

IMPACT OF SECURITY EDUCATION ON THE TEACHER'S EDUCATIONAL PROGRAMMES IN IMO STATE

By

DR. (MRS) OJIAKO VICTORIA ULOMA

Phone: 08034103150 e-MAIL: viculoma@gmail.com

Students Affairs Department, Alvan Ikoku Federal College Of Education, Owerri

Abstract

The study was designed to examine impact of security education on the teacher's educational programmes in Imo state. The study employed a descriptive survey design. The population consisted of all pre-service teachers in Alvan Ikoku Federal College of Education, Owerri, South east Nigeria. A multi-stage sampling technique was utilized to select a sample size of 180 pre-service teachers which form the sample size. Data collected were analyzed using the descriptive statistics of mean and standard deviation. The findings obtained from the study shows that despite the rational for security education in the teacher's education programmes, the effectiveness of the scheme has been inhibited by some factors such as non availability of human and material resources for such program in teacher's educations institutions. Based on the findings the paper concludes with some recommendations that teacher's professional development should be intensified through seminars and conferences on innovations needed for effective security education. This will provide professional teachers in the field with good mastery of the subject matter and methodology for teaching the subject. Also, curriculum revision and innovation should put in place on the subject matter of security education to ensure effective instructions

Key words: security education, teacher education and implementation

Introduction

All over the world, education is considered as an instrument that facilitates political economic, social, technological advancement and national development. Education is also seen as a process of acquiring skills, obtaining relevant knowledge and aptitudes in order to survive in the society (Adunola, 2010). Therefore, education must be a wholistic, encompassing qualitative and quantitative process which must include "relevant curriculum, availability of adequate human and non-human resources, assessments of educational programmes and processes through proper supervision and evaluation of educational outcomes to ensure quality assurance, control and nation security (Osakwe, 2013)

According to Benavot (2002), education has become a universal remedy that if appropriately put in place or implemented effectively will help in curbing the rising profile of various challenges in our society. Thus, it is therefore imperative to use the weapons of education to fight insecurity which is one of the major challenges facing the Nigeria state. All things being equal, there is a symbiotic relationship between education and security as observed by Buari, (2011). The extent to which education can be used as a weapon to fight insecurity depends largely on the quality of teacher education in the country, because no educational system rises above the quality of its teachers. (Buari, 2011).

According to Ojukwu (2017), insecurity threats witness in both schools and society especially in school environment significantly affects the academic performance of secondary school

students. Milam, (2010) in Duszka (2015), demonstrated that safer schools had higher academic scores. In the light of the above, the impact of security education on teacher's education programmes cannot be overestimated. It is probably in recognition to this that the Nigerian government developed the Security Education Curriculum for schools through the Nigerian Educational Research Development Council (NERDC) and ensure full implementation in most tertiary institutions which teacher education programmes is not an exclusion.

According to Edozie (2014), Security Education may be seen as that 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. Hence, it is a set of methods, activities, experiences and preventive measures that lead to the protection from falling into the crime of all kinds (Al-Basheer, 2015). Security education can also be defined as "the teaching and learning of the security concepts and experiences necessary to achieve national security" (Al- Sakran, 2015).

In addition, the objectives for implementing security education into the teachers educational programme is aimed towards creating security awareness among pre service teachers in Colleges of Education on various security threats around the school and environment which they belong to and the need to take precautive measures.

Security education is meant to enhance personal security, which is the hallmark of the survival and growth of individual members of a society. It is highly significant in the determination of how people should operate in the school, knowing quite well that the educational system has become a subject of attack in this era, in which asymmetric warfare has become common in societies and If the introduction of security education in teacher education programme must succeed, there is an urgent need to revised the curriculum to suit the course content of security education in our schools.

In the light of the above, the imperatives associated with the integration and implementation of security education into teachers education programmes, Osuala (2016) is of the view than there is a clear distinction between security education curriculums and security conscious.

Moreover, the resources for the implementation of the security education curriculum in schools are not adequate. This is supported by to Osuala (2016) and Okezie (2019) who posited that the conceptualization of security education, the preparation of pre-service and in-service teachers, and the need for teacher education institutions to update their programmes to tackle the challenge of insecurity pose serious challenges to effective implementation of the subject. Obiefule (2016) is of the view that teachers education programme must ensure that the pre-service and in-service teachers at all levels must engage themselves in capacity building through professional development which is a vital prerequisites for innovation implementation.

