

PERCEPTION OF SOCIAL STUDIES TEACHERS ON THE INCLUSION OF SECURITY EDUCATION IN UPPER BASIC EDUCATION CURRICULUM

BY

**Okike, Daniel Chinaza: Department of Arts and Social Science, Ebonyi State University, Abakaliki;
E-mail: okikedan@gmail.com**

Abstract

The study was conducted to ascertain the Perception of Social Studies Teachers on the Inclusion of Security Education in Upper Basic Education Curriculum. The study was guided by four purposes, research questions and hypotheses. Descriptive survey research design was adopted for the study. The population for the study consisted of 256 Social Studies Teachers. The data for the study was collected using a structured questionnaire with a 4-point rating scale. The instrument was validated by three experts and tested for reliability using Cronbach Alpha. Data were analyzed using mean and standard deviation and t-test to test the null hypothesis at 0.05 level of significance. The findings revealed that Social Studies teachers perceive their knowledge of Security Education to be negatively low, There was no significant difference in the mean responses of male and female teachers on their knowledge of Security Education, on their awareness of the demand of Security Education; there was a significant difference in the mean responses teachers on the need of Security Education and on their competence to teach the topics under Security Education. It was recommended that teachers should be exposed to security awareness programs which will help them in the teaching of Security Education.

Keywords: Security Education, Social Studies and Curriculum

Introduction

The rate of insecurity in the country is alarming, as a result, Security Education was newly introduced into the Lower Basic and Upper Basic Education Curriculum in Nigeria. Security is the state of being free from danger or anxiety. It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties. It embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrences. In the view of Akin in Achumba, Ighomereho and Akpor-Robaro (2013), security refers to the situation that exists as a result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions. Igbuzor (2011), however, noted that security demands safety from chronic threats and protection from harmful disruption. Insecurity is a scourge that has eaten deep into the nook and cranny of the society in recent time and it has affected every facets of the nation's economy, including the education sector. There is a huge rise and prevalence of security threats in Nigeria schools and the society at large (Adeyeye, 2023). The rapid increase in the crime rate, security breaches, and a continued increase in security threats are reflected in the increasing incidences of insecurity across the different geo-political zones of Nigeria: militia insurgency resulting in uncontrolled loss of lives, a high rate of kidnapping, armed robbery, incessant cult clashes, killings among others; children and youth need security and safety. They need someone to turn to, someone who has the experience and training to handle a potentially dangerous situation and who can properly guide them toward living a safer and more secure life as they operate within and outside the school.

Security Education can be seen as a lifelong process of learning safety measures. In view of this, Edozie (2014) opined that, 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 and empowerment against all forms of danger and threats to its wellbeing and coexistence. Dagogo (2019) however viewed Security Education as everything and anything one learns about security. This suggests that whatsoever a person learns in other to keep himself safe, is Security Education (Adeyeye, 2023). It is a type of education designed to promote the level of security consciousness among the citizenry of a particular country for them to be able to protect their immediate environment, nation and the world at large. It teaches us more on how to protect ourselves, our immediate environment, our nation and the world at large (Okunola, 2010).

The introduction of Security Education into the school curriculum is a welcome development owing to the level of insecurity in the country. The scourge has affected the education sector just as it has also affected other areas of the nation's economy. According to Akintunde and Musa (2016), an insecure school environment affects the learning of children. Students' rioting has claimed many lives and properties in our schools today (Okike, 2017). It is believed that situations of insecurity trigger traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of schools while in some extreme cases, insecurity has led to the closure of schools. No nation can develop when there is high level of insecurity in the society. The far-reaching effects of insecurity are evident in most communities in Nigeria: they are less developed and backward. This is because insecurity in recent times has been one of the major issues bedeviling the majority of the Nigerian communities (Adams; Adedeji; Majekodunmi; Kehinde and Adams, 2021). In view of the Security Situation in the country, the curriculum planners decided to review the existing curriculum to include Security Education.

