



Education without fear: securing the future of the south-east through English language education amid national security challenges

Hilary Onweazu Okafor

Federal College of Education (Technical) Umunze, Anambra State

Stella O. Emejuo

Federal College of Education (Technical) Umunze, Anambra State

KEY WORDS

English Language
Education, Security
Challenges, South-East
Nigeria, Sustainable
Development.

ABSTRACT

Education remains a fundamental instrument for societal development, national integration, and sustainable peace. However, persistent security challenges in Nigeria, particularly in the South-East geopolitical zone, have significantly disrupted teaching and learning activities, threatening the future of education and human capital development. This paper examines the role of English Language Education as a strategic tool for securing educational continuity and fostering resilience amid prevailing security concerns. Adopting a qualitative documentary research approach, the study explores how insecurity, including violence, school closures, kidnappings, and social unrest, affects access to quality education and the effective teaching and learning of English, Nigeria's official language and principal medium of instruction. Drawing on relevant literature and documentary evidence, the paper argues that English Language Education promotes critical thinking, effective communication, social cohesion, and access to global knowledge, thereby equipping learners with the competencies needed to navigate contemporary societal challenges. The paper further contends that safeguarding educational spaces and strengthening English language instruction are essential for rebuilding confidence in the educational system and securing the future of the South-East region. It recommends enhanced school security, technology-driven learning approaches, teacher capacity development, peace education, and collaborative efforts among stakeholders to ensure uninterrupted learning. The study concludes that education without fear is indispensable for sustainable development, peace building, and long-term socio-economic advancement in South-East Nigeria.

1. Introduction

Education is universally recognized as a fundamental instrument for national development, social transformation, and human capital formation. It serves as a means through which societies transmit knowledge, skills, values, and cultural heritage from one generation to another. Beyond its role in personal development, education contributes significantly to economic growth, social cohesion, democratic participation, and sustainable development (UNESCO, 2024). Consequently, access to quality education is regarded as a fundamental human right and a critical prerequisite for the advancement of individuals and societies.

In Nigeria, education occupies a central position in national development planning. The National Policy on Education identifies education as an instrument par excellence for national development and emphasizes its role in fostering unity, self-reliance, and socio-economic progress (Federal Republic of Nigeria [FRN], 2013). As a multilingual and multicultural nation, Nigeria relies heavily on education to promote national integration and facilitate communication among its diverse ethnic and linguistic groups. Within this framework, the English language functions as the official language and the principal medium of instruction at the post-primary level of education. Its strategic position makes it indispensable for academic

* Corresponding author's E-mail address: hilary.okafor@fcetumunze.edu.ng

advancement, governance, commerce, diplomacy, and inter-ethnic communication (Bamgbose, 1991).

Despite the recognized importance of education, the Nigerian educational system has faced numerous challenges in recent years, particularly those associated with insecurity. Across different parts of the country, incidents of insurgency, banditry, kidnapping, communal conflicts, armed violence, and attacks on educational institutions have disrupted teaching and learning activities. These security challenges have created an atmosphere of fear and uncertainty, thereby affecting school attendance, academic performance, teacher retention, and overall educational outcomes (UNICEF, 2024).

The South-East geopolitical zone, comprising Abia, Anambra, Ebonyi, Enugu, and Imo States, has experienced varying degrees of insecurity arising from social unrest, violent attacks, and movement restrictions. These developments have negatively affected educational activities through school closures, disruptions of academic calendars, destruction of educational infrastructure, and threats to the safety of learners and educators. Such disruptions undermine the objectives of education and pose significant risks to human capital development in the region.

The consequences of educational disruption extend beyond the classroom. UNESCO (2024) notes that prolonged interruptions in learning can increase school dropout rates, reduce educational attainment, widen socio-economic inequalities, and expose young people to various social vices. In regions affected by insecurity, the loss of instructional time often translates into reduced learning outcomes and diminished opportunities for future socio-economic advancement. Ensuring uninterrupted access to education within a safe learning environment has therefore become an urgent priority for governments, educational stakeholders, and development partners.

Within this context, English Language Education assumes a particularly strategic role. As the primary medium through which formal education is delivered in Nigeria, proficiency in English provides learners with access to knowledge, technological innovations, academic opportunities, and global communication networks. According to Crystal (2003), English has evolved into a global language that facilitates international communication and access to scientific, technological, and educational resources. Competence in English therefore enhances critical thinking, effective communication, problem-solving abilities, and participation in national and international discourse.

