended that Nigeria should intensify its employment generation efforts and make good its bid to provide adequate and functioning infrastructure.

Introduction

Nigeria is a developing nation created in 1898 through the Colonial Authority exercised by Lord Fredrick Lugard. The country was under the British Government until 1st October, 1960 when it got her independence and became a sovereign nation. The country Nigeria, officially known as the Federal Republic of Nigeria, borders the Gulf of Guinea on the South, Cameroon on the East, Niger on the North and Benin on the West. Nigeria operates the Presidential System of Government with distinct but complementary arms of government. These arms of government are classified as the Executive, the Legislature and the Judiciary. Having passed through series of military and democratic governance, the country has experienced some socioeconomic advancements and obstacles. At different point in her development, Nigeria witnessed several political and economic crises, many of which manifested in the claims and counter claims of her diverse ethnic groups. With 774 Local Government Areas in 36 states, the country had had to face upheavals from several ethnic groups that felt marginalized and thereby strived for political, economic and educational relevance in the affairs of the state. The Nigerian Civil War broke out on 6th July 1967. The war was the culmination of an uneasy peace and stability that had plagued the nation from independence in 1960. The situation had its genesis in the geography, history, culture and demography of Nigeria. The ethnic strives became a major civil war that threatened the country's fragile unity and plunged the nation into an era of killing and economic woes until 15th January 1970 when the civil war was brought to an end.

Till today, the country still faces several threats to her national stability. Series of

ethno-religious and economic crises shake the foundation of the country making her scamper for enduring solutions. National stability as used in this study means state of unity, peace and security in the co-ordination of the affairs of the state. It connotes ability of the country to remain united, peaceful and progressive.

For several years now, the country has witnessed various threats to its survival. These threats often start as ethnic and religious crises. In July 1999, for example, many Nigerians were killed and property worth millions of naira was destroyed during ethno-religious crises involving Yoruba Traditional Religious worshipers and Hausas in Sagamu, Ogun State. Like what obtains in most communal crises, the traditional worshipers in the town unleashed terror on the non-worshipers mostly the Hausas. Also in February 2001, over 3,000 people lost their lives to deadly religious crises that erupted between Christians and Muslims in Kaduna. (Olukorede, 2002). Similarly, in September 2001, over 1,000 lives were lost and several property destroyed in another religious crisis in Jos (Ayinla, 2004). While several of these types of crises continue to be Nigeria in recent times has been witnessing a large scale terrorism, which has been described as being religiously and/or politically motivated (Wolcosho, 2011).

The new threat to the nation's stability started during the last 2011 General Election. Immediately after the announcement of the result of the election by the Independent National Electoral Commission (INEC), the Northern part of the country was engulfed in crises, which Mr. Hafiz Ringim, the Inspector-General of Police, said claimed the life of 520 persons in Kaduna and Niger States and also resulted in the wanton destruction of not less than 165 churches, 53 Mosques and 1442 houses (The Punch, June, 12th, 2012).

After the post-general election crisis, came the Boko Haram terrorism, which is characterized with indiscriminate killings and bombing of important units of Nigeria. Boko Haram is a war insignia of a religious sect established in Northern Nigeria. Boko Haram is a religious sect that initially started by condemning western knowledge in Nigeria and blossomed into a terrorist group that had unleashed mayhem on unsuspecting victims. Boko Haram has killed over 1,200 people in Nigeria, including Christians and Muslims, and most internationally remembered was the bombing of the United Nations House in Abuja that killed about 23 people. These are people with no clear-cut ideology. The sect, founded by Mohammed Yusuf in 2002, set out seeking to impose a more strict form of Islamic law in Northern Nigeria and end corruption but became fully violent after the five days clashes in July 2009 between it and members of security forces in Borno, Yobe, Bauchi, and Kano States that left more than 800 people dead, including at least 30 Police Officers. During that unrest, the police captured and allegedly killed the Boko Haram leader Mohamamed Yusuf along with many of his followers in Maiduguri. Since then, the sect has been relentless in killings and destruction of churches and mosques. Property worth millions of naira was lost and lives were equally lost. With the resultant effect of loss of peace, tranquility, and business activities in most part of Northern Nigeria. This has further compounded the woes of the region hitherto regarded as home of poverty. This sect, who disdainfully condemned Western Education, laid claim to bombing of the Nigerian Police Force Headquarters and The United Nation Office, both in Abuja. Apart from these two places, the sect waged war against individuals and institutions through assassinations, selective kidnapping, suicide bombing, and emotional threats. Their activities have resulted to the death of thousands of people in the Northern states such as Gombe, Yobe, Bauchi, Niger and the country has lost quite a number of economic investment interest, of foreigners (The Punch, 2012).

