

Impacts Of Ethno-Religious Crisis On Settlement Patterns, Socialization And Social Studies Students' Achievement At The University Of Jos, Nigeria

[Shitu Lukman Olayinka](#)

University Of Jos, Plateau State, Nigeria

Email: shittulukmanolayinka@gmail.com

Abstract: *This study investigated the impact of ethno-religious crisis on settlement patterns and social studies students' socialization at the University of Jos. With the volatility of Jos the capital of Plateau state to ethno-religious crisis it becomes pertinent to investigate issues of ethno-religious crisis and how it impacted on student's settlement patterns and social life within Jos metropolis. The study employed a cross sectional survey research design. The study made use of undergraduate social studies students for the academic session 2020/2021. A sample of 200 students were selected using proportional random sampling technique and the sample was cut across 100 level to 400 level with both gender given equal consideration. The data used for the study were collected using a structured questionnaire which was subjected to face and content validity of experts. The data collected were analysed through using both descriptive and inferential statistic. The study findings revealed that, ethno-religious crisis affects settlement patterns of students in Jos North and has caused the redrawing of Jos map. This also affects freedom of socialization as students are restricted from moving through some environments that is perceived as dangerous, this erroneous belief could affect students achievement adversely. The study recommended that, there should be adequate hostels to accommodate students within the campuses so that students will not be exposed to the risk of ethno-religious crises outside the campus. Also, government should provide needed atmosphere in terms of policy and flexible framework that will ensure peaceful co-existence among others.*

Keywords: *Ethno religious crisis; settlement pattern; socialization; social studies students.*

I. Introduction

Education is the bedrock for development in human societies; it is a means of transmitting and transforming nations into enviable heights and status. Countries that were hitherto underdeveloped but, has been able to break the chains of underdevelopment are now at par with developed nations that have invested hugely in educating their citizenry. Educating the citizen's results in capacity building and mind opening as well as the development of human resources which is the best resource any nation can bank on for the development. This could be the reason why education is said to be the sine qua none tool for national growth and development. Adalakun (2014) defines education as the process of reducing our level of ignorant. He further posits that, education entails the acquisition of knowledge about our environment and how to effectively utilize the resources within the environment for better living and the general good. It then means that, an educated mind is a liberated mind free of ignorance and unwarranted innuendos.

An educated individual is expected to be critical and open-minded such that he/she is able to take and listen to diverse views and opinions before drawing a logical conclusion on issues and events. The National Policy on Education (2013) stated that equal educational opportunity shall be provided for all citizens of the country. This shows the relevance placed on educating citizens as the best legacy any nation can bequeath to its' citizens. Because

knowledge is universal students travel around the world to seek education. Universities are citadel of learning hence, students often patronise different Universities in-line with their yearnings and aspiration. Some foreign students also come to study at the University of Jos. Students across the country come to study at the University of Jos, though the University has hostels but the hostel cannot accommodate all the students who come to study. Hence, the students sought accommodations outside the school environment.

In seeking accommodation, a lot of factors are considered. Jos being a flashpoint and prone to ethno-religious crises from the incessant record and series of crises recorded in the past decades since the first crisis in 2001, a lot has affected the socio- cultural life of Jos' residents. This includes redrawing of Jos map which affects the settlements of people within Jos city. Ethno-religious crisis is usually conflict that arises as a result of differences in ethnicity and religion, it is largely caused by intolerance amongst different ethnic religious groups. This crisis has caused a lot of changes in Jos and the settlement pattern has been altered as people now settle or seek accommodation along ethnic and religious lines to avoid being affected whenever a crisis sparks up. Students who have come from far to study and are new in Jos will need accommodation and they have to settle along the existing patterns of settlement they see which may be weird to them from their various roots. This shows how the issue of ethno-religious crisis can affect students' settlement positively or negatively.

Ethno-religious crisis may have a negative impact on education because it leads to the closure of a school and a break in academics as well as the whole educational activities. Highlighting the consequences of crises on education, Muhammed (2012) in analyzing the consequences of crises reported that, social tensions and new patterns of settlement were visible in States like Plateau, Bauchi and Kaduna. Muslims were seen moving to Muslim-dominated areas and Christians migrating to Christian-dominated areas. These new patterns of settlements has favourable and adverse implication on psychology of the people. Onwumah (2014) lamented that it is a period that brings out the worst instincts and impulses in man and social relationships at their lowest level. This is so because no man would want to relate happily to a group of people who have or are perceived to have either killed or maimed his relations. This by extension would lead to fear, hatred, acrimony and suspicion.

