

Need for Security Education in the Niger Delta: Perspective of Educational Administrators

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Abstract:

Security concern is diverse and complex, ranging from suicide bombing to criminal activities with alarming dimensions and consequences. The purpose of this paper is to explore the perspectives of educational administrators on the need for security education in the Niger Delta. The study was descriptive survey research in which the quantitative data were collected through 14 – item questionnaire titled: Need for Security Education in the Niger Delta: Perspective of Educational Administrators (NSENPEA). The population for the study consisted of two hundred and fifty-seven (257) Public Senior Secondary School Principals and Vice Principals in Rivers State. Data were analyzed using mean and standard deviation on a modified 4 point rating scale for research questions and Analysis of Variance (ANOVA) for the two hypotheses. Findings of the study revealed that; level of insecurity in Nigeria contributed to the inclusion of security education in the basic education curriculum; security education will make Nigerians to view national security as everybody's business. Also, findings from the hypotheses revealed that; there is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on rationale for inclusion of security education in school curriculum; there is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on relevance of inclusion of security education to learners and the Nigerian society at large. Based on the findings of the study, it was recommended among others that: There is the need to sensitize teachers, parents, students and the general public on security matters, as this would help to prevent various forms of terror acts in the Nigerian societies.

Keywords: Security, Security education curriculum, inclusion

1. INTRODUCTION

One of the daunting socio-political challenges of Nigeria as a nation is insecurity. The country, like many nations is faced by a plethora of security challenges. The global nature of insecurity has been underscored by the United Nations Educational, Scientific and Cultural Organization (UNESCO), when it noted that the past century has witnessed an exponential growth in violence between individuals, including youths at school (UNESCO, 2002). Unfortunately, despite conflict resolution efforts of international organizations like the United Nations (UN), African Union (AU), Economic Community of West African States (ECOWAS) and military interventions, several nations are still experiencing different forms of insecurity (Ede and Edozie, 2015).

In Nigeria, there are several internal conflicts leading to insecurity in some parts of the country. The Niger-Delta struggle for resource control, Jos crisis, numerous inter and intra communal crises, youth restiveness, various political crises, the farmers-Fulani herdsmen crises, and recently the Boko Haram insurgency are the greatest security challenge since the country returned to democratic governance (Ede and Edozie, 2015). The security situation is made worse by armed banditry, different dimensions of violence, terrorism, hostage taking, cultism and the like.

The effect of insecurity on national economy has been grave as lives have been lost, public utilities are destroyed, serious economic losses by individuals, corporate organizations and government; decline in the spate of foreign investments, destruction of property, shutting down or relocation of businesses, human capital flight, and diversion of huge public funds to restore peace in some areas, amongst others. Perhaps the most devastating effect is the general feeling of insecurity or psychological trauma experienced by citizens in some parts of the country.

In several countries, youths play prominent role or are used to perpetrate and perpetuate these crises. Often, with little or no information, they are misled into triggering, escalating and sustaining these crises. Citizens of many countries are also ill-prepared to manage security situations. It is in this light that the United Nations dedicated 2001 to 2010 as the decade for the promotion of peace and non-violence for children and young adults of the world. The General Assembly of the United Nations, thereafter went on to invite Member States to take necessary steps to ensure that the practice of peace and non-violence, is taught at all levels in their societies, including in educational institutions (Muller, 2002). Countries are now turning to education for solution to the problem of insecurity. According to Benavot (2002), education has become a universal remedy that if appropriately applied, is hoped to solve a multitude of national woes and societal challenges. For international educational organizations, national ministries of education, policy analysts and educational experts, schooling has come to be seen as the preferred solution for a host of social problems.

