

## Management of Secondary Education for Sustainable Living in a Period of Security Challenges in Nigeria

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### Abstract

In the present era of driven economy, every nation is striving to provide knowledge, skills and security for useful living and learning to take place. This paper tries to define sustainable living and how secondary education could be managed for sustainable living in an era of insecurity. It also portrays challenges of insecurity to secondary education of the Nigerian child. This insecurity emanated from joblessness on the part of youths who had graduated from various institutions of learning and also from Boko haram and kidnapping that are ravaging the nation. The Nigerian government has pumped in a lot of money tackling these insecurity but their insurgencies develop on a daily basis. The paper suggested that quality education is highly needed to put things right; teachers need to be trained and retrained to deliver the goods; adequate incentives (extra pay) should be given to hard working teachers to make them stay in the teaching profession; promotion of innovation and excellence and accountability should be embarked on. It is crucial to gear Nigerian education towards providing practical learning so as to make equitable decisions and to conduct activities that will enhance human health and well-being. The environment and the economy can also be improved and maintained for future generations. Recommendations were made which include: that Nigerian education systems need to be overhauled as to encourage innovations, excellence and accountability. In conclusion, insecurity hinders progress in all fields including education; effort should be made to nip it by the bud.

**Key words:** Security Challenges, Sustainable Living, Quality Education, Accountability, Innovation, Excellence.

### Introduction

Education has been defined in various ways by many authorities in different fields of life and it means different things to different people. A local farmer that teaches the child the rudiments of farming believes that he is giving the child the best of education. The same thing applies to a traditional medicine man whose child accompanies him to the bush to collect herbs to cure certain diseases; he sees his actions as the best education a child can acquire and so on; a Black Smith who makes sure that the sons stay around when he is melting metal into different to produce things like local matchet, hoes, kitchen knives etcetera. But this type of education is far from taking the Nigerian child to greater heights in this era of science and technology. The National Policy on Education (2004:6) stated that education in Nigeria is an instrument “par excellence” for effecting national development. It also defined education as process of developing an individual physically, mentally, socially, emotionally, culturally, technologically so as to enable an individual perform creditably wherever he finds himself. In order to bring about development, one has to consider the main national goals of Nigeria, which have been accepted as the necessary foundation for the National Policy on education:

- (a) A free and democratic society;
- (b) A just and egalitarian society;
- (c) A united, strong and self-reliant nation;
- (d) A great and dynamic economy;
- (e) A land full of bright opportunities for all citizens.

Considering the various experiences in the present day Nigeria, there is no evidence that Nigeria as a nation maintains an environment where people can operate equally; where there is peace and well secured environment; where the economy is vibrant and, of course, the citizens, especially the youths, have hopes. This is evidenced in the fact that the jobless people resort to dirty deals like kidnapping, Boko haram and the like. Those of us who are in contact with these youths will actually tell how they feel about their situation. They openly said that the Nigerian governments (Federal, States, Local) do not have plans for the youths.

This paper dwells on secondary education, how it could be managed in an era of insecurity in the country. National policy on education stated that secondary education is the education children receive after primary education and before the tertiary stage. It further stated that the broad goals of secondary education shall be to prepare the individual for the following:

- (a) Useful living within the society: and
- (b) Higher education (NPE, 2004: 18)

The National policy on education clearly stated that secondary education shall:

- (a) Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
  - (b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
  - (c) Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
  - (d) Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage;
  - (e) Inspire students with desire for self- improvement and achievement of excellence;
- I. Foster national unity with an emphasis on the common ties that unite us in our diversity;
  - II. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizen;
  - III. Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (NPE, 2004:18).
- IV. In order to achieve the above mentioned goals, secondary education is grouped into two stages: a junior secondary school stage and senior secondary stage; each shall be of three years duration. The junior secondary school shall be both pre-vocational and academic, while the senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupil's knowledge and outlook.

