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# VALUE EDUCATION AND INSECURITY IN NIGERIA: COUNSELLING IMPLICATIONS

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**Abstract**
*Nigeria without fear of contradiction, is one of the most troubled segments of our contemporary global village. The country is on the throes of revolutionary change that does not necessarily need a violent method of approach. Nigeria is always in the news not for working at the cutting edge of science and technology, but ugly developments caused by insecurity capable of taking us back to the Stone Age Period. This paper examined insecurity in Nigeria, counselling, the place of value education and security, major insecurity in Nigeria and effects of insecurity in education such as economical, sociological and psychological effects etc. Recommendations were given like, the Nigerian value system should be reinforced, strengthened and made objective rather than subjective, as it would ensure that people act in line with the established standards and principles.*
**Keywords:** Insecurity, Counselling, Value Education and Security.

## Introduction

The country is currently faced with security, social and economic problems, and as Okoroafor and Njoku (2012) rightly put "it" serious crises in the values system of Nigeria has caused increased insecurities, poverty and hunger. This has created a bad image for the country and dealt a devastating blow to the actualizations of peace in the country. The National Policy on Education (2014) expresses the growing anxiety over the decline of fundamental values and an increasing acrimony in the Nigerian state. Where the values of the people are taken over by materialism, criminality and insecurity and the citizens run after wealth and material things without seeking the values of hard work. When they seek pleasure with a smeared conscience, they want knowledge with no character, business without morality and religion without holiness, then the results are the problems of insecurities as experienced in Nigeria today. Consequently, there is no extent of government reform that can make such a country to achieve peaceful co-existence (Ogude, 2017). Therefore, the call for values of education and a reorientation in our society is a call for national culture that would reshape the character and value system of Nigerians. As Nigeria will never be able to attain a secured and developed state if values of education is not vigorously pursued.

Values are those intrinsic qualities or attributes that one possesses which influence his actions on daily basis. They constitute standards or yardsticks for assessing peoples' actions to know whether they are in tandem with what the society accepts or subscribes to. Values are those salient beliefs an individual or community holds dear, that provide a guide for their actions and are used as reference to judge certain actions as good or bad, desirable or undesirable (Ukpabio, Ekere, & Nnaji, 2017). Their indispensability to man and the society at large makes them imperative for every member of the society to live by them in order to promote social integration and peaceful and harmonious atmosphere conducive for human habitation. In reality, both positive and negative values exist side by side in the society, and it is incumbent on members of the society to choose the type of values that would form their reference frame. Values education is an aspect of education, just as we have cognitive, vocational, technical and entrepreneurial education that is responsible for the inculcation of those values accepted and cherished by the society. According to Duvie (2018), it is used to describe moral and citizenship education that helps individuals to acquire those good and worthwhile attitudes and abilities that are desirable and acceptable in the society. The primary concern of values education is to ensure that societal values are preserved, passed on from one generation to another, and the modification of values in line with present realities in the society. It begins at birth and continues through life-formally or informally- until the day one dies, and it is not restricted to a given age bracket in the society. The society today is more inclined to perpetuating negative values instead of positive values because of man's subjective attitude to societal virtues. This has given rise to some of the challenges facing Nigeria today like terrorism, militancy, banditry etc. Values education is an integral part of education because it is intended for the total development of the individual which includes the formation of appropriate character traits. It is against this backdrop that Magaji (2014) asserted that "value is education and education is value". The absence of values in any educational enterprise would only lay emphasis on the cognitive or intellectual development of the individual, because values would not be transmitted without the instrumentality of education. As a result education that does not include the inculcation of values is of no worth and useless, because education is expected to impart life with lasting values that would bring about desirable and worthwhile changes in the individual and the society at large. As an aspect of education, values education brings about the activation of the spirit of co-operation, mutuality and harmony, and facilitates the acquisition of requisite skills to cope with the complexities of our ever changing world (Shobha & Kala, 2015). It also encourages the establishment of a stable, peaceful and progressive society with few moral issues (Ukpabio, et al 2017). The inculcation of appropriate values would enable members of the society to acquire skills, characters and attitudes that would enable them to achieve personal fulfillments and success in their respective careers and in their lives. When people