Curriculum planning is a process a continuous exercise, and that is because the society is dynamic: it constantly changes in terms of needs, goals and values of its members and so the curriculum needs to change and be reviewed frequently, else it becomes obsolete (Adeyeye, 2019). The Nigerian educational system has continued to witness conscious and concrete efforts aimed at improving the content of what is delivered as curriculum, from the 1969 Curriculum Review Conference until a recent effort that reduced the number of subjects that can be offered at the Basic Education level (Lawal, 2020). One of the major outcomes of this recent curriculum review is the introduction of Religion and National Values (RNV), which has reduced stand-alone subjects like Social Studies, Civic Education, Islamic Studies, and Christian Religious Studies to themes, with an addition of a new theme called Security Education.

The revision or innovation of school curriculum has become a veritable strategy to prepare individuals to manage themselves and their immediate environment in times of insecurity and to identify threats to security. Social Studies is the subject-discipline that often accommodates such curricula enrichments because it is one of the school subject that conveniently deals with emerging issues in the society (Iyamu and Edozie, 2015). Iyamu and Edozie further pointed out that, in Nigeria such emergent issues like: voting and electoral issues, road traffic accidents, traffic regulations, human trafficking, drug abuse, responsible parenthood, family life issues, negative behaviour, popular participation and other contemporary life issues are now included in Social Studies (Adeyeye, 2019). Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for Social Studies, 2010). The inclusion of Security Education theme in the school curriculum has elicited some concerns. Lawal (2020), agreeing with this, observed that the latest review has been shrouded in controversy, particularly, the feasibility of expecting only one teacher to handle three of the five themes and leaving the remaining two themes to specialist Religious Studies teachers.

As part of its statutory responsibilities, the Nigerian Educational Research and Development Council (NERDC) restructured the existing primary and junior secondary school curricula into a nine-year Basic Education Curriculum (BEC) in line with the Universal Basic Education (UBE) (Adeyeye, 2024). The BEC, which became operational in 2008 beginning from year 1 of primary school and year 1 of junior secondary school, was therefore developed to facilitate the implementation of the UBE. By this arrangement, the old primary and junior secondary school curricula were to be systematically phased out in two cycles: primary school in 2014 and junior secondary school in 2011. However, this reviewed curriculum was not allowed to complete its implementation cycle before another call for review was initiated, and the exercise culminated in a revised nine-year Basic Education Curriculum comprising 10 subjects instead of the old curriculum with 20 subjects studied at the Basic Education level. According to NERDC (2012), this development allowed for relevant subjects to be grouped, and Social Studies was grouped alongside Civic Education, Islamic Studies, Christian Religious Studies, and the new Security Education under the name "Religion and National Values."

There was a reduction in the number of subjects offered at the basic education level in the National Policy on Education (Federal Republic of Nigeria, 2014). Lower basic level now has six (6) compulsory subjects and one (1) optional subject; middle basic level has eight (8) compulsory subjects and one (1) optional subject; while the upper basic level has nine (9) compulsory subjects and one (1) optional subject. To achieve this, some subjects were collapsed as themes and given a new nomenclature. The “new” subjects are Basic Science and Technology, with Basic Science, Basic Technology, Physical and Health Education, and Information Technology as themes; Religion and National Values, with Christian Religious Studies, Islamic Studies, Social Studies, Civic Education, and Security Education as themes; and Pre-Vocational Studies, with Home Economics and Agriculture as themes. National Values would be taught by Social Studies graduate teachers. In other words, these teachers would teach Social Studies, Civic Education and Security Education. Security Education is therefore, an innovation in the new 2014 National Policy on Education. However, Iyamu and Edozie (2015) observed that a look at the Social Studies teacher education curricula for Colleges of Education and Universities in Nigeria shows that Social Studies teacher trainees do not have exposure to Security Education courses. Nevertheless, Security Education is perceived to be an intervention aimed at minimizing security threats in the society.