Again, students socialise in school and socialization is one of the functions of education, socialization is acquiring and learning how to behave and fit into a given society. It also deals with the process of learning how to behave in a manner acceptable to the society. Students by nature of education are expected to socialize in school, the socialization process avails students the opportunity to interact with people from different backgrounds and cultures. Therefore, ethno-religious crisis becomes a barrier to the effective socialization of students at the University of Jos. The restriction in movement have the tendency of affecting how students socialise and even their academic process which may bring about decline achievement.

Causes of ethno-religious crisis in Nigeria

A major cause of what we now see as ethno-religious crisis in Nigeria has to do with the accusations and allegations of neglect, oppression, domination, exploitation, victimization, discrimination, marginalization, nepotism and bigotry. In every nation, there is no complete agreement on how wealth, power and status are to be shared among individuals and groups. There is also no agreement on how to effect necessary changes and reforms. This is because different groups and individuals have diverse interests. Some groups will have their aims met, while others will not. What this means is that crisis (ethno religious ones inclusive) usually occur when deprived groups and individuals attempt to increase their share of power and wealth or to modify the dominant values, norms, beliefs, or ideology. Thus, in Nigeria, there seems to be a divisive interplay of politics, ethnicism and religion, which has consequently led to the rising nationalism and militancy of various ethnic and religious movements (Adebayo,

2010). It is interesting to note that, the overall consequence of this is the escalation of various ethno-religious crises that are witnessed all over the country today which are meant to correct any perceived form of marginalization, oppression or domination (Fawole, 2011).

Another very important cause of ethno-religious crisis is the breakdown of vehicles of social control that characterised the traditional African societies such as the police, courts, family, education, law, religion and political system that cared for the well-being of all citizens.

Indeed, the malfunctioning of all these important institutions has increased ethnic and communal crises in Nigeria. For instance, the inability of many homes to make the ends meet with the family income tends to increase immorality, broken fatherless/motherless homes, divorces and drunkenness, leading again to a large reserve of youths who could be employed for execution of ethno-religious crisis (Michael, 2012).

The school system in Nigeria today is in shambles and the standard is dropping which limits the impact of school to instill sound knowledge in students, let alone instill discipline and desired type of morality. The religious institution is also not playing its expected roles, while the law enforcement agents indulge in crimes, demand bribes and collect illegal levies from motorists openly and, shamelessly. All the above constitute a wrong signal to the social and encourage social vices in society thereby laying the foundation for the crisis in general.

The implication of ethno-religious crisis on University of Jos students

Ethno-religious crisis may have a lot of implications for settlers of Jos most especially the students, but the following are considered more important particularly to social studies students, who are students of the University of Jos and the major concern of this study.

Socio-economical implication: Ethno-religious crisis causes the youths lots of deprivations due to weaknesses in social organization, social institutions and structural deficiencies in creating enabling environment for the society and economy to grow and retards all economic and social progress. For example Bello, (2011) established that “throughout the crisis years in Bassa, Local Government Area of Plateau State, there was a decline in the level of agricultural investment as well as income of the people of the area, and increased level of social and residential segregation and damages to lives and property worth millions”. The resultant effects of these are high levels of poverty and unemployment, particularly to youths.

Political Implications: The youths are forced to contents with the state’s inherited ethnic and religious crises, socio-structural deformities and disharmonies. This has impacted negatively on the growth and development of the youths in the state. The incessant crisis experienced in the state right from inception and the weak position of the political class and its perpetual struggles for political power to accumulate wealth has continuously put the youth at disadvantageous position and makes their future in jeopardy and in sorry situation.

Educational Implications: The incessant spates of ethno-religious crisis in the state may lead to shift of emphasis on government strides to restore security at the expense of developing key sectors like education and basic social amenities among others. This may lead to a crisis on that sector and persistent strike by the teachers at all levels which will cripple the educational development in the state.

Ethno-religious crisis and settlement pattern of students

Ethnicity is generally regarded as the most basic and politically salient identity in Nigeria. This claim is supported by the fact that both in competitive and non-competitive settings, Nigerians are more likely to define themselves in terms of their ethnic affinities than any other identity. This ushered in a segregation pattern along ethnic and religious lines in most states in Northern Nigeria specifically pronounce in Bauchi and Jos (Gambo, 2012).

