
FUNCTIONAL SECONDARY EDUCATION AND CHALLENGES OF DEMOCRACY, INSECURITY AND NATIONAL UNITY IN NIGERIA: THE PLACE OF EDUCATIONAL ADMINISTRATORS.

OGHENERUONA ERHINYODAVWE IGGUE, Ph.D

Faculty of Education, University of Delta, Agbor

Abstract

It's apparent that the educational system, is the greatest instrument which could be utilized in solving the challenges of democracy, insecurity and national unity that is confronting the country. The dual role of secondary education in Nigeria, as the client of the products of primary educational system and the producer of starters for various higher institutions, has made it to occupy a significant place in the country's educational system. Hence the clarion call for functional secondary education. Functional secondary education is the kind of education that promote practice more than theory. The functionality of any country's secondary education system ascertain to a large extent that country's level of advancement and unity. This is based on the fact that the educational system produces the required human resource who will provide the material resources for national advancement. When the education system cannot produce individuals who are capable of solving practically their personal problems and that of the society at large, that educational system is tagged "slimy". It is on the basis of this, that this paper examined the necessity for functional education at the secondary school level and the place of education administrators. Recommendations were made in view of the importance of the subject matter to national advancement.

Keywords: Functional Education, Secondary, Insecurity, Democracy, National Unity
Educational Administration

Introduction

The level of growth of any nation largely depends on the relevance and functionality of the educational system. Educational practice and goal should be geared towards the attainment of national goals, aspirations, and unity, as well as solving societal problems. The education given to the child should be such that will help him adjust into his environment and enable him bestow positively to the advancement of his society and nation in his adult life. The Educational practice that does not expose the child to the acquisition of practical knowledge and skills certainly will not be a plus to him. This is why in Nigeria today, a computer graduate for example would have to seek the services of a roadside computer trainee to help him type his work, a clear revelation of the worth and value of our present educational system.

Wikipedia in Eduhutch, (2021) saw "education as a conscious and deliberate effort to create an atmosphere of learning and the learning process, so that learners are actively developing the potential to have self-control, personality, intelligence, noble character, and the skills needed themselves and society". It's important to register here that, although, several factors have been cited for the consistent high rate of evil vices such as; unemployment, unstable governmental system, poverty, national unrest, insecurity and other acts of violence in Nigeria, the fact remain that the remedy for overcoming these challenges is effective and functional secondary education (Eneremadu, Onwuagboke and Nnennaya, (2012). It is a vital initiative that touches the lives of both the present and future generations. Developed countries of the world like Japan, Russia, China, United States of America and United Kingdom among others have achieved various heights as a result of their commitments to ensuring a functional educational system in their countries. Even countries like Singapore, Indonesia, India, among other upcoming countries that have advanced tremendously, their progress have been attributed to their commitment to ensuring functional educational system in their countries. All of these nations have been able to overcome several developmental challenges, such as, inequality, political instability, national conflicts, etc which are unfriendly and whose presence could lead to other social vices like, insecurity, and communal conflicts, and war among other social ills, (Kayode and Adagba, 2014).

Concept of Functional Education

Functional education is a unique educational system that encourages practice more than theory. It's the education that gives birth to individuals with provable skill for self-reliance and the development of the human resource voltage of the society. It is the education that is relevant to the present and future challenges, needs and cherished desire of the individual learner, which is based on the occurrence and changes in the learner's cultural

environment. It equipped the individual to confront his/her social goals, economic realities and future life challenges positively. This is an agreement with the findings of Kayode and Adagba (2012), the authors, acknowledged functional education as an activity which involves practical exercises and knowledge acquisition which makes the citizen a better and more productive person to himself as well as to the society at large. Functional education most especially at the secondary school level will aid in producing individuals with the appropriate skill that will enhance their productivity in the society. This is the reason for the clarion call for functional education at the secondary school level, in order to curb the challenges confronting democracy, insecurity and national unity.

