



Impact of the Implementation of Security Education Curriculum on Students' Security Consciousness in Nigeria

Aminu Wudil Yusuf¹

¹Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria, Nigeria

Received 10 Feb.2019, Revised 15 April 2019, Accepted 19 May. 2019, Published 01 July 2019

Abstract: The paper examined the impact of the implementation of security education curriculum on students' security consciousness in Nigeria. Descriptive approach was adopted in carrying out this research work. Two research objectives guided the study: Examining the extent to which security education improves the level of students' security consciousness and ascertaining the extent of the availability of resources for the implementation of security education curriculum. The target population was comprised of junior secondary school students in Nigeria. Fagge, Nasarawa and Ungwaggo Local Government Areas in Kano State were sampled for this study, using stratified sampling technique. Furthermore, seven secondary schools were randomly selected of which four hundred and thirteen (413) students were randomly selected. The instrument used for data collection was a questionnaire entitled "Questionnaire for the Study of the Implementation of Security Education Curriculum" (QISEC) and the data collected was analysed using descriptive statistics of arithmetic mean. Findings revealed that students of security education curriculum are not security conscious. Moreover, the resources for the implementation of the security education curriculum in junior secondary schools are not adequate. The researcher recommends that seminars/workshops should be organized for security education teachers to enrich their knowledge in the field of security education. Security education should also be introduced as a course at A-level in order to produce professional teachers in the field. Furthermore, the supply of resources for the implementation of curricula in secondary schools in Nigeria needs to be increased.

Keywords: Implementation, Security Education, Students' Security Consciousness

1. INTRODUCTION

Peace and security in any society exist when people live together in a certain environment without disturbance or violence. Security is a "darling of all" and according to Balami et al. (2016), a very vital instrument for economic development of any nation. Security is achieved in many parts of the world but unfortunately excluding Nigeria. This is because of the series of conflicts it has witnessed such as bombings, abductions, kidnapping, broad daylight robbery, rape, cultic activities, ethnic and communal clashes and hired assassinations. This ranked Nigeria low in the Global Peace Index (GPI, 2012 in Ifeoma, et al. 2015). Therefore, the insecurity in Nigeria has become a major issue of concern to every citizen (Obiamaka, 2015), as almost every day the media reports a case of insecurity.

This threatening insecurity situation in Nigeria could be traced back to the period of civil war in 1966 when huge amounts of arms were imported into the country for the use of the military during and after the war.

Unfortunately, some of these arms got into the hands of the civilians whereby after the war, they were used by civilians and ex-military men for mischievous purposes such as armed robbery (Olabanji & Ese 2014). These problems were growing at an increasing rate since the return of the country to democracy in 1999. According to Christina et al. (2014), security challenges operate a revolving-door policy these days. As soon as one goes away, another turns up in Nigeria. Between 1999 to 2012 alone Nigeria has recorded 30 persistence religious violence cases (Adagba et al., 2012). These destroyed lives and properties, disrupted economic and academic activities that prompted huge allocation of the national budgets to security (Achumba, et al. 2013). This level of insecurity in Nigeria is quite unfortunate (Fabinu, et al. (2016) and disquieting as it continues to pose threat to everybody in the country as terrorists' targets. The security situation worsened by the spate of bombings by a group called 'Boko Haram'. This group and some other groups like Niger Delta militants caused disharmony and disruption of the peaceful co-existence among Nigerians (Olusola & Marcus, 2014). This caused resentment and



disaffection among everybody in the country, which led to criminalization of terrorism by passing the Anti-Terrorism Act in 2011.

The use of force alone was reported as being not effective; as Nwanegbo (2013) posited that the government and stakeholders should explore alternative avenues (dialogue) rather than force in tackling security challenges. Even though researchers have different views on the role of education as a veritable tool in solving insecurity problems in Nigeria, many agree in their conclusions. For example, Madu et al. (2015), suggests educational reform that entails bringing sanity to the education sector, by producing the right kind of humans, who will solve the problems facing the sector and catapult the nation in the right and desired direction. This is in line with the view of Gbenedio (2012) who commented that for Nigeria to attain national development and transformation, there must be a thorough revamping of the schools' curricula. Ushe, (2015), confirmed that education is an agent of resolving the religious conflicts and insecurity in Nigeria. Igbuzor (2011) is also of the view that peace and security education are critical factors in producing sustainable peace. In a related development, Onyinye (2018), suggested that government and educational stakeholders must adopt a new approach towards ensuring that security education is given the desired attention; as, this is the only way of nipping insecurity at the bud.