Aside these security threats, the country have also witnessed series of set backs in its

bid to advance its educational activities and achieve national stability. As at independence, Nigeria spends an average of 40% of her annual budget on Education; precisely to take care of her 15,703 Primary Schools, 883 Secondary Schools, 102 Federal Government Colleges, 315 Teacher Training Colleges and 29 Technical/Vocational Schools, 4 Polytechnics and 5 Universities (Olorogun, 2003). But unfortunately today, Nigeria spends an average of 8% of her annual budget to cater for its ever increasing number of schools which include 117 Universities, 2,300,034 3 junior and Senior Secondary Schools, and several Polytechnics and Colleges of Education across the country (Edward, 2010).

There has been a drop in Nigeria's financial commitment to educational sector and this has brought a total setback in the Education Sector. The sector has witnessed several cases of students' poor academic performance and upsurge in indiscipline. In October 2006, Mrs. Oby Ezekwesili, the then Minister of Education alerted the nation on the need for concerted efforts to rescue the nation's educational sector. She claimed that only 20% of students that sat for final examination conducted by the West African Examination Council (WAEC) and National Examination Council (NECO) that year passed, and in another report, only two percent (2%) of students that sat for WAEC and NECO in 2009 was able to make five credits (Thisday, 2011). And according to the British Council Survey of Nigerian Education Sector in 2008, while 16 million students supposed to enroll in the nation's secondary schools, only 5.8 million enrolled. At the tertiary level, the universities are said to be short of 33,000 Doctorate Degree Holders as lecturers and the teaching equipment are said to be obsolete.

Unfortunately, these series of security and educational problems affect the Nations economic development. It is said that the graduates employed are no longer functioning adequately in the economic sector because of the quality of job training they were exposed to while in school (Wesley, 2009). The nation is threatened in terms of socio-economic development so much that, concerted efforts are needed to rescue it from collapse. Among what is needed to be done to ensure the national stability of the country is to research into the public opinions on the strategies that can be employed in making the nation overcome its many socio-economic problems. Finding out this will require asking the right persons.

This study was therefore conducted to find out what Nigerian youths, teachers, and security agencies perceived as effective strategies with which to achieve Nigerian national stability. This study draws its samples from the North-Central states of Nigeria. The opinions of the youths were sourced because they form the crop of people that will take positions of leadership in leading the country to advancement in the future. The professionals were also sampled and as used in this study, the term means, teachers and security agents.

Theoretical Framework

This study is anchored on the Conflict Theory. The Conflict Theory posits that society is prone to tension and social instability which often result from fundamental differences of interest among contending social groups. The Conflict Theory sees society as consisting different social groups contesting for limited resources and that because of limited available resources and inequality in the acquisition power of the social group members to lay claim to the available resources, there is bound to be conflict and tension (Haralambos & Holborn, 2008). Conflict Theory goes further to uphold that tension and instability are common persistent features of the society, and not a temporary aberration in societal development. Thus, tension would always be part of societal development if appropriate strategies are not employed to prevent its escalation.

Research Questions

The following research questions were raised to guide the study towards identifying the various strategies for ensuring national stability in Nigeria.

1. What did male and female Nigerian youths identify as effective strategies that will ensure Nigerian national stability?
2. What did younger and older members of teaching profession identify as effective strategies that will ensure Nigerian national stability?
3. What did younger and older members of security institutions identify as effective strategies that will ensure Nigerian national stability?

Methodology

The research adopted the Survey Descriptive Research type to find out what Nigerian youths and professionals identified as effective strategies that will ensure Nigerian national stability. Specifically, the population for the study consisted of Nigerian youths below the age of thirty (30) years and professionals in the field of teaching and security. From the population, Purposive Sampling Technique was used to sample a total number of 600 youths and professionals across the North-Central States, Nigeria. The samples were drawn from clusters of youths in higher institutions, teachers in tertiary institutions, and from cluster of security personnel in barracks. The samples were stratified on the basis of age, except the sampled youths that were stratified on the basis of gender. Detail of the distribution of the samples on the basis of the variables of stratification is presented below:

Table 1; Description of Sampled Respondents on Variables of Stratification.