Functional Secondary Education and Challenges of Democracy

Democracy in the words of Abraham Lincoln, is the ‘government of the people, by the people, and for the people’. At its heart is the concept of the population choosing a government through regular, free, and fair elections (Chatham House, 2021). It is a system of government where everyone has a say. The notion of democracy has evolved over time considerably. On 29th May, 1999, Nigeria embarked on this new experiment of democracy. It is a hard fact that democratic system of government is meaningless until the people have democratic way of living. Thus, social awareness and political consciousness of the people could be well promoted through functional secondary education. Through functional education, democratic doctrines are internalised in the people, (Shakul, 2011). It is an instrument for creating desirable attitude and scientific mode of behaviour. The social role of functional secondary education in a democratic society is to ensure equal liberty and equality of opportunity to different individual and group and to enable citizen understand, appraise and redirect forces, men and events, as these tend to strengthen or weaken their liberties. Democracy cannot be thought of in isolation from education. Infact, democracy is the result of education. Unless the principles of democracy are reflected in the aims and ideals of education, curriculum, methods of training, administration and organisation, the atmosphere of the school and in the outlook of the teacher, democracy cannot grow. Functional secondary education as related to democracy must create a democratic personality.

Furthermore, It is an indisputable fact that the school is truly the custodian of democracy. The purpose of education in a democratic society is to ensure that students' behaviour conform to the values and ideals of democracy. A functional secondary education must therefore build the democratic conviction in the teenager/youths so strongly that they will withstand the strain, not only of the fairly difficult circumstances of ordinary social living but also of such national and world crisis that may occur in the future.

For democracy to thrive well in this nation, every citizen should be given equal opportunity to develop his talent. Democratic curriculum should have variety and flexibility that is based on the taste and talent of children, (Shakul, 2011). This can be achieved through functional secondary education by giving adequate attention to the following democratic way of life in schools:

4. Democratic methods of teaching should be allowed in schools. These entail free flow of ideas, giving room for students' inquisitiveness, developing in students the spirit of inquiry or investigation and discussion.

5. There should be equal opportunities for admission into secondary schools. In the issue of admitting students into schools, there should be no disparity of faith, creed, religion, political affiliation, colour, favouritism, god-fatherism or wealth. This is very essential for promoting the cause of social justice.

6. Students should be allowed to pay regular visits to legislature. Such visit to State and National Assemblies provides the students first hand opportunities to see for themselves the working of a democracy.

7. Boarding school system should be encouraged as living in the hostel create an effective way of training the students in the art of living amicably together.

Furthermore, the students should have ample opportunities to shoulder responsibilities in running clubs, societies and associations and in organising various functions in the school. While the guidance and advice of teachers should be available, the students must enjoy the powers to make their own decisions and show a sense of responsibility.

Functional Secondary Education and Challenge of Insecurity

The word “insecurity” has myriads of connotations. It can be anything from childhood disturbing situations, mistreatment, and individual fears. Admin, (2021), defined insecurity as the state of being subject to danger or injury. The anxiety that is experienced when one feels vulnerable and insecure.

In recent time, Nigeria has suffered from a lot of crisis, each leading to loss of lives and destruction of properties. The crisis includes kidnapping, armed bandits, Boko-Haram attacks, armed robbery, among others. The adverse effect of these evil vices are poverty, unemployment, inflation, corruption, low industrial output, unstable exchange rate, inadequate infrastructure, huge domestic debt, and increasing external debt profile, (Ewetan, 2013). These challenges have mystified severe threats to socio-economic advancement in the country, in that it repress business and economic activities, and discourages local and foreign investors (Ewetan & Urhie, 2014).