are adequately prepared through values education, they would contribute to the development of the society and the nation at large, thereby contributing to national development. Hence, the development of the personality of the individual would certainly have ripple effects on the overall development of the society and the nation, depending on the kind of values members of the society have imbibed, whether positive or negative. It is therefore obvious that the objectives of values education are in two-folds; first, the development of the individual, and then the development of the larger society. Absence of values education in any educational system or society would amount to a society without a moral or ethical frame and insecurity.

Insecurity is the uttermost reverse of security, it is the presence of fear, harm and a feeling of danger. It can simply be described as a situation where individuals in a society or country are disrupted from going about their normal activities because of threat to their lives or properties (Aminu, Hamza & Ali, 2015). Chibuzor, Ibrahim and Paul (2020) submitted that insecurities and violence became noticeable in Nigeria in 2011, it began with the attacks from Boko Haram, then later as farmers and herders conflict and became intensified between 2017 to 2018 and this condition has escalated into full blown terrorism, cattle rustling, armed robbery, banditry, kidnapping for ransom, wanton killings and sexual violence. According to Chibuzor (2020), this violence has negatively impacted more than 35 of the 92 local government areas in four states of Northeast in Nigeria. Also, about 21 million residents of these states have been rendered homeless and exposed to the harsh realities of insecurity. Similarly, these activities have snowballed into every geopolitical zone of Nigeria. Insecurity creates a situation where people live in fear because they feel unprotected, and are prone to attacks by ill-intentioned individuals whose aim is the destruction of lives and property. This results in volatile and unfriendly atmosphere that does not encourage peaceful co-existence and the overall development of the society. Insecurity signifies the inability of a country to guarantee the safety of her citizens and resources, thereby making them susceptible to threats, and internal and external aggressions (Udeh, Okoroafor, & Ihejie, 2013). This unwholesome situation is gradually becoming synonymous with the Nigerian state because of the high rate of attacks on defenceless Nigerians that have resulted in the wanton destruction of property and untimely death of many young productive individuals. It has also put a clog in the wheels of development of Nigeria because insecurity and national development are incompatible. Government on its part seems to be helpless and overwhelmed by this deleterious social menace as evident in her inability to stem the tide of insecurity in the country.

Counselling on the other hand is a talking therapy that allows people to discuss their problems with trained professionals in a peaceful and safe ambiance. It is an

interactional process meant to enhance redefinition of stand for positive adjustment on all issues of life. It is an in-depth interaction between the professional counsellor and the counsellee that focuses basically on areas of nurturing and healing emotionality, problems management, decision making, crises management including support and life skills training. Egbochuku (2008) defines counselling as a facilitative two way collaborative exchange of ideas with a supportive relationship that enables clients to explore their problems. From the above, it can be seen that counselling is always to assist in better understanding of oneself and environment in relation to the present and future problems. Unprecedented economic and social changes have over the years changed the ways in which we manage our lives. Unfortunately, not all people can effectively deal with the challenges of insecurity. Thus, the need for professional counselling services becomes paramount in order to promote the wellbeing of people. Different forms of counselling include: individual counselling, group counselling, online counselling, telephonic sessions etc.

From the above discussion, the place of counselling in ensuring value education and security cannot be overemphasized. Counselling offers direct and indirect services to help schools plan appropriate instruction, assist parents in removing obstacles to counsel students about a full range of issues concerning their educational, personal/social and career development, With this, counselling in schools is a process of helping students, parents and teachers learn about themselves, understand their personal characteristics, human potentials and behaviours that influence their relationships with another and make choice to solve current challenges while planning strategies for optimal development (Obilor, Oparah, & Ajeka, 2019).