The crux of the matter is how to manage learning activities in the present day of security challenges in Nigeria for sustainable living. Education is for the development of personality and potentialities of an individual so as to enable him operate wisely and successfully in any society he finds himself. The onus lies on the school as a whole and teachers in particular, who handle the learners in the classrooms. According to Briggs (in Ukeje, 1966:117), "The first duty of the school is to teach people to perform better the desired activities that they will have to perform anywhere... Another duty of education is to reveal higher activities and to make them both desired and maximally possible".

#### **What is sustainable living.**

Sustainable living can be accepted as living a lifestyle that uses as few resources as possible and causes the least amount of environmental damage for future generations to deal with ([www.regenerative.com/sustainable-living](http://www.regenerative.com/sustainable-living), 2012). It might be the type of food one is eating and how the food is grown so as not to do any harm either to the soil or the entire environment where such is being produced. Sustainable living could be seen as follows:

- Living within earth's limits
- Reducing our impact on the earth's resources
- Making lifestyle and consumer choices to limit our use of resources
- Living more simply
- Taking care of nature so nature can take care of us.
- Meeting our needs without compromising the ability of future generations to meet their needs
- Creating a balance between our natural systems, our economic system and our social system ([www.healthcote.org/PCIntro/SustainableLiving.htm](http://www.healthcote.org/PCIntro/SustainableLiving.htm)).

Sustainable living can mean different things to different people; one can decide to be a vegetarian without damage to the environment. Another person might like to live in a low cost housing made of raffia which does not cost much to build and the roof could be replaced without stress using locally made material. Teaching children how to care for the environment by not damaging the environment through pollution like burning of bushes without no just cause; preserving the trees and other things that make the environment aesthetically alluring for future generation to have a feel of it and learn to do so.

Actually, it requires a lot of sacrifice, that is, giving up what one would have loved to use or convert it to something else. Sustainable living shows maintenance of lifestyle for a long time or even throughout one's life.

## Security challenges in Nigeria

Security challenges mean unsafe grounds which might make it difficult or even impossible to channel the type of education that will bring about sustainable living among school children. These security challenges might be within the school premises; outside the school premises; in the larger society.

Amanchukwu (2012) recognized that there is insecurity in the Nigerian schools and it is the responsibility of the teachers, parents, school administrators and all of whom that see school systems as the incubators of great Nigerians, to protect them to the fullest. Unfortunately, the violent reality of schools today makes one wonder how and if students are actually able to learn in such volatile environments.

Nwadiakor (2011) stated that during Pre-colonial and colonial era, insecurity was merely handled by the federal government utilizing the ministry of Internal Affairs, the Nigerian Police Force (NPF), the Nigerian Prison, the Immigration service and the customs, all of which annual budget was among the least in the exclusive list. One could understand that the environment was quite secure for people to go about their businesses without unnecessary fear from any quarter.

There were also local security men recruited by the native authorities; some of whom were attached to the customary court that was called different names like 'Danduka' or 'courtma'.

Since the past decade, government expenditure on security has gulped a life chunk of the Federal, State and Local budgets in the name of security votes and other related sub-heads. Finnish government offered to assist Nigeria in the fight against Boko Haram insurgency. It offered to train security forces on capacity building and give world class equipment of high quality to protect the security forces, which will make them feel safe while curbing terrorism (THE NATION, April 1, 2014. P. 7). Boko Haram insurgency has caused sleepless nights to all Nigerian citizens since after the abduction of over two hundred Chidoka girls from their school. It seems unbelievable. Frantic efforts are being made by both the Nigerian government and foreign aids to ensure that those school girls are brought back safely.

It has been accepted by the general public that unemployment is one of the strongest factors of insecurity. Furthermore, Nwadiakor found that about 40% of Nigerians, most of who are within the youth bracket, are not gainfully employed. Another cause of insecurity could be traced to lop-sided development the country found herself, for example, few cities were developed to standards; Nigerian resources are channeled to those cities while the rural areas are living in abject poverty.