In a bid to tackle these problems, the Federal Government has for some years now been allocating huge portion of the national budget to security, and in 2011 the Anti-Terrorism Act was equally enacted by the National Assembly (Ewetan, 2013). The Act seek to provide for measures for the prevention, prohibition and combating of acts of terrorism and prescribes penalties for violating any of its provisions. In spite of these steps, Nigeria cannot be wholly ranked among the secured places for business and leisure activities in the world. Researchers and scholars have been searching into the causes and remedies to this menace with little or no success. This section is geared towards assessing the place of functional secondary education as a remedy to the challenge of insecurity in Nigeria. The following have been identified as some of factors associated with the challenge of insecurity in Nigeria:

1. Corruption

The condition of insecurity in Nigeria is unquestionably a result of Governments failure, traceable to widespread corruption. Akintokunbo (2011) links insecurity in Nigeria to massive and unchecked corruption, greed, selfishness, unpatriotism, lack of political will and conscience, and lack of vision and purpose. Corruption is a major factor in the retardation of the growth and development of the nation, as its breeds poor infrastructure, poor information and communication technology (ICT), and inadequate database among others. Adequate education, ICT, and efficient database are tools that enhanced security system in developed nations such as the United Kingdom, United States, Russia, etc. For instance, perpetrators of 2013 Boston Marathon bombing in the United States of America were tracked down within 24 hours without misspelling their names with the help of adequate infrastructure, ICT, and database. Whereas, suspects of Police Headquarters and UN office in Abuja's bombing could not be clearly identified, (Isham, Musa, and Abdulhafiz, 2019).

• Exploitation of Ethnicity and Religious Deviations.

It is important to emphasize here that the country's diverse ethnic make-up is not itself a cause of insecurity in Nigeria; however, political and religious leaders across the nation sometimes use ethnic sentiment to achieve their selfish ambitions. Through this way, the elites exploit people's minds to stir up mistrust and resentment among different ethnic groups.

• Regress on the part of security apparatus.

Otite (2012) submits that the state of insecurity in Nigeria could be attributed to security lapses on the part of security agents. Nigeria's security system is seen as very poor in both personnel and equipment. Security officers are poorly trained and poorly remunerated. As a result, the requisite expertise is not available to meet modern security challenges.

▪ **The challenges of Unemployment and impoverishment.**

It is a known fact that unemployment causes poverty and extreme impoverishment which leads to crime and results in insecurity. This is line with the assertion of Olawale (2016), whose study pinpoint unemployment, imbalanced development, weak judicial system among others, as causes of insecurity in Nigeria. Every year, many students, graduates from secondary and tertiary institutions and move into the labor market with little or no hope of having jobs. After a long search, many become frustrated, and in an attempt to keep mind and body together, they get engaged in violence and criminal acts such as kidnapping, militancy, armed robbery and so on.

▪ **Marginalisation And Disparity**

Nigeria's present government has been strongly charged with ethnic disparity, and the marginalization of some sections of the country in the provision of basic infrastructure, and these have significantly compounded Nigeria's security (Nwadiakor, 2011). Vast majorities of the public have a sense of deprivation, oppression, marginalization, and this has resulted in dissatisfaction and loss of hope, particularly among the youth. Such young people are now voicing their frustration with the state of affairs by any means possible, whether legal or illegal. The consequence of this is growing uncertainty (Onuoha, 2011).

▪ **Porous Border.**

The country's unstable frontiers, where human movements are essentially untracked, have led to Nigeria's level of insecurity. There is uncontrolled inflow of Small Arms and Light Weapons into the country as a result of the porous borders. This is line with the findings of Udoh (2015), who revealed that insecurity in Nigeria is caused by porous borders, illegal arms importation, proliferation of illegal arms, ethnicity, emergence of ethnic militia groups, and many more. The porous condition of nation's borders has contributed to the uncontrollable influx of migrants, predominantly young people, from nearby countries such as the Republic of Niger, Chad and the Republic of Benin, accountable for some of the insecurity promoting criminal activities in Nigeria, (Adeola and Olayemi, 2012).

▪ **Unfit Governance and Pathetic Leadership.**

It's a known fact that the primary responsibility of any government is the provision of basic social amenities such as water, electricity, good road network, quality education, and general infrastructure. Unfortunately, these basic amenities are not available as expected in Nigeria and the people, in general, are frustrated and demoralized. Demoralization and anger logically provide a strong fertile ground for aggression and general insecurity.