Furthermore, English Language Education contributes significantly to social cohesion and national integration. As a language of wider communication, English provides a common linguistic platform through which citizens from diverse ethnic and linguistic backgrounds can interact effectively (Bamgbose, 1991). This shared medium promotes intercultural understanding, mutual respect, and peaceful coexistence. In societies affected by insecurity and social fragmentation, such functions become particularly important in fostering resilience, dialogue, and collective problem-solving.

This paper examines the relationship between education, security, and sustainable development in South-East Nigeria, with particular emphasis on the role of English Language Education. It explores the effects of national security challenges on educational development and analyzes how English Language Education can contribute to securing the future of the region. The paper also identifies practical strategies for promoting education without fear and ensuring access to safe, inclusive, and quality education despite prevailing security challenges.

Education

Education is a lifelong process through which individuals acquire knowledge, skills, values, attitudes, and competencies necessary for personal and societal development. It is a deliberate and systematic means of transmitting cultural heritage and preparing individuals for productive participation in society. Fafunwa (1974) describes education as the aggregate of all processes

through which a child develops abilities, attitudes, and forms of behaviour that are positively valuable to society.

Education serves multiple functions, including intellectual development, socialization, economic empowerment, and citizenship formation. According to UNESCO (2024), education is not only a fundamental human right but also a key driver of sustainable development, social inclusion, and peace building. Through formal, non-formal, and informal learning processes, education equips individuals with the competencies required to adapt to changing social, economic, and technological realities.

In Nigeria, education occupies a strategic position in national development efforts. The National Policy on Education recognizes education as an instrument *par excellence* for achieving national objectives and promoting social transformation (FRN, 2013). However, the effectiveness of education depends largely on the existence of a peaceful and secure environment in which teaching and learning can occur without disruption.

Security

Security generally refers to the condition in which individuals, communities, and institutions are protected from threats, danger, fear, and harm. Traditionally, security was viewed primarily from a military perspective, focusing on the protection of territorial integrity and state sovereignty. Contemporary perspectives, however, recognize security as a multidimensional concept encompassing political, economic, social, environmental, and human dimensions (Buzan, 1991).

The United Nations Development Programme (UNDP, 1994) introduced the concept of human security, emphasizing freedom from fear and freedom from want as essential components of sustainable development. From this perspective, security involves creating conditions that enable individuals to pursue their aspirations and enjoy a dignified quality of life without exposure to persistent threats.

National Security

National security refers to the capacity of a state to protect its territorial integrity, political sovereignty, institutions, and citizens from internal and external threats. Wolfers (1962) observe that national security encompasses both objective conditions of safety and the subjective perception of freedom from fear. In contemporary discourse, national security extends beyond military defense to include economic stability, social cohesion, environmental sustainability, and human development.

English Language Education

English Language Education refers to the systematic teaching and learning of English as a second language within formal educational settings. In Nigeria, English serves as the official language and the principal medium of instruction beyond the lower primary level of education (FRN, 2013). Consequently, competence in English is essential for academic success, professional advancement, and participation in national and global discourse.

According to Bamgbose (1991), English functions as a language of wider communication in multilingual societies, facilitating interaction among speakers of diverse indigenous languages. Crystal (2003) further notes that the global status of English provides access to international knowledge systems, technological innovations, scientific research, and economic opportunities. English Language Education extends beyond the acquisition of grammar and vocabulary. It encompasses the development of listening, speaking, reading, and writing skills, as well as critical thinking, digital literacy, and intercultural communication competencies. In a society confronted with security challenges, English Language Education can serve as a tool for promoting dialogue, social cohesion, peace building, and national integration.

National Security Challenges and Education in South-East Nigeria

The South-East geopolitical zone of Nigeria, comprising Abia, Anambra, Ebonyi, Enugu, and Imo States, has historically maintained a strong educational tradition characterized by high literacy rates, significant parental investment in education, and active community participation in school development. Education has long been regarded as a pathway to social mobility and economic advancement within the region. However, in recent years, the educational sector has increasingly faced disruptions arising from persistent security challenges that threaten both educational continuity and human capital development.

