



**DOMESTICATING AN INTEGRATED CURRICULUM AS A
PANACEA FOR SECURITY CHALLENGES AND NATIONAL
DEVELOPMENT**

**¹DR. MRS. MULKAH A. AHMED, ¹DR. MRS. ADUKE R. AHMED,
²MATHEW, B. ALEDARE**

*¹Department of Science Education, University of Ilorin, Ilorin. ²Department of
Integrated Science, Kogi state college of education, Ankpa*

Abstract

This paper emphasizes the contributions of education to national development and security challenges. It stresses the fact that a nation develops in relation to its achievement in education. This explains why contemporary world attention has focused on education as an instrument of launching nations into the world of science and technology and with consequential hope of human advancement in terms of living conditions and development of the environment. This is because, education, in the life of a nation, is the live wire of its industries and also the foundation of moral regeneration and revival of its people. It is also the force and bulwark of any nation's defence and it has been observed that no nation rises above the level of its education. Seeing education in this perspective calls for proper funding from federal, state and local governments to make the sector produce the desired results which will stimulate national development. In Nigeria, much is not being derived from the sector due to neglect on the part of government, corruption, policy discontinuity, inter alia. To make the nation derive maximum dividends from the sector, useful recommendations are made.

Keywords: Integrated, Curriculum, National Development, National Security

Introduction

Education is essential for social, economic, and political progress (Agba, Ushie & Agba, 2007). It is the most effective tool for national growth (National Policy

on Education, NPE, 2004). It's a powerful instrument for lifting families out of poverty while also strengthening social security. Education is the front line for social justice, as well as the driving force behind social mobility and income redistribution. These goals, as well as others, can only be met if our curriculum is well-designed and implemented.

Adebayo (1977) sees education as the total process human training by which knowledge is imparted, facilitated, trained and skills developed. Education is therefore stopped to cater for the cognitive, affective and psychomotor development of an individual. Worsely (1975) defines education as knowledge, as a systematic cultivation of the mind and other natural powers of the mind and other natural powers on the acquisition of the knowledge and skill through training and instruction. Gofwen (2004) view education as the imparting of knowledge through instruction to effect discipline and maturity of the mind. Hans (1978) defines education as a science, when he asserts that Education, as other sciences, is based on facts and observations, which should be ranged in analytical tables easily compared, in order to deduce principles and definite rules. Education should become a positive science instead of being ruled by narrow and limited opinions, by whims and arbitrary decisions of administrators, to be turned away from the direct line which it should follow, either by prejudice of a blind routine or by the spirit of some system and innovation. These definitions clearly indicate that education is the activity of leading out bearing in mind that there is a point from which its presents proceeds, and a feature towards which the leading is done. Thus, Majesan, (1967) affirms that education is the total process of human training by which knowledge is imparted, facilitated, trained and skills developed. Education is supposed to cater for the cognitive, affective and psychomotor development of an individual. Amadu (1989) corroborated that education being a systematic cultivation of the natural powers of the mind for acquisition of skills through training and instruction, has the capability of imparting knowledge to affect discipline and maturity in the recipient to enable him/her survive as an independent entity. In Nigeria, the development of education can therefore be seen in three major phases: Pre-colonial, colonial and post-colonial or post-independent era (Gupta, 1979). Parallel to these historical epochs as relayed by Danfulani (2004) are three cultural streams which have left their marks on education. First is the indigenous African society in which education though

relay institutionalized, was inseparable from the way of living and culture of the community.

