THE PLACE OF SECURITY EDUCATION IN NATIONAL VALUES EDUCATION CURRICULUM IN NIGERIA: ARE WE IN ORDER?

— — — — — — — — — —

Ayotunde **ADEBAYO** & Ronke Iyabo **ADEDUNTAN**
Department of Arts & Social Sciences Education, University of Lagos

Abstract
The mixed opinions about the place and quality of Security Education infused into the new Religion and National Values subject grouping in Nigeria with the agitations that followed after, resulting into the disarticulation of Religious studies from the curriculum calls for a concern about the place of Security Education in the curriculum. Exploratory-descriptive qualitative research design was adopted in this study to find out if the Security Education in Nigeria is in order compared with practices in America, Poland and Jordan. Three research questions were raised and data gathered through mixed method of data collection involving document review with observation checklist, interview and questionnaire. Thematic approach, mean, standard deviation and simple percentage were used for data analysis with findings reported through tables and rich narratives. The key findings of this study was in the status of Security Education, in American being included in Social Studies, in Jordan it is in National and Civic Education while it is a standalone subject in Poland but developed several years back as an outcome of research works that had gone through innovations with very comprehensive content. Also, Security Education in Nigeria

was perceived by participants to be impeded by five greater factors topmost of which was inadequate curriculum content. Recommendations made include: need for reintegration of Security Education into Social Studies curriculum to enable only professionals of the subject to teach it with holistic content knowledge and perspectives from their trainings while the school management support the teachers with resources such as printed materials chief of which is textbooks written by professionals in Social Studies focusing not only on cognitive areas of the content but including also the right values and skills to enhance the students' education for security indeed.

Keywords*: Security Education, National Values Education Curriculum*

Introduction

The spate of insecurity evils in Nigeria has grown much to affect the country in all ramifications including the educational, economic and international image of the country due to daily reporting of killings, kidnapping, cultism, rape, drug abuse, and schools becoming the soft target for the criminals to create fears in the country. The sore security challenges are so daunting that it threatens both human life and the environment from flourishing. To combat the menace of security challenges in Nigeria, Yusuf (2019) reported that the use of force alone cannot be effective, in response to this which the National Council on Education (NEC) approved the new Religion and National Values Curriculum (RNV) which became operational in 2014 for both primary and lower secondary educational levels (Iyamu & Edozie, 2015) and now transformed into National Values Education (NVE) curriculum, comprising of Social Studies, Civic Education and Security Education (SE) sub-themes. Security Education was designed to promote value reorientation and enhancement of positive social reengineering of the country, according to Johnson (2017); noting that although the subjects were listed under one group but they are distinct and should be taught separately too.

Security Education (SE) as an educational process according to Urych (2019) was targeted at "preparing young people and adults to act in situations threatening the existence of people and the functioning of the state". To achieve security empowerment of young people, Al-Basheer (2005) stated that various set of methods, activities, experiences and preventive measures that would lead to protection from falling into crimes of all kinds are required. Iyamu and Edozie (2015) described SE in Nigeria as "an innovation in the new National Policy on Education of 2013 but lacking a concise definition in available literature as an area of study. However, according to Al-Edwan (2016), the concept of SE has gotten to an advanced stage in many countries. Edozie (2014) referred to SE as the cooperative, dynamic and lifelong process through which a society enlightens and empowers citizens against all forms of danger and threats to its wellbeing and coexistence. This definition showed that SE is wider beyond the military and cyber idea of the past. Summarily, Fabinu, Ogunleye and Salau (2016) and Lawal (2020), described SE simply as that type of education designed "to enrich people's knowledge against any form of threatening actions to lives and properties" in the country". Security Education concepts suggested Al-Edwan (2016) could be taught across diverse curricula while Al-Omari (2013) opined that the concepts could be established within the Social Studies curriculum because Social Studies deals holistically more with man and the occurrences in his environment. The benefits that make the SE essential to students as viewed by Urych (2019) and Al-Edwan (2016) include protection of individuals and communities against crimes and accidents as the students' learn to protect themselves against unpredictable dangers in their environment through understanding of security risks and threats in their society.

Harf (1989) ascertained that Security Education concepts were integrated into the Social Studies curriculum in America's high school many years back, an approach Al-Edwan (2016) concluded as the best intention for SE and this is done through its contents focused on learning values and empowering students' to refuse deviant ideas. In America, SE content was introduced from several entry points into Social Studies; with clearly stated criteria part of which include:

using contents to resolve major controversial issues in the society for a better direction to it; having a multi-perspectives solutions to issues, using professional educators to teach SE, school management providing adequate support to the teachers; balanced teaching strategies and availability of teaching materials void of biased opinions, content drawn out of a body of theory and scholarly research findings, et c.