All things being equal, there is a symbiotic relationship between education and security. According to Ojukwu (2017), insecurity especially in the school environment significantly affects the academic performance of secondary school students. Milam et al. (2010) in Duszka (2015), demonstrated that safer schools had higher academic scores. The basic question is how can education promote security? Many conflicts arise from ignorance and manipulation of ethnic and religious identity. Education, not mere schooling, produce tolerant and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural backgrounds and other forms of identities.

Generally, lack of education itself is insecurity and is a source of vulnerability to other forms of insecurity. Persons with low education are more likely to be victims of crime and other forms of insecurity. Majority of individuals taken into custody for criminal acts lack high education, which often influences their tendency to commit crime and consequently, their abilities to avoid detection, arrest, trial, and conviction. Level of education determines skills, income, health care, housing, food, and nutrition of individuals, which all are elements of human security. In response to this, the federal government of Nigeria introduces security education at primary and junior secondary schools as counter-terrorism and

counter-insurgency efforts. It is against this background that this research study assessed the impact of the implementation of security education curriculum at junior secondary schools in Nigeria on students' security consciousness. Precisely, the study:

1. Examined the extent to which security education improved the level of students' security consciousness.
2. Ascertained the extent of the availability of resources for the implementation of security education curricula.

LITERATURE REVIEW

The conceptualization of 'Security Education' involves two important terms, which are security and education. The understanding of 'Security Education' is based on the clarification of these terms. Then, what is security and what is education? Just like the concept of peace, the definition of security is contentious (Mou & Mou, 2017), as many people have different views. Security according to Nwagboso (2012), Bashar (2017) and Usman & Mathew (2014) is the act of being safe from harm or danger, protection and preservation of values and the absence of threats to acquired values. The importance of education has been adequately discussed in many fora and in different literature (Ojukwu & Nwanma, 2015 and Ojukwu & Onuoha, 2016). Education according to Lannap and Kazi (2003) in Ushe (2015), education as the oldest discipline in human history, which deals with the art of imparting, acquiring knowledge through teaching and learning, especially at schools or similar institutions. Education and literacy are the only key that can unlock every door of crime in society (Friday, 2014). According to Edozie (2014), Security Education is a cooperative, dynamic and lifelong process through which a society generates knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and coexistence. Similarly, Al-Sakran (2008) in Al-Edwan (2016) sees Security Education as "the teaching and learning of the security concepts and experiences necessary to achieve the national security". Security challenges that are worrying some countries in the world are the main reason why security and security education are now receiving scholarly attention more than ever before.

SECURITY CHALLENGES IN NIGERIA

So many security issues challenge Nigeria, which have a domino effect on the economy, politics and socialization in the county. Some of these challenges are armed robbery, kidnapping, terrorism and hired assassins.

Armed Robbery: Nigeria is becoming a fertile ground conducive for devilish activities such as armed robbery.



This is because cases of armed robbery are spreading at an increasing rate, as it is reported every day everywhere in Nigeria. According to Ifeoma et al. (2015), security agencies, especially police that are responsible for internal security are unable to effectively thwart robbery in Nigeria. Unfortunately, armed robbery has now become advanced to a level where it is now held in broad daylight despite all security measures put on ground by the Nigerian government. The situation is such that virtually every wealthy Nigerian who feels targeted by armed robbers now lives inside high-wall fences and barricaded houses, which is just like a self-imposed prison yard.

Kidnapping: The history of kidnapping in Nigeria could be traced to the Niger Delta area where it was used as a tool to address externalities due to oil extraction. What people there believed is that the Nigerian Government maximises utility at their expense. Kidnapping is now everywhere in Nigeria as a new source of income for mostly the youth. Nwankwo (2012) in Ifeoma et al. (2015), noted that besides, the money that is usually in huge millions of naira gained from the ransom collected from the families of victims, many desperate politicians are now using kidnapping as a tool of vendetta on perceived political enemies. Kidnapping in Nigeria has advanced to a level that makes the wealthy Nigerians and even the poor live in fear.