In the light of the above, the revision of school curriculum has become a veritable strategy to prepare individuals to manage themselves and their immediate environment in times of insecurity and to identify threats to security. In order to integrate security education into school curriculum, the subject, social studies has been seen as the most appropriate through security education can be thought in schools. Social Studies is the subject discipline that often accommodates such curricula enrichments because it is one school subject that conveniently deals with emerging issues in society. Tyler (1949) and Taba (1962) had earlier referred to these emergent issues as issues of contemporary life. In Nigeria, such emergent issues as voting and electoral issues, road traffic accidents, traffic regulations, human trafficking, drug abuse, responsible parenthood, family life issues, negative behaviour, popular participation and other contemporary life issues are now included in Social Studies. The opportunity to include security education came during the Presidential Summit on Education in 2011. One of the outcomes was the 6th Edition of the National Policy on Education 2013, in which the basic and post basic education curricula were restructured.

Sequel to the above, national Values would be taught by Social Studies graduates/teachers. In other words, these teachers would teach Social Studies, Civic Education and Security Education. Security Education is therefore, an innovation in the new 2013 National Policy on Education.

2. CONCEPT OF SECURITY AND SECURITY EDUCATION

Security

Security, as a concept, is derived from the Latin word *Securus*, meaning to be safe, freedom from anxiety or fear to be emotionally secure, affording grounds to be confident. It has been defined as: - The conduction or feeling of safety from harm or danger, - The defense, protection and observation of core values and - The absence of threats to acquired values (David, 2006). According to Yusuf and Babatunde (2009) is the condition which enhances the ability of government, its agencies and its citizens to function without hindrances. Security is the degree of protection to safeguard a nation, union of nations, persons or person against danger, damage, loss and crime (Udin 2014). It is the absolute guarantee that people enjoy under a nation or state in terms of comfortability and operation without fear or threat (Salau, 2012).

Security is defined as a state of society of tranquility and it has two components: the emotional security which is the individual and the community's feeling of the need for security, and the procedural security which is the regulatory efforts to achieve or restore security (Carter, 2002). So, security is the sense of reassurance that is felt by the individual, whether because of the absence of threats to his or her existence, or as a result of having the means to confront such threats as they arise (Henry, Merten, Plunkett, & Sands, 2008).

Many studies, such as Cheung (2008) and Al-Qudah (2013), confirm that the individual who feels safe feels happy in his or her work, then produces and lives his or her natural life. So the concept of security has an important status for humans as they need to live in peace and be free from the threats, stress and anxiety, and to feel loved among others (Al-Otaibi, 2009).

Security Education

Security education on the other hand, been a newly introduced element of religious and national values subject is yet to gain wider definition from various scholars. However, it may be used interchangeably with "security awareness" or security consciousness". In a simple form, security education may be seen as everything and anything one learns about security. It is a type of education designed to promote the level of security consciousness among the citizenry of a particular country for them to be able to protect their immediate environment, nation and the world at large. it teaches us more on how to protect ourselves, our immediate environment, our nation and the world at large (Okunola, 2010). It enriches our knowledge against any form of threatening actions to our lives and properties be it at home, in school, in our place of work, or in our country

The concepts of security education has reached an advanced stage in various countries. This particular type of education is defined as "the teaching and learning of the security concepts and experiences necessary to achieve the national security" (Al-Sakran, 2008, p. 52). It is also defined as a set of methods, activities, experiences and preventive measures that lead to the protection from falling into the crime of all kinds (Al-Basheer, 2005). A further definition is that, it is the strengthening of national belonging and national identity and establishing the principle of social responsibility and the ability to test, compare, and contrast ideas (Al-Ayed, 2009).

The aim of the security education is the formation of the young people's

conscience for the benefit of society through the preparation of an aware and educated generation of security immunity (Al-Sultan, 2009). It seeks to consolidate the prevailing community values that call for the protection of young people (Al-Maliki, 2006), so the importance of security education lies in the protection of individuals and communities to fight against the crimes and accidents, and fortify the students from deviant ideas which affect the different social, psychological, economic and cultural aspects (Al-Shahri, 2010).

