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APPRAISAL OF SECURITY EDUCATION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOAL

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ABSTRACT

The study which investigated security education in public secondary schools in Anambra State for achieving sustainable development goal was anchored on two research questions and one hypothesis. The study adopted descriptive survey research design. The Population was made up of all the 4,370 teachers in the 264 public secondary schools in Anambra state. Cluster random sampling technique was used to draw 875 teachers which made up the sample. A self-designed instrument entitled "Appraisal of Security Education Questionnaire" (ASEQ) was utilized to elicit information from the respondents. Validation of the instrument was certified. Internal consistency of the instrument was determined using Cronbach's Alpha method and this yielded a reliability coefficient of 0.84 which was considered reliable. The data collected from the field were analysed using mean and standard deviation while t-test statistics was used to test the hypothesis at 0.05 level of significant. The findings revealed among others that get-rich quick syndrome, cultism, poverty, joblessness, bad governance, 'End SARS' aftermath, frail legal system and incessant killing of security personnel are perceived causes of insecurity by secondary school students in Anambra State. Recommendations include but not limited to; guidance and counselling services be used to engage students in mental restructuring so as to attune them to embrace hard work and shun illegitimate money making practices.

Keywords: Appraisal, Security Education, Public Secondary School, Sustainable Development goal.

Introduction

Ensuring security of life and property is one of the responsibilities of the government to her citizens. It is very unfortunate that for the past decades, security of the citizens as well as their properties has been jeopardised. The security threats in Anambra State and in fact the entire nation have remained insurmountable. The security personnel are mostly the target as many of them have lost their lives and properties in the process of fighting insecurity. The security institutions have been severally burnt and the arms vandalized. Schools are not left out as many school children have been killed and/or kidnapped. It is in this regard that security education became necessary as a course of study in Nigerian schools. This is meant to enlighten the students on

the various antics of insecurity, dangers of being involved, how to observe and avoid being a victim. It is believed that some of the students who join insurgency, banditry, kidnapping etc. are either ignorant of the law, not well informed, improperly trained at home and not accessible to basic education.

It therefore becomes necessary to ascertain the possible causes of insecurity as perceived by the secondary school students. This is because some of this insecurity starts from the school and escalates to unimaginable dimensions. It is against this development that Manga (2019) observed the implication of security challenges in schools and averred that to get the right antidote for insecurity, the causes of insecurity affecting schools must be unleashed and corrected. The author also identified the following as the causes of insecurity: lackadaisical attitude of some of the school administrators towards issues leaning on security matters, absence of good understanding of the security situations in the school, poor communication on security guide lines and measures in schools, poor security implementation by inexperienced and incompetent personnel in schools. This has given rise to all forms of insecurity in school namely; physical attacks, abduction, sexual abuse and rape.

Theoretical Framework

This study is ingrained in Abraham Maslow's Need Theory (1943) which is often referred to as the hierarchy of needs or motivational theory. The theory posited that human needs are classified into two main categories namely lower order needs and the higher order needs. Maslow's theory presented human needs in order of preponderance. He stressed that human beings aspire to fulfil the basic needs (lower order needs)before proceeding to satisfy the higher order needs. The basic needs according to Maslow are the physiological needs and the psychological needs while complex needsare self-esteemas well as self-actualization. Physiological needs (basic needs) are food, water, warmth, rest, followed by safety needs (security, safety), psychological needs are need for love and belongingness (intimate relationships and love) then comes the complex needs (self-esteem and actualization). Going by the hierarchical order of needs, security and safety needs featured on the lowerorder need which is an indication that people are motivated when they are secured, safe and free from all forms of danger or threats. The entire school as an organization flourishes when there is peace and harmony in and around the vicinity. This insinuates that safety at school places provides enabling environment for achieving educational objectives. Teaching and learning effectives accelerate in the absence of insecurity thus achieving sustainable development becomes feasible. It is for this reason that Abraham Maslow's need theory is adjudged apt for the study.

Anambra State in recent times has been marked as one of the "hot State" ravaged by heightened insecurity nation-wide. Eleke (2022) who examined the worsening insecurity especially in Anambra State observed that the causes are cultism, agitation for Sovereign State

of Biafra which culminated into" unknown gun men". In agreement with the above opinion, Nwadinobi (2019) identified poverty, substance abuse, "get-rich quick" syndrome and unemployment as the causes of insecurity in Anambra State. In the same vein, Anyaji (2020) citing Nwadialor (2011), Nwagboso (2012) and Igbuzoe (2011) reiterated that the causes of insecurity in Anambra State are closely associated with pitiable governance, frail legal system, unfairness, preferential treatment, culture of impunity, bribery and corruption, joblessness, tribalism and many others.