Terrorism: Terrorism is a worldwide phenomenon that is threatening virtually everybody in the world. It has been defined by Sampson and Onuoha (2011) in Ifeoma et al. (2015) as the use of threat or violence by an individual or group of individuals to cause fear, destruction or death; especially against unarmed targets, property or infrastructure in a state; intended to compel those in authority to respond to their demand(s). The security situation worsened by the spate of bombings by a group called 'Boko Haram'. This group and some other groups like Niger Delta militants had caused disharmony and disruption to the peaceful co-existence among Nigerians (Olusola & Marcus, 2014). Unfortunately, schools in Nigeria are no longer safe and this has direct consequences on students' academic performance.

Hired Assassins: Hired Assassins is also another security challenge that is facing Nigeria today as it also challenges many African countries. Even though this utterly evil practice carries capital punishment in the nation's various laws and statues, the situation continues to deteriorate as a result of the helplessness of the law enforcement agents to bring the perpetrators of this dastardly acts to justice (Ifeoma et al. 2015). The Nigerian government has failed in this direction despite the huge amount of money the matter consumes.

2. RESEARCH QUESTION

This study sought to answer the following twofold research questions:

1. To what extent security education improves the level of students' security consciousness?
2. How adequate are the resources for the implementation of security education curriculum?

3. RESEARCH METHODOLOGY

The study adopted a descriptive design using survey technique. The targeted population were all students from public and private junior secondary schools in Nigeria. Fagge, Nasarawa and Ungwaggo Local Government Areas, in Kano State were sampled for this study; using stratified sampling technique. All the three major ethnic groups (Hausa, Yoruba, Igbo) and even almost all other minority ethnic groups are found in this area and therefore this makes the sample area a good representation of the population that is multicultural in nature. Seven secondary schools were randomly selected of which four hundred and thirteen (N=413) students were randomly selected. The limitation of this study is that it lacks a comparison group.

The researcher designed a questionnaire entitled "Questionnaire for the Study of the Implementation of Security Education Curriculum" (QISEC), which was used in gathering data for this study. The validity of the instrument was determined by two senior lecturers in the Faculty of Education, Ahmadu Bello University, Zaria. The reliability coefficient of 0.71 was obtained through a pilot test conducted in the Government Secondary School Garun-Ali of Garko Local Government, Kano State. The researcher adopted "wait and take" approach in administering the instrument. This is to say, for each instrument administered, the researcher retrieved it immediately. This reduced the mortality rate to only 1.21 percent. Four teachers with a qualification of NCE and three years teaching experience were involved in the study as research assistants.

4. RESULTS

The statistical tools used for data analysis were arithmetic mean; taking 2.50 as accepted criterion mean for the responses and those with less than 2.50 were regarded as disagreement and rejected.

Research Question 1: To what extent security education improves the level of students' security consciousness?

To determine the extent to which security education improves the level of students' security consciousness, the respondents' mean scores were analyzed. Therefore,



all items with mean 2.50 and above were accepted and regarded as knowledge acquired by the students through the implementation of security education curriculum that makes them security conscious.

Table 1 Mean scores of the extent to which security education improves the level of students' security consciousness

S/No	Items	Mean	Decision
1	With security education, students are now very vigilant	3.07	Agreed
2	With security education, you are now aware of ways to alert authority	3.17	Agreed
3	For any insecurity alarm, you are to react immediately	2.78	Agreed
4	You don't make confidential conversation in public places	2.19	Disagreed
5	With security education you can easily identify strangers with a threatening look	2.51	Agreed
6	If you had gunshots, you take cover instead of running away to escape the bullets	1.09	Disagreed
7	What you learnt in security education is enough to be security conscious	2.01	Disagreed
8	With security education, you can now detect an abduction plan, escape it and alert authority	3.56	Agreed
9	You don't give strangers information, especially personal information	2.55	Agreed
10	Anywhere you find yourself, you care about escape routes	1.01	Disagreed
	Grand Mean	23.94	Rejected

From the data analyzed in Table 1, the Grand mean (23.94) was below the accepted cut-off mean (2.50) and consequently this indicated that students of security education curriculum in Nigeria are not security conscious.