There is no doubt that the above mentioned factors have correlation with state of functional secondary education in the country. Dambazau (2014) quoting Act 26 of 1948 on the Universal Declaration of Human Rights, sees functional secondary education as not only a public good, it is also a human right that is essential for the exercise of all other human rights, especially in promoting individual freedom and empowerment. Dambazau (2014) links functional secondary education acquisition with genuine wealth and happiness whereas lack of it exacerbates one's level of ignorance and leads to blunders, poverty, unhappiness, and sometimes the commission of crimes. To him, the relationship between dysfunctional secondary education, poverty and poor health conditions, diminishes opportunities to social and economic advancement which often leads to criminality. Furthermore, Al-Rodhan (2007), concluded that sustainable global security can only be achieved when functional secondary education is made a priority by states and their institutions.

Functional Secondary Education and The Challenge of National Unity

National unity is a situation whereby people of diverse cultures, religions, language, political, social and economic systems are brought together to have a common goal. The people have mutual understanding, love, co-operation and trust among themselves. They are united, tolerant and have faith in their fatherland. (Oma, 2020).

➤ **Importance of National Unity.**

It is important for people of one nation to be united and to live as members of one large family for the following reasons as advanced by Elimu, (2015).

- It elevate peace as people rarely engage in wars or conflicts with one another.
- It advance political stability and guarantee security as people have no suspicion towards one another.
- It drive people towards a common goal for the good of all. If and when the country is attacked from outside, all the people fight together to defend the country.
- It encourage freedom of movement, freedom to own property in any part of the country and freedom to interact with one another through intermarriage, trade and political activities.
- It enable the government to serve people more effectively. People stand to benefit equally.
- It reduce the chances of people discriminating one another according to tribe. People appreciate one another in the spirit of unity.
- It promote patriotism.
- It promote cooperation.

National unity is therefore an essential element of modern governance and requires investment of national resources to secure it and promote it, (Muhammad Saad Abubakar, 2021).

Education plays a significant role in the advancement of national unity. While in school, children learn about their common history and culture. They learn about different parts of the country which exposes them to the beliefs of other communities as well as their way of life. This fosters unity, (Elimu, 2015). It is obvious that education, whether formal or informal, should produce in an individual a disposition of personal autonomy and responsibilities that make him or her a useful member of the society (Orobosa, 2010). Functional secondary Education releases the individual from the cocoon of self-centeredness into social responsibilities. In addition to the acquisition of knowledge, functional secondary education broadens the mind and breeds better human relationships which foster unity in the society, hence the clarion call for functional secondary education in Nigeria.

➤ **Concept of National Unity in a Multi-Ethnic Society.**

The drive for national unity in any society presupposes the existence of diversities. The importance of unity in a multi-ethnic society such as ours cannot be overemphasized. The nation's historical ascendent remind us of attempts by our colonial masters to bring together territories separated by tongues and cultures. The amalgamation of Northern and Southern Nigeria in 1914 is very fresh in the mind of most Nigerian. It is also in the realization of the need for unity in a country such as Nigeria with diverse ethnic groups such as ours that the country's motto of "Unity, Faith, Peace and Progress" was coined by our founding fathers. The concept of unity in diversity is ably applicable in Nigeria where over 350 ethnic groups exist with a few being very outstanding with marked linguistic differences, (Ekpo, 2014). Unity in diversity means unity without uniformity and diversity without fragmentation (Wikipedia, 2014). Furthermore, the introduction of functional education, will cause a shift of focus from unity based on mere tolerance of culture, linguistic, social, religious, political, and related differences, towards a more complex unity based on the understanding that differences enrich human interactions.