Complex interconnectedness between ethno-regional, ethno-religious, and ethnicity presents a new phenomenon in the springing of settlement patterns in almost all parts of Jos metropolis and the environs. Students of the University of Jos who are unable to stay in either of the hostels often opt to settle in neighboring and host communities around the school.

Most students reside few kilometers away from school say 2 to 5 kilometers as few stay farther than 5 kilometers away from the school. With this pattern of settlement, students are conditioned to settle along ethnic or religious lines which is a reason why we may find the Muslim students staying off campus residing around Bauchi road, Katako Junction to Layin Zana, and Angwan rogo while Christian students stay along Christians residential areas like Faringada, Ring road, Angwan Rukuba, Ecwa Staff, Utan, Gada biu and the likes. The scourge of ethno-religious crisis and its implication on settlement pattern for students is not a type that encourages interaction and togetherness but rather a dichotomous settlement pattern.

Table 1. Settlement Pattern in Jos along Religious Line

Christian	Muslim
Ring road	Bauchi road
Tudun Wada	Rikos
Rock Heaven	Yanshanu
British-America	Gangare
Bukuru	Ungwan Rogo
Ungwan Rukuba	Ali Kazaure

The above table depicts a sample of areas where settlers are concentrated in Jos that are neighboring communities to the University and where students who are residing off-campus often seek accommodation for various reasons. The dichotomy is clear from the table that, settlement is segregated and separated base on religious lines. The settlement pattern has been so due to incessant ethno-religious crises in the area. This shows a clear case of a dichotomous settlement pattern which have the tendency of affecting the interaction of students at the University of Jos. The pattern of settlement available to the students as an option in the off-campus largely depends on the religious line. This is not to say that, students do not reside in areas or surroundings that are not their fate based because, students do not get to hurt each other but it may be dangerous for such students in time of crisis which usually happen suddenly and most students have lost their lives to such needless ethno-religious crisis. Shortly after 2001 crisis which was the first crisis experienced in the city of Jos, people begin to become conscious of their settlement and the pattern of settlement was redrawn.

1.1 Statement of the Problem

The ethno-religious crisis of Jos is a reason why students may not be able to reside at a place of their choice and socialise unconditionally. Students' settlement and socialization are the gateway to achievement in school which means that academic achievement can also be hindered adversely or favourably as a result of socialisation and settlement patterns. State actors and other concerned stakeholders in Jos have made several efforts to reconcile the ethnic and religious differences amongst the residents of Jos but little or not much progress was achieved as the damage has affected the structures and functions of the society. Although, efforts of the successive government have resulted in a certain level of improvement and relative peace but the problem of socialization and settlement pattern which has been bastardized remains a case of concern because it affect the achievement of students and socialization negatively. Although, there exist handful of studies (Sunday, 2015) on how ethno-religious crisis affects students achievement but attention has not been given to undergraduate students of University of Jos. On this note, social studies students of the University will be considered in this study.

1.2 Objectives of the Study

The aim of this study is to investigate the impact of ethno-religious crisis on settlement patterns and social studies students' socialization at the University of Jos. Specifically, the objectives of the study includes to:

1. examine the extent to which ethno-religious crisis influences patterns of settlement among social studies students
2. determine the extent to which ethno-religious crisis influences socialization among social studies students at the University of Jos
3. find out the effects of ethno-religious crisis on achievement of social studies students at the University of Jos

1.3 Research Questions

The following research questions were answered in the study

1. To what extent does ethno-religious crisis influence pattern of settlement among social studies students?
2. To what extent does ethno-religious crisis influence socialization among social studies students' at the University of Jos?
3. What effect does ethno-religious crisis have on achievement of social studies students at the University of Jos?

1.4 Hypotheses

The study postulated the below hypotheses

1. There is no significant relationship between ethno-religious crisis and settlement pattern of students at the University of Jos
2. There is no significant relationship between ethno-religious crisis and achievement of social studies students at University of Jos.
3. Ethno-religious crisis has no significant influence on students socialization at the University of Jos

II. Research Method

2.1 Research Design

The study employed cross sectional survey research design A cross sectional research design is such that permits the researcher a draw an un-bias sample from a target population which data will be collected from, analyse and conclusion draw which will then be generalized for same population and similar in some cases.