In a related development, there has been an upsurge of criminal activities such as kidnapping reigning cases of broad day-light robberies, hired assassinations, political sponsored killings, looting of government treasuries by those in government, fraudulent banking activities, terrorism, cultism, child abuse (like child trafficking, child labour, child kidnapping, sexual abuse, physical abuse, neglect and psychological or emotional abuse) among other anti-social crimes. All these have contributed to the security problem being witnessed in Nigeria. The resultant effect of this state of insecurity is that, the country does not experience meaningful development (Ekejuiba, & Uche 2011)

Also, the need for security awareness through the implementation of security education into the teacher's educational programmes is so crucial that the Federal Republic of Nigeria

(1999) captured it in section 14 (2) (b) of the Constitution which states that ‘the security and welfare of the people shall be the primary purpose of government’ Furthermore, it is expedient to note also that Federal government through its established security agencies cannot provide adequate security in the nation as a way forward the imperative of security education is considered a way forward for all educational centers. There seem to be a deep dearth in research, knowledge and literature in this area. Hence, to fill this gap, it becomes necessary that the present study is undertaken to examine the impact of implementing security education into the teacher education programmes in Imo state.

Purpose of the study

The main purpose of the study is to examine the impact of implementing security education into the teacher education programmes in Imo state. The study specific objectives are as follows:

1. To determine the extent to which security education has helped in raising security consciousness among teachers in Imo state .
2. To ascertain the challenges facing the effective implementation of security education in the teacher education programme in Imo state..
3. proffer possible way forward for effective implementation security education into the teacher education programmes. in Imo state .

Methodology

Study Design: Descriptive survey research design was adopted for the study. Survey research design was considered appropriate for the study because it generalizes the findings of the study to a population, using a representative sample (Osuala & Ihekwoaba 2013). Survey researches typically employ questionnaires to determine the opinion, perception and attitudes of people about issues.

Area of the Study: This study was carried out in Alvan Ikoku Federal College, of Education; Owerri located along Orlu Road in Owerri the capital of Imo State Nigeria. The college has seven schools which include, School of Vocational and Technical Education, School of Languages, School of Education, School of General Studies, School of social sciences, school of Arts and Primary and Early child education.

Population for the Study: The population consisted of all pre-service teachers in Ivan Ikoku Federal College of Education, Owerri, South east Nigeria.

Sample and Sampling Technique: Multi-stage sampling technique was utilized to select a sample size of 180 pre-service teachers from the seven schools in the in Alvan Ikoku Federal College of Education, Owerri .

Instrument for Data Collection: The instrument for data collection was a structured questionnaire which was based on the research questions guiding the study. The questionnaire was based on 4- point rating scale ranging from strongly agrees to strongly disagree. The pre-service teachers were requested to show their degree of agreement with each item by ticking one of the options for each of the items.

Validation and Reliability of the Instrument: Three experts from department of Educational foundation and curriculum studies and, one from department of measurement and evaluation all from Alvan Ikoku Federal College of Education, Owerri validated the instrument and their suggestions were effected and used to enhance the instrument. After validation the instrument was administered on 20 respondents who were used to establish the internal consistency of the instrument using Cronbach Alpha procedure. Cronbach Alpha was used because of its elevated

consistency level. A reliability of 0.902 and 0.875 were obtained for each of the clusters of the research questions respectively. The reliability coefficients obtained indicated very high reliability of the instrument.

Method of Data Collection: The questionnaire was administered on the respondents by direct contact method by the researchers with the help of three research assistants. A total of 180 questionnaires were distributed, and all were retrieved, properly completed. Thus there was a return rate of 100%, and these were duly used for data analysis. This return rate was achieved because the researchers properly explained the aim of the research to the respondents, patiently waited and collected the completed copies on the spot.

