

REVAMPING NATIONAL SECURITY THROUGH SOCIAL STUDIES EDUCATION**BY****Prof. Ogunbiyi, Oluranti Magret: ogunbiyiolu2002@yahoo.com****Prof. Jimoh, Akinola: akin4jimoh@yahoo.com****Akinyemi, Taiwo Abayomi: akinyemitaiwo2015@gmail.com****Department of Language, Arts and Social Science (LASED), Lagos State University****Abstract**

The paper examines the place of Social Studies education in achieving national security. It looks at the concept of national security, with its dimensions in the National Security Strategy. Also, the paper develops a comparison of assumptions of what education is and not which becomes imperative, considering how the youths perceive education in Nigeria context. The application of Social Studies education as a pivotal instrumentality of national security is possible and achievable, with the recommendations raise in the paper.

Keywords: National security, Social Studies education, Curriculum, Threats, Education security

Introduction

Nigeria is a production of the constitution as it is an official union between different kingdoms and tribes existing before colonization. It became independent nation in 1960, after a period of colonialism under the British government which spanned about a century, beginning with the formal annexation of Lagos at the end of 1861 (Eleanya, 2018 & Hopkins, 1980). Nigeria as most populous Black Country in Africa comprises about 371 ethnic groups with Yoruba, Hausa, and Igbo as the 3 main tribes, as well as over 500 indigenous languages and dialects spoken in Nigeria (Vanguard, 2017 & Ogundare, 2015). Thus, the social contract theories (Hobbes, 1651 & Rousseau, 1755) as explained by Adie (2022) and summarized by Laskar (2013) are essentially meant to ensure a free society without war, threat (contemporary or basic), anarchy, and social vices that could truncate the peaceful co-existence of man in a political setting. The two agreements reflected in the theory- "*pactum unionis and pactum subjectionis*"-were to make people respect each other and live in peace and harmony, as well as surrender their whole or part of their freedom and right to an authority.

Rousseau, according to Laskar (2013), identified a pivotal moment in humanity evolution which is characterised by greed, competition, vanity, inequality, and vices. These factors in today's society have seriously engendered insecurity which continued to disturb national security. Every individual is in dire need of safety and peace. Maslow's hierarchy of need- a theory of human motivation (1943) as cited by Cherry (2021) catalogues series of human needs. He specifically identifies safety needs for every individual in the society. The need for safety arises as a result of threats (danger) confronting and threatening the existence of an individual in a society or as a nation. A development that prompts the plan by government of every nation to secure its citizenry and assets (tangible or intangible). It is in this direction that the paper provides a framework for national security through Social Studies education. It is hoped that the reader would be able to note and appreciate Social Studies education as an important discipline that will guarantee national security in Nigeria egalitarian society.

Conceptualization of National Security

Hitherto, the concept of national security was pigeonholed to the act of national military strength of a nation that is; an expanded military structure, military predominance in political issues, and military preparation for war against any opponent of its country's sovereignty. In fact, the popular belief concerning the safety of many nations in the past centuries was the high level of military preparedness. Today, such mindset has changed worldwide and the reason is not hidden. Democratic system of government is applauded globally and application of military might and approach to settle socio-economic, educational, and political issues and problems had proven to be counterproductive. In addition, evidences are spelt out that territorial protection can no longer guarantee overall safety, total protection, and appreciable wellness of the citizens. Hence, the review of the concept of national security by all countries of the world remained imperative.

Modern concept of national security arose in the 17th century during the 30 years of war in Europe and the Civil war in England (Holmes, 2015). However, the internalization of the idea in American democracy and the 11 September, 2001 (9/11) terror attack gave the concept a global acceptance and adoption. Over the years, the concept of national security remains ambiguous. Scholars (Grizold, 1994; Holmes, 2015; Nwankwo & Uzochina, 2017 & The White House, 2022) have noted that it evolves from simpler definition—freedom from military threat and political coercion to complex definitions. It has evolved to now encompass non-military concerns. They have defined the concept in various way. Attempt is made to develop a collection of such definitions. Lasswell (1950) distinctively defined it as freedom from foreign dictation. Wolfers (1952) defined it objectively, as the absence of threats to acquired values and subjectively, the absence of fear that such values will be attacked. Brown (1983), the U.S. Secretary of Defense (1977-1981) defined national security as “the ability to preserve the nation’s physical integrity and territory; to maintain its economic relations with the rest of the world on reasonable terms; to preserve its nature, institution and governance from disruption from outside; and to control its borders”.