In Poland, SE was introduced as separate subject on 1st September, 2009 replacing the old Civil Defense Studies as a national response to the dangerous times experienced by the Polish, (Zakowska, 2018). The curriculum widely covers issues of patriotism, civic and moral values (Urych, 2019). Security Education is a core subject in primary, secondary, technical and vocational school except for its exemption in adult education classes. The contents at the lower secondary school (middle school) covered skills to overcome threats during situations such as fire outbreak, flood disasters, road accidents, provision of first aids in such circumstances and issues on operations of the state's defense system. The subject focused more on handling emergencies and right behaviours during such cases.

Jordan's SE was integrated into National and Civic Education curriculum focusing on formation and rehabilitation of students' behaviour. Jordan's school system use common textbooks in all its schools which are made free for students at the Basic education level by the Jordan's Ministry of Education, with identification of thirty-four (34) concepts in the 2016 approved textbooks as highlighted by Al-Edwan (2016), covering four main domains namely: the political security domain (Global peace reinforcement, fighting against terrorism, justice, et c); the intellectual security domain (freedom of speech, the rejection of extremism and fanaticism, et c); the economic security domain (encouraging investment, public property protection, fighting against corruption) and the social security domain (rejection of discrimination and intolerance, fighting against crimes, protection from diseases and epidemics, etc).

Security Education in Nigeria is a sub-theme within the National Values Education (NVE) curriculum at the Basic Level of

education comprising of Primary 1-6 and the Junior Secondary School level and taught as a standalone subject due to confusion about its implementation (Lawal, 2020). The general aim is to develop in Nigerian youths the need to be security conscious (NECO Examination Syllabus, 2017). The SEC content was designed with five main topics for the entire three years study of students at the Upper Basic level (JSS1-3) covering common crimes, observing and reporting common crimes, emergency management, common crimes and associated punishments, and crimes and national security. The examination structure by National Examination Council (NECO, 2017), for NVE comprises of Paper 1 (Social Studies = 60 questions) and Paper 2 (Civic Education=50 questions and Security Education comprising only 10 questions) indicated 8.3% attention given to SE in its assessment.

To appropriately guide curriculum implementation especially of an innovation, the textbook plays a crucial role (Veriava, 2015). It serves as a supplementary to teacher's inadequate contextual knowledge as a major resource for teaching while inspiring classroom activities and in critical cases, textbooks served as the curriculum itself for teachers who could not access the original curriculum in their schools. And to the students', textbooks have been categorized as part of a child's cultural capital that helps prepared a child well for the school learning. It helps students to learn both in and out of the classroom (Veriava, 2015; Department of Basic Education, 2017). The Department of Basic Education (2017) stated that a good textbook must fulfill three basic needs: adequate curriculum coverage (this may require using more than one textbook), good material presentation: textbooks being rich in ideas and activities, and the textbook language should be simple, free from ambiguity.

Nevenglosky (2018) stated that having a good understanding of teachers' perception and specific concerns about curriculum innovation is one way to reduce discrepancy between policy and practices, because how teachers' implement the innovation will determine whether or not the innovation will be successful and why teachers deviate from prescribed curriculum which could be from the inadequacy of the curriculum itself with poor guidance and

support from the curriculum developer. Also, teacher's preparedness for the curriculum cum content knowledge possessed; poor alignment in terms of test and measurement of curriculum objectives, poor administrative support ranging from professional development, encouraging collaboration, resources allocation, et c (Urich, 2016; Nevenglosky, 2018).

Purpose of the Study

This study was undertaken with the main aim of examining the state of SE offered in Nigeria through the National Values Education Curriculum. Basically, the study objectives seek to:

i.   Investigate the adequacy of Security Education content at the Upper Basic level in National Values Education Curriculum;

ii.   Examine the availability of basic textbook as an instructional resource for teaching Security Education;

iii. Find out the major challenges Security Educators contend with which affect the implementation of SE.

Research Questions

1)   How adequate is the SE content offered at the Upper Basic Level of education through National Values Education Curriculum?

2)   Are there enough textbooks available for teaching SE as an instructional resource?

3)   What major challenges affect security educators' hindering implementation of SE curriculum?