3 THE NEED FOR SECURITY EDUCATION IN SCHOOLS

Security is everyone's business. Security is a fundamental need for individuals, communities, businesses and governments. Security of life and freedom from harms of all kinds are fundamental rights of all people. Children deserve to understand at the earliest age what potentially could lead to crime, violence and breakdown of law and order as well as human rights abuses. They should be taught how to avoid unlawful and/or abusive behaviours; and to seek non-violent measures to resolve problems. Children by their nature are exposed to different kinds of activities in school such as sports, swimming, play, quarrel and fight. They are also exposed to various objects in the school. Some of these objects are harmful, some are not. In recent times, terrorists have targeted and attacked schools as was the case of several bombing of schools in Maiduguri by Boko Haram.

A lot of activities go on in the school that involves the children. Therefore, they deserve to be closely watched. Unfortunately, the teachers in the school that are supposed to watch over these children lack basic knowledge of security. Some do not know what constitute security threats and opportunity of victimizations or criminalization that need to be eliminated. While others lack the basic knowledge of security rules and regulations necessary to keep the school environment safe and secure for pupils, staff, visitors and the general public.

At home, these children also engage in activities ranging from house chores to answering telephone calls, ushering visitors into the house and manning the residence in the absence of adults. They deserve basic security education to equip them for participation in their own security both at school and at home.

If security education is included in the primary and secondary school curriculum, it would make whole lot of differences. They would know what security is all about; why they should be aware of their surroundings; know their neighbours, friends, aunties and uncles and what they say or do that could lead to security breach and how to report same and to whom; and adhere to simple security rules and regulations; what crime prevention and loss prevention are; types of adversaries and risks/threats; target hardening and basic prevention measures necessary to contain them would also be known and social decay would be solved. They would grow to know primary security procedures and imbibed security tenets which would have become part of them when they start working as it would be applied at home and at work and while traveling.

Governments at all levels should see the need of introducing security education into primary and secondary schools so as to build the citizenry's security awareness and check rising cases of victimization and criminalization in the country.

4. PURPOSE OF THE STUDY

The study was carried out to determine the need for security education in the Niger

Delta: from the perspective of educational administrators. Specifically, the study sought to:

1. Ascertain rationale for inclusion of security education in the school curriculum.
2. Determine relevance of inclusion of security education to learners and the Nigerian society at large.

5. RESEARCH QUESTIONS

The following research questions were formulated to guide the study.

1. What rationales led to inclusion of security education in school curriculum?
2. Of what relevance is inclusion of security education to learners and the Nigerian society at large?

6. RESEARCH HYPOTHESES

The following null hypotheses were formulated to guide the study.

1. There is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on rationale for inclusion of security education in school curriculum.
2. There is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on relevance of inclusion of security education to learners and the Nigerian society at large.

7. POPULATION

The population for the study consisted of all Public Senior Secondary School Principals and Vice Principals in Rivers State. There are two hundred and fifty-seven (257) Public Senior Secondary Schools in Rivers State. Each Senior Secondary School has one Principal and two Vice Principals (one Vice-Principal Administration and one Vice-Principal Academic). Since the main theme of the study is on perspective of educational administrators on the need for security education, the total population of the study would consist of 257 Principals and 257 Vice Principal Administration, making a total population of 514 respondents.

8. METHODOLOGY

Descriptive survey research design was employed for this study. The study was carried out in Rivers State secondary schools. The population of the study comprised all the Principals, Vice Principal (Administration) and Vice Principal (Academics) in all the 257 public secondary schools in Rivers State (Rivers State Secondary Education Board, 2018). This gave a total of 771 respondents (257 principals, 257 vice-principals (administration) and 257 vice-principals (academics)). There was no sampling since the population was sizeable enough to be studied. The instrument used to collect data collection was a 14-item research structured questionnaire of modified four point Likert-scale with the following response mode, Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD) weighted 4, 3, 2, and 1 respectively for the two research questions. Validation of the instrument was done by three experts in the faculty of education. The instrument was dully validated and a reliability test carried out using Cronbach Alpha. This gave a reliability coefficient of 0.79. The research questions were analyzed using mean and standard deviation. The decision rule 2.50 was used as a benchmark, any item with a score of 2.50 and above was regarded as “Agreed”, whereas those with a score of less than 2.50 was

“Disagreed”. 4–point scale was however collapsed to Agreed (A) and Disagree (D). IBM SPSS Statistical Package was used to run One-Way Analysis of Variance (ANOVA) to test the hypotheses at 0.05 level of significance.