Apparently, the entire nation Nigeria is over whelmed with undefeatable security challenges that not only persisted over the years but has catapulted to unknown destination. It has spread in every nook and cranny of the entire states. Apart from massive unemployed, nepotism etc. that propagated insecurity in the country, the aftermath of the "End SARS saga" of 2019 contributed immensely to the deterioration insecurity in the entire nation, Anambra State not an exception. This is evinced by the rate at which the hoodlums that attacked military institutions catered away arms and ammunition which they now have at their disposal to perpetrate evil of various magnitudes. All of these should be exposed to students during the teaching of security education to enable them identity the causes of insecurity in the country/state so as to learn how to combat them to restore peace in the land at the long run. This justifies the aphorism that when the cause of a problem is identified, tackling it becomes simple.

The word security is the process of being free from danger, threat, anxiety and fear. It is freedom from life threatening events which is associated with peace, calmness and good and stable environment. Education on the other hand deals with the transmission of knowledge, skills, values, morals, attitudes and norms to the learners in anticipation that the learner would have permanent positive change in behaviour at the long run which is intended to enable the learner impact positively to himself as well as the place of abode. Security Education is thus the impartation of skills, attitudes, values, and knowledge in security related affairs so that the recipients would be better positioned to avert circumstances leading to insecurity as well as protect not only himself but the people in the environment in case of security challenge. In the school setting, it makes the students to be aware of security threats around them and exposes security loupe holes within their vicinity. Iyamu & Edozie (n.d) aligned with above exposition and declared that security education is the process of enlightening the students with the safety awareness, the facsimiles of security which are mandatory for people to attain extensive nationwide security.

In Nigeria educational system, security education is embedded with Religion and National values. The scope of security education embraces the following but not limited to:

1. common crimes and associated punishments-theft (imprisonment), rape (imprisonment), drug trafficking (10years imprisonment), human trafficking 5-10years imprisonment, Murder (death), etc.,

2. Crimes that affect national unity: Pipeline vandalisation, illegal bunkering, terrorism, arson and creation of awareness, advanced fee fraud (419).
3. Crime prevention: appropriate ways of reporting crimes and/or relating with security agents, crime prevention.
4. Observing and reporting crimes: ways of observing and reporting common crime and proper ways to respond to common crime situations (Federal Ministry of Education, 2012).

From the fore-going, it is evident that the aim is not only to create security awareness or security measures to avoid being harmed but also ascertain common crimes and its punishment, crime prevention and ways to report crime. Security education is basically meant to fortify students with the knowledge of what criminality is all about and the consequences therefrom so as to deter them from indulging in crime related scene in the course of their growing up. This will surely minimize considerably crime rate thus security of life and property which begets boisterous economy triumphs. This can only be possible where the teaching/learning experiences are explicit, comprehensive and practicable through unleashing the causes of security challenges and ensuring that all facets of security education are unveiled to the beneficiaries all things being equal. When any of the above listed resources is deficient, the noble objectives of this laudable course of study become futile.

In reaction to the above view point, Iyamu & Edozie (n.d) observed that many people who teach the subjects are not qualified and expressed that such teachers may manifest shortcomings in paradigms, ineptitude in teaching and lacking in crucial aspects. Obviously, security education should be taught by expects so as to exhaust the theoretical and practical aspects without reservation. This is necessary because of the alarming rate of increase in the security challenges in the country. Incompetent teachers of this essential subject could make it uninteresting to students. In this way, the students could lose focus and concentration leading to eventual unattainable goals.

In consonance with the above declaration, Nollytech (2018) acknowledged the increase in the insecurity situations in the country ranging from kidnapping and terrorist attacks and observed that the children stand at a greater risk then advocated for the teaching of security education in schools. According to him, this is necessarily to equip them with knowledge and skills to adopt when faced with security challenges which mostly are characterized by being erratic and capricious. The scholar went on to itemize the benefits of security education as follows;

1. Security education instigates security awareness; this stimulation exposes the students to impending security threats around them both physical and information threats and possible ways of protecting themselves. Exposure to security information is the first step in

avoiding danger. Communication plays a vital role in ensuring safety of life and property.