Perception is the process of analyzing information using the sensory organs of an individual. What this means is that the opinion one has about another person or thing largely depends on the amount of information available to him/her, and the extent to which he or she is able to correctly interpret the information he or she has acquired (Adeyeye, 2024). It is expedient to state that the perception of Social Studies teachers on the inclusion of Security Education in upper basic school curriculum could mean the opinion or feeling Social Studies teachers have on the inclusion of Security Education in secondary school curriculum. According to Payne and Gainey (2012), teachers' perceptions are the thoughts or mental images that teachers have regarding teaching contemporary issues like conflict and gender inequality in the classes, which are shaped by their background knowledge and life experiences. Over four decades down the line, the issue of gender has come to gain prominence in national and international discourse. Prior to this period, the meaning of gender and its applications was limited to its etymological meaning in terms of biological sex of male and female or widely put: masculine, feminine and neuter. The third category was used to refer to those who were neither male nor female at birth. No serious attention was given to gender as an issue since it was grammatically used to mean almost the same as biological sex. Male and female teachers perceived the inclusion of the new curriculum differently.

The new curriculum also came in response to the ever-changing needs, challenges, and aspirations of the Nigerian society. According to NERDC (2012), the Social Studies teacher is expected to teach about three (Social Studies, Civic Education and Security Education) out of the five themes in his or her class. The question is: Are Social Studies teachers aware of the demands of the new curriculum? How has the training institution and the corresponding teacher education curriculum prepared him or her for this new role? This among others justified a study on the perception of Social Studies teachers on the inclusion of Security Education in upper basic school curriculum.

Objective of the Study

The main purpose of the study focused on ascertaining the perception of Social Studies teachers on the inclusion of Security Education in Upper Basic Schools Curriculum. Specifically, the study was to:

1. Ascertain Social Studies teachers' perception on their knowledge of Security Education in Upper Basic Education curriculum.
2. Find out Social Studies teachers' perception on their awareness of the demand of the newly-included Security Education theme in Upper Basic Education curriculum.
3. Determine Social Studies teachers' perception on the need of Security Education in Upper Basic Education curriculum.
4. Examine Social Studies teachers' perception on their competence to teach the topics under the newly-included Security Education theme in the curriculum of Upper Basic Education.

Research Questions

The following research questions guided the researcher in the study:

1. How do Social Studies teachers perceive their knowledge of Security Education in the Upper Basic Education curriculum?
2. How do Social Studies teachers perceive their awareness of the demand of the newly-included Security Education theme in Upper Basic Education curriculum?
3. How do Social Studies teachers perceive the need of Security Education in Upper Basic Education curriculum?
4. How do Social Studies teachers perceive their competence to teach the topics suggested under the newly-included Security Education theme in the curriculum of Upper Basic Education?

Methodology

The design of the study is a descriptive survey: it is a design that seeks information on the population of the study without manipulation of any variables. According to Abonyi, Okereke, Omebe, Anugwo and Nnachi (2022), descriptive survey consists of those studies which data are collected from a small sample of a large population to enable the researcher describe in a systematic manner and interprets the characteristics features and facts about things that exist. This study was carried out in public upper basic schools in Afikpo Education Zone of Ebonyi State. The area include: Afikpo south, Afikpo north, Onicha, Ivo and Ohaozara Local Government Areas of Ebonyi State. Afikpo Education Zone is bounded in the North by Ezza South, and in the South by Abia State, in the West by Enugu State and Ishielu Local Government Area while Cross-River State in East. The researcher chose this area for the study because of the prevalence of security situation in the Education Zone. The population of the study comprised of all Social Studies teachers in public Upper Basic schools in Afikpo Education Zone of Ebonyi State. The distributions of the population among the five (5) Local Government Areas are as follows: Afikpo South Local Government Area has 50 Social Studies teachers, Afikpo North Local Government Area has 45 Social Studies teachers, Onicha Local Government Area has 68 Social Studies teachers, Ivo Local Government Area has 51 Social Studies teachers, and Ohaozara Local Government Area has 42 Social Studies teachers (Ebonyi State Secondary Education Board, 2022). The total number, 256, of the teachers in the Education Zones (122 male and 134 female) were involved in the study.