Population and sample

The population of the study consisted of all 491 undergraduate social studies students education students in department of Social Science Education Faculty of Education, University of Jos for 2020/2021 academic session. A sample of 200 students' was selected from the population. The sample consist of both gender and also consist of students across 100 to 400 level.

2.2 Sampling Technique

For the purpose of selecting the sample used for the study, the researcher employed proportional stratified sampling technique for unequal strata. This enabled the researcher to sample equal size across each level which takes care of bias and gave fair equal representative

2.3 Instrumentation

The researcher used a structured questionnaire titled "Students questionnaire on the impact of ethno-religious crisis on academic achievement of students at the University of Jos" SQIERCACSUI for data collection. The questionnaire was a structured one and divided into two sections, A and B. Section A of the questionnaire contains bio-data of the respondents which includes issues of demographic variables such as gender, level, and age. Section B of the instrument was analytical in structure and contains 20 items in-line with the objectives, research questions and hypotheses formulated in the study. The questionnaire was structured on a four point scale of Strongly agreed (SA) agree (A) disagree (D) and strongly disagree (SD) with 4 point, 3pointpoint and 1 point allocated for each response respectively.

Validity and reliability of instrument

The instrument was subject to validation by 2 experts one from test and measurement and one from social studies. The experts were all from faculty of Education at the University of Jos. They evaluate the instrument relevance, objectivity, clarity, and efficiency after which the experts expressed their judgment which was reflected on the final instrument used for the study. Also, the reliability of the instrument was measured using split half method and the coefficient was established at 0.78 co-efficient.

2.4 Procedure for data collection

A face to face method otherwise known as on the spot method was employed for data collection where the researcher alongside 2 research assistants distributed the instruments to the respondents on the spot. Data collected were computed and analysed using simple percentage and chi-square as a statistical tool. Simple percentage was used in answering the research questions while chi-square statistic was used in testing the hypotheses postulated in the study.

III. Result and Discussion

3.1 Answering the Research Questions

Research question one: To what extent does ethno-religious crisis influences pattern of settlement among social studies students?

Table 1. Percentage of respondent's opinion on research question one

S/n	Items	SA %	A %	D %	SD %
	Settlement pattern in Jos has changed due to ethno-religious crisis	100 50%	40 20%	30 15%	30 15%
	Social studies students settle in Jos across ethno-Religious lines	120 60%	30 15%	30 10%	20
	Students seek accommodation in environment and Places referred to as safe for them	80 40%	80 40%	20 10%	20 10%
	Students cannot reside anywhere of their choice Due to ethno-religious crisis	80 40%	60 30%	20 10%	20 10%
	Threat to settlement pattern of students is largely influenced by ethno-religious crisis in Jos	60 30%	80 40%	40 20%	20 10%

Table 1 above depicts percentage opinion of respondents on research question one which seek the extent to which ethno religious crisis pattern influences pattern of settlement among social studies students. The analysis revealed that over 140 students representing 70 percent of the respondents agreed with item one which states that, settlement pattern of students in Jos has changed due to ethno religious crisis. The analysis also showed that, 150 students representing 75% of the respondents agreed that social studies students settle in Jos across ethno-religious lines and only 25% of the respondents disagreed. Item 3 in the analysis also revealed that 160 respondents representing 80% of the respondents agreed that, students seek accommodation in environment and places referred to as safe for them. On item four, 140 students representing 70% agreed that students cannot reside anywhere of their choice due to ethno religious crisis. Finally, item five has it that threat to settlement pattern of students is largely influenced by ethno-religious crisis as 140 respondents representing 70% agreed and the remaining 30% disagreed with the item.

Research questions two: To what extent does ethno-religious crisis influences socialization among social studies students at the University of Jos?