2. Better chance of getting job opportunity; the employers of labour prefer to employ staff who are knowledgeable in security education more than those who do not receive such education.
3. Adherence to regulatory requirements; one who is knowledgeable in security measures stands to adhere to regulatory needs of the society or organization where she belongs. He is better positioned to advice others to do so and may also inform others on necessary precautionary measures to take at the invent of security threats.
4. Safety from Personal Risks; security education equips the recipients with the information, skills and preventive measures to take in case of any eventuality. It also fortifies them to avoid incidences of rape, drug abuse and other forms of criminality.
5. Reduction in Crimes Rate: Security is everybody's business. Where security information is disseminated properly, people will be mindful and be on the lookout for security threatening movements, behaviour and dodge such circumstances. Being aware of insecurity alert helps to reduce crime rate.
6. Safety of Life and Property; Security education imbues with the beneficiaries the act of protecting oneself against impending danger and also the skill to safe-guide lives and properties in any environment they find themselves. They could also educate others on pre-cautionary measures.
7. Rapid Development: In the place where security based education is upheld, the members of such community apply security skills and knowledge to avert danger to life and property thus create atmosphere of peace and tranquillity which translates to growth and development of the economy. Insurgencies and terrorism are thus driven to oblivion.

Sustainable Development Goal

Sustainable development refers to the prudent use of the physical and natural resources so as to satisfy the relevant needs of the present generation at the same time reserving same for use by the subsequent generations yet unborn to meet their own dreams and aspirations. It is the ability to make sufficient development in all walks of life, utilize same to better the lot of not only the present generation but also the generation yet to come. To buttress more on sustainable development, International Institute for Sustainable development (IISD, 2013) defined sustainable development as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The author further elaborated that sustainable development involves support for the sustainable management of our natural resources, engage the youth on insightful behaviour that leads to

sustainable development like awareness/sensitization, promote fair and sustainable economies, tackle the sources of climate change and acclimatise to its influence, teamwork is also very vital in sustainable development.

World Health Organization (WHO, 2021) rightly put that sustainable development goals (SDGs) is targeted at transforming the world to a better place to live in through call to action to quench poverty and disparity, protection of the planet, ensure good health, justice and prosperity for all human race without exception. Stemming from the above expressions, it could be deduced that all the aims of sustainable development goals could only be achieved in an atmosphere of tranquillity, peace and cooperate co-existence void of all forms of insecurity. In the face of insecurity, development is short-changed while properties and lives crumble.

As a follow-up, National Geographic Society (2022) succinctly put that the United Nations (UN, 2015) sustainable development goals have a collection of 17 global goal targets include peace, justice and strong institutions through promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and build effective, accountable and inclusive institutions at all levels (goal 16) among others. This implies that children should by all means safe-guided against violence, abuse and neglect. United Nations Children's Education Fund (UNICEF, 2022) observed that many children around the world are exposed to emotional, physical and sexual abuse/violence. This exposure could be as a result of conflict and disaster which are types of security challenges.

In view of the above declarations, creating awareness on security matters is one of the prerogatives for achieving sustainable development goals. This is because in the face of persistent security challenges, no poverty, zero hunger, good health and well-being, quality education and other sustainable development goals are disillusioned. Insecurity exposes lives and properties to impending danger and development of any type is highly challenged. Insecurity leads to wanton destruction of lives and properties sequel to this opposes the achievement of sustainable development goals. It is based on this that any nation that aspires to achieve sustainable development goals must deem it fit to ensure that there is peace and harmonious co-existence devoid of any form of insecurity. It lives one in bewilderment that despite an all enriching curriculum with its expected juicy benefits at the long run, going by the superior objectives that criminality is still not only on the increase on daily basis but have assumed various diversifications, thereby exposing all and sundry to great insecurity which acts as a canker worm to sustainable development goals.

The objective of the study is to ascertain the appraisal of security education in public secondary schools in Anambra State for achieving sustainable development goals. Precisely, the study is meant to;

1. Diagnose the perception of public secondary schools' students on the

causes of insecurity in Anambra State for achieving sustainable development goal?

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2. Unveil the security areas covered by security education in public secondary schools in Anambra State for achieving sustainable development.

Research Questions

1. What is the perception of public secondary schools' students on the causes of insecurity in Anambra State for achieving sustainable development goal?

2. What are the security areas covered by the security education in public secondary schools in Anambra State for achieving sustainable development goal?

Hypothesis

H_1There is no significance difference between the mean scores of the perception of public secondary schools' students on the causes of insecurity and the teachers' response of the areas covered by the security education in public secondary schools' in Anambra State.