Research Question 2: How adequate are the resources for the implementation of security education curriculum?

To ascertain the extent of the availability of resources for the implementation of security education curriculum, the respondents' mean scores were analyzed. Accordingly, all the items with mean 2.50 and above were accepted and regarded as available.

The respondents' view in table 2 have indicated that the grand mean (2.15) is less than the 2.50 cut off accepted mean. This showed that resources for the implementation of security education curriculum in Nigeria are not adequate.

Table 2. Mean scores of adequacy of resources for the implementation of security education curriculum

S/No	Items	Mean	Decision
1	Students are taught Security Education in classrooms with adequate furniture such as chairs and tables.	1.54	Disagreed
2	Teachers have a staff room with adequate furniture such as chairs and tables.	3.10	Agreed
3	Computers are available in your school for both students and teachers to access the internet.	0.82	Disagreed
4	School library is well stocked with current and relevant textbooks.	1.53	Disagreed
5	Potable water is available in your school.	2.71	Agreed
6	Health care facilities are adequately provided in your school.	1.75	Disagreed
7	There are good toilet facilities in your school.	2.91	Agreed
8	You have enough security education teachers	2.62	Agreed
9	There is constant electricity supply in your school.	1.97	Disagreed
10	Sport and recreation facilities are adequately available in your school	2.51	Agreed
	Grand Mean	2.15	Rejected

DISCUSSION

This study aimed at assessing the impact of the implementation of security education curriculum on students' security consciousness in Nigeria. The findings on research question one which asks: "To what extent does security education improve the level of students' security consciousness?", showed that even though the students have lightly learnt few elements of security consciousness such as being vigilant; reacting immediately to threat; identifying strangers with a threatening look; detecting abduction plan and taking appropriate decisions, the students are not security conscious. This indicates there are some shortfalls in the implementation of security education curriculum as noted by Ofoha (2011), who posited that the objectives of secondary school curricula are adequately defined but the problem is the implementation. This is also in line with Anne (2013) who posited that the process of implementation is problematic. Since the curriculum was not adequately implemented, its objective could not be achieved effectively.



The findings on research question two that asked: “How adequate are the resources for the implementation of security education curriculum?”, showed that resources for the implementation of security education curriculum in Nigeria are not adequate, despite the fair availability of resources like teachers; seats for teachers; portable water; good toilet facilities; sports and recreation facilities. This finding is in line with UNESCO (2006) in Yusuf (2016), which indicated that, there was total reluctance on the part of educational planners and managers on the provision of appropriate facilities and resources for implementing curriculum innovations in sub-Saharan countries. It is also the view of Gbenu, (2012), who reported that both human and material resources were inadequate and those available were dilapidated in Nigerian secondary schools. This is the main reason why the security education curriculum could not adequately instil security consciousness in the students.

CONCLUSION

The paper attempted to study the impact of the implementation of security education curriculum on students’ security consciousness in Nigeria. From the findings- despite the fact that the students learnt some elements of security consciousness such as being vigilant; reacting immediately to threat; identifying strangers with a threatening look; detecting abduction plans and taking appropriate decisions- the students are not security conscious. Moreover, the resources for the implementation of the security education curriculum in junior secondary schools are not adequate. Nevertheless, a few resources such as teachers; seats for teachers; portable water; good toilet facilities; sport and recreation facilities are available. This indicates there are some shortfalls in the implementation of security education curriculum at junior secondary schools in Nigeria.

Based on the findings of this research that reveals very low achievement in the implementation of security education curriculum at junior secondary school in Nigeria, the researcher made some recommendations to improve the implementation of the curriculum and consequently achieve the objectives of the curriculum fully. These are: Seminars and workshops should be organized for security education teachers to enrich their knowledge in the field of security education. This is because none of these teachers took “security education” as a course. Most of them took related courses like social studies, sociology, political science etc. Secondly, since security education is introduced at O-level, there is the need to introduce it at A-level. For this reason, therefore, it has become necessary to introduce NCE and Degree programs on security education. This will provide professional teachers in the field with good mastery of the subject matter and methodology for teaching the

subject. Finally, there is the need to increase the supply of resources for implementation of curricula in secondary schools, such as computers to access the internet for current news. Others include instructional materials, textbooks, health care facilities, and power supply.

