

Reinventing Economics Education for National Security

¹**Ukoro, Anthony**

*Department of Agricultural and Vocational Education,
Michael Okpara University of Agriculture,
Umudike Abia State, Nigeria.
Email: ukorouchenna125@gmail.com*

²**Ede, Maxwell Okwudili**

*Department of Agricultural and Vocational Education,
Michael Okpara University of Agriculture,
Umudike Abia State, Nigeria.
Email: ede.maxwell@mouau.edu.ng*

Abstract

The imperativeness of national security to sustainable development has in recent years made it one of the main goals pursued by both developing and developed nations. Consequently, this paper focused on examining reinventing Economics Education for national security. The purpose of the study were to understand the security challenge in Nigeria, establishing the role of Economics in promoting national security and the strategies for reinventing Economics Education for national security. The paper found that the roles of Economics Education in promoting national security include that Economics Education promotes Human Capital Development, prepares individuals for productive employment, promotes national unity and imparts economic literacy that enables individuals in participating in national economic discourse and proffering solution to issues challenging national security. Furthermore, the study found that the strategies reinventing Economics Education for national security are: by repositioning the Economics curriculum, integration of more entrepreneurial contents into the Economics curriculum to meet current needs, ensuring strict adherence to the implementation of Economics curriculum for the production of quality or competent students who can proffer solution to societal problem, provision of educational facilities and infrastructure to implement Economics curriculum and Training and retraining of Economics educators: this is another way of improving Economics Education for national security. Some suggestions were made which among others include that government should improve on the budgetary allocation to educational sector in order to provide all the necessary facilities that are needed for effective Economics Education. That there should be improved motivation of Economics educators by the government, school authority and the general public for maximum performance by the teachers; and the government should establish research centers and provide adequate fund.

Keywords: Economics, Economics Education, Economics Educators, National Security, Economics curriculum.

History:

Received : December 10, 2024

Revised : January 10, 2024

Accepted : March 10, 2024

Published : June 30, 2025

*Corresponding author: ukorouchenna125@gmail.com

Publisher: Network for Educational Advancement and Development

Licensed: This work is licensed under
a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)



INTRODUCTION

The potency and efficacy of education in addressing contemporary developmental challenges has been recognized by both developed and developing nations alike. This is owed to its roles in developing human capital by empowering people with knowledge, skills and attitudes for meaningful living. The attainment of a meaningful living is a mirage in an absence of adequate security of lives and property.

Security is the condition or feeling of safety from harm or danger, the defence, protection and the absence of threats to acquire values. It is the activities involved in to avoid, prevent, reduce or resolve violent conflict – whether the threats come from other states or non-state actors (Igbuzor, 2011). It could therefore be said that security is essential to national cohesion, peace and sustainable development. According to Paleri (2008), national security may be defined as measurable state of the capability of a nation to overcome the multidimensional threats to the apparent well-being of its people and its survival as a nation-state at any time. National security entails the prevention of petty crimes such as burglary, stealing, cattle rustling, and serious crimes such as armed robbery, human trafficking, kidnapping, e-crimes, frauds, societal-ills such as cultism, which are believed to be on the increase due to poverty and unemployment. Corroborating this, Oladeji and Folorunso (2017), asserted that national

security is a desideratum, sine qua non for economic growth and development of a country. Oche in Komolafe (2019) stated that security has to do with freedom from danger or with threats to a nation's ability to protect and develop itself, promote its cherished values and legitimate interests and enhance the wellbeing of its people. Thus, internal security is freedom from or the absence of those tendencies which could undermine internal cohesions for the promotion of its core values and social-political and economic objectives, as well as meet the legitimate aspirations of the people. Internal security also implies freedom from danger to life and property (Oche in Komolafe (2019). Internal security therefore, could be said to be freedom from menace that divides, factionalizes and manipulates people within a society/state who hoped to benefit by exploiting divisions and fault lines, thereby walking the country and bringing the situation down to a level that poses a threat to lives and means of livelihood.

National security is a collective responsibility and process which every citizen should be part of and to which they must continue to subscribe for in order to achieve maximum protection and common good. As we develop a culture of alertness, our states, local governments and communities, faith-based and civil society organizations, businesses and indeed every stakeholder must be partners in ensuring safety and security of our nation.