**Value Education in Nigeria**

Ideally, from a young age efforts are supposed to be put in place by government of educational institutions to provide values of education to young Nigerians. The school is expected to provide professional and conducive environment for student/learners to acquire effective and practical values of education through school subjects like Social Studies in order to mold good character in Nigerians (Oddie, 2010). There seems to be failure on the part of the school system in achieving this. As a result of this failure, the country has witnesses serious security problems such as election crises, tribal and ethnic disharmony, banditry, terrorism, kidnappings, religious crisis, endemic corruption, leadership crisis, sluttish killings, misappropriation, hatred, sowing seed of deceit and discord and many more (Sofadekan 2012: Enahoro, 2010, Albert, 2011). These problems have not only affected the development of the country it had eaten deep into the political, economic, religious and other aspects of the Nigerian society.

Similarly, parents are no more actively involved in inculcating values and good character into their children. Our youths are so valueless they take to all forms of crime such as armed robbery, banditry, kidnappings, killings, rape, extortion and advance fee fraud popular called "yahoo yahoo". Many are not serious with acquiring education or learning a skill, they prefer to take to different shades of crime and frivolous lifestyle. These deviant behaviours that were hardly seen in the past is now the order of the day in Nigeria. Therefore, values of education are what the youths of Nigeria need as Ugoh (2008) posited that sustainable national development can only be actualized when the people in a society are exposed to proper value orientation through education.

For the goals of sustainable development to be achieved, there is need to develop a good knowledge base of values and character through classroom experience. There can also be religious dimension to values of education as Englund (2016) submitted that in countries with strong religious education like the United States, Israel and Italy, values of education programs are normally sponsored by government and religious organizations. Thus in Nigeria the government should contemplate the assistance of religious bodies in enhancing values of education. With this in mind the objectives of values of education should be built around individual's personality to express good morals and behaviour.

Asaju and Adagba (2014) posited that values of education is the process of providing awareness of practical values such as dignity, love, honesty, peace, communal living and cooperation which at the end would result to good behavior and character formation. Values of Education is a process where younger or even older people in some cases are helped by qualified professionals (teachers) in schools, parents at home and religious bodies to understand explicit values expressed in their own behaviours and attitudes (Nguveren & Alye, 2019). DeNobile and Hogan (2014) put that values education influences the attitude and behavior of learners for the better, through an array of teaching methods which include critical value reasoning and values related issues. Roth (2016) explained that values of education can be employed in developing the spirit of patriotism and national consciousness in young people, especially during a period of insecurities as experienced in Nigeria today. Values of education will give children a national understanding that conflicts or crises in any part of a country will make the country become unsafe to reside. This will make them realize that we are independent and our survival depends on reciprocal cooperation. Atubi, (2020a) examined the possibility of using value laden subjects like Social Studies in fighting and reducing security challenges in Nigeria. Indrani (2012) opined that values education of the child helps the child to reconcile all aspect of his/her existence such as intellectual, psychological, spiritual, physical and moral development. Values education

therefore can be seen as an aim of education that teaches the ideals which a society considers as important (Lovat & Toomey, 2009). Atubi (2020b) explained that the challenges we are experiencing today in our security and socio-political life should give birth to changes in the philosophy and goals of the Nigerian educational system. Hence learners should be equipped with knowledge of values and critical reasoning skills for self-development and sustainable national development. Dania (2013) argued that character reformation is needed to neutralize the negative influence of external forces. Studies have showed that 90% of criminal activities that are related to the insecurities in the country today are perpetuated by 13-30 years old bracket in Nigeria (Igbo, 2007), because this is the period when young men and women express juvenile tendencies.