The number of Social Studies teachers that in Afikpo Education Zone is not too large, hence, the researcher, therefore, used the entire population for the study. The instrument for data collection in this study was a questionnaire designed by the researcher to elicit information from the respondents based on the research questions that guided the study. The instrument was entitled: 'Perception of Social Studies teachers on the inclusion of Security Education in Upper Basic Education Curriculum (PSSTISEUBEC)'. Four points scale was used in rating the responses of the respondents as follows: Strongly Agree (SA) 4points, Agree (A) 3points, Disagree (D) 2points, Strongly Disagree (SD) 1point. The 37-item questionnaire was face validated by three experts, two were selected from the Department of Arts and Social Science Education (Social Studies) and the other one was a Measurement and Evaluation expert, all in Ebonyi State University, Abakaliki. These experts vetted the items in terms of sentence structure and adequacy of the instrument. The views and suggestions of these experts aided the researcher to correct the items in terms of sentence structure and adequacy with respect to research questions. The 37-item instrument was administered to a small group of thirty (30) Social Studies teachers from Abakaliki Education Zone of Ebonyi State in a pilot study. This was necessitated to avoid interaction of the study instrument with respondents from Afikpo Education Zone, the area of the main study. Responses collected from the respondents as data were used to compute the reliability coefficient of the instrument according to the sections, and the Cronbach Alpha Approach was adopted as a statistical tool. From the analysis, the following section reliability coefficients were obtained: 0.78, 0.87, 0.81 and 0.83 for sections A, B, C and D respectively. Nevertheless, the entire 37 items gave a reliability coefficient of 0.95, which indicated the instrument has a very high internal consistency. This figure also showed that the instrument was suitable for use for the study.

Research questions 1-4 was analyzed on individual item basis using mean and standard deviation. The mean used for decision making was 2.50. Mean scores from 2.50 and above were accepted while mean scores below 2.50 were rejected. The null hypotheses were tested at 0.05 alpha level using t-test. When the calculated value exceeded the critical value, the null hypothesis was rejected and when the critical value exceeded the calculated value, the null hypothesis was accepted.

Results

Data collected for the study were analyzed and presented here:

Research Questions

Table 1: Mean score of teachers based on the perception of their knowledge of Security Education in the Upper Basic Education curriculum.

S/N	ITEM FOCUS`	\bar{X}	St.D	INTERP
1	The content of the teacher education curriculum at teachers training colleges does not have any subtheme or topics relevant to the Security Education theme of the revised Basic Education Curriculum.	3.14	1.08	Positive perception
2	Pre-service Social Studies teachers are already familiar with most of the Security Education themes and topics while in training either at NCE or the undergraduate level.	2.00	1.04	Negative perception
3	The recommended content used in preparing Social Studies teachers during training are not capable of grooming them effectively for teaching the Security Education theme and topics.	2.14	1.08	Negative perception
4	The Social Studies teacher preparation program at teachers training colleges is enough to empower the trainees for the realization of the ideals of Security Education as demanded in the Religion and National Values (RNV) curriculum.	2.14	0.98	Negative perception
5	The recommended methodologies that are embedded in the training materials of Social Studies teachers lack effective background knowledge required for handling Security Education in the RNV Curriculum.	2.18	0.98	Negative perception
6	The handling of Security Education topics by a Social Studies teacher requires background training in the field, which they presently lack.	2.85	1.14	Positive perception
7	Effective teaching of Security Education by a Social Studies teacher who has not been properly groomed in that sensitive area of study is a difficult goal to attain.	2.74	1.00	Positive perception
8	Effective handling of the theme of Security Education does not demands an additional knowledge acquisition in that area of study.	2.12	1.00	Negative perception
	Grand Mean	2.41	1.04	Negative perception

Source: Field Work, 2023

Table 1 reveals that items 1, 6 and 7 were perceived positively by the respondents while the remaining items were perceived negatively. The mean of the individual items range between 2.00 and 3.14, and the standard deviation which ranged between 0.98 and 1.14 did not deviate much from the mean. Furthermore, the grand mean of 2.41 is below 2.50, the benchmark, which, therefore, indicated that Social Studies teachers perceive their knowledge of Security Education to be negatively low.

Table 2: Mean score of teachers based on the perception of their awareness of the demand of the newly-included Security Education theme in Upper Basic Education curriculum.