Methods

This study adopted exploratory-descriptive qualitative (EDQ) research design at a level one process. EDQ as a design seeks to discover and understand a phenomenon, process, perspectives and worldviews by people experiencing the phenomenon. It is useful because it allows for mixed method, especially when there is shortage of time and resources (Bradshaw, et al. 2017). The mixed methods used involved: curriculum document review with article analysis, written interview, observation of textbooks and a

questionnaire; an idea supported by Creswell (2014) using related studies from the literature for justification purposes in a qualitative research. The interview guide and questionnaire were self-designed by the researchers comprising of ten (10) items on a 5-point Likert scale and titled "Teachers' Perceived Challenges in Implementing Security Education (TPCISE). Documents reviewed include Security Education Curriculum (SEC) for Basic 7-9, NECO examination syllabus and relevant articles by researchers. The population study comprised of SE teachers in Education District I, Lagos State with a purposive sampling technique for selection of 5 secondary schools in that area comprising of 2 public schools, 2 private schools and 1 Federal secondary school. The sample size was made up of ten (10) teachers with two from each selected school.

The instruments had content and face validity to ensure the items measure clearly what it was intended to measure while the instruments reliability was guided through unbiased processes of conducting the interview, questionnaire application and review of document. Data were collected through critical studying and inference making from document while a face-to-face interview and questionnaire application was carried out within three days. Data analysis was done through text analysis, interpretation and inferences from data while report writing was presented through rich narrative, use of tables with simple mean statistics and percentage for analysis too.

Results

Research Question 1: How adequate is the SE content offered at the Upper Basic Level of education through National Values Education Curriculum?

Table 1: Security Education Status, Content and Implementation across Countries

Key Areas	America	Poland	Jordan	Nigeria
Curriculum Status	SE in Social Studies	Standalone subject as SE	SE in National and Civic Education	SE as a theme in NVE
Subject Status	Core	Core	Core	Core
Implementation Guidelines	Clear and available to teachers	Clear and available to teachers	Clear and available to teachers	Not clear and unavailable to teachers
SE Focus (Goals)	Concepts goals blended into Social Studies goals	General safety, coping mechanism and right behaviours during emergencies	Promoting sense of responsibility, and rehabilitation of students behaviour	Security awareness and information
SE Content	National values including skills and interest in government institutions	Wide coverage of skills to overcome threats during emergencies, administration of First Aid	34 concepts within four broad areas: Political, economic, intellectual and social security domains.	Five (5) listed topics for the whole three (3) years program in Junior Secondary
Textbook Availability	Richly available	Widely available	Centrally supplied by government	Partly available

The comparative analysis carried out on content of SE in America, Nigeria, Poland and Jordan indicated that the four countries have SE as a core subject designed to promote security awareness among the citizens. However, the process of introduction varies among the nations.

Research Question 2: Are there enough textbooks available for teaching SE as an instructional resource?

Generally, the bio-data revealed that only 40% of the participants teaching SE had background discipline in the subject. (2 studied Social Studies Education, 1 Political Science and 1 History Education) while the rest 60% teachers were specialists in other discipline outside education.

The participants (70%) agreed that the textbooks they used adequately covered the SE topics intended in the syllabus. Unfortunately, 30% of the participants complained that textbook supplied in their school was not relevant to the syllabus, according to Mrs Balkis: "we often have to sort through the internet for

information and at times we are not so sure if we are within the boundary of what to teach"

Considering the richness of ideas and activities to engage the students with, the participants, 60% of whom agreed that the textbooks used in their schools provided the teachers with rich ideas in planning their lessons while 40% denied the textbooks of having rich ideas to guide the teachers but in providing activities that could help engage the students. In Mr Ganiyu's words, "the textbook is merely good for reading alone; there are no suggested activities to gain practical skills but more of stories for the students"

Providing the rationale to enrich understanding of why a topic is to be taught, 80% of the teachers agreed that justification for the topics were stated. For instance, Mrs Akintayo said, at times, one can find the rationale for the topic infused into the introduction but often, the textbook only focus on head knowledge or facts to serve as topic objectives". 20% of the participants were totally opposed to seeing rationale for topics being discussed in the textbooks.