Security concerns in the South-East have manifested in various forms, including violent attacks, kidnappings, destruction of public infrastructure, and restrictions on movement resulting from socio-political tensions. These developments have contributed to an atmosphere of uncertainty and fear, which adversely affects educational institutions and the broader learning environment. According to UNESCO (2024), insecurity remains one of the major barriers to achieving equitable access to quality education in many developing societies, particularly in regions experiencing conflict or civil unrest.

One of the most visible consequences of insecurity in the South-East has been the disruption of academic calendars. Schools and higher institutions have periodically experienced closures resulting from security concerns, movement restrictions, and fears of violence. Such interruptions reduce instructional time and hinder the effective implementation of educational programmes. UNICEF (2024) observes that prolonged school closures often lead to learning losses, reduced student engagement, and widening educational inequalities. In many cases, teachers are unable to complete prescribed curricula, while students struggle to maintain consistent learning patterns.

The disruption of educational activities has particularly significant implications for English Language Education. Since English serves as the principal medium of instruction in Nigeria, interruptions in classroom interaction affect learners' language development, reading comprehension, writing skills, and communicative competence. Language acquisition requires continuous exposure, practice, and reinforcement. Frequent interruptions therefore reduce opportunities for meaningful engagement with language learning activities, thereby affecting students' academic performance across various subjects.

Another major consequence of insecurity is the growing atmosphere of fear among learners, teachers, and parents. Educational environments function most effectively when participants feel safe and psychologically secure. However, reports of kidnappings, violent attacks, and threats to public safety have heightened anxiety within many communities. UNESCO (2024) notes that fear and insecurity can significantly affect learners' concentration, motivation, and academic achievement. Students exposed to prolonged uncertainty may experience stress-related challenges that hinder effective learning and participation in classroom activities.

Teachers are equally affected by insecurity. The teaching profession requires stability, commitment, and sustained interaction with learners. In situations where educators face threats to their safety, motivation and productivity often decline. Some qualified teachers seek transfers to safer locations, while others may leave the profession altogether. This situation contributes to teacher shortages and weakens instructional quality, particularly in rural and underserved communities. The resulting shortage of experienced educators negatively affects the overall quality of education available to learners.

Insecurity also contributes to declining school enrolment and increased absenteeism. Parents who perceive schools as unsafe may choose to keep their children at home, while some learners may avoid school because of fears associated with travel or attendance. Such circumstances can increase dropout rates and reduce educational attainment. UNICEF (2024) emphasizes that children affected by conflict and insecurity are among the most vulnerable populations, often facing long-term educational disadvantages that limit future opportunities.

Furthermore, educational infrastructure has suffered indirect consequences of insecurity. Resources that could be invested in instructional materials, technological facilities, libraries,

and language laboratories are sometimes redirected toward security-related expenditures. In addition, damaged infrastructure and deteriorating learning environments reduce the quality of educational experiences available to students. The World Bank (2023) notes that inadequate educational infrastructure remains a significant obstacle to effective teaching and learning across many developing countries.

The cumulative effects of insecurity on education extend beyond immediate academic outcomes. Educational disruption weakens human capital development, which is essential for economic growth, innovation, and social progress. When young people experience prolonged interruptions in learning, their future employability, productivity, and civic participation may be adversely affected. Such outcomes can contribute to cycles of poverty, social exclusion, and underdevelopment. Consequently, ensuring educational continuity in the face of security challenges is not merely an educational concern but a broader developmental imperative.

The Relationship between Insecurity and Literacy Development

The relationship between insecurity and literacy development is both direct and multidimensional. Literacy acquisition depends on sustained engagement with reading, writing, listening, and speaking activities within supportive learning environments. When educational activities are disrupted by insecurity, opportunities for literacy development are significantly reduced.

At the primary and secondary school levels, interruptions in schooling often result in gaps in foundational literacy skills. Learners who miss substantial periods of instruction may struggle with reading comprehension, vocabulary development, grammatical accuracy, and written expression. These challenges become particularly pronounced in English Language Education, where continuous practice and exposure are essential for language mastery.

Moreover, insecurity affects the psychological conditions necessary for learning. Students who experience fear, anxiety, or trauma may find it difficult to concentrate on academic tasks. According to UNICEF (2024), psychosocial stress associated with insecurity can impair cognitive functioning and reduce learners' ability to process and retain information effectively. Such conditions ultimately contribute to declining literacy outcomes and reduced academic achievement.

