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Improving Literacy Education Provisions to Tackle National Security Challenges in Ebonyi State, Nigeria

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Improving Literacy Education Provisions to Tackle National Security Challenges in Ebonyi State, Nigeria

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Abstract

This study ascertained the extent to which improving literacy provisions can help ameliorate national security challenges in Ebonyi State, Nigeria. The study was guided by three specific purposes, three research questions and three corresponding null hypotheses. The population for the study comprised 3,035 respondents. Stratified proportionate sampling technique was used to select 749 respondents comprising 130 CBMC members, 427 adult literacy facilitators and 192 adult learners used as the sample for the study. The instrument for data collection was researchers-structured questionnaire titled “Improving Literacy Provisions for National Security Questionnaire” (ILPNSQ). The instrument was validated by three experts while its overall reliability co-efficient of .84 determined using Cronbach Alpha method was an indication that it was highly reliable. The data collected from the research questions were answered using mean and standard deviation while ANOVA statistic was used to test the formulated hypotheses at 0.05 level of significance. The findings from the study revealed that improving literacy provisions will promote human, political and socio-economic security of the individual and her society in general. It revealed amongst others that improving literacy provisions will engender inclusiveness in national issues, individual inalienable rights to learning irrespective of age, access to social justice for peaceful co-existence, equality of all individuals in national issues, opportunities for every citizen to maximize his/her potentials and a level playing ground for civil societies to partner government in tackling national development issues. Based on the findings, it was recommended amongst others that government at all levels (Federal, State and Local) should show more commitments through adequate budgetary allocation to education and literacy in particular as a necessary foundation for promoting positive democratic values needed in fostering national security and development.

Key words: Education, Literacy, Literacy Education, National Security

INTRODUCTION

Literacy is the foundation or bedrock of all learning initiative of the individual and an inevitable instrument for promoting social change, inclusion, liberation from poverty and enthronelement of national security. Literacy is the master key that unlocks the educational and developmental potentials of the individual and that of their society in general. Literacy expands the horizon of the individual and brings them out of their narrow and restrained vision, thereby enabling them to appreciate and participate in their socio-economic, political and cultural milieu (UNESCO, 2005). Literacy, therefore, is the foundation stone upon which the individual potentials can be harnessed to mitigate and address national security challenges of their society. UNESCO (2005) defined literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying context.

Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential and to participate fully in their community and wider society. In this study, literacy refers to the process of learning which enable the individual to comprehend and utilize printed and written materials to enhance their living standard and, in the process, engender their nation's security. Literacy education provides and promotes in each individual, the necessary life-skills, knowledge and attitude with which to make positive contributions in their society as well as mitigate and/or provide lasting solutions to the security challenges of their society. According to Oghenekohwo and Frank-Oputa (2017), in recent years, it has been reported that many literacy education programmes have become increasingly oriented towards local needs, especially through a focus on community development and environmental protection. Consequently, Centre-Based Management Committee (CBMC), facilitators and adult literacy learners require all necessary supports from both the government, stakeholders and civil

society organizations to enable them to actualize the goals of effective teaching and learning processes.

CBMC members are expected to work in concert with all related agencies and stakeholders in dealing with issues concerning resource mobilization, supervision, community mobilization, improvement planning and support to centre management (National Commission for Mass Literacy, Adult and Non-Formal Education[NMEC], 2017). While adult literacy facilitators according to Onwuadi (2018), are individuals whose responsibility it is, to consciously and systematically assist adult learners at various adult literacy centres to realize their desired learning objectives. On the other hand, Nzeneri (2012) defined adult learners as anyone who consciously or unconsciously, formally, informally or non-formally engages his/herself in any adult education programme with the intent to solve life problems. They are individuals who are desirous to improve themselves and the social, economic, political, intellectual or cultural well-being of their society. Thus, improving literacy provisions remains a useful strategy for enhancing adult learners' participation in their societal scheme of affairs, development as well as a panacea in mitigating national security challenges such as kidnapping, arm robbery, arson, etc.