RESULTS

Table 1: Mean (\bar{x}) and Standard Deviation on rationale for inclusion of security education in school curriculum

S/ N	Items	PRINCIPALS (N=257)		VICE PRINCIPALS (ADMINISTRATION) (N=257)		VICE PRINCIPALS (ACADEMIC) (N=257)		Decision
		Mean (\bar{x})	SD	Mean (\bar{x})	SD	Mean (\bar{x})	SD	
1	level of insecurity in Nigeria contributed to the inclusion of security education in the basic education curriculum	3.0	0.98	2.9	1.04	3.0	1.01	Agreed
2	Inclusion of security education would help tackle militancy in the Niger Delta.	3.0	1.20	2.9	1.24	3.0	1.26	Agreed
3	Security education prevent children from taking harmful substances	3.1	0.93	3.0	1.02	2.8	1.22	Agreed
4	Security education prevent drug abuse among students	2.8	1.21	2.7	1.26	2.8	1.18	Agreed
5	Security education is a complement to social studies and civic education	2.7	1.28	2.6	1.30	2.6	1.32	Agreed
6	Security education promotes good personal hygiene among students	2.7	1.20	2.7	1.26	2.7	1.22	Agreed
7	Security education has nothing to do with environmental health knowledge	2.6	1.23	2.6	1.25	2.6	1.23	Agreed

Grand Mean	2.84	2.77	2.79	Agreed
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Results on table 1 above show that responses from the respondents agreed that 7 items are pertaining to inclusion of security education in secondary schools in Rivers State. The mean values of these items ranges from 2.6 – 3.1, for the three categories of respondents including their grand means which were all above the benchmark of 2.50. This, therefore, means that the rationale for inclusion of security education in secondary schools in Rivers State is justified.

Table 2: Mean (\bar{x}) and Standard Deviation on relevance of inclusion of security education to learners and the Nigerian society at large

S/ N	Items	PRINCIPAL S (N=257)		VICE PRINCIPALS (ADMINISTRATION) (N=257)		VICE PRINCIPALS (ACADEMIC) (N=257)		Decision
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD	
8	Security education will help students to be security conscious	3.1	0.83	3.0	0.96	3.0	0.87	Agreed
9	With security education, the Nigerian societies especially the Niger Delta will witness reduction in militancy	3.0	0.98	3.1	0.89	3.1	0.87	Agreed
10	Security education will make Nigerians to view national security as everybody's business	3.1	0.88	3.0	0.94	3.0	0.89	Agreed
11	Security education will make learners to realize the dangers in playing with adult strangers	3.0	1.03	3.0	1.07	3.0	0.99	Agreed
12	Security education will help reduce child abuse	2.8	1.07	2.8	1.07	2.9	1.11	Agreed
13	With security education, children will be aware of various security alert numbers and how they can make use of them in cases of threats	3.2	0.73	3.2	0.77	3.2	0.78	Agreed

14	Security education will make learners to be aware of fraudsters and as a result, reduce corruption in the Nigerian societies	3.3	0.71	3.3	0.73	3.1	0.81	Agreed
Grand Mean		3.07		3.06		3.04		Agreed

Summary of table 2 reveals that all the category of respondents agreed to all the items that the inclusion of security education in secondary schools is of relevance to learners and the Nigerian society at large. Their mean values ranges from 2.8 – 3.3, which were above the benchmark of 2.50. This therefore indicates that the inclusion of security education in secondary schools will be of great benefits to learners and the Nigerian society at large.

10. HYPOTHESES

Hypothesis 1: There is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on rationale for inclusion of security education in school curriculum.