The relationship between insecurity and literacy development may therefore be viewed as cyclical. Insecurity disrupts learning opportunities, which in turn weakens literacy development and educational attainment. Reduced educational attainment limits access to socio-economic opportunities, potentially increasing vulnerability to social instability and underdevelopment. Breaking this cycle requires deliberate interventions aimed at protecting educational institutions, supporting learners and teachers, and ensuring uninterrupted access to quality education.

Ultimately, the educational challenges confronting South-East Nigeria underscore the urgent need for policies and programmes that promote safe learning environments. Protecting schools, strengthening educational resilience, and supporting effective English Language Education are essential steps toward safeguarding the future of young people in the region and ensuring sustainable development.

The Role of English Language Education in Securing the Future of the South-East

In the face of persistent security challenges, education remains one of the most effective instruments for promoting social stability, economic development, and sustainable peace. Within the Nigerian educational system, English Language Education occupies a particularly strategic position because it serves as the principal medium of instruction and a major channel through which learners acquire knowledge, communicate ideas, and participate in national and global discourse (FRN, 2013). Beyond its traditional academic function, English Language Education possesses significant potential for fostering resilience, promoting social cohesion,

enhancing critical thinking, and supporting human capital development in regions affected by insecurity.

The future of the South-East region depends largely on the quality of education available to its young population. In an era characterized by rapid technological advancement, globalization, and increasing socio-political complexities, learners require not only academic knowledge but also effective communication skills, critical reasoning abilities, and intercultural competencies. English Language Education contributes substantially to the development of these capacities and therefore plays a crucial role in preparing individuals to navigate contemporary societal challenges.

English Language Education and Critical Thinking Development

One of the most important contributions of English Language Education is its capacity to promote critical thinking and analytical reasoning. Language learning extends beyond the acquisition of grammatical structures and vocabulary; it involves the interpretation, evaluation, and production of meaning. Through reading comprehension exercises, essay writing, debates, literary analysis, and oral communication activities, learners develop the ability to analyze information, evaluate arguments, and make informed judgments.

According to Brumfit (1984), communicative language teaching encourages learners to engage actively with ideas and information rather than merely memorizing linguistic forms. Similarly, Crystal (2003) argues that proficiency in English provides access to diverse sources of knowledge and information, thereby broadening intellectual horizons and enhancing critical awareness.

In societies affected by insecurity, critical thinking is particularly important because it enables individuals to evaluate information objectively and resist manipulation. Young people who possess strong analytical skills are better equipped to distinguish factual information from misinformation, propaganda, and extremist narratives. Consequently, English Language Education contributes to the development of informed citizens capable of participating constructively in democratic processes and peacebuilding initiatives.

English Language Education as a Tool for Peace building and Conflict Resolution

Language serves as one of the most important instruments of human interaction and social negotiation. Effective communication facilitates understanding, reduces misunderstandings, and promotes peaceful coexistence among individuals and groups. English Language Education therefore contributes significantly to peace building by equipping learners with the communicative competencies necessary for dialogue, negotiation, and conflict resolution.

Through activities such as debates, discussions, public speaking, and collaborative learning, students learn to express opinions respectfully, listen to alternative viewpoints, and engage in constructive dialogue. These skills are essential for resolving conflicts peacefully and fostering mutual understanding within diverse societies.

In the South-East region, where social tensions and security challenges have affected community relations, English Language Education can serve as a platform for promoting civic engagement and peaceful communication. Classroom interactions provide opportunities for learners to discuss social issues, develop empathy, and cultivate respect for differing perspectives. Such experiences contribute to the development of tolerant and responsible citizens who are more likely to pursue peaceful solutions to societal problems.

English Language Education and National Integration

Nigeria is one of the most linguistically diverse countries in the world, with over 500 indigenous languages. While this diversity represents a valuable cultural resource, it also presents challenges for communication and national cohesion. English serves as a language of wider communication that enables interaction among individuals from different ethnic, linguistic, and cultural backgrounds (Bamgbose, 1991).

As the official language of Nigeria, English facilitates communication across regional boundaries and promotes participation in national affairs. Through English Language Education, learners acquire a shared linguistic medium that enhances social interaction, educational mobility, and national integration. This role becomes particularly significant in periods of insecurity, when social divisions and mistrust may threaten collective stability.

English Language Education and Access to Global Knowledge

In the contemporary knowledge economy, access to information is a critical determinant of individual and societal progress. English occupies a dominant position in international communication, science, technology, business, diplomacy, and higher education. Crystal (2003) notes that English functions as a global language because it is widely used across national boundaries and serves as a medium for the dissemination of knowledge and innovation.