Security refers to the totality of measures undertaken to ensure protection of lives and tangible assets such as landed property, and even protection of vital data of various organisations in the country including government establishments. In line with this explanation, Odekunle (2012) succinctly averred that security is a protection or defence of people against all kinds of victimization including protection from external militancy attack, economic want, poverty, illiteracy, disease or ill-health, political exclusion, social exploitation, criminality act, etcetera. In other words, security could be said to encompass the socio-economic wellbeing of the people which enables the coexistence in peace and harmony of all agents of development, and enhances the ability of each to function without hindrance. However, Oyegun (2012) described the security situation of Nigeria as a litany of unfulfilled dreams and disappointments. He observed cases of unrealized potentials, poverty in the mist of wealth, total lack of inspiration held for ransom by insecurity due to incessant crimes and abject poverty. Consequently, various symptoms of social disorganization and vices have become overt and easily noticeable with: prostitution in urban centres; drug use/abuse and associated ailments; direct and indirect child abuse; child trafficking; severance of disregards for community values; general indiscipline, absence of law-abiding culture; communal strife, violent disorder; and ethno-religious conflicts. All of these have generated into insecure environment and has called for the need to re-organise, strengthen and re-redirect the delivery of functional, morals and values education in the broadest possible sense in our education system in such a manner as to effect the younger generation positively to build their level of consciousness as they seek to make the choices that will determine their future. This is evidenced in Levine (2010) conception of education as a major communicator of ideal values, moral, attitudes, and norms.

Concept of National Development

According to Egwu (2007) as cited by Adeyera (2011), national development is the establishment of a viable and buoyant national economy, the establishment of a just and egalitarian society, the enthronement of equality and social justice and the building of a unified and integrated society where the different ethics,

religious and geo-political identities develop a collective sense of imagination that they are one. In the same vein, national development, in the word of Emeh and Ogaboh (2010) in Okemakinde, Adewuyi and Alabi (2013) involves the total transformation of society making humanity the focus of the development drive and seeking to develop man's potentialities in a total sense. It includes reduction of poverty, wealth creation, equitable distribution of wealth, ensuring nutrition and health, housing and auxiliary services, social security and welfare. This presupposes that national development is an all embracing entity on the part of individual and societal change with such indications as quality food, gainful employment, and wealth creation, power reduction within the ambit of such framework as equality, dignity, social justice and equity.

Hence, a nation cannot be said to have developed when a significant percent of her population are not literate and there is decay in the country's educational system. National development must therefore route for change in all areas of culture which include the economy, technology and environmental in such a way that the physical and mental abilities of the citizenry are best positioned to achieve beneficial change (Ani, Onyia and Iketaku, 2013).

Trends of Curriculum Development in Nigeria

The historical antecedence of curriculum development in Nigeria began with the arrival Christian Missions in September 1842 and the establishment of missionary schools. Between 1842 and 1881 Christian Missions alone opened, maintained, controlled as well as defined the objectives, contents and instructional methods including the curriculums of those schools. The main thrust of the curriculum then was based on the four R's: Reading, Writing, Arithmetic and Religion. The objectives of mission schools and the curriculum were to train lay-readers, cooks and catechists who could assist in the mission work (Fajana, 1969; Adeyinka, 1988).

Curriculum can be referred to as the sum activities of a student throughout the period of schooling. According to Ocholla (2000), curriculum is a fundamental part of any education or training programmes largely because it provides not only a list of courses or modules offered in a programme, but it also gives information on content, purpose, method, time / duration, trainers and location or situation of a programme or course all of which are essential in a successful dispensation of manpower training and education. The curriculum should be

able to contribute to the learning, research and development of graduate having in mind that curriculum is the totality of all experiences of a student before graduation. Thus, curriculum spells out lessons and academic content of the courses taught and the method and approach to achieve by getting positive outcome. The curriculum is developed to cover intricate aspect of the information profession. There seems to be rigidity in designing the curriculum and the method adopted in designing which could confine the total learning experience to the traditional method.

The curriculum developed should be dynamic and regularly reviewed to earnest the changing need and demand of organizations and institution teaching. The early secularly curriculum development in the history of education in Nigeria was between 1882 and 1925. Government interest in curriculum development started in 1882 with the establishment of Education Act which provided for a Board of Education to regulate the development of education at all level in British West African Countries. The opening of the first Government Secondary School (King's College, Lagos in 1910 and the Metamorphosis of University of Cambridge Local Examinations Syndicate to school certificate in 1923 significantly affected the development of curriculum for senior classes of Nigerian Grammar Schools. Consequently, between 1916 and 1920, subjects such as applied mathematics, experimental science, Botany, Natural History of Animals, Needlework and Hygiene were included in the Nigerian Grammar school curriculum (Adeyinka, 1988).