National Defense College of India (1996) defined national security as an appropriate and aggressive blend of political resilience and maturity, human resources, economic structure and capacity, technological competence, industrial base and availability of national resources and finally the military might. Ammerdown Group (2016) defines national security “a shared freedom from fear and want, and the freedom to live in dignity. It implies social and ecological health rather the absence of risk... (and is) a common right”. Gadzama, (2019), former Director General, State Security Service (SSS) defines national security as total freedom from danger or threats to a nation’s ability to protect and develop itself, promote its cherished values, and the pursuit of its legitimate interest with a view to enhancing the general wellbeing of its people. Africa Center for Strategic Studies (2021) summarizes it as a process of policymaking about how to deliver better state and citizen security.

Dimensions of National Security

Nigeria is at a defining moment in her history. Activities of critical elements who engage in kidnapping and ritual killing are ravaging the West, while separatist agitation currently champion by Indigenous People of Biafra (IPOB) and Unknown Gun Men (UGM), is gradually occupying the East. There is existential threat of terrorism and armed banditry in the North. Taking cognizance of the growing threats and dire need to secure Nigeria and its citizens from internal and external military and nonmilitary attacks, the Federal Government of Nigeria documented measures and dimensions to achieve national security.

The initiative was first conceived in 2004 under the democratic leadership of Chief Olusegun Obasanjo, GCFR but launched in 2005. The document is called “National Security Strategy” (NSS). The document was first reviewed in 2014 under the administration of the former President Goodluck Jonathan, aimed to “guide, organize, and harmonise national security and efforts”. The document was also reviewed in 2019 by the administration of President Muhammad Buhari, GCFR. ONSA (2019) as cited in Sure-Olufe (2021) informs that national security is peculiar to each nation-state. It is best described as a country-by-country perspective. NSS 2019 edition, outlined varied dimensions of national security in Nigeria. These include: social security, education security, human security, labour security, health security, water security, cyber security, environmental security, energy security, gender sensitivity security, etc. Each sector will respectively play its key roles (separately and collectively) to achieve national security. However, the focus of this paper is on the use of instrumentality of education to build national security.

What Education is and not

There is no single definition of the word “education” globally. It has been defined in various ways, particularly as individual perceives it. Elites simply see it as a process of teaching learners under an organized setting, but to education managers, it is seen in a more complex perspective. Earlier and contemporary philosophers and education managers as well as security managers have divergent opinions on definition of the term. Aristotle (384-322BC) cited in Maheshwari (2016b) defines education as the creation of a sound mind in a sound body. To Socrates (469-399BC) cited in Maheshwari (2016b), education means bringing out

of the idea of universal validity which is latent in the mind of every man. The contemporaries, Ogunyemi and Itasanmi (2018) described education as a potent means of promoting sustainable environment and development. Ogundare (2020) writes that education is the development of all those capabilities in the individual which enable him to control his environment and fulfillment of his possibilities. Therefore, it is imperative to establish a clear way of showing what education is and not.