S/N	ITEM FOCUS	\bar{X}	Std	INTERPRE
9	The demands of the methodology recommended for teaching the topics listed under the Security Education theme at the Upper Basic Education level are quite similar to those of Social Studies.	2.16	1.02	Negative perception
10	The fact that Religion and National Values have subsumed the previously autonomous subjects like Social Studies and Civic Education does not make the teaching of Security Education an extra workload for me.	2.15	1.00	Negative perception
11	Asking a Social Studies teacher to teach Security Education in the Upper Basic Education class is a potential stressor as he/she lacks the required foundation training in Security Education.	3.01	1.10	Positive perception

12	Sub-themes like elements of security, person/neighborhood security, common crimes, and security management are part of the content to be taught by the Social Studies teacher handling Security Education in his/her class.	2.59	0.96	Positive perception
13	The inclusion of the Security Education theme in the Upper Basic Education Curriculum does not demand any extra effort from me.	2.11	1.06	Negative perception
14	Materials like knife, cutlass, catapult, and modern security gadgets e.g. metal dictator, surveillance cameras, close circuit television (CCTV) camera, thumb or eye scanner and facial recognition device are relevant to the teaching of Security Education.	2.87	1.12	Positive perception
15	To effectively teach Security Education in the Classroom, extra hours should not be assigned on the school time table.	2.00	1.10	Negative perception
16	Some instructional material for teaching Security Education in the class, like knife, cutlass, catapult, etc. could be harmful and dangerous.	2.57	1.16	Positive perception
17	Getting the Social Studies teacher to teach all the themes in Religious and National Values, except Islamic Studies and Christian Religious Studies, will require developing new assessment procedures and it is an additional responsibility for collating and processing of assessment data.	2.55	0.97	Positive perception
Grand Mean		2.45	1.05	Negative perception

Source: Field Work, 2023

Results in Table 2 revealed that all the items 9, 10, 13 and 15 were perceived negatively by the respondents while the remaining items were perceived positively. The mean of the individual items ranges between 2.00 and 3.01, and the standard deviation which ranged between 0.96 and 1.16 did not deviate much from the mean. Furthermore, the grand mean of 2.45 is below 2.50, the benchmark, which, therefore, indicated that Social Studies teachers perceives their awareness of the demand of the newly-included Security Education theme to be negatively low.

Table 3: Mean score of teachers based on their perception on the need of Security Education in Upper Basic Education curriculum.

S/N	ITEM FOCUS	\bar{X}	StD	INTERPRE.
18	Level of insecurity in Nigeria contributed to the inclusion of security education in the upper basic education curriculum.	3.12	1.02	Positive perception
19	With adequate knowledge of security education, security threats can be reduced.	2.95	1.18	Positive perception
20	Inadequate security awareness contributes to the abduction of students and teachers from schools.	2.55	1.26	Positive perception
21	With security education, children will be aware of various security alert phone numbers and how they can make use of them in cases of threats.	2.77	1.30	Positive perception
22	Security education will make everybody to be aware of fraudsters in the Nigerian society.	2.77	1.30	Positive perception
23	Security education can prevent children from being victims of physical assault.	2.64	1.30	Positive perception
24	Security education will help Upper Basic Education learners to be security conscious	2.69	1.28	Positive perception
25	Security Education imbibes self confidence in a child.	2.82	1.17	Positive perception
26	The content of Security Education syllables should cover crisis management.	3.33	0.98	Positive perception
27	Security education will make everyone to view national security as everybody's business	3.02	0.95	Positive perception
Grand Mean		2.87	1.17	Positive

perception

Source: Field Work, 2023

Results in Table 3 revealed that the items mean score ranges between 2.55 and 3.33, which are all above 2.50, and the standard deviation ranges between 0.95 and 1.30; which implies that there was no much deviation among the means, therefore all the items were accepted. Furthermore, the grand mean of 2.87 is above 2.50, the benchmark, which, therefore, indicates that Social Studies teachers perceive the need of the inclusion of Security Education to be positively high.