People living in slums like Maroko, Ajegunle, some slum dwellers in port Harcourt, Kano, Ibadan to name but a few see the city dwellers as their enemies. Sporadic fighting and killing between Aguleri and Mmuleri in Anambra State was attributed to years of neglect and poverty which has put the environment in a sorry situation. The masses in rural areas appear to have waged a cold war against the urban dwellers. They organize kidnapping of some influential men/women who visit home and asks for a huge ransom. As soon as they are done with their operations they retreat to the rural/slum areas in hiding, so as to escape the law enforcement agencies.

Adejumo (2014) enumerated a lot of insecurity in Nigeria such as: food insecurity, financial insecurity, personal insecurity, national insecurity and others. All these affect human lives in one way or the other thereby affecting the national economy.

Security challenges in Nigeria as a whole ranges from violence in schools which entails fighting, use of dangerous weapon like guns, machets and others; to violence outside the school environment and extended to the larger society as kidnapping, Boko Haram, rape and all others. The Nigerian government needs to provide able bodied, well talented men and women who could move the nation forward. Nigerian schools are the best ground to nurture those future leaders who will make adequate use of scientific discovery to produce a modern man, new equipment/technology, new political understandings and accommodations, innovations in various fields of endeavor. How can this great nation achieve these feats if the environment is very hostile.

In his research findings, Katsina (Inprint) discovered that insecurity is manifestation of deep rooted and structurally entrenched crisis of development that creates the environment for the emergence of conditions of poverty, unemployment and inequality in the country. According to him, these could lead to frustration, alienation and ultimately, social discontent that spark violence and insecurity. Without the enabling environment, he concluded, these conditions could not have metamorphosed into serious national security problems threatening to tear the country apart.

Nigerians have lost a lot of manpower, school children and properties since the insurgence of Boko Haram in the northern part of Nigeria. They have attacked churches, schools, police stations, army barracks and gatherings take place with the participants not standing on ease because these Boko Haram can attack any time

with dangerous weapons. Recently, they attacked secondary school children in their sleep killing many of the boys and chased the girls home asking them to go and get married. In support of this, evidence showed that Boko Haram attacked and killed several people in Maiduguri (THISDAY, March 2, vol.19. NO. THIS D6886, 2014 P1). The President of Nigeria, Jonathan blamed the northern governors for Boko Haram insurgency (THE NATION, March 30<sup>th</sup>, vol.08, NO 2803, 2014 P. 4). The south-east governors launched battle against insecurity (THE NATION, March 26, Vol. 9, NO. 2799, 2014 P. 1). 'Kidnapping: Fear grips Jonathan's family members (THE NATION, March, 16, Vol. 08, NO. 2789, 2014, P.1). Another Bloody Day: Boko Haram strikes in Adamawa, killed 25, set 3 banks ablaze (DAILY SUN, February, 28, Vol. 10, NO. 2828, 2014, P. 1). Insurgence of Boko Haram and kidnapping of people both old and young, are the greatest security risks that the nation faces now. The deadly operations of Boko Haram made the Federal government of Nigeria close down Unity Schools in the North East and not less than 10,000 secondary school students were affected.

The Caption: Insecurity: "Jonathan Slams Govs for Shifting Blame onto FG" (THISDAY, March, 30, Vol.19, NO. 6914, 2014, P. 1 & 8). The president of the Republic of Nigeria stated that failure to provide elementary education is responsible for insurgency. The President of the Federal Republic of Nigeria informed that the federal government, by the Nigerian Constitution, does not control primary and secondary education, that they only face tertiary schools. He further stated that the federal government despite the constitutional provision had intervened at the primary education level with the provision of Almajiri schools, in collaboration with the states.

Despite that, many almajiri children are still found roaming about the nooks and crannies of some places in the northeast especially Bauchi. The president was saying that "if we have security issues, whether Boko Haram or Kidnappers or whatever, these are people who could not have primary school education, could not have secondary education and have no hope. And miscreants, criminals recruit them and use them. If you see what they wear, they wear rags, they don't wear normal cloths. All they put on is not worth ₦10 but they carry assault raffles that are worth more than ₦250,000. Somebody gives them food so that they will have strength to kill".

