

School Location and Teachers' Knowledge of Security Education in Junior Secondary Schools in Oyo State

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Abstract

The study examined teachers' knowledge of security education in junior secondary schools in Oyo state. It was a descriptive survey with five hundred and five teachers randomly selected from four of the six educational zones (Oyo, Ibadan, Ogbomoshos and Ibarapa) in Oyo state. The two hypotheses earlier formulated were tested and the results revealed no significant difference between male and female teachers knowledge of security education; school location has no influence on the teachers' knowledge of security education and at the same time, both university graduate as well as NCE graduate teachers had favorable knowledge of security education. Recommendations were therefore made that Government should organize public enlightenment programs to strengthen security awareness among the populace and to organize a form of retraining for teachers of security education using school location; gender, and teachers academic qualification as parameter for the selection. School security committee should also be put in place in all schools, while Parents are enjoined to inculcate right security knowledge, value and skills in their children.

Keywords: Teachers knowledge; Security Education; Junior Primary School.

Introduction

These days, Security in the school has become the concern of teachers, students, parents and school administrators alike, because these stakeholders see school system as the incubators of future and great scholars who will soon pilot the affairs of the world. However, the violent reality of schools today makes one wonder how teachers teach and if students actually learn in such volatile environment (Yusuf, 2018). However, school insecurity is not peculiar to the developing and under-developed countries but also a feature of some developed countries.

In Nigeria, school insecurity is highly manifested in terrorism, insurgency, school bombing, killing and kidnapping of school students, fire disaster, bullying, raping, sexual assault between male teacher and female teacher, male and female students, among teachers, bullying, political, religious and ethnic violence (Amanchukwu, 2012). Buttressing this view, Jaarsveid (2011) posits that no greater challenges exist today than creating safe schools and restoring schools to tranquility and save places of learning. This challenge requires a major strategic commitment which involves placing security education at the top of educational agenda to make school environment safe and conducive for teaching-learning activities.

Obviously, the foregoing situations call for development action in response to managing the

global school security problem from educational perspective. Among the recent efforts of the Federal Government of Nigeria was the establishment of Almajiri schools to cater for both western and Quranic education in Gaji Area of Sokoto state. Asogwa (2015) Subscribing further, Johnson (2015) adduced that the Global System Coalition for Education (GBCE) a non-governmental organization launched a safe initiative at the world economic forum in Nigeria in response to the growing number of attack on the right to education, including the kidnapping of more than 200 girls in April 14th 2014.

Above all, is the inclusion of security education in the school curriculum during the 2011 Presidential Educational Summit which gave birth to the Publication of the 6th Edition of the National policy on Education 2013, and the restructuring of the basic and post basic Education Curriculum to accommodate emergent issues of contemporary life. Thus, (JSS I-III) curriculum now subsumes the previously autonomous subjects, (Christian religious studies, Islamic religious studies, Social Studies, Civic Education and a new addition, security education) each of which now becomes themes under the umbrella term of Religion and National Values (NERDC, 2012). Some of the security education themes and concepts as contained in the new curriculum are presented thus;

Table 1: Some security education concepts in the Junior Secondary School 1-III curriculum

Class	Curriculum themes	Sub-theme	Topic(s)
JSS I	Security Education	Common crimes and security managements I	(i) Common crimes: causes and effects (ii) Important phone numbers and their uses
JSS II	Security Education	Common crimes and security managements II	(i) Observing and reporting common crimes (ii) Emergency management
JSS III	Security Education	Common crimes and security managements III	(i) Common crimes and associated punishment (ii) Crimes and National security

Source: Nigerian Educational Research and Development Council (NERDC). Millennium Development Goals (MDGs) supported project. Sheda, Abuja. January 2009.

The Concept of Security Education

Security education as a newly introduced element of religious and national value subjects is yet to gain wider definition from various scholars. However, Fabinu, Ogunleye and Salawu (2016) asserted that security education may be used interchangeably with "security awareness" or security consciousness. In a simple form, security education may be seen as all learnings and any knowledge about security. It is a type of education designed to promote the level of security consciousness among the citizenry of a given country in order to protect their immediate environment, country, nation and the world at large. Buttressing this point, Okunola (2010) further opined that security education teaches more on protecting individual immediate environment or nation. It enriches one's knowledge against any form of hazard and threatening actions to one's lives and properties be it homes, schools, places of work, in community or country.