Youths				Teachers				Security Personnel			
Male		Female		Male		Female		Younger		Older	
N	%	n	%	n	%	N	%	n	%	n	%
110	18.3	90	15	100	16.6	100	16.6	105	17.5	95	15.83

As shown on the table, male youths formed the 18.3% of the total sample while female youths formed 15%. On the other hand, 100 male teachers and another 100 female teachers were sampled, each being 16.6% of the total sample. Also, among the total sample, 17.5% were young security personnel and 15.83% were older security personnel.

A researcher-made questionnaire titled Strategies for National Stability Questionnaire (SNSQ) was used for data collection. The questionnaire has two sections. The Section 'A' has items that collected respondents biographical data and the Section B has items asking respondents to rank-order the provided possible strategies that can ensure Nigerian national stability based on their perceived -effectiveness. To determine the validity of the instrument, face and content validity approaches were used. The researcher gave the instrument to two Measurement and Evaluation experts in the University of Ilorin, Ilorin, Kwara State, Nigeria. They were asked to assess the adequacy of the items in the questionnaire for the purpose of data collection in the area of study. Also, test-re-test approach was used in determining the reliability of the instrument. Through this approach, a reliability co-efficient of 0.68 was derived and this was adjudged as adequate to make the instrument reliable for data collection. Collected data were analyzed using percentages.

Data Analysis and Result

Research Question 1: What did male and female Nigerian youths identify as effective strategies that will ensure Nigerian national stability?

Table 2: Description of Youths' Identified Strategies for National Stability

National Stability Strategies	Youth Male		Female		Total	
	N	%	N	%	n	%
1 Intensify provision of security and criminal justice	19	17.2	22	24.44	41	20.5
2 Provision of infrastructural facilities	27	24.5	24	26.6	51	25.5
3 Employment opportunities	39	32.7	30	33.3	69	34.5
4 Provision of educational opportunities	20	18.5	11	12.2	31	15.5
5 Splitting Nigeria on ethnic line	--	0	5	5.5	5	2.5
6 Military government takeover	1	0.9	--	0	1	0.5
7 Electoral reforms	4	3.6	--	0	4	2

As shown on Table 2 above, 20.5% of the sampled Nigerian youths ranked provision of security and criminal justice as the most effective strategy for achieving national stability in Nigeria. On the other hand, 25.5% ranked provision of infrastructural facilities as most effective, 34.5% of the youths ranked employment opportunities as most effective strategy for national stability, and 15.5% ranked provision of educational opportunities as the most effective. However, only 2.5% ranked splitting Nigeria on ethnic line as most effective strategy for achieving Nigerian national stability, 0.5% believed military takeover will ensure national stability while 2% of the sampled youths ranked electoral reform as the most effective strategy.

Research Question 2: What did younger and older members of teaching profession identify as effective strategies that will ensure Nigerian national stability?

Table 3: Description of Teachers' Identified Strategies for National Stability

National Stability Strategies	Teachers Younger		Older		Total	
	N	%	n	%	n	%
1 Intensify provision of security and criminal justice	10	10	21	21	31	15.5
2 Provision of infrastructural facilities	17	17	21	26.6	38	19
3 Employment opportunities	42	42	36	36	78	39
4 Provision of educational opportunities	19	19	20	20	39	19.5
5 Splitting Nigeria on ethnic line	1	1	0	10	1	0.5
6 Military government takeover	--	0	--	0	0	0
7 Electoral reforms	11	11	2	2	13	6.5

The data on Table 3 indicate that 15.5% of sampled lecturers believed that provision of security and criminal justice is the most effective means of ensuring national stability in Nigeria. On the other hand, 19% of them ranked provision of infrastructural facilities as the most effective strategy for national stability. 39% ranked employment opportunities as the effective strategy. 19.5% believed the first thing to be done is providing educational opportunities for all. However, only 0.5% of sampled teachers believed in splitting Nigeria on ethnic line can ensure national stability. While none support the idea of military takeover of government, 6.5% believed there is need for electoral reform.