The National Security Strategy is a wake-up call on every Nigerian to develop that individual and collective consciousness and readiness to forestall, preempt, protect and defend the country against natural and man-made disasters. It also demands multi-sectoral, domestic and international approaches, efforts and co-operation. The National Security Strategy is carefully thought-out and approaches from a comprehensive perspective, leaving nothing to chance, yet honest enough to accept that sometimes crime will be ahead of the law. In the event of this happening, the plan envisages that our national character, robust spirit, resourcefulness and optimism shall provide the needed succour and springboard for recovery and counter-offensive to secure victory. Nigeria's National Security Strategy recognizes that while the country must continue to focus on the persistent and evolving terrorist threats, it must at the same time address the full range of potential catastrophic events, including man-made and natural disasters, due to their implications for national security. The purpose of Nigeria's National Security Strategy is to guide, organize and harmonise the nation's security policies and efforts. The strategy provides a common framework on which the entire nation should focus its efforts. A National Security Strategy is required to maintain the survival of the nation through the use of economic power, diplomacy, military and political power. It encompasses a broad range of facets, all of which tie into the nonmilitary or economic security of the nation and the values espoused by the national society. To ensure National Security, we need to possess economic security, energy security, environmental security and adequate provision for the safety and personal security of all citizens.

National security is made up of certain elements which include environmental security, economic security, military security and political security. Environmental security deals with environmental issues which threaten the national security of a nation in any manner. Economic security involves the creation and protection of jobs that supply defense and non-defense needs. Also, military security implies the capability of a nation to defend itself and/or deter military aggression. Political security is about the stability of the social order (Okoye & Okwelle, 2013). The state of insecurity in Nigeria today has brought about so many challenges with various negative effects. This has led to political, social and economic disruption which in turn has resulted in slow economic growth and development (Sani, 2013). There is no doubt that a lot of measures would have to be put in place to address security issues in the country. Folaranmi and Adegbenro (2007) admitted that graduate unemployment in the country today has become a serious problem which has constituted a serious threat to the nation's economy with its

attendance social problems of armed robbery, youths' restiveness, prostitutions, female trafficking, insurgency and advance free fraud which has reached an alarming height. It however, seems that all the efforts the federal government of Nigeria had put in place to solve the problems seem to have failed.

Moreover, the prevailing activities of the cultists, armed robbers, kidnappers, drug and human traffickers, banditry, insurgent/militant, groups, cattle rustling, Boko haram and herdsmen have reached alarming proportions that Nigerians are having sleepless nights over the internal security and how to curb them. Looking at the people that have been arrested for these violent activities, one can say that the greatest threats to Nigeria security, is youth unemployment which is as a result of lack of relevant knowledge, attitudes and skills by the youths. Corroborating this, Onuoha (2012), opined that internal security has been greatly undercut by violent activities of civilian-in-arms which include radicalized religious and regional youth groups, among which are the Arewa People's Congress (APC), Bakassi Boys, Boko Haram, Egbesu boys, Indigenous People of Biafra (IPOB), Herdsmen, the Movement for the Actualization of the Sovereign State of Biafra (MASSOB), Movement for the Emancipation of the Niger Delta (MEND) and Oodua People's Congress (OPC). Consequently, Eme and Anthony (2011) posited that matter of safety and security are topical issues in today's Nigeria and life has always been precarious in the country as it is subject to all manners of dangers. They further argue that there is the fear of kidnappers, political and economic related assassination and extra-judicial killings which have rapidly become familiar features of our landscape. The impact of this massive sense of insecurity on both psychic and overall functioning of Nigerians cannot be overestimated. In view of this, Adetokunbo (2011) admitted that there is the challenge to rethink and improve on policy and institutional means of dealing with security concerns in the country.