Data Analysis: Descriptive statistics (mean and standard deviation) were used for data analysis, for the research questions. A mean of 2.50 was used as the benchmark for decision making for each item, since a 4-point rating scale was used for the study. Thus any item with a mean of 2.50 and above was considered as agreed or accepted by the respondents, while any item with a mean below 2.50 was considered as disagreed or unaccepted.

Results

Research Question 1 To what extent does security education help in raising security consciousness among pre-service teachers?

Table 1: Mean Responses Of Respondents on the Extent To Which Security Education Help in Raising Security Consciousness Among Pre-Service Teachers

S/N	Security education help in raising security consciousness in the following ways	X	SD	Decision
1.	Defense against Security Risks	2.78	1.06	Agreed
2.	It helps in reducing security incidents.	2.86	1.01	Agreed
3.	It also gives information on how to protect ourselves and others especially during emergencies	2.84	1.07	Agreed
4.	It gives knowledge of how to handle dangers in the communities and neighborhoods.	3.14	1.13	Agreed
5.	It increases security awareness in the school, at home and outside	2.97	1.10	Agreed
6.	It helps in cooperation effectively with security agents.	3.03	1.11	Agreed
7.	Expose individual to self-protection & defense	3.3	1.13	Agreed
8.	Enhances immediate Response to Threats	2.87	1.14	Agreed
Grand Mean and Standard Deviation		7.93	0.955	

Source: Field survey, 2022

Table 1 showed that all the items had mean scores above 2.5 cut off point indicating that all the items were accepted as how security education help in raising security consciousness among pre-service teachers in College of education.

Research Question 2 What are the challenges facing the effective implementation of security education in the teachers education programme. ?

Table 2: Mean Responses of Respondents on the Challenges Facing The Effective Implementation of Security Education in the Teachers Education Programme.

S/N	Challenges facing the effective implementation of security education are as follows	$\bar{X}$	SD	Decision
1	Lack of timely and promptness in the handling of security issues by government.	3.18	1.16	Agreed
2	Lack of citizen's involvement in state security management.	3.15	1.21	Agreed
3	Low standard of security awareness.	3.39	1.24	Agreed
4	Reluctance by citizens to volunteer security information to law enforcement agencies	3.39	1.15	Agreed
5	Unavailability of books	3.01	1.15	Agreed
6	Overlapping of content,	3.39	1.28	Agreed
7	Lack of demarcation	2.97	1.01	Agreed
8	Lack of preparation and professional development	3.02	1.21	Agreed
9	excessive academic burden on students;	2.95	1.06	Agreed
10	Integration of lessons in the real-life context.	3.06	1.01	Agreed

Source: Field survey, 2022

Table 2 showed that all the items had mean scores above 2.5 cut off point signifying that all the items were agreed as challenges facing the effective implementation of security education in the teachers education programme

Research Question 3 What are the possible ways forward for effective implementation of security education into the teacher education programmes?

Table 3: Mean Responses of Respondents on the Possible Way Forward For Effective Implementation Security Education into the Teacher Education Programmes

S/N	possible way forward for effective implementation security education include the following	$\bar{x}$	SD	Decision
1	Provision of leadership role in the revision of the curricula for Studies teacher education programmes	2.97	1.04	„
2	Continuous Professional development programmes for pre-service and in-service teachers on security update	2.67	0.97	„
3	Revision of the national curriculum through curriculum innovation and development	2.7	0.99	„
4	Development of undergraduate and postgraduate programmes insecurity education	2.66	0.96	„
5	Promoting school-community security partnership	3.02	1.04	„
6	provision of security guards,	3.02	1.07	„
7	Support Establish Collaborative Teaming.	2.91	1.04	„
8	Developing learning targets & common formative assessments.	2.78	1.01	„
9	Continued development of Curriculum Improvement	2.82	1.00	„
10	Personalized learning for all pre-service teachers	2.96	1.02	„

Table 3 above showed that all the items had mean scores above 2.5 cut off point signifying that all the items were agreed as possible way forward for effective implementation of security education in teacher education programme

Discussion of Findings

The findings in table 1 shows the extent to which security education has help in raising security consciousness among teachers. The findings of the study sustained that security education has help individual in self defense against security risk, reducing security incidents, increases security awareness, enhances immediate response to threats also helps in cooperation effectively with security agents among others impact. The findings of the study is not surprising because the findings corroborated with the view of Edozie (2014), who reported that security education provide the society with knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and coexistence. The findings lay credence to the findings of Buari, (2011) who stated that all things being equal, there is a symbiotic relationship between education and security. Furthermore, the findings supported the view of Al- Sakran, (2008) who is of the view that security education is necessary to achieve the national security.