Table 2. Percentage of respondent's opinion on research question two

S/n	Items	SA %	A %	D %	SD %
	Students do not enjoy social life at the University of Jos due to ethno-religious crisis	60 30%	80 40%	40 20%	20 10%
	Socialization of students is mar and restricted by Ethno-religious crisis	100 50%	50 25%	30 15%	20 10%
	I do not visit every part of Jos because of ethno-Religious crisis	60 30%	60 30%	30 15%	50 25%
	The socialization of students at the University of Jos Is much restricted because of ethno religious crisis	100 50%	60 30%	20 10%	20 10%
	Ethno-religious crisis is a bottleneck to effective Socialization of students at the University of Jos	80 40%	80 40%	20 10%	20 10%

Table 2 above depicts percentage opinion of respondents on research question two which seek the extent to which ethno religious crisis pattern influences socialization among social studies students at the University of Jos. The analysis revealed that over 140 students representing 70 percent of the respondents agreed with item one which states that, students do not enjoy social life at the University of Jos due to ethno-religious crisis. On item 2 the analysis also showed that, 150 students representing 75% of the respondents agreed that, socialization of students is marred and restricted by ethno-religious crisis as only 25% of the respondents disagreed. Item 3 in the analysis revealed that, 120 students representing 60% of the respondents agreed that they do not visit every part of Jos because of ethno-religious crisis. On item four, 160 students representing 80% agreed that socialization of students at the University of Jos is much restricted because of ethno-religious crisis. Finally, item five states that ethno-religious crisis is a bottleneck to effective socialization of students at the University of Jos as the response rate showed that 80% of the respondents agreed and the remaining 20% disagreed with the item.

Research question three: What effects does ethno-religious crisis have on achievement of social studies students at the University of Jos?

Table 3. Percentage of respondent's opinion on research question three

S/n	Items	SA %	A %	D %	SD %
	Ethno-religious crisis affects achievement of Students at the University of Jos	80 60 40%	40 30%	20 20%	10%
	Students achievement is influenced by ethno-religious crisis negatively	120 40 60%	20 20%	20 10%	10%
	Student's achievement can better improved where Ethno-religious crisis eradicated	60 30%	80 40%	20 10%	20 10%
	Ethno-religious crisis is a clog to achievement of Students in social Studies	100 50%	60 30%	20 10%	20 10%
	Ethno religious crisis is a major challenge that Halts academic activities at the University of Jos	120 60 60%	10 30%	10 5%	5%

Table 3 above depicts the percentage opinion of respondents on research question three which seek the extent to which ethno-religious crisis influences the achievement of social studies students at the University of Jos. The analysis revealed that over 140 students representing 70 percent of the respondents agreed with item one which states that ethno-religious crisis affects achievement of students in University of Jos. The analysis also revealed that, 160 students representing 80% of the respondents agreed that student's achievement is influenced by ethno-religious crisis negatively as only 20% of the respondents disagreed. Item 3 in the analysis revealed that 140 students representing 70% of the respondents agreed that students' achievement can better improve when ethno-religious crisis is eradicated. Item four reveals that, 160 students representing 80% agreed that, ethno-religious crisis is a clog to the achievement of students in social studies. Finally item five states that, ethno-religious crisis is a major challenge that halts academic activities at the University of Jos as the response rate showed that 90% of the respondents agreed and the remaining 10% disagreed the item.

3.2 Testing of Hypothesis

Hypothesis one: There is no significance between ethno-religious and settlement pattern of students at the University of Jos

Table 4. Summary of chi-square table on relationship between ethno-religious crisis and settlement pattern of students

Variables value	N	X	SD	df	X ² _{crit}	p-
Ethno-religious crisis	200	9.421	2.516	12	2.13	0.000
Settlement pattern		13.246	1.212			
P < 0.000						

The result in table 4 above indicate that p value 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis stated is rejected because the p-value is less than the level of significance. This result shows that, there exist significant relationship between ethno-religious crisis and settlement pattern of students at the University of Jos. The tested hypothesis above has proven clearly from the result that ethno-religious crisis have significant relationship and effect on settlement pattern of students. the implication is that, students settlement pattern is affected by ethno-religious crisis and that is a determinant of settlement pattern amongst students

Hypothesis two: There is no significance between ethno-religious and students achievement at the University of Jos

Table 5. Summary of chi-square table on relationship between ethno-religious crisis and students' achievement at the University of Jos

Variables value	N	X	SD	df	X ² _{crit}	p-
Ethno-religious crisis		11.417	3.016			
	200			12	4.05	0.000
Achievement		15.684	1.432			

P < 0.000

The result in table 5 above indicate that p value 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis stated is rejected because the p-value is less than the level of significance. This result shows that, there exist significant relationship between ethno-religious crisis and achievement of students at the University of Jos. The tested hypothesis above has proven clearly from the result that, ethno-religious crisis has significant relationship with students achievement at the University of Jos. By implication, it means that ethno-religious crisis can lead to adverse effect on achievement of students and it is a serious issue that should not be jettisoned.