Table 4: Mean score of teachers based on their perception of their competence to teach the topics under the newly-included Security Education theme in the curriculum of Upper Basic Education

S/N	ITEM FOCUS	\bar{X}	StD	INTERPR.
28	I am competent to teach Emergency management	2.73	0.90	Positive perception
29	I am competent to teach Strategies for observing and reporting common crimes	2.79	1.20	Positive perception
30	I am competent to teach Common crimes and associated punishments	2.73	1.23	Positive perception
31	I am competent to teach Crimes and national security	2.71	1.29	Positive perception
32	I am competent to teach Our roles in promoting safety in our community	2.68	1.27	Positive perception
33	I am competent to teach Personal security management	2.55	1.24	Positive perception
34	I am competent to teach Introduction to personal security	2.62	1.26	Positive perception
35	I am competent to teach Introduction to neighborhood security.	2.66	1.25	Positive perception
36	I am competent to teach Concept of security	2.73	1.23	Positive perception
37	I am competent to teach Sources of danger and insecurity	2.74	1.12	Positive perception
	Grand Mean	2.69	1.99	Positive perception

Source: Field Work, 2023

Results in Table 4 revealed that the item means score ranges between 2.55 and 2.79, which are all above 2.50, and the standard deviation ranges between 0.90 and 1.29; which implies that there was no much deviation among the means, therefore all the items were accepted. Furthermore, the grand mean of 2.69 is above 2.50, the benchmark, which, therefore, indicates that Social Studies teachers perceive their competence to teach the topics under the newly-included Security Education theme in the curriculum of Upper Basic Education to be positively high.

Discussion

Social Studies Teachers’ Perception of their Knowledge of Security Education in Upper Basic Education Curriculum. This finding revealed that Social Studies teachers do not have adequate knowledge of Security Education in upper basic education curriculum. This finding is in line with the view of Lawal (2020) that any teacher trained in Social Studies is not competent enough to teach the newly introduced theme of Security Education. This finding is, however, opposed to Lawal and Okam, (2012) that Social Studies is not only geared towards countering the problems of uncertainties which wedge nation against each other but also designed for neutralizing problems of understanding which militate against peace and security in the continents of the world.

Social Studies Teachers’ Perception of their Awareness of the Demand of Security Education in Upper Basic School Curriculum. It was found that Social Studies teachers perceives their awareness of the demand of Security Education to be negatively low (Adeyeye, 2023). This is because they had no

prerequisite training on Security Education. This agreed with the view of Edozie (2014) that Social Studies graduates has no exposure to Security Education. This implies that Social Studies teachers have no background training in Security Education. This finding, however, is opposed to Dagogo (2019) that the concepts of security education has reached an advanced stage in various countries. Its awareness and the need for nations of the world to embrace it.

Social Studies Teachers' Perception of the Need of Security Education as a theme in Upper Basic Education Curriculum. The findings revealed that Security Education theme is needed in the Upper Basic Education curriculum. This is owing to the incessant security threats in schools and the society at large. This agreed with Lawal (2020), that the increasing severity of this pathetic security situation makes the necessity of introducing Security Education in the Nigerian primary and secondary schools very germane. This view is, however, in contrasts with that of Akintunde and Musa (2016), that an insecure school environment affects the learning of all gender. Situations of insecurity trigger traumatic disorder and toxic stress that affect learning negatively.

Social Studies Teachers' Perception of their Competence to Teach the Topics Under the Newly-Included Security Education Theme in the Curriculum of Upper Basic Schools. The findings revealed that Social Studies teachers perceives their competence to teach security education as positively high. As professional teachers, they have the prerequisite teaching skills (Adeyeye, 2024). This finding is in line with Azebanwan (2010) opinion that, since there is no graduate in Security Education course yet, the available personnel—Social Studies teachers—cannot help but be seen as belonging to the group that can best fit into the shoe. The finding is opposed to the view of Kovács (2019) that, analyzing the factors with regards to the fields of competence, we see that there is no difference in the factors connecting to learning and teaching with regards to gender.