The recent revelation shows that quality education is the key to bringing normal situation in the society. When a child receives quality education he will be in a better position to decide what to do with his life instead of carrying deadly weapons and killing innocent civilians. Quality education exposes one to various skills and knowledge and makes one make sound judgment and wise choices too.

### **Management of Secondary Education Vis-à-vis sustainable living.**

Education is the key to sustainable living and effort should be channeled towards it in order to achieve the national goals and Millennium Development Goals (MDGs). Curriculum should be overhauled to accommodate modern teaching and learning by employing the use of computers and its accessories to make learning practical and enjoyable. Students should be taught how to source information, send and retrieve information. Therefore, quality education is needed to attain sustainable living and in order to achieve that quality teachers are needed to pilot the affairs in the school system. Quality teachers according to McCormick (1996) are the teachers who elicit the spirit of competitiveness among the students, to take on tasks that seem to be beyond their capacity to grasp, to discover and develop their real mettle as thinkers. Again, quality education can be defined in various ways. It is the learning that meets high standards. The mode of learning is recognized by international standards. It incorporates use of modern methods of learning like e-learning ([www.ask.com](http://www.ask.com)>Education > K 12). Management of secondary education in a period of security challenges requires quality teaching by highly quality teachers who have a passion in their lives and a deep regard for their students. The national policy on education stated that no education system can rise above the quality of its teachers (1998). Therefore the Nigerian education system should strive to develop teachers of high quality in order to take the Nigerian child to greater heights. Ololube (2009) citing Katz (1988), Reiger and Stang (2000 :62-64) who identified that in order to be effective in the classroom teachers need to be curious, imaginative, empathetic, interesting, humorous, friendly and hardworking, thereby creating a learning environment that enhances and strengthens the learning disposition of the students. Quality teaching makes students reason highly thereby making use of higher cognitive domain to achieve higher goals (Ololube, 2009). Furthermore, Nigerian children need to be taught by quality teachers who could apply various innovations that would help the students acquire live skills that will help them be their own masters in a harsh economy, that is, being security conscious, self-employed and even employer of labour.

UNICEF (2000) stated that children have a right to education, and quality education for that matter. It goes further to state that quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities.
- Environments that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities.
- Content that is reflected in relevant curricular and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- Processes through which trained teachers use child-centred teaching approaches in well-managed classrooms and schools, and skillful assessment to facilitate learning and reduce disparities
- Outcomes that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in society.
- This definition shows that education is a complex system which rested on politics, cultural and economic context.

Education is for social reconstruction (Ukeje, 1966; Sathé, 1997) and it offers solutions to the problems a society is engulfed with today. As teachers are the touch bearers in creating social cohesion, national integration, the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. In their own observation, Uhl and Anderson (2001) expressed that teachers should be taught to understand a set of five core principles like respecting life and natural process, living within limits, valuing the local materials, accounting for full costs, and sharing of power. Such ecological literacy is fundamental to living fully and wisely as the capacity to read and write. The curriculum should guarantee ecological literacy reducing alienation from natural world and increasing connection to the natural world through the use of internet.