Nigeria in recent times has witnessed an unprecedented level of insecurity which has ranked the country low in the Global Peace Index signifying a worsened state of insecurity in the country (Olanipekun & Alabi, 2007). The most serious security threats according to them in Nigeria at the moment are those in the category of the violent religious extremism of Boko Haram, the Niger Delta militants, the discontent and separatist call by IPOB and MASSOB, high rate of kidnapping, robbery, the Fulani herdsmen and many other violent acts. The activities of these sects have led to the untimely death of many Nigerians including foreigners. The Boko Haram terrorists employ such tactics as suicide bombing, organized attacks on security men and rural communities while the militants and others engage in kidnapping for ransom. Amen (2018) asserted that clashes between herdsmen and farmers in Adamawa, Benue, Taraba, Ondo and Kaduna have resulted in 168 deaths in January 2018 alone. According to her, in 2017, clashes between nomadic herdsmen and local farmers resulted in at least 549 deaths and thousands displaced across Enugu, Benue, Taraba, Zamfara, Kaduna, Plateau, Cross Rivers, Adamawa, Katsina, Delta and Ekiti States. Sustainable development cannot be achieved in a country where security challenges are monumental. The insecurity in Nigeria is sending a wrong signal to the international community. As a result of this, many international agencies and countries according to Adesina cited in Gbadamosi and Omidiji (2017) have intensified their warning to their citizens of the risks involved in traveling and doing business in some parts of the country. The question for everyone in Nigeria today is 'can there ever be security of lives and properties in Nigeria?' This can only be answered when attempt is made to lay emphasis on educational programme that can engage the teeming youth in self-employment and sustain the economy. It is imperative to x-ray how Economics Education can be instrumental towards promoting national security in Nigeria. Therefore, this paper examined how Economics education could be reinvented for National Security.

Security Challenges in Nigeria

Several notable security challenges have hitherto confronted Nigeria as a country. Among these key challenges are the activities of the insurgent Boko Haram groups, the incessant clash between herdsmen and local farming communities, the protests from oil producing communities in the Niger Delta and violent ethno-nationalism spreading across the country.

1. **Activities of Boko Haram Insurgency:** Nigeria is one of the countries in Africa in which terrorism has taken root. This has taken the form of insurgency. Although different groups have emerged at different points in the country's political history and have assumed different forms, in scope, choice of targets and logistical capability, none is quite comparable with Boko Haram. Violence emanating from religious radicalization took a different shape consequent upon the emergence of the new Boko Haram. The severity of the Boko Haram insurgency is underscored by captured territories, pillage, mass abductions and indoctrination. Terrorism has caused a lot of problems in Nigerian society among which are: mass displacements and migrations; creation of refugee populations and other forms of inhuman conditions; undermining of agricultural and other economic activities with potential for famine; destruction of infrastructure and undermining the rule of law, public safety and security, and national cohesion; enabling crime and instability; exacerbating community tensions and increasing the threshold of violence; constituting an obstacle to development; diverting resources away from critical areas of need; creating conditions for aggravating human rights violations and abuse; undermining investment and tourism; encouraging of violent response to grievances; contributing to the proliferation of Small Arms and Light Weapons (SALWs); xiii. Entrenching fear and insecurity (Adibe, 2012).
2. **Activities of herdsmen:** In like manner, there have been several cases of conflicts involving pastoralists and there is the distinct possibility that Boko Haram may at a stage tap into this, to further foment trouble against the background of the explanation provided above, therefore, it is expected that greater understanding would be demonstrated in the handling of issues involving pastoralists. The parts of the country mostly affected are Plateau, Nasarawa, Benue, Taraba, Adamawa, Kaduna, Zamfara, Ogun, Ondo, Ekiti and Cross River states amongst others. Lives have been lost, livestock and crops worth millions of Naira have been destroyed. What is particularly worth taking into consideration is that, some of the states affected by the Pastoralist conflicts are currently not being affected by the Boko Haram insurgency. Consequently, the instability created by Pastoralist conflict serve as an advantage that Boko Haram may want to exploit in these communities.
3. **Violent Ethno-nationalism** Also, in the last decade, violent ethno-nationalism has become a major security concern that has further aided acrimonious inter-group relations among communities. Ethno-nationalist groups have emerged across the country, with the Biafra secessionist group under activist Nnamdi Kanu being the most prominent of all. In the South Western part of the country, is also the Oodua People's Congress fighting for the interest of the Yoruba Speaking sections of the country and the Arewa People's Congress in the North. In the zero-sum politics of the nation, these groups have been engaged in occasional clashes. It is unfortunate that the country's security challenges continue to get worse from late 2020 till date. It is on record that within this period, over 1,000 children and students have been kidnapped by armed terrorists with little or no intervention of government security agencies in their rescue. Over 3,000 people have been kidnapped by armed bandits for ransom; about 3,000 have been killed in violent attacks by armed herders and 500 killed in cult clashes. Also, 300 people have been killed in extra judicial killings and double of that number have been lost to communal crises. Furthermore, dozens of soldiers have been killed by jihad

terrorists and hundreds of security agents killed by gunmen (Olanipekun & Alabi, 2017).