According to the Centre for International Cooperation and Security (2015), the youths in Nigeria are politically, economically and socially deprived, they are the main perpetrators of insecurities. Unlike people of over40 years who indulge in less violent crimes. The bandits, boko-haram sect members, kidnappers and the armed Fulani herders are mostly teenagers and youths. These Individuals are supposed to have gone through their basic educational levels such as family, primary and secondary schools which are supposed to be responsible for instilling values, norms, skills and morals capable of training productive citizens for national development. Ogude (2017) pointed out the pursuit of materialism has taken over the acquisition of these values. It is on this premix that functional values of education are vital tools in equipping students with critical skills of re-awakening our value system and reducing insecurity.

Aja, Eze, Igba and Ukaigwe (2017) submitted that the act of developing and transmitting knowledge is threatened with lack of cognitive value, the educational curriculum is laden with value education concepts that can help in transmission of those values to the younger generation. Implementation is the bane of value education in educational institutions of Nigeria, without the transmission of values, the educational institutions will lose their usefulness of bringing positive behavioural changes in the learners. The developed countries in the world are aware of this critical role of values of education in value promotion of young members in society, thus the need for counsellors' expertise in achieving this goal. The national policy on education addressed value education when it made provision for quality value inculcation at all levels of education in the country through the following values:

1. Respect for human life through treating fellow individuals with worth and dignity.
2.Training of the individual to have the skill of rational decision making
3.Build moral and emphatic values in human relations;
4. To carry out responsibility that will promote common societal good;

5. Regard for dignity of labor and
6. To promote emotional, psychological and physical life of young people.

This values and attitudes can be promoted and nurtured in school children such as preservation, respect for others, responsibility, national identity, commitment, integrity, care for others, law-abidingness, empathy and diligence (https://net.hkedcity.net).

Value education would contribute immensely to curbing insecurity through the following:

- Citizenship Education: Citizenship education helps inculcate patriotism, loyalty and commitment to the country and to one's duty, and ensure that people
- Individual development: The development of every country of the world to some extent is hinged on the development of her citizens. This is because the development of any nation requires the collective contribution of her citizens who have been developed through their exposure to different aspects of education that enabled them to contribute to the development of the country.
- Peace Education: Most security challenges in Nigeria are usually as a result of ethnic or tribal sentiments, differences in religious leanings and beliefs, political ideologies and expectations that are at variance. These volatile situations have negative implications for lives, property, and infrastructural facilities. To address this situation, Nwafor (2012) posited that peace education should be employed to foster mutual relationships among Nigerians.

**Major Insecurity in Nigeria**

Insecurity connotes a state of vulnerability, risk, fear, anxiety, uncertainty and defencelessness, and it is occasioned by the absence of protection, safety and stability (Nwafor, 2021). It creates a situation where people live in fear because they feel unprotected, and are prone to attacks by ill-intentioned individuals whose aim is the destruction of lives and property. This results in volatile and unfriendly atmosphere that does not encourage peaceful co-existence and the overall development of the society. Insecurity signifies the inability of a country to guarantee the safety of her citizens and resources, thereby making them susceptible to threats, and internal and external aggressions (Udeh, Okoroafor, & Ihejie, 2013). This unwholesome situation is gradually becoming synonymous with the Nigerian state because of the high rate of attacks on defenceless Nigerians that have resulted in the wanton destruction of property and untimely death of many young productive individuals. It has also put a clog in the wheels of development of Nigeria because insecurity and national development are incompatible. Government on its part seems

to be hapless and overwhelmed by this deleterious social menace as evident in her inability to stem the tide of insecurity in the country. Security according to Otto and Ukpere (2012) has a close relationship with peace, stability, happiness and absence of threat. This would directly impact national development, as meaningful development can occur only in a peaceful and stable environment as they act as catalyst in the development process. It is on this strength that governments all over the world accord security prime attention because of its ripple effect on every facet of national life like education, economy, tourism, politics, among others. This is necessary because business and investment which drive development would thrive if the socio-economic and political atmosphere is calm and serene. 2022 has been an eventful year in Nigeria. For one thing, it's been the precursor to the country's general elections, which are due to be held in the first quarter of 2023. That's a massive endeavour on its own. What is more, electoral campaigns and related activities are happening against the backdrop of spiralling insecurity.
There have been some especially horrifying events in 2022. On 28 March, terrorists ambushed and attacked a passenger train enroute from Abuja to Kaduna. They killed some passengers and abducted scores more.