National security according to Osisanya (2018), is the ability of a state to cater for the protection and defense of its citizenry. It presupposes conscious, deliberate and definite steps and actions directed towards the preservation of the norms, rules, institutions and values of society from military and non-military threats. Similarly, Grigoreva and Garifova (2015) noted that national security reflects the ability of relevant political, legal and economic institutions of the state to protect their interests, traditions and values. National security involves freedom from danger or threat to a nation's ability to protect its cherished values and well-being of its people (Oshio, 2009). Operationally, national security refers to all the process geared towards protecting

and preserving human, socio-economic and political values, institutions, norms and value system from internal or external threats. It involves mitigating or addressing the security challenges confronting the individuals and their society in a bid to enthrone improved living standard and national development. Accordingly, the United Nations (2009) had earlier expanded the definition of security and calls for a wide range of security areas. The areas include economic; food; health; environmental, personal/human, community and political areas. National security is a top public issue that concerns all stakeholders and one that requires comprehensive and committed contributions. It is inevitable for individual and national development as no meaningful development can take place in an atmosphere devoid of peace and security. However, this study will focus holistically on three important areas of national security which are: human, socio-economic and political security from both internal and external threats and exploitations.

Human security is a component of national security which approaches security from a human-centred perspective. It is a holistic concept that encompasses human rights, good governance, access to education and health care as well as the need to ensure that each individual has opportunities and choices to fulfil his/her own potential (International Security Sector Advisory Team, [ISSAT], 2020). It promotes inclusiveness, partnership and equality of all person in national issues and developmental agenda which will further guarantee political security of a nation.

National political security involves measures against political repression and human abuses (UN, 2009). It is the defense against any form of political oppression, exploitation and violation. It involves non-maltreatment of individuals or groups for political reasons especially to limit their ability to take part in the political life of their society (US Legal Support, 2019). Political security, therefore, covers positive democratic values, protection from political

maltreatment, social justice, political awareness, positive national and international relations as well as active participation in the decision-making process of one's societal affairs. It involves all the process geared towards mitigating national and global security challenges to engender peace and sustainable development.

On the other hand, socio-economic security of a nation involves empowering the citizenry with requisite life-skills, knowledge and attitude with which to contribute positively in their nation's socio-economic protection and promotion as well as to become key players in global markets. Shvaiba (2017) viewed socio-economic security as the state of the system of economic relations between economic entities which provide vital economic interest and a necessary sufficient level of protection against external and internal threats, taking into account the balance of interest of all participants in the relationship. Socio-economic security of a nation relies deeply on the financial, survival and problem solving, entrepreneurial and innovative, self-reliance and human relation skills for wealth generation and national development generally.

The current global security environment is increasingly becoming complex and dynamic due to the activities of non-state actors who have become the major source of conflict all over the world (Musa, 2018). He further remarked that the upsurge in intra-state crisis and conflict, as well as the entanglement between domestic and international threats, has compounded security challenges. In the same vein, Oshio (2009) had earlier noted that Nigeria is plagued with social disorders, insecurity, poverty, illiteracy, balance of payment deficit, poor health statistics, ethnic and religious conflicts, corruption and crime and political crisis. Orikpe (2018) decrying the pitiable state of security in Nigeria averred that national security is in jeopardy. He further stressed that insecurity comes in different colouration and magnitude among which are the spate of bombings, election-related crisis, kidnapping, human trafficking, militancy, assassination, hunger, arm robbery, environmental degradation and other untoward acts being experienced in

the country. National security, therefore, rear its ugly head in many forms in the South-East region of Nigeria and Ebonyi State in particular. For instance, there are threats such as kidnappings, armed robbery, communal crisis, cultism, herdsmen-farmers clashes, proliferation of arms, political disturbances and the disturbing activities of Movement for Emancipation of sovereign State of Biafra (MOSSOB) and the outlawed Indigenous People of Biafra (IPOB) groups (Musa, 2018).