4. Transnational organized crimes are another problem that militates against security in Nigeria. Transnational organized crimes such as terrorism, illegal oil-bunkering, crude oil theft, illegal fishing, kidnapping, hostage-taking, armed robbery, cyber-crime, smuggling, money-laundering, financial crimes, drug and human-trafficking, piracy, environmental pollution and proliferation of Small Arms and Light Weapons (SALW) have become major security threats. Kidnapping In the ranking of threats, kidnapping is arguably one of the newest and latest threats (Olawole, 2013). It is partly attributed to the growing unemployment syndrome in the polity. Owing to the relative ease with which it is designed and executed and the huge and quick return on crime, kidnapping offers about the most attractive and fastest opportunities of getting rich. It thrives on the twin elements of fear and surprise. Today it has snowballed into a multibillion Naira venture and constitutes a grave threat to personal security. For example, between 2008 and 2012, a total of 2,437 kidnapping cases were reported in the country. A total of 504 cases were reported in the first Quarter of 2014. The national security strategy recognizes the desperation of the perpetrators, vulnerability of victims, the limitation of security forces as well as social inequities, poor victim-support programmes and enlightenment campaigns and seeks a comprehensive strategy to tackle this threat (Olawole, 2013).
5. Proliferation of small arms and light weapons as part of the source of security threat in Nigeria. The proliferation of small arms and light weapons (SALW) is a global phenomenon arising from conflicts across the globe. The situation was compounded by the disorderly end of the Cold War leaving multitudes of catches of arms and weapons in the open market. Presently, more than 90 countries produce various types of SALW and ammunition. It is estimated that more than 857 million SALW are in circulation today, aside from twelve (12) billion rounds of ammunition produced annually (Olawole, 2013). Of these, 10 million SALWs are estimated to be in Africa with one million of these in Nigeria. Peculiar to Nigeria are its civil war and its aftermath, prolonged military rule and political violence. These circumstances which helped grow the numbers of SALWs were compounded by major conflicts in West and North African 20 countries, notably, Liberia, Sierra Leone, Cote d'Ivoire and much more recently, Mali and Libya. Confrontations with non-state actors and fringe elements clearly indicate that the state no longer has monopoly of instruments of coercion. Perhaps there is no better proof of this than the frequency of those confrontations and the resultant security casualties there from (Olawole, 2013).

Nigeria as a country acknowledges the pivotal role of education in her socio-economic development, and continues to make several efforts towards providing her citizens with the most effective education possible. Thus, the Federal Republic of Nigeria (FRN) (2014) in her National Policy on Education expressly stated that one of the main goals of education is the development of appropriate skills, mental, physical and social abilities and competencies to empower the child to live in, and contribute productively to the society. Many subjects and courses are studied at different institutions of learning in Nigeria to achieve those goals of education in Nigeria. One of those subjects and courses at secondary and higher level of education respectively is Economics. The teaching and learning of Economics therefore become a medium for the realization of these goals.

Economics is one of the subjects that are offered in both senior secondary schools and institution of higher learning. It is classified among such subjects like Literature in English, Geography, Government, History, Visual Arts, Music, Christian Religious studies and French

in humanities as an elective subject and taken in West African School Certificate Examination (WASCE), National Certificate Examination (NECO), General Certificate Examination (GCE), Unified Tertiary Matriculation Examination (UTME) and other external examinations. According to Lord Robbins, Economics is defined as the social science that studies human behavior as a relationship between ends and scarce means which have alternative uses (Anyanwuocha in Ede, Oleabhiele & Modebelu, 2016). It is a social science that deals with how individuals, firms and government make choices in allocating their limited resources to satisfy unlimited wants.