Concept of Integrated Curriculum

The conventional curriculum most times do not incorporate other disciplines courses but the integrated curriculum makes teaching exciting especially as it include courses from other disciplines and add technical skills outside of the course work that will be required for employment in future. Several authors attempted to define integrated curriculum some of which are works of Shoemaker (1991) as an education that is organized in such a way that it cut across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflect the real world which is interactive. Integrated curriculum can also be seen as the process of envisaging new trend in teaching while preparing for the future. Chernus and Fowler (2010) referred

to integrated curriculum as the combination of academic and technical content in programs that focus on problem solving, active engagement in projects and real world applications of the knowledge and skills taught. Integrated curriculum in the context of linked learning approach, refer to the instructional method and materials for multidisciplinary teams of teachers to organize their instruction so that students are encouraged to make meaningful connections across subject areas (Steinberg, 1997).

The approach of integrated curriculum is dynamic and allows for the application of initiative in making suitable learning experience to student. Students derive satisfaction in learning when all that is being taught is not only academic but a part of technical and vocation skill of great reward for future employability. There are several disciplines known to have adopted integrated curriculum in course design to enhance participatory learning and interaction between the learner and the teacher.

The definition of the integrated curriculum by different authors can be summarized as: combination of subject, emphasis on project, sources that go beyond textbooks, relationships among concepts, thematic units as organizing principles, flexible schedules and flexible students grouping. The summary exposes students to varieties of subject areas that incline to varied discipline, also dynamism is emphasized with the variety of project topic incorporating different variables from different discipline. Interconnecting different disciplines by picking specific subjects of another discipline that could improve the standard and quality of education of library and information school graduate. Flexibility of approach in classroom management has made integrated curriculum a must to adopt in the information profession (Lake, 2000).

Another evolving concept around integrated curriculum is the multidisciplinary integrated curriculum that exist in the combination of some key subjects relating to the information profession. Example can be programing, entrepreneurship, physics, creative art, book publishing, physiology having a close relationship that present lessons that centers round a career issue (Steinberg, 1997). The multidisciplinary integrated curriculum have enriched goals to increase active learning instead of passive classroom instruction thus engaging the student in the teaching process. In this instance the students are the focus aligning real-life experience in the teaching process that connect to the interest of the students and future career. The goal of multidisciplinary integrated curriculum is to

develop student education and career planning skills. This can be achieved by exposing the students to professionals and programmes that will allow for right career choice and to further in higher institution with accumulation of varieties of knowledge.

Integrated curriculum is an educational approach that prepares students and professionals for lifelong learning. There is a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required by life in the twenty-first century, rather than discrete, departmentalized subject matter (Everette as cited in Lake, 2000). The idea of integrated curriculum is required from the preschool to the post-secondary to facilitate lifelong learning that will have a lasting impression on the students at the long run prepare graduate who are refined to perform their duties outside the box.

Driving Force for Integrated Curriculum

There are several driving factors to the development of integrated curriculum ranging from the students' performance to the teaching pattern. The explosion of knowledge, increase of state, mandates related to myriad issues, fragmented teaching schedules, concerns about curriculum relevancy, and a lack of connections and relationships among disciplines have all been cited as reasons to move towards an integrated curriculum (Jacob, 1989). Studies revealed that students assimilate fast when there is integration in teaching and learning process. There is a body of research that supports the notion that learning is best accomplished when information is presented in meaningful connected pattern this include interdisciplinary studies that links multiple curricula area (Lake, 2000).

Other rationale follows that curriculum integration put to use in classroom, the brain research points towards interdisciplinary learning, thematic teaching that is responsive for to student learning style (Shoemaker, 1991. Pp. 793-797). Students learn more where there is meaningful display of the context of what is being taught. Also, when the teacher apply required knowledge in teaching mode and also move in line with the development of modern technology to meet the global standard. Lipson (1993) presented an enduring argument for curriculum integration to represent a way to avoid the fragmented and irrelevant

acquisition of isolated facts, transforming knowledge into personally useful tools for learning new information.

Role of Education in National Security

Teaching and learning in schools are expected to be in line with the demands of curriculum innovation. On this note, Obanya (2003) explained that team building, teacher empowerment, delegation of authority, garnering of support for schools programmes, use of information and increased community participation in the provision of curriculum resources are parts of curriculum innovation process and could be seen as a process of influencing men and women to acquire the many physical, moral, social capabilities and the values of the community demanded of them by the society into which they are born and within which they must function.