Table 1: A comparison of assumptions of what education is and not

S/N	What education is	What education is not
i.	Education is a process to eradicate illiteracy and remold individuals to become literate.	Education is not a medium for the production of certificated illiterates.
ii.	Education is a mechanism for social change.	Education is not a means for corrupt tendencies.
iii.	Education is a track to make an individual self-reliant, self-independent, and self-developed.	Education is not a track for breeding immorality in the name of socialization or civilization.
iv.	Education is a banking system for problem solving.	Education is not a tool for violence and social disorder.
v.	Education is a molding order for exposure.	Education is not a template for abuse, misinformation, hatred, and racism.
vi.	Education is a medium for the production of qualities and quantities of good citizenship.	Education is not an asymmetrical motif for human and material relationship, interaction, and connection.
vii.	Education is a tool for the eradication of poverty and unemployment.	Education is not the production of unproductive certificate holders.
viii.	Education is a scheme for rehabilitation, adjustment, and job training.	Education is not a job production system.
ix.	Education is a watch for environmental awareness, consciousness, preservation, and sustainability.	Education is not a belief, emotion, feeling, authority, or power to trample upon the rights and privileges of others.
x.	Education is a chain-value for human interaction in achieving national security and global peace.	Education is not an accumulation of scores or marks for record purposes.
xi.	Education is a pathway leading to nature of the good life.	Education is not a cramming method for passing assessments and examinations.
xii.	Education is a platform for an individual growth and development irrespective of societal concerns.	Education is not a social contract for cultism.

Social Studies Education as a Tool in Achieving National Security

Man is a social animal and every individual human being is marked by a strong interest to associate with others of his/her kind. Man is therefore, a social creature with a tendency to form cooperative and interdependent relations with one's fellow. Literatures disclosed that the seed (foundation) of Social Studies was actually planted in Great Britain during the 1820s, but was thoroughly watered in the United States. The subject was to ensure the survival of the nation. It later became a subject adopted into national curriculum of many countries depending on the objectives which the subject aimed to achieve in that place. Social Studies in the Nigerian school curriculum is dated back to Aiyetoro Comprehensive High School project 1963 where the aim of the subject was to make the learners understand their environments, particularly the physical, social, cultural, economic, spheres of Nigeria environment in order to solve general and specific social issues confronting Nigeria.

ONSA (2019) chapter 5 notes that education is intrinsically linked to national progress and security, hence holistic intellectual, emotional, and cognitive development of the Nigerian child is at the heart of Federal Government efforts at securing Nigeria. The country is at its trying period and the need for a paradigm shift (from traditional security approach to education security approach) cannot be over-emphasized.

To successfully achieve the proposed paradigm shift, adequate attention must be given to Social Studies education. Curriculum is a pivotal instrumentality of school through which teaching-learning is prosecuted.

Without curriculum, it could be said that teaching-learning may be difficult to take place in a formal way under school instruction. Social Studies curriculum for schools in Nigeria had witnessed innovation in some years ago. Therefore, the need to further innovate/review it in compliance with the 21st century educational objectives in a time like this is germane. Curriculum for Social Studies in the 21st century school must make school products entrepreneurs and so doing, addressing unemployment and poverty in Nigeria. Unemployment and poverty are identified as part of the social factors that cause insecurity in Nigeria (Omoroge, Egbule & Emuebi, 2020). Through a robust Social Studies curriculum, efficient social actors, effective social engineers, and intelligent social technocrats will be produced to superintend public (government) and private sectors for a meaningful national development. When the wellness of Nigerians is achieved, it is a gateway for national security. Nigeria is a developing country with 41% of the unemployment rate by level of education, and huge labour population with a bachelor's degree without employment (Nevin, Omosomi & Ogunremi, 2020). The development occurs as a result of the current curriculum and educational system in Nigeria which literally places premium value on certificates possessed by learners rather than the required skills, knowledge, and competence to create wealth. Social Studies education for self-reliance (entrepreneurial learning) will enhance the youths to be meaningfully and gainfully engaged. Thereby, there will be significant reduction in crime rate in the country. A nation that is able to make its teeming youth productive has achieved a somewhat national security.