Security threats impact negatively on individuals and her society in general. Thus, there is no doubt that the current security situation in Nigeria calls for extraordinary measures, it will require a transformation in the way individuals think and, in the way, they look at one another (Orikpe, 2013). Consequently, this much sought individual transformation can be attained by improving people's access to effective literacy provisions. Literacy remains an inevitable instrument for shaping the pace of a nation's intellectual, cultural, social and economic development in order to guarantee the achievement of national goals of unity, economic progress, security and social justice for all citizens. Sadly, Nigeria failed to reach any of the Education For All. This bewildering revelation is contained in the UNESCO 2015 Education-For-All (EFA) Global Monitoring Report (GMR). The report revealed that Nigeria exhibited disturbing credentials in EFA goal four (adult literacy), just as it noted that there were 17million more illiterate adults in the country in 2008 than there were in 1991, an increase of 71 per cent. In summary, the report noted that there were 40 million illiterate adults in the country as of 2014 and that half of the Nigerian adult population (51 per cent) are still illiterate.

Literacy, therefore, play a significant role in liberating most people (youths and adults) from the vicious circle of poverty, socio-economic dependence, ignorance, indignity and hopelessness. Therefore, there is compelling need to accord due attention to literacy as an alternative and complementary pathway in realizing the goals of quality education and lifelong learning for all by 2030 in tandem with the United Nations (UN) sustainable goals on inclusive education (Adamu, 2017). Thus, improving literacy provision will not only bring about improve and inclusive learning

for national development but will also heighten individuals' commitment to social justice, socio-economic progress and national security. It was against this background that this study investigated the extent to which improving literacy provisions can promote national security in Ebonyi State of Nigeria.

Statement of the Problem

Security of lives and properties is the topmost priority of every government as every other aspect of people and their societal welfare firmly depends on it. More so, no meaningful development can take place in a society devoid of peace and security. No wonder the Nigerian government in pursuit of national security allocated 11.37percent of her 2020 budget to security and defense while a paltry 6.7 was allocated to education. Regrettably, education and literacy have never enjoyed strong national and political will as the government allocated just 5.6 per cent of her 2021 national to education yet again. Thus, Nigeria government budgetary allocations to education have remained pitiable poor and well below the UNESCO's recommended benchmark of 26 per cent. Yet, education and literacy are so critical to national security and individual development that it should perhaps, be considered second to nothing in the national scheme of affairs. Literacy is closely tied to the quality of life as it is the foundation upon which individual and societal potentials can be harnessed to actualize national security and sustainable national development in general. The problem of this study was to empirically determine the extent to which improving literacy provisions can be a panacea to national security challenges in Ebonyi State, Nigeria.

Purpose of Study

The general purpose of this study was to ascertain the extent to which improving literacy provisions can promote national security in Ebonyi State, Nigeria. Specifically, the study ascertained the extent:

1. the extent to which improving literacy provisions can promote human security in Ebonyi State, Nigeria?
2. the extent improving literacy provisions can promote political security in Ebonyi State, Nigeria.
3. the extent improving literacy provisions can promote socio-economic security in Ebonyi State, Nigeria

Research Questions

The following research questions guided the study:

1. To what extent can improving literacy provisions promote human security in Ebonyi State, Nigeria?
2. To what extent can improving literacy provisions promote political security in Ebonyi State, Nigeria?
3. To what extent can improving literacy provisions promote socio-economic security in Ebonyi State, Nigeria?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There are no significant differences in the mean ratings of CBMC members, adult literacy facilitators and adult learners on the extent to which improving literacy provisions can promote human security in Ebonyi State, Nigeria.
2. There are no significant differences in the mean ratings of CBMC members, adult literacy facilitators and adult learners on the extent to which improving literacy provisions can promote political security in Ebonyi State, Nigeria.
3. There are no significant differences in the mean ratings of CBMC members, adult literacy facilitators and adult learners on the extent to which improving literacy provisions can promote socio-economic security in Ebonyi State, Nigeria.