The question that should be put across is “Why is national security an education issue?” It should be widely accepted that educational failures pose five distinct threats to national security: threats to, economic growth and competitiveness; Nigeria physical safety; intellectual property; Nigeria global awareness; Nigeria unity and cohesion. Therefore, national security today could be said to be closely linked with human capital; and the human capital of a nation could be said also to be as strong or as weak as its public schools.

Similarly, education is expected to help preserve and refine society so that it will be a congenial place for individual members to live and work happily in peace to ensure sustainable development, security, and stability of the nation. Thus, school is seen as means to familiarize members with physical features of the society together with the cultural patterns and practices, religious differences, political atonement, and also means to communicate the effect of these on individuals’ behaviour and competences. On this premise, it could be equally deduced that education helps the society in the development of the new attitudes, new values and new techniques demanded in the new order. Unfortunately, what most often is said about values in education often talks about a list of the desirable values in students that should be promoted, for instance, there is always phrases like “these are values to be taught”, and “values need to be inculcated”, but little is said about how these values actually develop and change within individuals, how values might be communicated, and how educational processes within formal and non-formal curriculum might promote

such values development. In this regard, Mijah (2014), succinctly pointed out that teacher education is vehemently perceived as utmost crucial and has been globally accepted to be significantly associated with the quality of values and ethics students acquires. Simply because the educators (teachers) stand in the interface of the transmission of knowledge, skills and values, and, often regarded and accepted as the backbone of education system.

In addition, Igbokwe (2013) maintains that nationally and locally, education systems should insist on professional development opportunities for in-service teachers to enhance their skills and knowledge in relation to the desirable values the schools needs to inculcate in learners according to the contextual needs of emerging society. Esiemokhai (2010), attributed the historical attraction of many immigrants to the United States from around the world to the 'United States opportunity of obtaining top-rate education'. In line with this contribution, it could be seen that a highly educated workforce increases economic productivity and growth. This growth is necessary, it could finance everything else that guarantees a much better national security that could make a nation a desired place to live and a model for other countries.

Integrated Curriculum and National Development

The content of any curriculum is an embodiment, of the attitudes, knowledge and skills which a society intends to impart to her citizens through the school and other socializing agencies. The wealth or poverty of a nation depends on the content of (he curriculum. "Tanner (1975) in agreement with this observed that " the survival of a society depends upon how that society addresses contemporary problems such as population growth, migration, ethnic relations, food, poverty crime, unemployment, drug abuse etc. The survival and prosperity of a nation depends upon that society's capacity to apply its knowledge to resolve its practical problems. John Dewey in this regard identified the school as miniature society through which the society can address its problems and needs. All these constitute the content of the curriculum. The needs and aspirations of the nation gives the curriculum content which in turn determines the progress or nature of the society. For example, in country where the rate of population growth does not balance with the productivity or resources that nation will continue to depreciate economically.

- i. Role of Education in Economic Growth and Development:** Nigeria is indeed a centre for world commerce and industry judging by virtue of her seaports, Tourist Centres, Parks etc. To adequately mastermind the requirement of this natural endowment the federal government embarked on the training of engineers and environmentalist to harness these natural resources with the establishment of department of engineering in universities and polytechnics. There has been a massive production of engineers who have contributed their knowledge and skills towards the growth of Nigeria. The Nigerian domestic policies have actualized its goals and objectives by virtue of the advantageous position played by education. With the use of policies and recommendation by professionals there has been adequate management of Nigerian domestic and international relations with other countries leading to improved living standard, social economy growth, political stability infrastructural development, provision of basic amenities social reconstruction etc with the increased demand for education there has been a continuous drive for a better living condition and way of life thus bringing about modernization and sophistication to the ordinary man.
- ii. Education and Civil Service Administration in Nigeria:** Immediately Nigeria gained her independence, she was faced with the enormous responsibility of administration and governance, this led to the creation and establishment of departments and ministries in the three geographical region. Ever since, it has been a bottle neck and problematic issue to successfully administer the civil service. There has been series of reformation in the civil service with all aimed at attaining excellence in service delivery.
- iii. Education as a Tool for Deepening Democracy** Education should ideally liberate one from the corrupting shackles of greed and graft, from the basal influences of primitive superstition, of ethnic and religious bigotry and from the corrosive instincts of selfishness and parochialism. Good wholesome education strives for excellence over mediocrity and promotes the patriotic spirit in place of blind sycophancy good wholesome education should place high premium on truth, justice, individual and social morality, as well as peace making. Good whole education should be education in leadership, the type that would throw