Describing the written language of the SE textbooks in use, participants believed 100% that the written language of the textbooks are so simple, clear and not ambiguous. Mr Alex stated that "our textbook also include glossary for new words to help understand the meanings and usage of such words better"

Ascertaining the background knowledge and author's discipline, two major textbooks were found with authors listed below:

- ➢ Religion and National Values: Security Education for Universal Basic Education JSS1-3 by S.O. Omotuyole (2016). The author's biography was not indicated but the arrangement of the topics and style indicated he or she has a good background in education but the discipline cannot be ascertained. This textbook is also popular among the public and private school teachers interviewed.

- ➢ Amida Security & Intelligence Studies Series for JSS 1-3 by Maj. Gen. Adebayo, Nwaoduh, Onyema and Shelleng (2015). The authors had no foundational background in education though Maj. Gen. Adebayo did a PGDE and Nwaoduh is an

educational consultant but the textbook showed inadequate content knowledge of Social Studies.

Research Question 3: What major challenges do security educators face hindering SE instructional delivery?

Table 3: Teacher's Perceived Challenges in Security Education

	Perceived Challenges in Security Education	SA 4	A 3	D 2	SD 1	NS 0	Total score	Meanx	MAD	(X-X)²
1	Inadequacy of the curriculum content	5	3	2	-	-	33	3.3	-0.88	0.7744
2	Poor support from the curriculum developers	2	5	1	1	1	26	2.6	-0.18	0.0324
3	Teacher's inadequate content knowledge	2	5	1	3	-	28	2.8	-0.38	0.1444
4	Poor alignment of test and exams to students' needs	3	4	2	1	-	29	2.9	-0.48	0.2304
5	Interpreting the curriculum for implementation	2	5	3	-	-	29	2.9	-0.48	0.2304
6	Poor management support	2	3	3	1	1	24	2.4	0.02	0.0004
7	Teachers' collaboration on curriculum delivery	-	-	6	4	-	16	1.6	0.82	0.6724
8	Textbooks availability	2	1	5	2	-	23	2.3	0.12	0.0144
9	Poor professional development	1	4	3	1	1	23	2.3	0.12	0.0144
10	Resource persons to aid topic delivery	-	-	2	7	1	11	1.1	1.32	1.7424
							242	**2.42**		3.856/9= **0.42844**

The obtained Mean was **2.42.** Mean Deviation =**0.428444** and the Standard Deviation =**0.654553** and since the falls within 1 of the SD which was translated into 65% using the rule for normal distribution of data according to Galarynk (2018). The SD being also a sort of "average" of the difference from the mean in a more standard way is also a preferable measure of variation (Social Studies 201, 2006).

Discussions

The comparative analysis carried out on SE indicated that the four countries have SE as a core subject with varied approach of

introduction. While SE in Jordan and America was integrated into National Civic Education curriculum and Social studies respectively, Poland have SE as a stand-alone subject offered beyond the secondary school level. The SE content in Nigeria for upper basic was so scanty, and inadequate to address security threats. The NECO examination structure in NVE allotted only 10 questions to assess the students out of the 120 questions for NVE that is, 8.3% rated while Social Studies has 50% and Civic Education has 41.7%. The historical evidence pointed at SE being part of Social Studies in the past as one curriculum connecting issues holistically (Harf, 1989; Al-Edwan, 2016). The interview results also showed poor allocation of period to SE, one period per week the least period allotted to any subject on the school time table arrangement. Therefore, as opposed to Al-Edwan (2016) submission, SE in Nigeria has not attained the advance stage

The textbook availability was considered not a universal problem as observed. Almost all the participants' (90%) agreed that the textbooks were available and written in simple language for understanding of the readers', however; the authors had no adequate information about the authors. There were complaints of the textbooks lacking in skillful activities to engage students with, this confirmed Iyamu and Edozie (2015) observation on inadequate literature for SE in Nigeria. In order words, textbooks used address more of cognitive domain

There was high response of challenges (65%) impeding the smooth implementation of the SE in the schools according to the participants. Five greater areas of challenges were noted topmost of which was inadequacies of the curriculum content, poor alignment of tests and examination to students' needs and teachers' struggling with interpreting the SE curriculum and others. The participants considered getting resource persons and collaboration with colleagues on curriculum delivery as non-challenging. In general, the response a high level based on the rule for a normal distribution of the data that a high Standard Deviation showed that the data are spread out over a large range of values away from the mean (Galarnyk, 2018) confirming Nevenglosky (2018) view that teachers' perception affect the implementation of any innovation

and its ineffectiveness as teachers deviate from officially prescribed document.