Scope of the Study

This study carried out in Ebonyi State of Nigeria. Ebonyi State is one of the five states that made up the South-East Area of Nigeria. The researchers elicited data from Centre Based

Management Committee members, adult literacy facilitators and learners in order to ascertain the extent to which improving literacy provisions can promote national security. The study specifically ascertained the extent to which improving literacy provisions can promote human security, political security and socio-economic security in Ebonyi State, Nigeria.

MATERIALS AND METHODS

The descriptive survey design was adopted for the study. Nworgu (2015) defined descriptive survey design as studies which aim to collect data and to describe such data in a systematic manner so as to ascertain the characteristics, features or facts about a given population. This design was considered appropriate for this study as it collected and described systematically, data obtained from Centre Based Management Committee members, adult literacy facilitators and learners in order to ascertain the extent to which improving literacy provisions can promote national security. The population of the study was 3,035 respondents comprising 260 CBMCs, 855 adult literacy facilitators and 1920 adult learners in Ebonyi State, Nigeria. The sample for the study was 749 respondents comprising 130 CBMC members, 427 adult literacy facilitators and 192 adult learners. The researchers through stratified proportionate sampling technique selected 50 per cent (130) CBMC members, 50 per cent (427) adult literacy facilitators and 10 per cent (192) adult learners used for the study. The instrument for data collection was researchers-structured questionnaire titled “Improving Literacy Provisions for National Security Questionnaire” (ILPNSQ). The instrument was structured on a four-point rating scale of Very High Extent (VHE) = 4; High Extent (HE) =3; Low Extent (LE) =2 and Very Low Extent (VLE) =1 respectively and was validated by three experts from the Faculty of Education of the University of Nigeria, Nsukka.

The reliability of the instrument was determined using Cronbach Alpha method. The reliability coefficient of .89,.79 and .83 were obtained from the three clusters of the instrument

while the overall reliability coefficient of .84 is an indication that the instrument was highly reliable in measuring what it was designed to measure. Direct Administration and Retrieval Technique (DART) was adopted to administer 749 copies of the instrument to the respondents which ensured its prompt administration and retrieval. The results from the research questions were answered using mean scores and standard deviation while the null hypotheses were tested at 0.05 level of significance using Analysis of Variance (ANOVA) statistic. More so, the real limit of numbers was the decision rule for the research questions. This was classified under the following decision rules: Very High Extent (VHE) = 4.00-3.50; High Extent (H) = 3.49-2.50; Low Extent (LE) = 2.49-1.50 and Very Low Extent (VLE) = 1.49-1.00 respectively. Conversely, the decision rule for the hypotheses was based on the 0.05 level of significance. Thus, any hypothesis whose associated probability value was equal or less than the 0.05 level of significance were not rejected while those that were above the 0.05 level were not accepted.

RESULTS

Table 1: Mean Ratings of the Respondents on the Extent Improving Literacy Provisions can Promote Human Security in Ebonyi State, Nigeria

SN	To what extent can Improving Literacy Provisions Promote Human Security?	CBMC (n=130)			Members (n=427)			Adult (n=192)			Learners		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.	\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
1	Promoting inclusiveness in national issues	3.22	.71	HE	3.42	.64	HE	3.61	.68	VHE			
2	protecting individual inalienable rights to learning irrespective of age	3.53	.65	VHE	3.43	.65	HE	3.90	.60	VHE			
3	Enhancing individual access to social justice for peaceful co-existence	3.62	.55	VHE	3.42	.47	VHE	3.81	.66	VHE			
4	Improving equality of all individuals in national issues	3.10	.84	VHE	3.26	.85	HE	3.61	.78	VHE			
5	Opening up opportunities for every citizen to maximize their potentials	3.53	.65	VHE	3.54	.51	VHE	3.81	.66	VHE			
6	Providing a level playing ground for civil societies to partner government in	3.74	.51	VHE	3.37	.81	HE	3.82	.66	VHE			

national development issues										
Cluster Mean	3.46	.64	HE	3.43	.66	HE	3.76	.67	VHE	