up the leader as servant, mentor, inspirer and visionary. Good, wholesome education should emphasize civic and political awareness, training in human dignity and fundamental human rights and citizen responsibilities.

Panacea for Security Challenges in Nigeria

There is need for a total overhaul of the curriculum at all levels of education with a view to providing its recipients, broad based education in the development of the mind, soul and body; and in comprehending the environment and in the development of appropriate attitudes, skills, abilities and competences to co-exist with and contribute to the development of the society. This calls for synergy between liberal education, vocational and entrepreneurship education. A liberal education is one that frees the minds of its recipients from their preconceptions. It broadens the possibilities for greater understanding of others in our nation and around the world (Forum Futures, 2007). Institutions should try to train future workers to help States' economies and to offer liberal education so as to produce informed citizens who can contribute to our democratic way of life.

Every sovereign, independent state must train, sustain and nurture men and women to serve in its security and intelligence outfits. According to Esiemokhai (2005), in Europe and America, these men and women are selected from the best and the brightest citizens, who are endowed with keen and subtle intellect. Recruitment into defense and military intelligence outfits needs scrupulous assessment of the recruit's educational background, intellectual sharpness, smartness and patriotism. Graduates with the best grades should be deployed not those who got ranks by the federal character formula. Education helps to create informed citizenry which is vital to our democratic society. It increases the potential for individuals to perform as citizens. There are many examples of the public being misinformed and making bad decisions. However, without education, the situation would be vastly worse. It gives one the ability to critically examine an issue and articulate a reasoned position about it. Nurturing critical thinking is a key component of education.

The introduction of Vocational and Entrepreneurship programmes into the curriculum at the various levels of education in Nigeria is a welcome innovation that goes a long way to strengthening the popular liberal education. What is

required by the government at various levels now is to adequately provide the needed human and material resources to make these programmes effective and functional. It is no longer news that liberal education alone has failed to equip recipients / youths with requisite skills and attitudes for leading a productive life. It is also no news that graduates of our institutions of higher learning have been populating the crime world due to their inability to secure meaningful employment upon graduation. This scenario calls for the intensification of the emphasis on Vocational and Entrepreneurial education to equip graduates with occupational survival skills - to be able to identify and even create and exploit investment opportunities that abound in the society. The present global economic crises and rising waves of unemployment have greatly emphasized the need for functional entrepreneurship and vocational education.

There is also the need to introduce Nigerian History, Moral and Civic education into the curriculum. Graduates should actually be found worthy first in character and then in learning. Every youth should see himself / herself as a stakeholder in the Nigerian project, by exercising all requisite citizenship roles and responsibilities. It should be inculcated in our children at the early age the respect for human life and the dignity of labour. Civic education will place youth on a sound pedestal to defend our nascent democracy instead of being destructive agents. A poor knowledge of our national history will hinder informed citizenry which is required for rapid development of the nation. A citizen who does not know his country cannot really situate himself within the effort to build a better nation (Daily Sun, 2011).

Challenges Facing Integrating Curriculum in Nigeria

Olekedede, (2004) assert that the educational sector of the Nigeria economy has been bedevilled by series of challenges that has hitherto poses the great limitations to the actualizations of the cardinal goals and objectives for educational programmes. Obasanjo (2012) opined that At present, our education environment and the outlook for education in Nigeria are bedevilled with many problems, some of which appear intractable and are like recurring decimals. However, below are the challenges of Education in National Development:

Inadequate Funding of Tertiary Institutions by the Federal Government:

With the continuous increase in the population of students in tertiary

institutions, it is obvious that the facilities needed for educational programmes in schools have increased over the years bringing about a drastic Increase in the course of providing a befitting education: for the Nigerian child. The funding of education is the responsibility of the government and the Nigerian government have embarked on strategic initiative to actualize the accomplishment of their societal need but the effort of the government have indeed yielded little or no result in bringing the Nigerian educational system to lime light. There is a gross inadequacy of educational funds required in the provision of educational infrastructures and facilities.