The history of Economics as a subject offered in secondary schools in Nigeria dates back to late 1960s when it was introduced in the curriculum as one of the core subjects after English and Mathematics; and subsequently written in West African School Certificate Examination (WASCE) in 1967. In 1985, the first Economics curriculum was developed by the Comparative Education Study and Adaptation Centre (CESAC) (NERDC, 2008). The curriculum made Economics a compulsory subject with English and Mathematics. Prior to the development of the first Economics curriculum in 1985 in Nigeria, there was the Economics syllabus which was usually copied from the British syllabus by the colonial educators. Consequently, the various editions of the syllabus were used until 1985 when CESAC developed the first national Economics curriculum (Ugwuanyi & Eneogu, 2016). The Economics curriculum was reviewed and reformed in 2008 by the National Education Research Development Council (NERDC). The recent Economics curriculum review made Economics an elective subject among others in humanities. This led to the incorporation of some emerging issues like value re-orientation, human right education, family life/ HIV and AIDS, Millennium Development Goals (MDG), National Economic Empowerment and Development Strategies (NEEDS), Vision 2020 among others aimed at improving the quality of human life in the society (NERDC, 2008).

Economics is taught in senior secondary school to: equip learners with basic knowledge and understanding of how to use tools of economic analysis such as tables, graphs, measures of location, measures of dispersion or variability in various situations to solve diverse problems affecting mankind; enable students understand the relationship and interdependencies that exist between the different unit of an economic system and also to use them in solving economic problems; help them apply economic models in tackling problems and to participate substantially in an economic argument and in deducing logical conclusion from a given set of fact (Joint Committee on Education in Lim, 2013). More so, Economics equips individuals with requisite skills and economic literacy that make them to engage in a meaningful and worthwhile activities that bring and sustain peace in their immediate economy or society. Economics irrespective of the level of education and where it is taught, needs to be handled by experts that have the required knowledge, skills and methodology of to teaching otherwise known as Economics educators.

Economics Education is an aspect of Economics that is concerned with the use of appropriate methods, materials and strategies in imparting Economics knowledge, principles and skills to individuals. It is the aspect of Economics that involved in equipping individuals with the right skills and methods needed to teach Economics at different levels of education. Economics education is concerned with economic literacy in an economy using the appropriate skills and methods. Ede and Akarowhe (2021) described Economics education as a special discipline concerned with investigating societal issues from economic perspective and adopting educational prerogative to solve them.

Economics education which is taught at the tertiary level of education according to Ede, Oleabhiele and Modebelu (2016) has the following objectives:

1. To produce highly motivate, conscientious and efficient Economics teachers.

2. To produce graduates well-equipped with critical skills and abilities to analyze economic problems.
3. To equip graduates with the ability to apply the knowledge and skills gained from Economics education in solving personal and societal economic problems and policies.
4. To develop in graduates through the study of Economics, a wide range of transferable skills that will be of value in employment and self-employment.
5. To generate in students an appreciation of the economic dimensions of wider social and political issues.

Roles of Economics Education in Promoting National Security

Economics Education can facilitate national security in diverse ways. Among these ways include:

1. The promotion of Human Capital Development: Part of the source of insecurity in Nigeria is poor human capital development. People channel their undeveloped potential towards violence as a result of frustration thereby constituting nuisance in the society. Economics Education increases qualitative human capital which leads to skilled manpower, more scientific innovation, improved economic production/Gross Domestic Product, less unemployment and the social pressures that often constitute part of the structural causes of rebellion, violence, extremism, militias and other armed uprising. Therefore, with economic literacy, individuals are equipped with critical thinking and analytical skills to proffer solutions to problems rather than creating more of such problems.
2. Prepares individuals for productive employment. Acquisition of economic literacy increases the learner's employability and equips him with all that will enable him identify business opportunities, invest in such opportunities and succeed in it. The development of such skills enables recipients to earn more remuneration or income or be self-employed thereby contributing to national development rather than constituting security threat to the nation.
3. Economics Education promotes national unity: Economics has been recognized by scholars as an apparatus or tool for thinking rather than a mere doctrine for intellectual gymnast. Economics education increases individual's capacity for objective and critical reasoning, making informed judgment, understand the relationship and interdependencies that exist between the different unit of an economic system and skill to tolerate other people's position in the society. Through the inculcation of appropriate economic values and world views, Economics education can break social taboos and schisms among social groups in Nigeria and establish a bridge across social divides (ethnicity, religion and intergenerational). For instance, if the herdsmen have economic literacy, they will understand the economic implications of driving and rearing their cattle on people's farm.
4. Economic literacy which Economics education imparts enables individuals to participate in national economic discourse, proffering solutions to issues challenging national security. Therefore, Economics Education is crucial to improving the quality of debates and discourse on economic and other policies of government.