Methodology

The study adopted descriptive survey research design. The Population was made up of all the 4,370 teachers in the 264 public secondary schools in Anambra state. Cluster random sampling technique was used to draw 875 teachers and 2,000 students which made up the sample totalled 2,875. A self-designed instrument entitled "Appraisal of Security Education Questionnaire" (ASEQ) was utilized to elicit information from the respondents. Validation of the instrument was certified. Internal consistency of the instrument was determined using Cronbach's Alpha method and this yielded a reliability coefficient of 0.84 which was considered reliable. The data collected from the field were analysed using mean and standard deviation while t-test statistics was used to test the hypothesis at 0.05 level of significant. Four-point Likert scale was weighted and coded for the analysis of the result using Strongly Agreed (SA=4), Agreed (A=3), Disagreed (D=2) & Strongly Disagreed (SD=1). The criterion mean is obtained thus; 4+3+2+1=7/4=2.5. This implies that any mean score that lies from 2.5 and above is considered agreed while any one below 2.5 is taken as disagreed. Distribution of the instrument was carried out by the researcher and five trained research assistants. Out of 2,875 copies of questionnaire distributed, 2,846 was retrieved and used for the study.

Presentation of Results

1. What is the perception of public secondary schools' students on the causes of insecurity in Anambra State for achieving sustainable development goal?

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Table 1: Mean and standard deviation of the respondents on the perception of public secondary schools' students on the causes of insecurity in Anambra State for achieving sustainable development goal.

S/N	Item statement: The following are the perceived causes of insecurity by secondary school students in Anambra State.	Mean	SD	Remark
1.	Get-rich quick syndrome	3.0	0.56	Agreed
2.	Cultism	2.5	0.45	Agreed
3.	Separatist agitation	2.3	0.33	Disagreed
4.	Poverty	2.6	0.43	Agreed
5.	Joblessness	3.0	0.52	Agreed
6.	Substance abuse	2.4	0.38	Disagreed
7.	Community conflicts	2.2	0.36	Disagreed
8.	Bad governance	3.0	0.54	Agreed
9.	Frail legal system	2.5	0.52	Agreed
10.	Incessant killing of security personnel	2.8	0.56	Agreed
	Grand mean	2.63	0.47	

Table 1 indicates that items with serial numbers 1, 2, 4,5,8,9 and 10 agreed that get-rich quick syndrome, cultism, poverty, joblessness, bad governance, frail legal system and incessant killing of security personnel are perceived causes of insecurity by secondary school students in Anambra State. This is made explicit looking at the mean scores ranging from 2.5-3.0 with SD fluctuating between 0.43-0.56. Inversely, items with serial numbers 3, 6 and 7 disagreed that separatist agitation, substance abuse and community conflict are perceived causes of insecurity by secondary school students in Anambra State with the mean scores all below the criterion mean of 2.5. The grand mean yielded 2.63 with the SD of 0.47.

Research Question 2: What are the security areas covered by security education as offered by the secondary schools in Anambra State for achieving sustainable development goals?

Table 2: Mean and standard deviation of the respondents on the security areas covered by security education as offered in the secondary schools in Anambra State for achieving sustainable development goals.

S/N	Item	Mean	SD	Remarks
	These are the content of security education in the secondary education schools:			
45	Theft	3.0	0.99	Agreed
46	Rape	2.8	0.82	Agreed
47	Terrorism	3.0	0.50	Agreed
48	Arson	3.0	0.50	Agreed
49	Murder	2.8	0.82	Agreed
50	Human trafficking	2.5	0.61	Agreed
51	Advanced fee fraud (419)	3.0	0.50	Agreed
52	Crime prevention	3.0	0.50	Agreed
53	Causes and effects of crime	3.0	0.50	Agreed
54	Observing and reporting crime	3.0	0.50	Agreed
	Grand mean	2.91	0.51	

Table 2: shows that all the respondents agreed on that security areas covered by security education as offered in the public secondary schools in Anambra State for goal attainment are theft, rape, terrorism, arson, murder, human trafficking, advanced fee fraud (419), crime prevention, cause and effects of crime and observing and reporting crime. This is evinced on items with serial numbers 46-54 with the mean scores ranging between 2.5- all within the criterion mean of 2.5. The grand mean and SD gave rise to 2.91 and 0.51 accordingly.