NERDC (2012) also defined security education as an orderly sequential process of change in which a child learns about how to survive, protect himself/herself against all forms of dangers in schools. Security education is commonly used in the realm of Information Technology (IT). Thus, Cisco Security Center (2013) captured Security education program as essentially an internal marketing campaign to raise awareness about security risks and corresponding good practices across the organization. To Godwin (2016) security education is a process of exposing the learner to the knowledge, values, skills and experiences included in the

concepts of security which are necessary for citizens to achieve comprehensive national security. Buttressing the point, Yusuf (2018) perceived Security education as a learning initiative that is aimed at reducing the total number of security loopholes that are likely to occur due to a lack of employee awareness. Such education is often included as part of employee orientation to explain each of their roles in maintaining information security. According to Al-Basheer (2005) in Zaid (2016) security education is seen as a set of methods, activities, experiences and preventive measures that lead to protection from falling into crimes of all kinds. A further definition is that, it is the strengthening of national belonging and national identity and establishing the principle of social responsibility and the ability to test, compare, and contrast ideas Al-Ayed (2009). NERDC (2012) submit that security education makes students, teaching and non-teaching staff in school to comply with security regulatory requirements that make citizens to be law abiding as contained in the constitution of the country. Security education also improves one's self-image esteem as a confident, trustworthy and well behaved citizen. NERDC (2012) emphasizes the reasons for security education awareness in schools that security education and its awareness serves as the first line of defense against security risks, job applicants with solid background in security awareness are often preferred to those without this knowledge, it gives enlightments on how to protect physical and information – assets belonging to others and lastly, security education knowledge and awareness

protects and guarantees fundamental human right in school and society at large.

Therefore, an effective security education programme for the contemporary schools in Nigeria, according to Okafor (2000) in Yusuf (2018) should be able to fulfill the following objectives to the teacher as well as students: Provide adequate security knowledge; adequate security supervision and leadership; Develop teachers and students adequate security attitudes and habits; Provide security and safety environment for the teachers and the students.

Besides, extensive review of literatures has revealed certain variables that are capable of influencing teachers' knowledge. Prominent here for further study are gender, school location and teachers academic qualification. Substantiating the fact, Amanchukwu (2012) submitted that there is significant difference in the security education, knowledge, between male and female students of secondary schools. Meanwhile, Akinbote (1999) found that sex has no significant effect between boys and girls. However, Falade (2007) opined that there is a significant effect of gender on students' attitude to political concepts. Going on these inconclusive reports and, scholastic different opinions, it is imperative to further studies on the influence of gender on the knowledge of security education.

As for schools location as a variable of interest in the study, Shabalala (2016) reveals that urban students perceive school as unsafe, experiencing serious school-based violence with hostile remarks, physical fights, and gang-violence than sub-urban and peri urban. And that school location has influence on students' traditional values, civic consciousness, level of involvement and types of school insecurity. However Igwebuikwe and Likponmwoa (2013) are of contrary opinion that location of school has no significant influence on the teachers' perception of their school environment. Thus, there is need to research into the influence of school location on teachers' knowledge of Security Education.

Statement of the Problem

School which is regarded as the safest place for children while their parent are engaging in other activities have now become a centre point for kidnapping, gangsterism and militant target. Recognizing this contradiction, education as a universal cure-all, an elixir that, if consumed in regular doses according to standardized prescription

will definitely solve multitude of national woes and societal disorder. Thus, education is seen as the preferred solutions to all forms of school insecurities. It is on this note that, security education is integrated through some selected subjects (Social studies, Religious studies and Civic education) in the junior secondary school curriculum called Religion and Educational Values. Therefore, the study examines teachers' knowledge of security education as a theme in the school curriculum

Hypotheses

- HO₁:** There is no significant difference between male and female teachers knowledge of security education
- HO₂:** There is no significant difference between urban and suburban teachers' knowledge of Security education
- HO₃:** There is no significant difference between graduate and undergraduate teachers knowledge of security education

Scope of Study

The study covered four of educational zones (i.e. Ibadan, Oyo, Ogbomosho and Ibarapa), in Oyo state with five hundred and five Junior Secondary School teachers of subjects under the Religious and National Values. They include Social studies, Christian and Islamic religious Studies, Civic education and Security education in the schools selected for the study.