As the country's motto depicts, unity is an ascendent to progress and a tool for power and authority. It is a value which may not just be taught and learnt as a school topic or subject. It has to be inculcated as a value through processes of internalization of value system. This leaves the education sector with enormous responsibility of ensuring the achievement of its affective goals, particularly the inculcation of the right type of values. It's necessary to mention here that for the education sector to succeed in this enormous task, administrators of education must create room for functional education, with special attention to secondary education, (Ekpo, 2014). Functional secondary education as earlier mentioned,

is a kind of education that promotes practice more than theory. It's the kind of education that produces individuals with demonstrable skills for self-survival. Abdu (2005) saw functional secondary education as the wholesome training of an individual that makes him/her useful to him/herself, the community and the nation as a whole. It is the education that is alive, works for the benefit of all, it is active; stimulate and empower an individual with saleable skills and values to positively solve immediate problems for self and the society.

Therefore, the recent innovations in the secondary school curriculum, that brought in functional/vocational subjects will empower learners to be better equipped for the challenges in the environment and the world at large. In addition, entrepreneurial education has also been given attention at all levels of education in the country. This will help students acquire knowledge and skills that will make them useful to themselves and the global village, (Ekpo, 2014). Functional secondary education is a catalyst for reducing the high rate of insecurity, unemployment, kidnapping, militancy, bandit, Boko-Haram, political instability, and other acts of violence in Nigeria and a major instrument for the building of national unity, because it breeds self-sufficiency, peace, love, oneness and many more with in learners. Furthermore, It is a vital key to development which has produced tremendous developmental benefits in several countries such as Britain, Malaysia and China, to mention a few. Therefore, administrators of the educational system owe posterity the duty of enhancing secondary education by making it functional, for the purpose of building a people who are skilled and are able to provide for themselves and the society at large.

The Significance of Functional Secondary Education Functional education as opposed to formal education is of immense importance;

1. Functional education connects all study with specific need and role, towards which the child's interest should be directed in a way that the child will gain critical thinking habit and develop the technical means needed for him/her. This will help him/her solve practical problems.
2. Functional education concentrates on non-formal goals to train students towards a practical mastery of the subjects, to get them into the habit of adapting them to experience first-hand studied subject by do-it-yourself work and experiment.
3. In functional education the teacher only plays the role of "a go between", between the subject and the student. The teachers show the students the relation between the studied subject and the real life situation.
4. Functional education has lead to important innovations; like putting the child at the centre of learning, making the child to have a creative spirit etc.

5. Functional education is a sure way to national advancement and unity, because when the country produces the needed human resources through the education of the youth, the needed material resources for national advancement and unity will be assured.

6. Functional education can also translate into the establishment and improvement of infrastructure' such as electricity, roads, health, education, water supply, integrated rural development, poverty reduction, improvement in people's standard of living, reduction in crime and increase in agriculture production, positive attitude to work, political stability and patriotism.

It's important to emphasize here that the goals of secondary education can only be achieved adequately, if it becomes functional. Hence the call on educational administrators of Nigeria schools, especially, secondary schools to focus on how to upgrade the secondary education curriculum from just being theoretical to practical in nature, thereby, making it functional. This will result in the turnout of graduates with useful knowledge, skills and values for the development of their own environment and the world at large. It is, in the light of this, that this paper is set to examine the place of educational administrators in making secondary education functional for the purpose of combating the challenge of democracy, insecurity and national unity.

The Roles of Education Administrators in Making Education Functional at Secondary Levels

Education administrators, especially at the secondary schools level can make education at these levels functional in the following ways:

- I. In this generation of dynamic technological advancement, students should be exposed to the practical knowledge of what they are taught. They should be allowed to practice on their own as to make discoveries that could lead to invention and innovation.
- II. Administrators should help the teachers plan the curricula for their classes, ensure that they are relevant to the needs and interest of the student as well as the entire society where these students will function at adulthood.
- III. Administrators should ensure that functional skills evaluation are open-response and task-based which require problem solving and transferable skill.
- IV. Administrators should help the students develop physical skill, by getting involved in some psychomotor activities like; jumping, climbing trees, performing balancing acts and engaging in competitive games in addition to intellectual training emphasis.
- V. Administrators should make provision for vocational training like carpentry, catering, fashion and design of clothes, weaving, carving, blacksmithing etc.