Conclusion

The Security Education content offered in Nigeria has a limited scope as a sub theme in NVE Curriculum compared with America, Poland and Jordan. Thus, we are not in order due to fragmentation of Security Education away from Social Studies causing stress for students' (having too many notes to combine for reading during examination) and teachers' causing confusion more about its dimension and suggested adaptability (Urych, 2019). Education in security is better integrated into the main stream of Social Studies for a holistic perspective during classroom delivery.

Textbooks availability was a peculiar challenge to the Federal Government owned school but generally available textbooks failed to incorporate activities that could promote skills to cope with security threats.There are five basic identified challenges to effective implementation of SE in schools which include inadequate curriculum content, poor alignment of tests and examination to students' needs for education in security; teachers' above others. These concerns therefore negatively impact on the implementation of SE.

Recommendations

There is urgent need for NERDC to review SE status and integrate contents in the entire NVE curriculum into Social Studies Curriculum to help focus the goal of Security Education and its contents in a holistic manner and for easier implementation as done in America and Jordan.

The school management team in charge of the academics should allocate the teaching of SE to Social Studies professionals for proper instructional delivery and to enhance the status of the subject as something worthwhile. Social Studies professionals through its national association should endeavour to prepare textbooks for Social Studies covering the integrated Security Education to make the contents richer in outlook and reduce errors.

References

Al-Basheer, K. (2005). *The social institutions and their roles in reinforcing security.* Reyadh: the Gulf Cooperation Council

Al-Edwan, Z. S. (2016). The security concepts in the textbooks of the National and Civic Education of the primary stage in Jordan- An analytical study. In *International education studies; 9*(9):146-156. Retrieved July, 2020 from https://www.ies.ccsenet.org

Al-Omari, M. (2013). *The security education concepts which are required to be included in the sociology textbook of the third secondary in the light of the comprehensive national security system* (unpublished MA Thesis). Um Al-Qura University, KSA.

Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Boston, MA: Pearson Education.

Edozie, G. C. (2014). *Assessment of security education content, pedagogical, and technological knowledge of primary school social studies teachers in Delta State.* Unpublished Ph.D. Thesis, Faculty of Education, University of Benin, Benin City, Nigeria.

Fabinu, F. A.; Ogunleye, T. O & 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).

Galarynk, M. (2018). *Explaining the 68-95-99.7 rule for a normal distribution.* Retrieved October, 2020 from www.towards datascience.com

Harf, J. E. (1989). *National security in the curriculum.* ERIC Identifier:ED307222. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington IN. Retrieved July, 2020 from https://www.ericdigest.org>pre-9211>n

Iyamu, E.O. S. & Edozie, G. C. (2015). Security Education: Social studies response to a socio-political challenge in Nigeria. *Nigerian Journal of Social Studies; 18*(1):167-182. Retrieved June, 2020 from http://www.njss.org.ng>untitled-43

Johnson, Jude (2017). *Terrorism: Nigeria Introduces Security Education to primary, secondary school*. Retrieved July, 2020 from www.globalsentinelng.com

Lawal, M. B. (2020). Social Studies teachers' readiness to teach the security education theme in the reviewed edition of Nigeria's basic education curriculum. *American International Journal of Humanities, Arts and Social Sciences;* (1):18-28.

National Examinations Council (2017). *Basic examination certificate examination syllabus for candidates in upper basic (JSS1-3) in Nigeria under the Universal Basic Education (UBE) program.* BECE 2nd Edition, Minna, Niger State, Nigeria.

Nevenglosky, E. (2018). *Barriers to effective curriculum Implementation.* Retrieved August, 2020 from https://www.scholarworks.waldenu.edu

The Department of Basic Education, Rep. of South Africa (2017). *The effective use of textbooks in the classroom*. Retrieved August, 2020 from www.umulasi.org.zq>docs

Urich, A. (2016). The influence of typologies of school leaders on teacher retention. *Journal of Agricultural Education; 58*(3): 219-238. doi:10.5032/jae.2017.03219

Urych, I. (2019). On security education in Poland. The essence and content of the subject of education. *Scientific and Technical Journal Safety & Defense; 5*(2):22-27. Retrieved August, 2020 from https://www.researchgate.net/publication

Veriava, F. (2015). *Why textbooks are a crucial part of every child's learning journey*. Retrieved July, 2020 from https://www.theconveersation.com/why

Yusuf, A. W. (2019). Impact of implementation of security education curriculum on students' security conscious ness. *Journal of Teaching and Teacher Education*; 7(2):79-85. Retrieved August, 2020 from https://www.journal.uob.edu.bh>handle