Significance of the Study:

The findings of the study improved the security education knowledge of teachers through their participation in the research work.

Also, teachers who participated in the study regarded themselves as key players in the security education curriculum rather than ordinary spectators.

The findings of the study add more to the available data and statistics and thereby provide empirical information to all stake holders on school security education at the levels of individual teachers, group, government and non-governmental organizations.

Conceptual Clarification

Security Knowledge: This entails ideas and experiences acquired from exposure to security concepts activities which would assist the teachers individually and collectively in solving school security threats in the study area.

School Location: This means the places or environments the schools are situated and in terms of whether in the urban or sub urban centers.

Urban centers: a settlement with a population of more than 200,000 people and with availability of social amenities.

Suburban: a settlement with a population of less than 20,000 people and with/without adequate social amenities.

Gender: personal disposition of learners in terms of being male or female that may affect their response to security education concepts.

Methodology

The study adopted a descriptive survey design with five hundred and five (505) teachers of junior secondary schools in Oyo state ,randomly selected from four (4) of educational zones in Oyo state (i.e. Ibadan, Oyo, Ogbomosho and Ibarapa zone). Security education knowledge test was conducted and validated by the test developer at reliability coefficient of 0.85. Data collected were analyzed using descriptive and inferential statistics. Hypotheses were tested using T-test at 0.5 level of significance.

Hypotheses Testing

Table 2: t-test result showing male and female teachers knowledge of security education

Categories	Variable	N	Mean	Std.	Df	t-value	Sig.	Remark
Teachers knowledge	Male	178	7.21	3.327	503	0.010	0.992	HO2a Accepted
	Female	327	8.21	3.560				Not significant

The analysis on the table 2 above shows no significant difference between male and female teachers knowledge of security education.

Table 3: t-test results of urban and suburban teachers' knowledge of security education

Categories	Variable	N	Mean	Std.	Df	t-test value	Sig.	Remarks
Teachers knowledge	Urban	241	7.57	3.482	503	0.249	0.024	HO3a Rejected
	Suburban	264	6.88	3.311				Significant

N.B. significant at 0.05 levels. The analysis on table 3 above shows significant difference between the urban and suburban teachers knowledge of security education.

Table 4: t-test value result of graduate and undergraduate teachers' knowledge of security education

Categories	Variable	N	Mean	Std.	Df	t-test value	Sig.	Remark
Teachers knowledge	Graduate	291	8.22	3.483	503	0.077	0.939	HO4a Accepted
	Undergraduate	214	7.20	3.310				Not significant

N.B. significant at 0.05. The table 4 above reveals no significant difference between graduate and undergraduate teachers knowledge of security education

Discussions and results.

Research Hypothesis one revealed no significant difference between male and female teachers' knowledge of security education. This means that both male and female teachers possess adequate security education knowledge. Though, De wet (2010) claims significant difference in the security education knowledge of male and female teachers.

Research Hypothesis two revealed that school location has no significant effect on teachers' knowledge of security education. The finding replicate Eze (2010) who reported that school location has no significant influence in school insecurity. The finding negate the finding of Shabalala (2016) that urban teachers and students perceived school as unsafe by experiencing serious school based violence with hostile remarks, physical fights and gang-violence than suburban.

Research Hypothesis three indicated that both University graduate and undergraduate teachers can effectively teach security education Schools. The implication is that teachers' qualification has no influence on the teaching of security education. This is in line with the recommendation of Davies and Drember (2000) that when a model is developed to guarantee students' learning outcomes in a subject, certain qualities should assuredly consider teachers' area of specialization, acquire teaching qualification in his/her area, has supportive classroom and has the disposition of caring and empathy.

Conclusion

1. There is no significant difference between male and female teachers' knowledge of security education.
2. There is no significant effects of school location on teachers knowledge of security education
3. Teachers' academic qualifications do not influence their knowledge of security education. I.e. both university graduate and undergraduate teachers possess adequate knowledge of security education concepts

Recommendations

Government at all levels should organize public enlightments programmes and campaign to further strengthen security knowledge and awareness among the populace.

Government should also organize a form of retraining programmes for teachers of security education while Participants should be selected based on school location, gender and academic qualification

Curriculum planners should integrate security education concepts in other related subjects like business studies, physical and health education (PHE) and Agricultural science curriculum.

School security committee should be put in place in all schools.

Parents should inculcate right security knowledge, value and skills in their children.

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