Sharma (2005) maintained that teacher's decisions about teaching-learning strategies determine the real curriculum. He further stated that the teacher becomes the real constructor of curriculum while translating the guidelines into curricular activities. According to Nebo (2005:39), 'Curriculum is an orderly arrangement of activities that is intentionally developed to provide educational experience for one or more students'. Furthermore, he opined that the curriculum at any level of education must define the educational ends to be attained, educational contents, the educational experiences likely to attain those ends, and the effective organization of those experiences and evaluation. On the other hand Maduewesi (2005:31) posited that the essential purpose of the curriculum is to serve as the mechanism through which the educational system inculcates into the learner the knowledge, skills and attitudes which society has prescribed. The curriculum must be relevant to serve the needs of the society, hence, the education needed at this point in time is the type that will help the Nigerian child be creative, be in a position to make wise choices, be adaptive to meet squarely any eventuality. A relevant curriculum is entrenched in the people's cultural environment; otherwise, it would not be helpful to the society where it is applied. We are all aware of the type of education given to Nigerians during the colonial era; it was not rooted to the Nigerian culture and that was why many people were not in support of sending their children to school. The content had nothing to do with our values, needs and goals so could not bring about the development in the right direction which Nigerians need. In addition, Sterling (2005) affirmed that education for sustainable development should shift from content and predetermined learning outcomes towards the nature of the learning experience. He also stressed on action approach with emphasis on learning by doing, critical thinking, problem solving and others.

Secondary education bridges the gap between the primary and tertiary institutions and that is why it is essential to design functional education that will not only make the Nigerian child self-sufficient but the type that would help him face challenges in life, be conscious about security and provide the necessary accolade the society needs in times of insecurity. Quality education has a part to play and one cannot talk about quality education without providing quality teachers. The latter, in essence, would employ relevant techniques, motivation and should exercise empathy to the learner so as to ignite their interest in learning. Amanchukwu (2007) argued that public schools must provide students with the knowledge and skills they need to establish careers and participate in community life and in local, state and national politics. This can only be achieved if the Nigerian teachers are encouraged to attend seminars, workshops, conferences or enroll in sandwich programmes for self-development. Glasser (1990) expressed that systems that embrace change through data generation, use and self-assessment are more likely to offer quality education.

In support of quality education, Obama (2009) developed five New Pillars of education that would aid Americans to reach the greatest height in all spheres of life. The first one is:

- That American Recovery and Reinvestment Act he signed into law invests \$5 billion in growing Early Head Start and Head start, expanding access to quality child care of 150,000, more children from working families and doing more for children with Special Needs. And that's why they are going to offer 55,000 first-time parents regular visits from trained nurses to help make sure their children are healthy and prepare them for school and for life.
- The second one is recruiting, preparing and rewarding outstanding teachers. President Obama said that America's future depends on the teachers. He asked American's to step forward and serve their country in their classrooms.... That's why we're taking steps to prepare teachers for their difficult responsibilities and encourage them to stay in the profession.
- The third one emphasizes on creating new pathways to teaching and new incentives to bring teachers to schools where they are needed most. That's why we support offering extrapay to Americans who teach Math and Science to end a teacher shortage in those subjects. It's why we're building on the promising work being done in places like South Carolina's Teachers' Advancement Programme and making an unprecedented commitment to ensure that anyone entrusted with educating our children is doing the job as well as it can be done....
- The Fourth Pillar is Promoting Innovation and Excellence. President Obama wanted excellence in charter Schools. This will require a state to adopt both a rigorous selection and review process to ensure that a charter school's autonomy is coupled with greater accountability-as well as a strategy to close charter schools that are not working.
- Obama also wants Americans to foster innovation not only where their children are learning but also when they are learning. He is soliciting for not only expansion of effective after-school programmes but to rethink the school day to incorporate more time-whether during the summer or through expanded-day programmes for children who need it.... This is a way to prepare children for the 21<sup>st</sup> century economy (Obama's first major speech on Education, 2009).

Obama meant well for the Americans by mapping out five pillars of education so that they will gear their teaching towards producing Americans that can defend, protect, bring innovations and become a showpiece to the world.

For quality education to thrive in Nigeria, effort should be made to develop teachers who will guide the children in the classrooms. According to Obama, teachers should be recruited, prepared and outstanding teachers rewarded (more pay). Nigerian teachers who perform creditably should be encouraged so as to continue to do the good work. The Nigerian government should have a yardstick for measuring teachers so as to maintain transparency and accountability. In this way those who are supposed to be in the teaching profession will stay in school. Teaching of children should not be made an all-comer's affair or for those who could not get a job in their field of interest.