Having explored the roles of Economics education in promoting national security, it is very important to reinvent the course to achieve those lofty roles. To reinventing Economics education implies repositioning the course curriculum in tertiary institutions to inculcate appropriate social values on her recipients. This involves reviewing the course contents of Economics education with those values that abhors the destruction of lives and property but recognizes the economic values of every life lost or property destroyed.

Strategies for Reinventing Economics Education for National Security

The place of Economics Education in achieving national security could be realized through the following ways:

1. Repositioning the Economics curriculum: the Economics curriculum needs to be reviewed and reintroduced to make it appropriate and more robust in addressing myriads of economic challenging ravaging the current Nigerian society. This implies improving it to be in tune and in apposite to contemporary economic reality. This could be done by returning Economics to core subject in secondary school curriculum as it was before. This is because the present curriculum that made Economics elective among subjects offered in humanity is grossly inadequate. It denies the students the opportunity of being equipped with skills or intellectual capacity to cope with the plethora of economic challenges in our society today. Most of them opt for other subjects not necessarily because of the relevance of those subjects in their career and aspiration but of their simplicity. Their phobia for mathematical or statistical related concepts in Economics being their excuse or excuse for depriving themselves opportunity for Economic literacy.
2. Integration of more entrepreneurial contents into the Economics curriculum to meet current needs: More so, there is need to integrate entrepreneurship content into the Economics curriculum as a way of equipping the students with entrepreneurial competencies to engage and succeed in enterprises in the country. Small and medium scale enterprise has being identified as a sector that has the capacity of absolving a great number of unemployed graduates owing opportunities it creates for employment. Therefore, incorporating entrepreneurship content into the subject/courses will make it more robust in increasing employment prospects for graduates and youth. This is line with Olupayimo (2017) who affirms that the problem of unemployment and underemployment combined with abject poverty could be eradicated if the strategy of entrepreneurship education is employed. This would go a long way to enthrone national security in the country.
3. Ensuring strict adherence to the implementation of Economics curriculum for the production of quality or competent students who can proffer solution to societal problems: to ensure that the objectives of Economics education are realized and that national security is enthroned, there must be strict supervision or monitoring of the Economics teachers and all that are concerned with the implementation of Economics curriculum. This may in the form of ensuring adequate planning of lesson, effective teaching of lesson planned, effective assessment or evaluation of learners on Economics etc.
4. Provision of educational facilities and infrastructure to implement Economics curriculum: to achieve the goal of reinventing Economics Education for national security, the government should make frantic effort to equip the schools with the needed teaching and learning facilities particularly those that make innovative learning possible. This may include the provision of digital devices or Information and Communication facilities for the enhancement of computer-based instruction.
5. Training and retraining of Economics educators: this is another way of improving Economics Education for national security. It involves updating the knowledge of Economics teachers as well as the pedagogical skills through relevant professional development programmes. This may take the form of organizing seminars, symposium, workshop, conferences, and summit, on the job training among others to educate the Economics teachers on the contemporary innovative instructional techniques in our society today. This would go a long way to update their knowledge and get them poised

to implement the Economics curriculum effectively as well prepare the students to face national security challenges in the society.

CONCLUSION

Achieving national security has in recent years become the central focus of the new development paradigm. This is because national peace, security and political stability do not come from the building of arms and ammunitions; but, eradicating hunger, diseases, poverty and unemployment through sustainable development programmes, hold the key to an enduring national security. To this effect, this paper investigated reinventing Economics Education for national security with the purpose of establishing the role of Economics in promoting national security and the strategies for reinventing Economics Education for national security. The paper found that national security could be promoted through Economics Education by repositioning the Economics curriculum, integration of more entrepreneurial contents into the Economics curriculum to meet current needs, ensuring strict adherence to the implementation of Economics curriculum for the production of quality or competent students who can proffer solution to societal problem, provision of educational facilities and infrastructure to implement Economics curriculum and Training and retraining of Economics educators: this is another way of improving Economics Education for national security.