REFERENCES

- Achumba, I. C., Ighomereho, O. S., and Akpan-Robaro, M. O. M. (2013). Security Challenges in Nigeria and the Implications for Business Activities and Sustainable Development. *Journal of Economics and Sustainable Development*, 4(2), 79-99.
- Adagba, K.; Okpaga, T. and Samuel, J. H. (2012). Activities of Boko Haram and Insecurity Question in Nigeria. *Arabian Journal of Business and management Review*, 1 (9), 81-87.
- Al-Edwan, Z. S. (2016). The security education concepts in the textbooks of the national and civic education of the primary stage in Jordan: an analytical study. *International Education Studies*, 9 (9). doi:10.5539/ies.v9n9p146.
- Anne, S. (2013) Factors Affecting Teachers’ Implementation of Curriculum Reforms and Educational Policies in Schools: The Kenyan Experience. *Journal of Education and Practice*, 4 (22), 80-86. Retrieved from www.iiste.org.
- Balami D. H.; Ahmed, F. F. & Yusuf A. B. (2016). The imperative of peace and security for the attainment of inclusive growth in Nigeria. *European Journal of Research in Social Sciences*, 4 (2), 82-93. Retrieved from www.idpublications.org.
- Bashar, L. M. (2017). Human Security for Sustainable Development in Nigeria: The Role of Information and Communication Technology (ICT). *Covenant Journal of Informatics & Communication Technology*, 5 (5), 29-35.
- Christina, T. A.; Ajibola, A. L. and Muhammed, N. N. (2014). A Nexus between Higher Education, Security Challenges, and Sustainable Development in Nigeria. *Journal of Research & Method in Education*, 4 (4), 16-22. Retrieved from www.iosrjournals.org.
- Duszka, C. (2015). The effects of school safety on school performance. *International Journal of Education and Social Science*, 2 (8), 29-37. Retrieved from www.ijessnet.com.
- Edozie, G. C. (2014). Assessment of the security education content, pedagogical, and technological knowledge of primary school social studies teachers in Delta State (Unpublished doctoral dissertation). University of Benin.
- Fabinu, F. A.; Ogunleye, T. O. and Salau, A. T. (2016). The Inclusion of Security Education in the Basic Education Curriculum: A Means for Preventing Child Abuse. *Asian Journal of Education and e-Learning*, 4 (2), 71-77. Retrieved from www.ajouronline.com.