Through education for sustainable living, learners gain knowledge, skills and values to address the environmental and social challenges of the coming decades. They learn to think ecologically, understand the inter connectedness of human and natural systems and develop the capacity to apply this understanding so that human communities and natural ecosystems may thrive. Centre for Ecoliteracy maintain that a truly sustainable community is alive-fresh, vital, evolving, diverse, dynamic. It supports the health and quality of life of present and the future generations while living in the limits of its social and natural systems. It recognizes the need for justice and for physical, emotional, intellectual, cultural and spiritual sustenance ([www.ecoliteracy.org/discover/what-education-sustainable-living](http://www.ecoliteracy.org/discover/what-education-sustainable-living)).

Orr stated that students are taught that they are part of the natural world([www.ecoliteracy.org/discover/what-education-sustainable-living](http://www.ecoliteracy.org/discover/what-education-sustainable-living)). Schooling is everything the school does that leads to student's learning- whether that learning is intended or not. Students learn from classroom lectures. They also learn from what the school offers in the lunch room, by how it uses resources and manages waste, by how school relates to the surrounding community.

In Nigeria, it is very crucial to gear Nigerian Education towards providing education that is sustainable so as to make equitable decisions and to conduct activities so that human health and wellbeing, the environment and the economy can be improved and maintained for future generations. Quality education goes hand in hand with sustainable living in the fact that children in schools should be provided with the type of education that will make them think of how to conserve, protect lives and property and regenerate resources over a long period of time. This, in turn, will make future generations benefit from it and even learn to preserve what they met on ground. It

will be in their subconscious mind that those things are held dear by their predecessors, therefore, should be taken good care of. Quality education will make the Nigerian children who are the adults of tomorrow make informed daily decisions that integrate probable consequences to the environment, human health and wellbeing and others. This is in collaboration with Manitoba conservation (1999) that stated that sustainable development which could usher in sustainable living could be taken as an approach to daily decisions that integrate probable consequences to the environment, the economy, human health and wellbeing. According to them, it is a way of making decisions that balance the needs of today without sacrificing the ability of future generations to meet their own needs. Amanchukwu (2011:136) maintained that "Education managers, Curriculum Planners, teachers of all categories, parents, owe this nation a lot in making of the Nigerian children who are kept under their care".

Security of the children should be guaranteed for effective teaching and learning to take place. It has become the duty of the teachers to guarantee that since the lives of the children are in their hands while in school. "In order to save students, parents, teachers and other stakeholders from insecurity and all its ramifications, it is crucial that all tiers of government find a lasting solution to the school safety problem. Technology has improved considerably in the last decade; so much so that schools in the developed world have begun to employ different technologies to keep their students safe. Some of these include automated emergency notification systems-one of the fastest growing safety and communications applications in schools today. These systems make it possible for school administrators to send out an emergency message to parents, students and other stakeholders simultaneously, through multiple channels"(Amanchukwu, 2012: 158).A chat with some parents showed that their decision to choose a school is due to adequate security mounted in a school which differentiates it from others.

#### **Ways of managing education for sustainable living**

There should be a clarion call for various education stakeholders to develop curricular that will ameliorate the inconsistencies or anomalies faced in our present day teaching and learning. A new curriculum for the 21<sup>st</sup> century is needs to be developed since things are changing around us rapidly and dramatically. As we can see the world is becoming more interconnected, the environment is becoming less stable and technology is continuously changing our relationship to information. Changing global conditions requires radical changes to match up with the challenges in the 21<sup>st</sup> century.

It is expected that the new curriculum must have advantage of digital technologies and help students become digitally literate (digital natives). Those of us in academia have discovered that schools no longer have monopoly on academic learning and if the faculty (lecturers) do not adapt, the world would simply leave them behind.

In Nigeria, policy makers and educators must all break out of their silos and work together to avert what is seen as a growing crises. They should work hand in glove to design educational curricular that corresponds with the expectations of the real world. Public-private-partnership should be encouraged to help draw out Nigerian educational system out of the doldrum in which it found itself.