KEY: N= Number of Respondents; \bar{X} =Mean Scores; SD= Standard Deviation; Dec.= Decision; HE= High Extent and VHE= Very High Extent

The data in table one shows that CBMC members, adult literacy facilitators and adult learners had mean scores ranging from 3.22-3.74, 3.37-3.54 and 3.61-3.90 respectively with cluster mean scores of 3.46, 3.43 and 3.76. This implied that while CBMC members and adult literacy facilitators accepted that improving literacy provisions can promote human security to a high extent, the adult learners accepted that to a very high extent, improving literacy provisions can promote human security in Ebonyi State, Nigeria. On the other hand, the standard deviations of CBMC members, adult literacy facilitators and adult learners ranged from .51-.84,.47-85 and .60-68 respectively which indicated the convergence of their responses and its closeness to the mean scores.

Table 2: Mean Ratings of the Respondents on the Extent Improving Literacy Provisions can Promote Political Security in Ebonyi State, Nigeria.

SN	To what extent can Improving Literacy Provisions Promote Political Security?	CBMC Members (n=130)			Facilitators (n=427)			Adult Learners (n=192)		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
7	Raising individual awareness on political matters	3.80	.45	VHE	3.54	.51	VHE	3.20	.93	HE
8	Increasing citizens' active participation in their societal affairs through electioneering exercises	3.53	.65	VHE	3.72	.47	VHE	3.21	.89	HE
9	Equipping individuals with requisite knowledge with which to resist political exploitation/oppression	3.62	.55	VHE	3.42	.64	HE	3.33	.86	HE
10	educating adults on the need to shun political violence capable of undermining their societal unity	3.41	.89	VH	3.81	.45	VHE	3.42	.81	HE
11	Sensitizing adults on the need to defend their nation's political sovereignty	3.62	.55	VHE	3.64	.48	VHE	3.81	.73	VHE
12	Providing individuals with the requisite knowledge to enhance positive national and international relationships	3.74	.52	VHE	3.42	.64	HE	3.53	.70	VHE

Cluster Mean	3.62	.60	VHE	3.59	.53	VHE	3.41	.82	HE
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KEY: N= Number of Respondents; \bar{X} =Mean Scores; SD= Standard Deviation; Dec.= Decision; HE= High Extent and VHE= Very High Extent

Table two shows that CBMC members, adult literacy facilitators and adult learners had mean scores ranging from 3.41-3.80, 3.42-3.81 and 3.20-3.81 respectively with cluster mean scores of 3.62, 3.59 and 3.41. This implied that both CBMC members and adult literacy facilitators accepted that improving literacy provisions can promote political security to a very high extent. More so, adult learners accepted that to a high extent, improving literacy provisions can promote political security in Ebonyi State, Nigeria. On the other hand, the standard deviations of CBMC members, adult literacy facilitators and adult learners ranged from .45-.89, .47-.64 and .70-.93 respectively which indicated the convergence of their responses and its closeness to the mean scores.

Table 3: Mean Ratings of the Respondents on the Extent Improving Literacy Provisions Promote Socio-Economic Security in Ebonyi State, Nigeria.

SN	To what extent can Improving Literacy Provisions Promote Socio-Economic Security?	CBMC Members (n=130)			Facilitators (n=427)			Adult Learners (n=192)		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
13	Equipping the individual with requisite financial skills for economic ventures	3.41	.89	HE	3.93	.46	VHE	3.81	.73	VHE
14	Providing adults with necessary survival and problem skills for socio-economic development of their society	3.80	.45	VHE	3.43	.64	HE	3.33	.86	HE
15	Equipping individuals with necessary human relation skills for wealth creation	3.41	.89	HE	3.81	.48	VHE	3.53	.70	VHE
16	Promoting learners' innovative skills for global competitiveness	3.10	.84	HE	3.21	.85	HE	3.64	.68	VHE
17	Providing individuals with necessary entrepreneurial skills for income generation/self-reliance	3.22	.71	HE	3.54	.51	VHE	3.90	.60	VHE
18	Equipping individuals with the requisite 21century skills for wealth generation	3.80	.45	VHE	3.64	.48	VHE	3.70	.70	VHE
	Cluster Mean	3.46	.71	VHE	3.59	.57	VHE	3.65	.71	VHE