- VI. Administrators must of necessity, ensure that students are taught community participation. They must be made to appreciate their roles as members of their immediate and extended communities. They should be taught to participate in some community works like road clearing, tree planting, crop harvesting, farming etc.
- VII. Administrators should also design programmes to keep schools safe and free from drugs, alcohol and cultism. Discipline should be instilled in the students to ensure a disciplined society.
- VIII. Administrators should consider functional education in its first meaning, that is present everywhere and at all times and its essence, the mutual influence of the members of society, and of their life-styles that act on every human.
- IX. Administrators should draw up programmes that help keep students' behaviours under control. They should establish rules, regulations and procedures that govern the entire school as well as behaviour plans for individual student. This will enable the learners develop into responsible adults that will contribute positively to national unity.
- X. Administrators should equally encourage good character building by training the students to be upright, honest, kind and helpful to others.

Conclusion

The goal of education in Nigeria include developing in the learner a well-balanced person who is morally dependable, mentally and physically fit, intellectually honest, economically efficient, scientifically literate, socially and culturally adjustable, vocationally equipped, nationally and internationally oriented. All these can be achieved only through effective and efficient functional secondary education for the purposeful of the acquisition of relevant knowledge, skills and development. Functional education system is the quickest and sure way to attainment of the goals of secondary education stated above since it produce needed human resource for national development and unity. Education administrators have immense role to play in making secondary education functional in Nigeria.

Recommendations

1. The present formal education system in Nigeria should be complemented with functional education.
2. Teacher education programmes should equally emphasis functional education.
3. Entrepreneurship education programmes, should be properly implemented by the education authorities.

4. Corruption, examination mal-practice and indiscipline which have deprived the education sector the capability of meeting the desired expectations of its stakeholders should be fought collectively by all and sundry.
5. Wealthy Nigerians should establish their investment in Nigeria in order to curb the menace of unemployment.
6. Teachers should adapt the teaching-learning processes and programmes of the youths in order to meet the challenges of changing technological advancement.
7. Teachers should use variety of teaching methods and repeated practice of tasks by which students grow in skills acquisition.
8. The present education curricula at secondary education levels should be re-planned to accommodate the functional education system.
9. Government should urgently make conditions of teaching service favourable for the teachers.
10. Seminars, conferences and workshops should be organized for school principals and teachers to enable them understand the need for functional education in our country.
11. Schools, especially secondary schools should commence non-formal skills training such as making of brooms, baskets, fans, clothes etc, for the youths so that when they leave school, they would be self-reliant or even marketable.
12. Government should take the issue of funding education very serious in order to provide conducive environment, educational infrastructures; facilities and materials for functional education to take root and sprout self and national development and unity.

References

- Abdu, A. (2005). Functional secondary education for self-reliance. The way forward. Multi-dimensional Journal of Research &Development. 5 (1), 101-108.
- Admin- (September 15, 2021) Definition, Meaning, Causes, Solutions &Facts of Insecurity in Nigeria.: [www.wefinder24.com>2021/09>definition](http://www.wefinder24.com/2021/09/definition).
- Akintokunbo, A. A. (2011). The problems &challenges of insecurity in Nigeria. Retrieved from http://transparencynig.com/index.php?option=com_content&view=article&id.
- Al-Rodhan, N. R. F. (2007). The role of education in global security. Retrieved from <http://www.sustainablehistory.com/the-role-of-education-in-global-security/>.

Functional Secondary Education and Challenges of Democracy, Insecurity and National Unity in Nigeria: The Place of Educational Administrators - Ogheneruona Erhinyodavwe Iggue,
Ph.D