After almost six months of negotiations, and unconfirmed claims of payment of ransom, the last batch of 23 captives from the train was released in October.

On 5 June, more than 30 people were murdered in another terrorist attack, this one on a church in Owo in Ondo State.

As the country exits 2023 and its security challenges, lower case researchers hope that the coming year will witness a marked departure in terms of the state and fate of national security in Nigeria.

**Causes of Insecurity in Nigeria**

Insecurity in Nigeria and the world over cannot be significantly reduced if its root causes are not identified. The factors responsible for insecurity in Nigeria include the following:

**Unemployment:** Nigeria has witnessed a geometrical growth in her population and this has been accompanied by a steady rise in unemployment rate. It has resulted in an increase in poverty as a greater percentage of the population live below the poverty line, with acute lack of basic amenities. Lack of employment opportunities have made many ably qualified young people take to various crimes that constitute security challenges to the Nigerian state. This ugly situation according to Nwagbosa (2012), can be attributed to bourgeoning population and the failure of successive

administrations to stimulate and encourage the private sector to create employment opportunities. This poses serious problem for national security and by extension sustainable national development, because it breeds more young people who out of desperation have to do anything whether legal or illegal to eke out a living. It is therefore no surprise that the greater proportion of security challenges is caused by unemployed youths. These unemployed youths become willing tools and foot soldiers of terrorism, kidnapping, prostitution, militancy, armed robbery, among others.

**Corruption and Bad Governance:** The rationale behind seeking political position should be to bring governance closer to the people, and to improve on their conditions of living by making decisions and formulating policies that are aimed at improving the welfare of the citizens, even though such decisions and policies may affect a section of the society negatively. This is the situation with developed nations, where the citizens to a large extent benefit maximally from the policies and decisions of those they have elected to govern them. Unfortunately, the same cannot be said of Nigeria and her leaders, because corruption and bad governance have become the order of the day. To attain political positions, political thugs are recruited and armed to the teeth with sophisticated weapons which are used for armed robbery, kidnapping, etc., when politicians no longer have need for them. Government has failed to provide a conducive environment to stimulate the creation of employment opportunities thereby creating an army of frustrated, disillusioned, disenfranchised and unemployed youths who take to crimes (Udeh, Okoroafor & Ihezie, 2013). The high level of corruption exhibited by government officials who convert public funds to personal use has further exacerbated the precarious security situation. Yearly budgets are hardly implemented, yet large sums of tax payers' money are released and embezzled by the ruling political class and their cronies. This has made critical sectors like security, health and education to be grossly underfunded. For this reason, the military is unable to acquire necessary hard wares and qualified personnel to combat even the smallest insurrection because of the sophisticated weapons in the possession of those who seek to perpetrate one crime or the other.

**Weak Judicial System:** Law plays an invaluable and indispensable role in inculcating the right values in people. It ensures that sanctions, penalties or punishments are clearly spelt out for different deviant behaviours, moral and ethical breaches, and meting out punishment to those who do not live up to the moral and ethical standards of the society. Ironically, deviant behaviours are encouraged and rewarded in the society today (Haralambos & Holborn 2008). This has led to the reinforcement of these negative values (vices) thereby leading to an increase in crime rate and insecurity. The place of punishments of different forms for different

offences cannot be over-emphasized as it serves as a deterrent to other potential offenders. But when appropriate sanctions and reprimands are not in place, or are not adequately and effectively implemented, people would always act as they wish. This has been sorry state of Nigeria's judicial system, where those who steal large sums of public fund are asked to refund an amount that is so insignificant and incomparable to the stolen amount.