Proficiency in English enables learners to access textbooks, academic journals, digital resources, online courses, and research findings produced in different parts of the world. This access becomes particularly valuable in regions where insecurity may disrupt traditional educational activities. Through digital technologies and online learning platforms, students can continue learning even when physical attendance in schools becomes difficult.

English Language Education and Human Capital Development

Human capital development refers to the process of enhancing individuals' knowledge, skills, competencies, and productive capacities for personal and societal advancement. The World Bank (2023) identifies education as one of the most important investments in human capital because it improves productivity, employability, and economic growth.

English Language Education contributes significantly to human capital development by equipping learners with communication skills that are highly valued in education, business, governance, and professional practice. Competence in English often serves as a prerequisite for admission into higher educational institutions, access to employment opportunities, and participation in national and international professional networks.

English Language Education and Sustainable Development

Sustainable development requires the creation of societies that are economically productive, socially inclusive, environmentally responsible, and politically stable. Education is widely recognized as a critical driver of sustainable development because it empowers individuals with the knowledge and skills needed to address complex societal challenges (UNESCO, 2024).

English Language Education supports sustainable development by promoting literacy, communication, critical thinking, intercultural understanding, and lifelong learning. These competencies enable individuals to participate effectively in civic life, engage in informed decision-making, and contribute to community development initiatives.

In summary, English Language Education is far more than a school subject. It is a strategic resource for peace building, national integration, human capital development, and sustainable development. By equipping learners with critical communication and analytical skills, it helps create a generation capable of addressing contemporary challenges and contributing meaningfully to the long-term security and prosperity of the South-East region and Nigeria as a whole.

Strategies for Promoting Education without Fear in South-East Nigeria

Addressing the educational challenges associated with insecurity in South-East Nigeria requires a comprehensive and collaborative approach involving government agencies, educational institutions, communities, parents, and development partners. Since education plays a crucial role in human capital development and social stability, deliberate efforts must be made to ensure that teaching and learning continue despite prevailing security concerns. The

following strategies are essential for promoting education without fear and safeguarding the future of the region.

Strengthening School Security and Safe Learning Environments

The protection of educational institutions is a fundamental prerequisite for effective teaching and learning. Schools should be recognized as safe spaces where learners and educators can carry out academic activities without fear of violence, intimidation, or disruption. Government at all levels should strengthen security around educational institutions through improved surveillance systems, enhanced security infrastructure, and collaboration with security agencies.

Community participation is equally important in ensuring school safety. Local communities, traditional institutions, parent-teacher associations, and civil society organizations should work closely with educational authorities to identify potential security threats and develop appropriate preventive measures. Such collaborative efforts can contribute significantly to creating secure learning environments that encourage regular school attendance and academic engagement.

Adoption of Technology-Driven and Flexible Learning Approaches

The increasing role of technology in education presents opportunities for mitigating the effects of educational disruptions caused by insecurity. Digital learning platforms, online classrooms, educational television programmes, radio instruction, and mobile learning applications can help ensure continuity of learning when physical attendance becomes difficult.

English Language Education can particularly benefit from technology-enhanced learning through virtual discussions, online reading resources, digital writing platforms, and language-learning applications. Such innovations provide learners with opportunities to continue developing language skills regardless of temporary disruptions to conventional classroom instruction.

Educational authorities should therefore invest in digital infrastructure, teacher training, and affordable internet access to facilitate the effective implementation of technology-driven learning approaches. Expanding access to digital education will not only support educational continuity during periods of insecurity but also enhance overall educational quality and accessibility.

Capacity Building and Professional Development for Teachers

Teachers remain central to the achievement of educational objectives. Consequently, efforts to promote education without fear must include continuous professional development programmes designed to equip teachers with the skills necessary to function effectively in challenging environments.

Training programmes should focus on innovative teaching methodologies, digital literacy, classroom management, psychosocial support, and conflict-sensitive pedagogy. Such competencies will enable teachers to respond appropriately to the educational and emotional needs of learners affected by insecurity.

Furthermore, governments and educational stakeholders should provide incentives that encourage teacher retention, particularly in rural and vulnerable communities. Improving teachers' welfare, working conditions, and professional support systems can enhance motivation and strengthen the quality of educational delivery.