- Friday, O. I. (2014). Imperatives of education and security challenges in Nigeria: Implication for education for all. *Journal of Resourcefulness and Distinction*, 7 (1), 1-9.
- Gbenedio, U. B. (2012). Education for national transformation, institutional innovation: Challenges and prospects. A keynote address presented at the National Conference Organized by Faculty of Education Unizik, Awka. 1st- 4th August. 2012.
- Ifeoma, O. R.; Purity, N and Anagbogu, T. (2015). Security Challenges and the Implications for Business Activities in Nigeria: A Critical Review. *Journal of Policy and Development Studies*, 9 (2), 157-168. Retrieved from www.arabianjbr.com/JPDSindex.php.
- Igbuzor, O. (2011). Peace and security education: A critical factor for sustainable peace and national development. *International Journal of Peace and Development Studies*, 2 (1), 1- 7. Retrieved from <http://www.academicjournals.org/IJPDS>.
- Madu, C. O.; Ewelum, J. N. and Chieke, J. C. (2015). Peace and Security: Necessities for Sustaining National Transformation in Nigeria. *International Journal of Scientific and Research Publications*, 5 (7), 1-4. Retrieved from <http://ijsrp.org>.
- Mou, S. P. & Mou, D. (2017) Peace, security and sustainable national development in Nigeria: problems and prospects. *International Journal of Peace and Conflict Studies (IJPCS)*, 4 (2), 20-40. Retrieved from www.academix.ng.
- Nwagboso, C.I. (2012). Security Challenges and Economy of the Nigerian State (2007 – 2011). *American International Journal of Contemporary Research*, Vol. 2 No. 6, 244-258.
- Nwanegbo, C. J. (2013). Security and National Development in Nigeria: The Threat of Boko Haram. *International Journal of Humanities and Social Science*, 3 (4), 285-291.
- Obiamaka, I. A (2015). Security management situations in public secondary schools in north central zone of Nigeria (Unpublished doctoral dissertation). University of Nigeria, Nsukka.
- Ofoha, D. (2011). Assessment of the Implementation of the Secondary School Skill- Based Curriculum to Youth Empowerment in Nigeria. *Edo Journal of Counselling*, 4 (1), 75-91.
- Ojukwu, M.O. (2017). Effect of insecurity of school environment on the academic performance of secondary school students in imo state. *International Journal of Education & Literacy Studies*, 5 (1), 20-28. doi:10.7575/aiac.ijels.v.5n.1p.20.
- Ojukwu, M.O. and Nwanna, A.C. (2015). Influence of insecurity of school environment on the behaviour of secondary school students in isiala- ngwa north and south local government area of abia state, Nigeria. *International Journal of Education & Literacy Studies*, 3(4), 49-55.
- Ojukwu, M.O. and Onuoha, R.C (2016) Influence of insecurity of school environment on the psychosocial adjustment of secondary school students in imo state, Nigeria. *Journal of Sustainable Agriculture and the Environment*, 15 (3), 14-27.
- Olusola, A. I. and Marcus, B. A. (2014). Security Problems in Nigeria: A Challenge to Christian Women Associations (A. K. A. Obinrin Rere). *Academic Research International*, 5 (2), 413-420. Retrieved from www.journals.savap.org.pk.
- Onyinye, A. P. (2018). Security Education at the Primary Level as a Panacea to National Insecurity and Development in Nigeria. *International Journal of Educational Benchmark*, 9(3), 108- 114.
- Ushe, U. M. (2015). Religious Conflicts and Education in Nigeria: Implications for National Security. *Journal of Education and Practice*, 6 (2), 117- 129. Retrieved from www.iiste.org.
- Usman, I. C. and Mathew, D. A. (2014). Security Challenges in Nigeria and National Transformation. *International Journal of Managerial Studies and Research*, 2 (8), 8-16. Retrieved from www.arcjournals.org.
- Yusuf A. W. (2016). Assessment of the implementation of Economics curriculum in senior secondary schools in Kano State (Unpublished master's thesis). Ahmadu Bello University, Zaria.



APPENDIX A

Questionnaire for the Assessment of the Impact of Implementation of Security Education Curriculum on Students' Security Consciousness in Nigeria

Dear Respondent,

Here is a questionnaire that was designed to assess the Impact of Implementation of Security Education Curriculum on Students' Security Consciousness in Nigeria. Kindly respond to the few items that follow. Your responses on this research are very vital for its success. Please be assured that all information you give will be used for this research only.

Please, fill in the blank space and tick (✓) appropriate where box is provided below:

SECTION A: Bio-Data

Name of school.....

Qualification.....

Subject taught.....

Gender: Male Female

SECTION B: Kindly indicate the extent to which you agree/disagree with the following about Students' Security Consciousness in Nigeria.

S/No	Items	SA	A	D	SD
1	With security education, students are now very vigilant				
2	With security education, you are now aware of ways to alert authority				
3	For any insecurity alarm, you are to react immediately				
4	You don't make confidential conversation in public places				
5	With security education, you can easily identify strangers with a threatening look.				
6	If you had gunshots, you take cover instead of running away to escape the bullets.				
7	What you learnt in security education is enough to be security conscious				
8	With security education, you can now detect abduction plan, escape it and alert authority.				

9	You don't give strangers information especially personal				
10	Anywhere you find yourself, you care about escape routes				

SECTION C: Kindly indicate the extent to which you agree/disagree with the following about the availability of resources in junior secondary schools in Nigeria:

S/NO	Items	A	SD	D	SD
1	Students are taught Security Education in classrooms with adequate furniture such as chairs and tables.				
2	Teachers have a staff room with adequate furniture such as chairs and tables.				
3	Computers are available in your school for both students and teachers to access internet.				
4	School library is well stocked with current and relevant textbooks.				
5	Potable water is available in your school				
6	Health care facilities are adequately provided in your school.				
7	There are good toilet facilities in your school.				
8	You have enough security education teachers				
9	There is constant electricity supply in your school.				
10	Sports and recreation facilities are adequately available in your school				

Thank you