Furthermore, high standard of Social Studies education with intent to produce quality human resource must be resustained in Nigeria. No doubt, education is the bedrock of the socio-economic and political development of nations in the world. It is a means to address the issues of hunger, poverty, and destitution that are currently ravaging Nigeria. Studies (Duze, 2011; Jimoh, 2021; Okoroma, 2017 & Ekundayo, 2019) in the recent times, have established a sharp drop in the standard of education. The causes are attributed to extravenous crave for certificates, corruption, intellectual laziness, inadequate budgetary allocation for education, lack of appropriate or inefficient use of instructional materials, etc. some schools' products are without intellectual capacity-problem solving skills and inquiry mind to develop their immediate environment and Nigeria by extension. Any effort to achieve a meaningful national security must be geared towards addressing falling standard of education in order to produce the required standard manpower (human resource).

The root of insecurity is traced to rapid changes in the socio-cultural and technological spheres in the last three decades in Nigeria. Ajayi (1997) and Akinyemi (2004) ascertain that the Nigerian socialization process (a cogent aspect of Social Studies education) through informal education places more emphasis on the development of social intelligence by encouraging qualities like love, respect, obedience, and conformity with societal values and norms at the expense of curiosity, exploration, originality and individualized construction play. However, the contemporary Nigeria socialization process through formal education is more Western oriented which allows for various types of anti-social behaviours such as cultism, gangsters, quick money syndrome (money ritual mentality), advanced free fraud (yahoo), rape, prostitution, academic frauds (like examination malpractice, bying of certificates, sex and money in exchange for mark, etc.), possession of weapons, political thuggery and electoral violence, among others.

Consequently, various types of anti-social behaviors have increasingly become the youth culture in Nigeria. It has also become the life style of many students which they willingly and freely exhibit in the larger society in terms of armed robbery and banditry, kidnapping, assassination, terrorism, and other forms of either contemporary or basic threats in Nigeria. The truth about this assertion is that, anti-social behaviours have disrupting effects not only on the educational programmes but also on the national security in Nigeria. Therefore, Social Studies educators in collaboration with security managers must cross pollinate ideas, initiatives, drills and procedures as well develop effective intervention to control and mitigate anti-social behaviours among students in order to produce responsible and responsive citizens in terms of professionals and performers that will harness the resources of the country to achieve national security.

Social Studies education intends to impart knowledge, attitude, skills, and values. In fact, the eclectic nature of the subject helps it to also focus on imparting discipline, morality, and ethics. A self-disciplined child or

teenager will later become a disciplined adult that can be saddled with national and community responsibilities without compromise and failure. Therefore, school efforts should be geared towards making the subject a general subject for all learners at various levels of education obtainable in Nigeria to have self-disciplined citizens that will enhance national security. Environmentalists (Bandura, 1977; Skinner, 1966, & Vygotsky, 1978) had established a strong connection between community and school. Beneficiaries of opportunities available in school are from the community, thus, the products from school will consequently return to the community for services. Therefore, Social Studies education must ensure proper impartation of national consciousness and awareness, loyalty and patriotism, duties of citizens, security education, etc on learners to enable them support and defend the territorial integrity and safety of Nigeria, as well join in the struggle to achieve peace and security of their country.

Conclusion

The pre and early post-independence years in Nigeria did not witness the diverse and escalating threats to national security which now permeate the Nigeria environment. Insecurity is obviously growing now than ever with arching effects on socio-economic, political, and educational sectors. All hopes are not lost, if Social Studies education will be appropriately exploited to address the problem of building national security in Nigeria.

Recommendations

It is in the interest of building national security that the following recommendations are made:

1. Qualified Social Studies educators and teachers should be recruited into teaching profession by Governments (federal and state) with commensurate welfare to encourage this workforce perform their duty effectively.
2. Government should provide enabling learning environment, equipped with the 21st century instructional resources and well innovated/reviewed Social Studies curriculum to enable school products become self-disciplined problem solvers and performers in both public and private sectors to achieve national security.
3. The standard and quality of education, in particular Social Studies education obtainable at all levels of school in Nigeria should be of high premium to produce the required professionals, experts, social technocrats, intelligent actors and performers that will harness all resources in Nigeria to enhance the wellness of citizens.
4. Parents at the community level should support the school in molding their wards to becoming disciplined, responsible, and responsive citizens in achieving national security in Nigeria.

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