Enormous fund is required in the refurbishment of dilapidated institutional infrastructure. With the advent of global and modern educational challenge the task of funding education in Nigeria is fast becoming unrealistic with insurmountable complexities. There has been shortage of funds for the implementation of educational policies and programmes thus making the Nigerian educational system incapable of meeting the challenges and demand of the 21st century. With the down of the millennia dispensation and the natural resource with which Nigeria is greatly endowed it is hoped that in the near future the aforementioned problem would be a thing of the past. Olekede,(2004). .

Shortage of Manpower Requirement: The shortage of manpower need an expertise in educational institution across the country has been one major set back an the Nigerian educational system there is shortage in the number of professional teachers. The technical schools and colleges as well as universities brought about inadequate training of professional graduates in the tertiary institution.

Issue of Wide Spread Absence of Teaching and Learning Culture:Onwuka (1996), pointed out that hidden curriculum of the school consist of norms and polices thatcollectively give form and meaning to a wide range of behaviours. This explains why the finalcomponent of moral functioning is moral action. Sometimes, students may possess the necessarysensitivity, judgement, and motivation to act rightly, but, they may not possess the needed skills andknow-how to do so, for instance: resolving conflicts with others; challenging bias; taking initiative to start or even lead good works; are not easy tasks. All of these call for school governancestructures, disciplinary procedures, allocation of rewards, and norms of teacher-student interaction,since all communicate morally laden values.

Lack of Appropriate Framework in Civic Education: One of the earliest goals of the first public schools was to create an active and engaged citizenry, however, too many private and public schools have stopped teaching civics and citizenship, thus, leaving students without knowledge of their own national history, traditions, and values. Schools have also largely failed to design appropriate framework to help students become aware of other cultures in Nigeria or the world (Daily Sun, 2011). This leaves most of them unable to describe how laws are passed, unfamiliar with landmark Supreme Court decisions, and unsure of the functions of the Nigerian Constitution or the Bill of Rights; all of these are threats to national security. Not only do Nigerian children know little about their own country, they also cannot understand or communicate with their peers within the country. Nevertheless, Orikpe, Ephraim and Azubike, (2013), noted that 'History is a light that illuminates the past, and a key that unlocks the door to the future'. Nigeria history becomes imperative even from early stage of child's education. As students get imbibed in other people culture in Nigeria, it could enable them have sense of believing in the possibility of a united Nigeria as they aspire for good statesmanship, patriotism and loyalty to the nation.

Conclusion

In taking up Nigeria's serious developmental challenges in education, our leaders must first acknowledge the need to develop a coherent policy that will promote self reliance; a visionary policy that identifies and highlights core national values that becomes standard irreducible courses in our institutions. Our education must go beyond mere literacy to take up the challenges of research and development in the modern world. Our education planners must constantly advocate for adequate budgetary allocations for equipping our schools with men and materials enough to meet the UNESCO's minimum national budgetary level of 25% for education. Our Education planners must set up quality standard education (www.georgeehusani.org).

In conclusion therefore, one would be right to say that education is the bedrock and building blocks for societal transformation and for the sustenance of any meaningful development. Education is the sustaining base of world political and social economy progress. It is hoped that in the near future education will bring greater technological and scientific transformation to the Nigerian nation. With

this optimism education will gain a wider acceptance to the generality and to the Nigerian people.

Recommendations

The conclusive policy recommendations for this paper research are as follows:

1. The government school enforce the implementation of the policies of universal basic education programme.
2. The government should embark on a strategic reform on the funding of tertiary institutions
3. The government should embark on sponsorship of individuals who may wish to embark on educational programmes.
4. The government should shoulder sponsorship of tertiary education in Nigerian in order to ensure the massive production of skilled labour force in Nigeria.

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