Integration of Peace Education into the Curriculum

Education plays a vital role in promoting peaceful coexistence and responsible citizenship. Integrating peace education into school curricula can help learners develop values, attitudes, and skills that support conflict prevention and peaceful conflict resolution.

Within English Language Education, peace building themes can be incorporated into reading comprehension exercises, essay writing, debates, oral communication activities, and literary studies. Students can be encouraged to explore topics related to tolerance, human rights, social justice, national unity, and non-violent communication.

Such curricular interventions contribute to the development of responsible citizens who possess the communication skills and ethical values necessary for sustaining peaceful communities and strengthening national cohesion.

Provision of Psychosocial Support Services

Insecurity often exposes learners and educators to various forms of psychological stress, trauma, and anxiety. Such experiences can negatively affect concentration, motivation, and academic performance. Consequently, schools should establish mechanisms for providing psychosocial support to students and teachers affected by security-related challenges.

Professional counselling services, peer-support programmes, and mental health awareness initiatives can help learners cope with emotional difficulties and maintain positive attitudes toward education. Teachers should also receive training on identifying and responding to signs of trauma among students.

By addressing the psychological dimensions of insecurity, educational institutions can create supportive learning environments that foster resilience, emotional well-being, and academic success.

Strengthening Government and Stakeholder Collaboration

Promoting education without fear requires coordinated efforts among government agencies, educational institutions, communities, international organizations, and development partners. Sustainable solutions to educational challenges associated with insecurity cannot be achieved through isolated interventions.

Government should formulate and implement policies that prioritize educational security, infrastructure development, teacher welfare, and equitable access to quality education. At the same time, development partners such as UNESCO, UNICEF, and non-governmental organizations can provide technical assistance, funding, and capacity-building support for educational programmes.

Effective collaboration among stakeholders will strengthen institutional resilience and ensure that educational opportunities remain available to learners despite prevailing security challenges.

Conclusion

Education remains one of the most powerful instruments for promoting national development, social transformation, and sustainable peace. However, persistent security challenges in South-East Nigeria have significantly disrupted educational activities and threatened the realization of educational goals within the region. School closures, fear of violence, reduced instructional time, teacher shortages, and declining educational participation have collectively weakened the educational system and undermined human capital development.

This paper has demonstrated that English Language Education occupies a strategic position in addressing these challenges. As Nigeria's official language and principal medium of instruction, English serves as a vital tool for communication, knowledge acquisition, critical thinking, peace building, national integration, and socio-economic advancement. Through the development of communicative competence and analytical skills, English Language Education equips learners with the capacity to participate effectively in local, national, and global environments.

The paper further established that educational continuity is essential for sustainable development and that safeguarding educational institutions must remain a priority for

governments and stakeholders. Creating safe learning environments, adopting technology-driven instructional approaches, strengthening teacher capacity, integrating peace education, and providing psychosocial support are necessary measures for promoting education without fear. Ultimately, securing the future of South-East Nigeria requires deliberate investment in education and sustained commitment to protecting learners and educators from the adverse effects of insecurity. When education is delivered in an atmosphere of safety, stability, and inclusion, it becomes a powerful force for peace building, human capital development, and sustainable socio-economic progress. Education without fear is therefore not merely an educational aspiration but a developmental necessity for the future of the South-East and Nigeria as a whole.

References

- Bamgbose, A. (1991). *Language and the nation: The language question in sub-Saharan Africa*. Edinburgh University Press.
- Brumfit, C. J. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge University Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Buzan, B. (1991). *People, states and fear: An agenda for international security studies in the post-Cold War era* (2nd ed.). Harvester Wheatsheaf.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Fafunwa, A. B. (1974). *History of education in Nigeria*. George Allen & Unwin.
- Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Nigerian Educational Research and Development Council (NERDC).
- UNDP. (1994). *Human development report 1994: New dimensions of human security*. United Nations Development Programme.
- UNESCO. (2024). *Global education monitoring report 2024: Leadership in education*. United Nations Educational, Scientific and Cultural Organization.
- UNICEF. (2024). *Education under threat in conflict-affected regions: Protecting children's right to learn*. United Nations Children's Fund.
- Wolfers, A. (1962). *Discord and collaboration: Essays on international politics*. Johns Hopkins University Press.
- World Bank. (2023). *World development report 2023: Investing in human capital for sustainable development*. World Bank.