KEY: N= Number of Respondents; \bar{X} =Mean Scores; SD= Standard Deviation; Dec.= Decision; HE= High Extent and VHE= Very High Extent

Table three above showed that CBMC members, adult literacy facilitators and adult learners had mean scores ranging from 3.10 to 3.80, 3.21 to 3.93 and 3.33 to 3.81 respectively with cluster mean of 3.46, 3.59 and 3.65. This implied that they all accepted that improving literacy provisions will promote socio-economic security in Ebonyi State, Nigeria. On the other hand, the standard deviations of CBMC members, adult literacy facilitators and adult learners ranged from .45-.89,.46-85 and .60-86 respectively which indicated the convergence of their responses and its closeness to the mean scores.

Table 4: Summary of Respondents ANOVA Ratings on the Extent Improving Literacy Provisions can Promote Political Security in Ebonyi State, Nigeria

Source	Sum of Squares	Df	Mean Square	F	Significant	Decision
Between Groups	2.022	2	1.011	1.862	0.20	Accepted
Within Groups	69.714	745	.093			
Overall	71.736	747			NS	

Note: Df= Degree of Freedom; F= Frequency Ratio; NS= Not Significant

The result in table four shows that f-ratio of 1.862 with associated exact probability value of 0.20 was obtained at 747 degree of freedom which was not significant. This is because the significant value of 0.20 was greater than the 0.05 level of significance at which the hypothesis was tested. Therefore, the hypothesis was accepted as there were no significant differences in the mean ratings of CBMC members, adult literacy facilitators and adult learners on the extent, improving literacy provisions can promote human security in Ebonyi State, Nigeria.

Table 5: Summary of Respondents ANOVA Ratings on the Extent to Which Improving Literacy Provisions can Promote Political Security in Ebonyi State, Nigeria

Source	Sum of Squares	Df	Mean Square	F	Significant	Decision
Between Groups	1.258	2	.629	1.672	1.31	Accepted
Within Groups	83.087	745	.111			
Overall	84.345	747			NS	

Note: Df= Degree of Freedom; F= Frequency Ratio; NS= Not Significant

The result in table five shows that f-ratio of 1.672 with associated exact probability value of 1.31 was obtained at 747 degree of freedom which was not significant. This is because the significant value of 1.31 was greater than the 0.05 level of significance at which the hypothesis was tested. Therefore, the hypothesis was accepted as there were no significant differences in the mean ratings of CBMC members, adult literacy facilitators and adult learners on the extent, improving literacy provisions can promote human security in Ebonyi State, Nigeria.

Table 6: Summary of Respondents ANOVA Ratings on the Extent to Which Improving Literacy Provisions can Promote Political Security in Ebonyi State, Nigeria

Source	Sum of Squares	Df	Mean Square	F	Significant	Decision
Between Groups	2.869	2	1.434	1.726	1.20	Accepted
Within Groups	68.317	636	.091			
Overall	71.186	638			NS	

Note: Df= Degree of Freedom; F= Frequency Ratio; NS= Not Significant

The result in table six shows that f-ratio of 1.762 with associated exact probability value of 1.20 was obtained at 747 degree of freedom which was not significant. This is because the significant value of 1.20 was greater than the 0.05 level of significance at which the hypothesis was tested. Therefore, the hypothesis was accepted as there were no significant differences in the mean ratings of CBMC members, adult literacy facilitators and adult learners on the extent, improving literacy provisions can promote human security in Ebonyi State, Nigeria.