- Adeola, G.L. & Oluyemi, F. (2012). The political & security implications of cross border migration between Nigeria & her Francophone Neighbours. *International Journal of Social Science Tomorrow*, Vol. 1, No. 3, pp 1-9.
- Chatham House (April 24, 2021) Why is democracy important to the world & how does it help maintain a just & free society?: www.chathamhouse.org.
- Dambazau, A. (2014). Education, security & national development: The case of Nigeria. Paper Presented for the 61st Interdisciplinary Research Discourse, The Postgraduate School, University of Ibadan on 5th November, at the Main Hall, Conference Centre, University of Ibadan.
- Dike, V. (2003). The state of education in Nigeria & the health of the nation. Retrieved from <http://www.afbis.com/analysis/education10204234737.htm>.
- Ekpo, C., (May 2014) Education for Unity & Development .Conference: Nigeria Economics Students' Association (NESA) At: Bingham University: www.researchgate.net >unity.
- Elimu, (2015) Symbols of National Unity: learn.elimu.org>topic >view.
- Eneremadu, K. E., Onwuagboke, J. N. & Nnennaya, E. E. (2012), ICT Education & National Security: Reduction of Youths Maladaptive Behaviours. A paper presented at the 1st Annual National Conference of Colleges of Education Academic Staff Union, Asaba.
- Ewetan, O. O. & Urhie, E. (2014). Insecurity & socio-economic development in Nigeria. *Journal of Sustainable Development Studies*, 5(1), 40-63.
- Ewetan, O. O. (2013). Insecurity & socio-economic development: Perspectives on the Nigerian experience. A lecture Delivered St. Timothy Anglican Church, Sango-Ota, Ogun State,
- Federal Republic of Nigeria, (1981 Revised 2013), National Policy on Education, Abuja: 2nd & 4th editions.

- Isham, A. B, Musa, T. A. & Abdulhafiz, Z., (April 21, 2019) Oasis Educational Consults, Abuja, Nigeria. Email: oasisconsults@gmail.com.
- Kayode, A. & Adagba, O. S., (January 2014), Functional education in Nigeria: a catalyst for effective poverty alleviation. *Research Journal in Organizational Psychology & Educational Studies* 3(4) 313-318. *Emerging Academy Resources* (2014) (ISSN: 2276-8475) www.emergingresource.org.
- Muhammad, S. A., (18th November, 2021) *The Imperative Of National Unity*: www.thisday.com>2021/12/02.
- Nwadiolor, E. (2011). *Nigeria & Security Challenges*. June 20th, Vanguard Newspaper, 4-9
- Oma (Tuesday, 28/07/2020) *National Unity* : www.tansicollege.edu.ng >content >wee.....
- Olawale (2016). Top 5 causes of insecurity in Nigeria. Retrieved from <http://nigerianfinder.com/top-5-causes-of-insecurity-in-nigeria/>.
- Onuoha, F.C. (2011). Nigeria's vulnerability to terrorism: the imperative of a counter religious extremism & terrorism (CONREST) Strategy, *Peace & Conflict Monitor* (2 February, 2011). Retrieved from [http://www .monitor.peace.org/innerpg.cfm?id](http://www.monitor.peace.org/innerpg.cfm?id).
- Orobosa, U. (2010). Education & national Development in Nigeria. <http://community.vanguardngr.com/profiles/blogs/education> & national development. Retrieved 2/5/2014
- Otite, E. (2012). State of insecurity in Nigeria: A challenge to the government. Retrieved from http://nnn.com.ng/?page_id=4449
- Shakul, T., (Oct 17, 2011) *Democracy & Its Impact on Education*: <https://www.scribd.com>>document.
- Udoh, E. W. (2015). Insecurity in Nigeria: Political, religious & cultural implications. *Journal of Philosophy, Culture & Religion*, 5, 1 – 7.

Functional Secondary Education and Challenges of Democracy, Insecurity and National Unity in Nigeria: The Place of Educational Administrators - **Ogheneruona Erhinyodavwe Iggue, Ph.D**

Wikipedia in Eduhutch, (July 05, 2021), Definition of Education by Different Authors: <https://Eduhutch.blogspot.com>defin...>

Wikipedia (2014). Millennium Development goals. www.en.m.wikipedia.org/wiki/millennium_developmentgoals. Retrieved 9/5/2014. Wikipedia (2014). The Concept of Development. www.uky.edu/.../concept_of_development. Retrieved 9/5/2014