H_1There is no significance difference between the mean scores of the perception of public secondary schools' students on the causes of insecurity and the teachers' response of the areas covered by the security education in public secondary schools' in Anambra State, Nigeria.

Table3: T-test statistics on the comparism of the mean scores of the respondents on the causes of insecurity and areas of security education offered in public secondary school in Anambra State, Nigeria.

Variables	N	Mean	SD	D/F	t-cal.	t.crit.	Level of sig.	Remark
Teachers	859	2.63	0.47					Not Sig.
				2,845	1.26	1.96	0.05	
students	1, 987	2.91	0.51					

Table 3 shows that the mean scores of 2.63 with SD of 0.47 and 2.91 with 0.51 for both teachers and students respectively on the causes of insecurity and the areas of security education with the degree of freedom of 2,845, t-calculated of 1.26 against 1.96 t-critical at 0.05 level of significance. Since the t-calculated is less than the t-critical, the hypothesis testing is not rejected but declared that there is no significance difference between the mean scores of the perception of public secondary schools' students on the causes of insecurity and the teachers' response of the areas covered by the security education in public secondary schools' in Anambra State, Nigeria.

Findings

The first finding of this study is that get-rich quick syndrome, cultism, poverty, joblessness, bad governance, frail legal system and incessant killing of security personnel are perceived causes of insecurity by secondary school students in Anambra State while some of the respondents disagreed that separatist agitation, substance abuse and community conflict are perceived causes of insecurity by secondary school students in Anambra State. It is truism that youths are endeared to quest for riches at all cost which has resulted to some of dropping out-of school in search of wealth, some others are unemployed even after schooling. This has given rise to all forms of atrocities which now culminated into security challenges as observed by Nwadinobi (2019) and Anyaji (2020) citing Nwadialor (2011), Nwagboso (2012) & Igbuzoe (2011) that the causes of insecurity in Anambra State is deep rooted on the poor governance, acute unemployment, quest for fast money-making among others. On the other hand, the findings of the study disputed that of Eleke (2022) and Nwadinobi (2019) that agitation for Sovereign State of Biafra and substance abuse are among the causes of insecurity in Anambra State respectively. Manga (2019) also acknowledged the implication of security challenges in schools and maintained that exposing the cause is one of the solutions to cubing insecurity in the land. The implication is that these causes of insecurity have remained unabated thus destabilised the once economic hub of the nation, leading to loss of lives and properties which demeans the attainment of sustainable development goals.

The second finding of the study is that the secondary schools in Anambra State offer security education at the junior level in the following areas; theft, rape, terrorism,

arson, human trafficking etc. This is intended to assist in reducing insecurity to the barest minimum. All of these are in line with the Ministry of Education in collaboration with the Nigerian Educational Research and Development Council (NERDC) course content for security education in Nigeria (Ministry of Education, 2012). It therefore baffles one that some of the security challenges are perpetuated by some of the students who have been taught about the dangers, consequences and how to avert insecurity for sustainable goal realization as these are the aims and goals of security education. This is similar to what Nollytech (2018) observed that it is still unclear why the relevance of the studying the subject is not realized. This is what compelled Iyamu & Edozie (n.d) to declare that incompetent personnel are allowed to handle the subject in schools. Inability to cover these security education areas and improper teaching of this subject could propagate insecurity in the entire nation instead of reducing it. The hypothesis testing upheld that there is no significance difference between the mean scores of the perception of public secondary schools' students on the causes of insecurity and the teachers' response on the areas covered by the security education in public secondary schools' in Anambra State, Nigeria.

Conclusion

Based on the findings, it is concluded that that get-rich quick syndrome, cultism, paucity, idleness, horrific governance, feeble legal system and never-ending killing of security personnel are perceived causes of insecurity by secondary school students in Anambra State while some of the respondents disagreed that separatist agitation, substance abuse and community conflict are perceived causes of insecurity by secondary school students in Anambra State. It was also agreed that all recommended security areas covered by security education are offered in the secondary schools in Anambra State, Nigeira for achieving sustainable development goals.

Recommendation

Based on the findings and conclusion of the study, the following recommendations were made:

1. The stakeholders in education industry should engage the services of the guidance and counselling services more than ever before to ensure that the students' mind set are restructured as to the dangers of quest for quick money-making. The government should also ensure that the dividend of democracy gets to the citizens to ameliorate their sufferings.
2. It is also suggested that competent/military personnel be involved in the teaching and practical aspect of the security education to ensure functional teaching/learning outcomes.

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