RECOMMENDATIONS

The following recommendations were made for the study:

1. The government should improve on the budgetary allocation to educational sector in order to provide all the necessary facilities that are needed for effective Economics Education.
2. There should be improved motivation of the Economics educators by the government, school authority and the general public for maximum performance by the teachers
3. The government should establish research centers, provide adequate fund and sponsorship of research in Economics Education for best practices and as well demand for global competitiveness in Economics Education
4. There should massive sensitization of the students on the relevance and place of Economics in their career pursuit and nation building.

REFERENCES

- Ede, M.O., Oleabhielle, E. O. & Modebelu, M. N. (2016). Fundamentals of Economics Education: Socoa Heritage Nig. Ltd.
- Ede, M.O. & Akarowhe (2021). Perception of Economics Educators on the nature of Economics education. *International Journal of Economics Education Research* 4(1), 55-67.
- Ede, M.O. & Akarowhe (2021). Repositioning Entrepreneurship in Economics Education: A veritable tool for achieving Education for sustainable development (ESD) in Nigeria. *Journal of Economics and Management Research*.
- Eme, O.I. & Anthony, O. (2011). The Challenges of Insecurity in Nigeria: A Thematic Exposition. *Interdisciplinary journal of Contemporary Research* 3(8)280-387

- Federal Republic of Nigeria (2014). National Policy on Education. Yaba – Lagos NERDC Press.
- Gbadamosi, O.M. & Omidiji, S.A. (2017). Assessment of vocational and technical education for sustainable development. A conference paper presented at the CRID international conference held at the Federal Polytechnic, Ado Ekiti, Nigeria.
- Jubril, A.H. (2010). Towards improving the standard of Vocational and Technical Education in Nigeria. *Journal of Business Educational Research and Development* 1(1) 40-44.
- Igbuzor, O. (2011). Peace and Security Education: A Critical Factor for Sustainable Peace and National Development. *International Journal of Peace and Development Studies*. 2(1), 43-51
- Komolafe, I. A (2019). Enhancing Business Education For National Security And Transformation. *AL-HIKMAH JOURNAL OF EDUCATION*, 6,(2),43-45
- Lim, C.P. (2013). Information and Communication Technology; Addressing the challenges of communication technology. *International Review of Economics Education*, 2(1, 25-54.
- Nigeria Educational Research and Development Council (NERDC) (2008), National Economics Curriculum
- Okoye, K.R. F. & Okwelle, P.C. (2013). Complex Mix of Socio-Political Synergy on Technical Vocational and Training (WET) in Nigeria. *Kuwait Chapter Journal of Business and Management Review*, 3(3), 28-40
- Oladeji, S. I. & Folorunso, B. A. (2017). The Imperative of National Security and Stability for Development Process in Contemporary Nigeria. *African Economic and Business Journal*. 5(2), 65- 71
- Olanipekun, B. & Alabi, T.O. (2017). Linguistic approach to security challenges and sustainable national development in Nigeria. A conference paper presented at the CRID international conference held at the Federal Polytechnic, Ado Ekiti, Nigeria
- Olawole, S.A. (2013). Enriching the Job/Entrepreneurial Opportunities in Office Technology and Management Programme in Nigerian Polytechnic. *Journal of Business Educators of Nigeria* 2(2) 23-26
- Onuoha, F. C. (2012). The Audacity of the Boko Haram: Background, Analysis and Emerging Trend. *Security Journal*, 25(2), 134-151
- Paleri, P. (2018). *National Security: Imperatives and Challenges*. New Delhi: Tata McGraw-Hill.
- Ugwuanyi, B. E. & Eneogu, N.D. (2016). Economics curriculum integration (diversification) for internships and wealth creation in Nigeria. *Official Journal of Faculty of Education, university of Nigeria Nsukka*, 12(2)177-180.