DISCUSSION

The result from research question one revealed that improving literacy provisions can promote human security as it will engender inclusiveness in national issues, individual inalienable rights to learning irrespective of age, access to social justice for peaceful co-existence, equality of all individuals in national issues, opportunities for every citizen to maximize their potentials and a level playing ground for civil societies to partner government in national development issues. The above findings are in agreement with UNESCO (2005) view which stressed that literacy expands the horizon of the individual and bring them out of their narrow and restrained vision, thereby enabling

them to appreciate and participate in their societal socio-economic, political and cultural milieu. In recognition of this undeniable fact, Adamu (2017) remarked that there is compelling need to accord due attention to literacy as an alternative and complementary pathway in realizing the goals of quality education and lifelong learning for all by 2030 in tandem with the United Nations (UN) sustainable goals on inclusive education. Thus, improving literacy provisions remain an indispensable path for promoting human security and national security.

The findings revealed that improving literacy provisions can promote political security as it will raise individual awareness on political matters, their active participation in societal affairs through electioneering exercises, equip them with the requisite knowledge to resist political exploitation/oppression, educate them on the need to shun political violence capable of undermining their societal unity, sensitize them on the need to defend their nation's political sovereignty and provide them with the requisite knowledge to enhance positive national and international relationships. These findings are in line with Oshio (2009) which revealed that Nigeria is plagued with social disorders, insecurity, poverty, illiteracy, ethnic and religious conflicts, corruption, crime and political crisis. Similarly, Ngwu (2014) also averred that Nigeria`s development indicators and education sector profile are replete with statistics that conjure up images of stubborn underdevelopment, irremediable poverty, uncontrollable corruption, insatiable social demand for education but an unbelievable deterioration in education access, quality, standard and performance. Consequent on these bewildering findings of Oshio as well as Ngwu, the need to improve literacy provision cannot be overemphasized.

Finally, the findings from the study revealed that improving literacy provisions will promote socio-economic security as it will equip individuals with requisite financial skills for economic ventures, necessary survival and problem-solving skills for socio-economic development, necessary human relation skills for wealth creation, innovative skills for global competitiveness, necessary entrepreneurial skills for income generation/self-reliance, requisite

21century skills for wealth generation. These findings finding corroborates with Azoulay (2018) remark which that literacy is the first step towards freedom, towards liberation from social and economic constraints, a prerequisite for development and that it reduces poverty as well as inequality and help create wealth. Similarly, Fasokun and Pwol (2008) equally remarked that literacy is not just about adapting to existing conditions but about having the problem-solving and critical thinking skills necessary to bring about any changes needed.

CONCLUSION

This study buttressed the undeniable role of literacy in addressing or mitigating national security challenges. It established that improving literacy provisions will bring about human, political and socio-economic security. This is because literacy occupies an important position in any societal scheme of affairs as it engenders inclusiveness in national issues, individuals' inalienable rights to learning irrespective of age, access to social justice for peaceful co-existence, opportunities for every citizen to maximize his potentials and a level playing ground for civil societies to partner government in national development issues. The study further concluded that improving literacy provisions will promote the security of lives and properties as it equips individuals with requisite financial, necessary survival and problem-solving, human relations, innovative, entrepreneurial skills and 21century skills for wealth generation.

RECOMMENDATIONS

From the findings of the study, the following recommendations were proffered:

1. Governments at all levels (federal, state and local) and civil society organizations should jointly promote and protect the individual inalienable rights to literacy/education, inclusiveness and equity in their societal affairs by improving literacy provisions.
2. Governments at all levels (Federal, State and Local) should show more commitments through adequate budgetary allocation to education and literacy in particular as a necessary foundation

for promoting positive democratic values needed in fostering national security and development.

3. National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), State Agencies for Mass Literacy, Adult and Non-Formal Education (SAME) and other providers of adult literacy programmes should ensure that problems of irrelevance curriculum, lack of access, and motivation of both facilitators and adult learners are squarely tackled through effective adult literacy policy formulation and implementation.

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