Conclusion

Insecurity is a global issue, hence the education of people on self and societal defense becomes paramount. The concepts of security education has reached an advanced stage in various countries. It is a type of education designed to promote the level of security consciousness among the citizenry of a particular country for them to be able to protect their immediate environment, nation and the world at large. It teaches us more on how to protect ourselves, our immediate environment, our nation and the world at large. Life abhors vacuum and there is always a need for improvisation in times of emergency, which is why Azebanwan (2010) opined that, since there is no graduate in Security Education course yet, the available personnel—Social Studies teachers—cannot help but be seen as belonging to the group that can best fit into the shoe. This, however, has yielded positive result as they (Social Studies teachers) have actually stood up to the task by engaging in further research, attending seminars and workshops to boost their understanding of the Security Education concept. Generally, Security Education is an appropriate intervention but the teachers teaching the subject have no sufficient knowledge of it; they are not aware of its demands, but see a need for it to be taught.

Recommendations

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

1. Learners should be exposed to security awareness programs. Participatory learning on security education must be highly promoted and effective teaching methodologies utilized as well.
2. The curriculum planners should see the need for Security Education to be a core subject at all academic levels.
3. Teachers should be exposed to security awareness programs which will help them in the teaching of Security Education.
4. Tertiary institutions should not only mount programs on Security Education but should also give consideration to the establishment of a Centre for Security Education and Emergency/Disaster Risk Reduction Management.

References

- Abonyi, S., Okereke, S., Omebe, C., Anugwo, A. & Nnachi, N. (2022). *Foundations of Educational Research and Statistics*. Enugu: Fred-Ogah publishers.
- Achumba, I. C., Ighomereho, O. S. & 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.
- Adams, O. T., Adedeji, M. S., Majekodun, O. A., Kehinde, B. R. & Adams, T. A. (2021). *The Effects of Insecurity on School System (Secondary Schools) in Nigeria*. Akure: Science and Education Development Institute, Nigeria.
- Adeyeye, G. M. (2019). The Impact of Social Adjustment on Academic Performance of Learners In Secondary Schools in Ogbomoso Nigeria”. *Emirates Association of Arts and Management Professionals*, Cebu Philippines, 102-110. DOI: 10.17758/erpub3.ea01191005
- Adeyeye, G. M. (2023). The Influence of Cultural and Economic Inequalities on Academic Performance of Learners. *Multicultural Education*, 09, 02, 21-30
- Adeyeye, G. M. (2024). Parental Leave Policy at the Nigerian Civil Service Commission. *International journal of Multicultural Education*, 26, 01, 341-352. DOI: 10.5281/zenodo.12592010
- Akintunde, O. & Musa, G. S. (2016). Environmental Insecurity and the Nigerian Child’s Learning: Coping Strategies. *Asia Pacific Journal of Multidisciplinary Research*, 4(1).
- Azebanwan, C. (2010). Integrating civic education in schools and strategy for implementation. *Nigerian Observers Online*.
- Dagogo, A. L. (2019). Need for Security Education in the Niger Delta: Perspective of Educational Administrators. *International Journal of Education and Evaluation*, 5(6). Retrieved from www.iiardpub.org
- 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.
- Federal Republic of Nigeria (2014). *National Policy on Education*. Abuja: Government Press
- 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>.
- 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
- Kereszty, O. (2014): *Women in Education in Hungary 1989 2013*. Budapest: Hungarian Women's Advocacy Association – Trust for Civil Society in Central and Eastern Europe.
- Kovács, E. (2019). The Effects of Gender on the Teachers’ Competences and Effectiveness. *Global Education in Practice: Teaching, Researching, and Citizenship (BCES) Conference Books*, 17(210)
- 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.
- Lawal, W. & Okam, C. (2012). *An introduction of the sociology of education*. Nsukka: Chuka Educational Publishers.
- National Council for the Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment*. New York: NCSS.
- NERDC. (2012). The New Basic Education Curriculum Structure. *Unpublished Position Paper from the Curriculum Development Centre, NERDC*.
- Okike, D. C. (2017). Influence of students’ riotism on the academic performance of students in secondary school: a case study of Onicha local government area, Ebonyi state. Unpublished undergraduate project, Faculty of Education, Ebonyi State University, Abakaliki, Nigeria.
- Okunola, S. (2010). Terrorism and the state of Nigeria security; a call for security enlightenment. *Online Journal of Social Sciences*. 19(3)
- Payne, O. & Gainey, C. (2012). *Why the crisis in Austria and Germany*: European countries involved in crisis. Boston