Hypothesis three: Ethno-religious crisis has no significant effects on socialization of students at the University of Jos

Table 6. Summary of chi-square table on significant effects of ethno religious crisis on students socialisation

Variables value	N	X	SD	df	X ² _{crit}	p-
Ethno-religious crisis		9.11	2.16			
	200			12	2.05	0.000
Socialization		10.21	1.23			

P < 0.000

The result in table 6 above indicates that, p value 0.000 is less than the level of significance of 0.05. Therefore, the null hypothesis stated is rejected because the p-value is less than the level of significance. This result shows that, ethno-religious crisis has significant effect on socialization of students at the University of Jos. The tested hypothesis above has proven clearly from the result that, ethno-religious crisis has significant effect on socialization of students at the University of Jos. By implication, it means that, ethno-religious crisis influences socialization among students and limit their socialization which is a function of education.

3.3 Findings

The study investigated the impact of ethno-religious crisis on settlement patterns achievement and socialization among students at the University of Jos. The study conducted an intense analysis of the impact ethno-religious crisis has on student's achievement, settlement patterns, and socialization. From the study the following findings were made;

1. That ethno religious crisis affects the pattern of settlement in Jos North and has led to redrawing of the Jos map which regrettably affects the settlement pattern of University of Jos students specifically those residing off campus around the school environs.
2. That ethno-religious crisis erodes student's freedom of socialization and association because it affects where they go to, who they visit and places they visit for fear of the unknown.
3. That student's academic achievement is vulnerable and directly affected by ethno-religious crisis at the University of Jos by causing extension and longer stay of students in campus than necessary

IV. Conclusion

University of Jos students face different challenges as a result of this ethno-religious crisis ranging from declining academic achievement, delay in graduation, restricted socialization and even restricted settlement. To this end, the researcher concludes that peaceful coexistence and harmonious living are germane to academic process and progress of students. Thus, ethno-religious crisis erodes socialization process among students, most students reside off-campus and settle in places they perceive safe for them.

References

- Adebayo, R. I. (2010). Ethno-Religious Crises and the Challenges of sustainable Development in Nigeria. *Journal of Sustainable Development in Africa*, 12(4), 213-25.
- Adelakun, J. (2014). Unpublished Handout on Sociology of Urban Life.
- Bagaji, A. S. (2012). Boko Haram and the Recurring Bomb Attacks in Nigeria: Attempt to impose Religious Ideology through Terrorism. *Cross-Cultural Communication*.
- Gambo, Y.M. & Omirin, M.M. (2012). Ethno-religious conflict and settlement pattern in Northern Nigeria. *Mediterranean Journal of Social Sciences*, 3(3): 129-135
- Michael, B.A. (2012). Ethno-Religious Crisis as a threat to the Stability of Nigeria's Federalism. *Journal of Sustainable Development in Africa*, 14(3): 127-140.
- Muhammed T, L. (2012). Ethno-religious difference, recurrent violence and peace building in Nigeria: Focus on Bauchi, Plateau and Kaduna States. A Keynote Paper Presented at a Public Lecture/Research Presentation and Discussions on the Theme: Difference, Conflict and Peace Building through Law. Arewa House, Kaduna. 22 November.
- National Policy on Education (2013). Lagos: Federal Government of Nigeria Press.

- Onwumah, A, C. (2014). Communal and ethno-religious crises and their Implications for national development in Nigeria. *Developing Country Studies*, 4, 17.
- Salawu, B. (2010) Ethno-Religious Conflict in Nigeria: Causal Analysis and Proposals for New Management Strategies. *European Journal of Social Sciences* 13(3): 345-353
- Sunday, J. (2015). Impact of Jos Crisis on Pattern on Students/Teachers Population in Schools and it impact on quality of Teaching and Peaceful Co-existence in Nigeria. *World Journal of Education*, 5(5): 30-41
- Umejesi, I. O. (2010). Rule of law as a panacea to religious crises in contemporary Nigeria. In A K A Chepkwony, & P M J Hess (eds.), *Human Views on God: Variety Not Monotony* (Essay in Honour of Ade P. Dopamu). Eldoret: Moi University Press.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2010). *Education under attack* Paris: UNESCO.