Research Question 3: What did younger and older members of security institutions identify as effective strategies that will ensure Nigerian national stability?

Table 4: Description of Teachers' Identified Strategies for National Stability

National Strategies	Stability	Security Agent:		Older		Total	
		Younger N	%	n	%	n	%
1 Intensify provision of security and criminal justice		25	23.8	15	15.7	40	20
2 Provision of infrastructural facilities		41	39.4	24	25.2	65	32.5
3 Employment opportunities		20	19.4	33	34.7	53	26.5
4 Provision of educational opportunities		11	10.5	19	20	30	15
5 Splitting Nigeria on ethnic line		1	0.9	0	0	1	0.5
6 Military government takeover		7	0.9	3	3.1	10	5
7 Electoral reforms		0	0	1	1.0	1	0.5

As shown on the Table 4 above, out of the sampled security personnel, 20% ranked intensified security effort as most effective strategy of achieving national stability in Nigeria. 32.5% ranked provision of infrastructure as the most effective strategy, while 26.5% said it is provision of employment opportunities. On the other hand, while 15% supported provision of educational opportunities, only 0.5% of the sampled security personnel believed in splitting the country in parts. However, only 5% of the sampled security personnel believed in military takeover, and only 0.5% saw electoral reform as the most effective strategy for achieving national stability.

Discussion

National stability is required in national development. Without peace, security and unity among diverse members of a society, nothing can be achieved in utilizing human and non-human resources for socio-economic development. Achieving this national stability has however been difficult in Nigeria. The country has been plagued with series of crises and economic woes. Yet, there are efforts at making the country compete in the world body politics and economy. The need to achieve this require finding out what strategies can be employed to ensure national stability in the country.

Nigeria needs to be stabilized. The state of insecurity in the country is alarming. Without concerted efforts, the country may be in doom. Rescuing it from this dead end will also require that infrastructures are provided in the country. Many youths take to crime because there are no infrastructures they can utilize to become self-employed (Dauda, 2003). As suggested by the substantial percentage of sampled security personnel in this study, there is need to have policies geared towards making infrastructures available and functioning.

Conclusion

National stability is an inevitable attainment in Nigeria if there is need to advance and become respected in the committee of nations. Fortunately, national stability can be achieved most especially if the right strategies are used.

Recommendations

Based on the findings of this study, the following are recommended:

1. Government and other stakeholders should make employment opportunities abundant in the country, particularly for the youths.
2. There should be functioning infrastructures that can motivate self-employment and peaceful co-existence.
3. Concerted efforts should be made at the national levels to assess the applicability of the strategies identified in this study as effective in achieving national stability.

References

- Akinroju, R. U. (2000). *The nation Nigeria: A geo-science description of the development of Nigeria*. Lagos: Rojas Publication
- Ayinla, S. A. (2004). *Managing religious intolerance and violence in nigeria: problem and solutions*. A paper presented at the national conference on social problems, development and challenges of globalization. Organized by the Department of Sociology and Anthropology, Obafemi Awolowo University, Ile-Ife.
- Dauda, T. H. (2003). *Nigeria as a cooperate entity*. Lagos: Bold Text Publishing Company.
- Edward, S. H. (2009). *Higher education in Nigeria: A review of progress and problems in Nigerian tertiary education*. Lagos: Trinity Publication Nigeria Limited.
- Haralambos, M. & Holborn, M. (2008). *Sociology: Theories and perspectives*. London: Collins.
- Ocholi, D. (2012 June.). Boko haram, Time to give peace a chance. *The Punch*. p.17.
- Olorogun, E. Y. (2003). A historical analysis of educational development in Nigeria between 1960 and 2000. *Journal of Reviews in Educational Development*. 3(1). 46-54.
- Olukorede, A. J. (2002). *Security and nation building in the 20th Century*. Kaduna: Rando Books.
- The Nation (2011). *Wither the Nigerian economic plans?* Lagos: The Nation Publishing Press Limited.
- Wesley, S. S. (2009). Employment prospects among Nigerian graduates. *Journal of Social Works and Administration*. Vol.2(4),58-67.
- Woleosho, R. P. (2011). *Insecurity in Nigeria: Beyond religious strife and ethnic chauvinism*. A Paper presented at the national conference of association of behavioural studies, held at the university of Benin. 22-25th.