The findings of the study in table 2 shows that there are challenges facing the effective implementation of security education in the teachers education programme. The findings outline some of the challenges to include but not limited to Unavailability of books, Overlapping of content, Lack of preparation and professional development, Integration of lessons in the real-life context and excessive academic burden on students; as some of the challenges. The findings of the study is in line with the findings of Osuala (2016) who reported that despite the need for effective implementation of security education in teachers training institutions, security education curriculum are not security conscious. Moreover, the resources for the implementation of the security education curriculum in schools are not adequate. Furthermore, the findings of the study is in line with the view of Okezie (2019) who stated that conceptualization of security education, alongside the need for teacher education institutions to update their programmes to tackle the challenge of insecurity pose serious challenges to effective implementation of the subject.

The findings in table 3 revealed that there are possible ways forward for effective implementation of security education in the teacher education programmes. The findings of the study outline that provision of leadership role in the revision of the curricula for studies in teacher education programmes, continuous Professional development programmes for pre-service and in-service teachers on security update and revision of the national curriculum through curriculum innovation and development are some of the possible way forward for effective implementation security education into the teacher's education programmes. The findings of the study is in consonant with the view of Obiefule (2016) who reported that teachers education programme must ensure that the pre-service and in-service teachers at all levels must engage themselves in capacity building through professional development.

Conclusion

Based on the findings the following conclusion were made that implementing security education will help individuals in self defense against security risk, reducing security casualties, increases security awareness and enhances immediate response to threats. It can also help in cooperation effectively with security agents among others impact. Despite the need for implementing security education in teacher education programmes there are still challenges militating against the effective implementation of such course. Hence, the need to address such challenges.

Recommendations

The following recommendations are made:

1. Teacher's professional development should be intensified through seminars and conference on innovations needed for effective security education. This will provide professional teachers in the field with good mastery of the subject matter and methodology for teaching the subject.
2. Curriculum revision and innovation should put in place on the subject matter security education to ensure effective instructions
3. Finally, there is the need to increase the supply of resources for implementation of curricula in schools, such as computers to access the internet for current news.

References

- Adunola, I (2010), Security Challenges in Nigeria and the Implications for security education for Sustainable Development. *Journal of Economics and Sustainable Development*, 4(2), 79-99.
- Al- Sakran, A. (2015). The concept of security and the viability of global governance. *Journal of International social science*, 1, 52-68.
- Benavot, I (2002) 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)
- Buari, A (2011). Issues and prospect of insecurity in Nigeria. The Nigeria Educational experience. *Journal of Business and management Review*, 1 (9), 81-87.
- Duszka (2015), curricula development for security education through a survey. *Journal of Security Education*, 1(1), 6 – 25
- Edozie, G. C. (2014). *Assessment of the 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.
- Ekejuiba, I & Uche, H, (2011). The effects of insecurity on school performance. *International Journal of Education and Social Science*, 2 (8), 29-37
- Obiefule, E. (2016) A Nexus between Higher Education, Security Challenges, and Sustainable Development in Nigeria. *Journal of Research & Method in Education*, 4 (4), 16-22.
- Ojukwu, I (2017) The benefits and challenges of integrating emergency management and homeland security into a new program. *Journal of Homeland Security Education*, 1(2), 6 – 28
- Okezie, I (2019)) Sustainable Development in Nigeria: The Role of Security education *Journal of Informatics & Communication Technology*, 5 (5), 29-35
- Osakwe, M. (2013) *Developing a Nigeria security curriculum: A case study in outcomes-based education* Unpublished Ph.D. Thesis, North Central University, 2012; 353365
- Osuala, O. (2016) Security education for Sustainable Development in Nigeria: The Role of Information and Communication Technology (ICT). *Journal of Infoprmatcs & Communication Technology*, 5 (5), 29-35.