**Faulty Educational System:** Education plays an incontrovertible role in the development of the individual and his socio-economic status. It equips one with skills, abilities and values that would make him a responsible and responsive citizen, and enable him secure better employment opportunities to earn better wages. Unfortunately, the Nigerian education system can be described as being lopsided, and hence not all embracing in nature, because it does not place emphasis on character development and civic education. Hence, most products of Nigerian educational system are deficient in character development. This according to Bhat (2010) is responsible for corrupt practices and erosion of societal values because people only gain cognitive knowledge which enables them to get good jobs but lack core values that would help them lead responsible life in the society. Also, the idea of using rote learning or memorization of facts that does not encourage creative and critical thinking, and individual-mindedness is another bane of Nigerian educational system. This has cast a big aspersion on the integrity of the certificates awarded at the various levels of education because it is not value-based.

**Weak Value System:** Value system can be described as a set of values, beliefs, and practices that regulate the behaviours of members of the society. The Nigerian value system can be described as weak because of its subjective and relativistic nature, thereby creating a situation where people act without taking into consideration the accepted moral and ethical principles of the Nigerian society. The operational value system in a country affects her developmental strides positively or negatively (Abdu-Raheem, 2018). A strong values system engenders peace and stability because every member of the society is duty bound to live according to the value system, bearing in mind that actions contrary to values accepted by the society would attract sanctions. This would ensure social control and people do not act in manners inimical to the growth and progress of the society. The subjectivity of the value system in Nigeria gives rise to a situation where people do not know the operational value system, or hold contrary value system. Hence they tend to transmit that which they hold and feel is appropriate for their young ones. This has been the root of insurgency, militancy, banditry and cultism.

**Effects of Insecurity in Education in Nigeria**

Globally, security has remained a subject of great concern. No nation or society can boast of being completely free from the problems ensued by insecurity. In recent times, countries like Israel, Russia, Uhkren, USA, and South Korea, have experienced different forms of transnational violence; terrorism, kidnapping, insurgency, socio ethno-religious conflicts, have emerged in countries like Afghanistan, Nigeria, and Kenya; while countries like Myanmar, Pakistan, and Gambia have suffered political violence and politically induced tensions. Suicide bombings and several other acts of criminality have risen and are fast spreading. As insecurity is heightening, the understanding of its manifestations and consequences is also evolving.

Unlike before when its effect is simplified and equated to only loss of lives and properties: Today, security experts, researchers, and many others have agreed that the threats from insecurities are manifold. Despite that, they've been minimal attention paid to the link between insecurity and education. Thus, the following effects;

**Sociological effect**

Sociologically, education is seeing as a social process of homogenizing social self and organizing individual self through the development and internalization of social competences, moral values, (special) mental qualities, and physical skills determined and needed by the society via the process of interacting with other people and elements of life and society; primarily for the functionality and active participation of the educated in the society, and essentially for the continuous realization of a unified, stable, and progressive society.

Hence, many sociologists define it as socialization. Simply put it: the state of education in any society is dependent on the state of interaction that characterized it. Where lives feel unsafe, relationship among and between students and teachers is often weaken by the traumatic fears characteristic of the atmosphere thereby causing a proportional reduction in the ability to acquire, create or transfer (new) knowledge.

**Environmental effect**

For education to occur, it must take place in a setting with variable but certain features such as space, culture, people and infrastructural facilities that makes it unique but similar to environments that support learning. Sustainable Education thrives better in a healthy environment. Generally, nothing goes well in an insecure environment and particularly, learning environment that is characterized by insecurity would not only threaten effective learning by affecting the behavior and interaction of both learners and teachers but it is also liable of exacerbating other factors such as the destruction of available facilities, scaring qualified teachers/trainers and learners away and causing shortage of resourceful materials.

**Psychological effect**

As noted by Zahra (2019), the academic success of students depends largely on their psychological stability. Psychologists have summarized the factors that affect learning into three classes; factors resident in learners, factors resident in teachers, and factors resident in environment. However, generally insecurity and tension often caused emotional, psychological, and mental imbalance.