In our educational institutions, skill acquisition opportunities should be encouraged so as to make the Nigerian child self-employed if he cannot get employed by the government establishments. Vocational and skill acquisition courses should be made affordable; and courses must be broken into smaller modules so that the students can study with flexibility. At the same time, educators must be qualified and willing to give valid carrier advice and that is why it is important to develop the developers so they can perform in their areas of specialty. Assessment of these students should be based on international standards and domestic needs. There is no need cutting corners since these students are being educated to compete with their counterparts in other developing and developed countries.

A lot of changes are going on in various sectors in the 21<sup>st</sup> century and Nigeria cannot sit and folded their hands as if nothing is happening. The globalization and internationalization of economy along with the rapid development of information and communications technologies (ICT) are continuously transforming the way in which we live, work and learn. Introduction of ICT has created jobs that did not exist a decade ago, and young people need to be educated for carriers that do not yet exist. These developments require drastic changes in what has to be learned and how it will be taught. From all understanding, the 21<sup>st</sup> century skills require the following: collaboration, communication, problem solving, citizenship, digital literacy, critical thinking, creativity and productivity (Institute of corporate Administration conference [www.icadeconferences.com](http://www.icadeconferences.com) 2014).

Educational system is a lucrative environment to nurture the youths and prepare them in such a way that they would be useful to themselves and steer clear of destructive vices (cultism, Boko haram, kidnapping, militancy etc) that are nearly ravaging the nation.

### **Conclusion**

Nothing thrives where there is insecurity whether in business, in production in industries, in farming, in trading, in schooling to mention but a few. All hands must be on deck to fight insecurity that is trying to destroy the nation. When education of the child is affected drastically, then, there is no hope for that nation, since it is through education that innovations spread fast and put into practice as the children get into the larger society.

Lives and properties must be protected and that is why the government is asking everybody to be vigilant-conscious so as to fish out the culprits as they come to our environment.

Various agencies should be mobilized to thwart the efforts of Boko haram insurgency and kidnapping. These deadly groups live among people and that is why if a little more effort is put in, they would be nipped in the bud before they strike.

School Administrators and officials should begin to take proactive measures towards school safety through the use of different tools and methods that analyze potential risks.

Nigerian teachers/lecturers should be seen as 'digital natives' and not 'digital immigrants or tourists' (Ololube, Kpolovie, Amaele, Amanchukwu & Briggs ). Being digital natives shows that they are conversant with the use of computers and its accessories and make use of them in teaching, which today's children are yearning for. If today's children can spend hours working with their lap top, sophisticated Hand Set without getting tired; it then applies that they can listen and learn effectively when teachers/Lecturers make use of computer accessories in teaching processes.

### **Recommendations**

Our educational system should be overhauled to produce great thinkers, dynamic citizens who would promote innovations and excellence and accountability, using adequate curriculum as to meet up with the developed economies.

There should be even development so that the youths would learn to settle anywhere they found themselves without flocking to a few cities for white collar jobs that are even non-existent.

Teachers should be encouraged to remain in the teaching profession by preparing them for the enormous task and given them incentives that will make them stay on the job.

Innovations should be brought to the classrooms by the use of Information Communication Technology (ICT) by teachers who have already received training in the use of those facilities.

More hours should be put in the teaching and learning in order to give extra help to the weak learners. It has been observed that children waste a lot of time playing when they should engage themselves in meaningful activities. Schools should organize midday meals for children so as to energize them for more activities.

For a child to thrive well at school, safety and security must be assured. This is in line with Maslow's (1954) hierarchy of basic human needs which stipulates that lower needs ought to be satisfied before higher needs is pursued, safety and security happen to be part of lower needs. By so doing, a child's fundamental Human Right is secured. Amanchukwu (2012:160) recommends that "Communication systems could be used to move the state and nation forward, particularly as such advancement relates to achieving Vision 20:2020.

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