Table 3: Shows the analysis of variance of mean response of principals, vice principals (administration) and vice principals (academics) on rationale for inclusion of security education in school curriculum

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.020	2	.010	.333	.721
Within Groups	.540	18	.030		
Total	.560	20			

On table 3, one way ANOVA was applied in analyzing hypothesis one. The data contained on table 3 showed that the f-statistic is 0.333 and the significance of the p-value is 0.721, which is above 0.05 level of significance. Therefore, it is concluded that the null hypothesis is accepted and the alternative hypothesis rejected. This means that there is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on rationale for inclusion of security education in school curriculum. In other words, this means they all agreed that the reason behind the inclusion of security education in secondary schools in Rivers State is justified.

Hypothesis 2: There is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on relevance of inclusion of security education to learners and the Nigerian society at large.

Table 4: Shows the analysis of variance of mean response of principals, vice

principals (administration) and vice principals (academics) on relevance of inclusion of security education to learners and the Nigerian society at large.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.003	2	.001	.070	.933
Within Groups	.369	18	.020		
Total	.371	20			

On table 4, one way ANOVA was applied in analyzing hypothesis two. The data contained on table 4 showed that the f-statistic is 0.070 and the significance of the p-value is 0.933, which is above 0.05 level of significance. Therefore, it is concluded that the null hypothesis is accepted and the alternative hypothesis rejected. This means that there is no significant difference in the mean responses of principals, vice principals (administration) and vice principals (academics) on relevance of inclusion of security education to learners and the Nigerian society at large. This invariably means all respondents of same view that security education is of great importance (relevance) in secondary schools in Rivers State.

11. DISCUSSION OF RESULTS

Research question one sought to find out the rationale for the inclusion of security education in the school curriculum. The study revealed the followings as among the rationale for the inclusion of security education in the school curriculum; level of insecurity in Nigeria; need to tackle militancy in the Niger Delta; enhancing the knowledge of basic learners about the dangers of harmful substances; preventing pupils and students against drug abuse; need to good personal hygiene among students. The findings are in line with the submission of Towner (2005) who opined that awareness about security is not only to understand how to protect lives and properties but also to protect our health and environment.

Research question two sought to find out the relevance of the inclusion of security education to students and the Nigerian society at large. The study revealed that the primary essence of the inclusion of security education to learners and the Nigerian society is to promote and strengthened national security through adequate knowledge of security education among students and the entire Nigerian citizenry. The findings agreed with Sebiomo and Salau (2015) who concluded that national security is everybody's business and to achieve such, more security related topics needs to be embedded in social science related subjects' curriculum.

12. CONCLUSION

It is a known fact that education is an instrument for socio-political cum economic transformation. Base on the result of the study, there is no doubt that the present state of insecurity in Nigeria and poor state of security consciousness among Nigerians contributed highly to rampant cases kidnapping and other terror acts in Nigeria. Hence, security education was included in the newly subject termed national and religious values, to promote and strengthen national security through adequate transfer of knowledge and understanding on how children and adult can protect

themselves as well as their immediate environment against any form of threats against humanity. To achieve this, effective implementation of the newly revised basic education curriculum becomes paramount.

13. RECOMMENDATIONS

To achieve the general aim of national, this paper makes the following recommendations:

1. The newly introduced subjects such as civic education, security education, and trade/entrepreneurship need specialized teachers. Therefore, there is urgent need to train and retrain more teachers for effective delivery of their topic contents. However, retraining programmes should not be limited to public school teachers, since security is not meant to be a person's business but everybody's business.
2. Textbooks on security education need to be developed; existing ones should to be reviewed in line with the new arrangement in the curriculum structure.
3. There is the need to sensitize teachers, parents, students and the general public on security matters. This would help to prevent various forms of terror acts in the Nigerian societies.
4. Education inspectorate bodies should always monitor not only public schools but also private school. Hence, their functions should be extended. This will prevent private school authority from allocating subjects to teachers irrespective of their field of study.

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