According to Abraham Maslow's theory, after the fulfilment of man's needs for survival, psychological needs such as the desire for peace, the need for a secure and safe life among others is the next most basic category of needs. For example, one will not think of how to effectively impact, learn, or achieve something in a situation where feelings of danger, fears of impending doom or threats to life, and anxiety dominates his or her mind.

This implies that education is more effective when both the educator and the educated are in the state of positive feelings that is able to stimulate the interest to learn (or teach) and generate the attention needed for effective learning (or teaching).

**Economical effect**

Mostly, persistent or serious insecurities and violence often affect people's source of livelihood. This is evident in places like Nigeria, Kenya and other countries where social vices such as cattle rustling, kidnapping, banditry, and farmer-herder's clashes, have caused great destruction, exploitation of economic resources and limitation of economic activities. In places like Afghanistan, Pakistan, and Myanmar among others where there is political violence and politically induced tensions, the need for survival has forced many people to migrate from where they can make earns meet to where they can feel safe first. As a result; it has weaken/crippled the financial strength of most people thereby impoverishing those who should pay for the cost of education and making education [seem like] a luxury, too expensive for some people to afford.

**Counselling Implications**

Counselling is equally fundamentally interventional, preventive and developmental. In the Counselling process, some counselling techniques and skills like rapport building, listening advocacy, preventive act, emotional support, confidentiality, orientation and many others can be used to alleviate challenges, helping teachers have a better understanding of their roles in education, then parents will develop a realistic perception of the teachers' training of their children, students will understand the reasons for school rules and regulations while the government will learn to play their part better by funding education properly or appropriately (Obilor, Oparah & Ajeka, 2019).

All other services such as information service, Appraisal service, Placement service, Referral service, Follow-up service, and Counselling service rendered by the counselor help in times as we are in to foster value education and ameliorate insecurity,

The services enumerated above are enormous. No wonder the FRN (2013, section J) stated that proprietors of schools shall provide guidance counsellors in adequate numbers. This will help counsellors intervene in the challenges of drop in value education and its attendant increase in insecurity in the country.

**Conclusion**

Insecurity has become one of the major issues that both developed and underdeveloped countries have had to confront and put up with in recent times. It is antithetical to sustainable development as it has profound effects on every facet of the nation's life such as hospitality, education, health, economy, etc. Education which is a sine qua non for sustainable national development because of its significant role in the socio-economic and political development, is one sector that has borne the greater part of the brunt of insecurity in Nigeria. It may be in the form of armed robbery, cultism or gangsterism, kidnapping, militancy, banditry and insurgency. Some promising students have had their lives cut short, others have been badly maimed, traumatized and incapacitated. It has contributed to the increasing number of out of school children as some have had to drop out of school for fear of their safety, while others have become child soldiers. This has a lot of negative implications for education in Nigeria, and by extension the socioeconomic and political development of the nation. This ugly trend calls for the urgent attention of the government and well-meaning individuals in the society.

**Recommendations**

The following recommendations would go a long way in stemming the tide of insecurity in Nigeria:

1. Educational reform that would bring about an all-round education and wholesome development of the individual is of utmost importance in Nigeria. This would ensure that people do not only gain cognitive knowledge alone, but also necessary values and skills that would help them become responsible and responsive citizens. The educational reform therefore should engender holistic education.
2. Moral education should be introduced as a compulsory course/subject from primary to tertiary institution in order to inculcate moral values, character and civil responsibility into students to foster national integration.
3. The Nigerian value system should be reinforced, strengthened and made objective rather than subjective, as it would ensure that people act in line with the established standards and principles.

4. Qualified trained counsellors should be employed in schools to assist in rendering counselling services towards value education and insecurity.
5. The reward system in Nigeria should be improved upon by making the judicial system effective and efficient. It would ensure that the sponsors and perpetrators of various crimes and insecurity are adequately punished in line with the laws of the land. Such sanctions and punishments would also serve as deterrent to others.

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