

STRENGTHENING TEACHER EFFECTIVENESS IN SECURITY EDUCATION FOR REORIENTATION OF PUPILS IN ORUMBA SOUTH LOCAL GOVERNMENT EDUCATION AUTHORITY, ANAMBRA STATE

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Abstract

Nigeria like many nations is faced with a plethora of security challenges. In response to this socio-political challenge, the Basic Education curriculum was reformed to include Security Education. This paper, examines ways of strengthening teacher effectiveness in security education for reorientation of pupils in Orumba South Local Government Education Authority of Anambra State. The study adopted a descriptive survey design. Two research questions guided the study. The population of the study comprised 516 teachers in the 42 public primary schools in Orumba South Local Government Education Authority. The sample size was 112 teachers selected using Multi-stage sampling technique.. The instrument for data collection was a 21 item questionnaire structured by the researcher titled “Strengthening Teacher Effectiveness in Security Education for Reorientation” (STESER).The instrument was validated by three experts. Cronbach Alpha was used to test the reliability of the instrument which yielded a reliability coefficient of 0.75, and 0.78 for the two clusters with an overall reliability coefficient of 0.76. Data collected were analyzed using mean. Findings from the study revealed that factors that hindered teachers’ effectiveness in security education instruction in Orumba South Local Government Education Authority of Anambra State include inadequate teacher qualification, insufficient knowledge of up-to-date information to use in illustrations during instruction, excessive teaching loads, and insufficient learning resources for the subject and inappropriate learning environment among others. Also findings revealed that teachers should relate content with real life examples when teaching the subject, set aside a safety day to rekindle pupils interest in security education, improvise appropriate learning materials for Security education, bring in resource persons to give pupils talks on security precautions and should organize safety clubs for awareness of security education among others. Based on the findings, it was recommended that the State government should provide conducive environment and learning materials for effective teaching and learning of security education in schools. Also, teachers should avail themselves the opportunities to regularly attend workshops/conferences to upgrade themselves with the recent innovations to strengthen effectiveness in security education among others.

Key Words: Security, security education, teacher effectiveness, reorientation,

Introduction

Security of lives and property is imperative for the development of any country especially in the 21st century, unfortunately this desired security is fast becoming an illusion in Nigeria. Globally, there is a rising wave of insecurity and the children are not spared from it. According to Sustainable Development Goals (SDG) Report (2021), the world is still a long way from achieving the goal of peaceful, just and inclusive societies. The report has it that hundreds of millions of people are living in fragile and conflict affected states. It also reported that at the end of 2020, about 1 percent of the global population, 82.4 million people would have been forcibly displaced as a result of persecution, conflict or generalized violence. Such is the enormity of security threat facing mankind.

In Nigeria, there are a lot of violent activities like kidnapping, hostage taking, campus cultism, child trafficking, armed robbery attacks in schools among others that translate to large scale insecurity in some parts of the country. The Niger Delta militancy, Boko Haram insurgency, Fulani herdsmen-farmers crises, armed banditry, and the most recent Unknown Gunmen menace in the South-East, Nigeria among others are sources of insecurity. The Institute for Economics and Peace (IEP) has ranked Nigeria eighth amongst the countries of the world most impacted by terrorism. IEP’s Global Terrorism Index (GTI), published in March 2023, places Nigeria just behind Iraq, Pakistan, Syria, Mali, Somalia, Burkina Faso and Afghanistan. These acts of insecurity have devastating effects on the nation. Capturing the enormity of the dangers of insecurity in Nigeria, Iyamu (2019) stated that the effect of insecurity on national

economy has been grave as lives have been lost, public utilities are destroyed, serious economic losses by individuals, corporate organizations and government have been recorded; decline in the spate of foreign investments, destruction of property, shutting down or relocation of businesses, human capital flight, and diversion of huge public funds to restore peace in some areas, out-of-school children among others. These acts of insecurity have affected the Nigerian child enormously. It is indeed worrisome that some of these acts of violence and insecurity are also perpetrated by children.

A child is a vulnerable being and at this early stage of life, they are highly impressionable and egocentric and can be influenced by radical ideas. The Nigerian Constitution (1999) defines the child as a human being under 18 years of age. This is the age before one becomes a young adult. Children at this time are mostly predisposed to ideological insecurity. Ede and Edozie (2016) noted that they often with little or no information are misled into triggering, escalating and sustaining crises. To make matters worse, children in the Basic schools also at this time are ready tools in the hands of security criminals because of their innocence and vulnerability. Estimates indicate that, since 2009, about 8,000 children have been recruited and used by Boko Haram in Nigeria. According to a Report of the United Nations High Commissioner for Human Rights (2017), some boys have been forced to attack their own families to demonstrate loyalty to Boko Haram, while girls have been forced to marry, clean, cook and carry equipment and weapons. The Office of the United Nations High Commissioner for Human Rights received consistent reports that some boys and girls were increasingly being used as human shields and to detonate bombs. In May 2015, for example, a girl of about 12 years old was used to detonate a bomb at a bus station in Damaturu, Yobe State, killing seven people.

Children make up the population of institutions of learning in Nigeria especially basic education schools. In 2008, the Federal Government introduced the 9-Year basic education structure, the 2014 edition of the National Policy on Education (NPE) put it into effect. The NPE stipulates that basic education in Nigeria covers: one year of pre-primary education, lower basic education (Basic1-3), middle basic education (4-6), upper basic education (7-9) formerly known as JSS1 -3. The child at this level of education can most of the time be the worst hit in times of insecurity as can be seen in cult clashes, political crises, and religious crises among others. They witness violence all around them and also through some digital media like social media platforms where bizarre contents are sent even without appealing to viewers' discretion. Some of these exposures have affected the psyche of the Nigerian child especially in crime prone areas. Considering this scenario, there is need for the child at this level to be reoriented through education towards peaceful coexistence.

Reorientation is the act of changing, adjusting, aligning or realigning something in a new or different reaction. It is the process of changing an individual's, group of individuals' or society's poor concepts to a positive one. Children are the future of any country and need to be reoriented and be properly guided to carry out responsibilities expected of them security wise. If children are instilled with good values at the early stages of their lives, they will grow to cherish them. Unfortunately, some of these children seems not to be given adequate education and desired orientation to guard them in cases of insecurity. In agreement to this fact, Mkpa (2020) opined that it is mind-blowing for one to observe that some pupils in the primary level of education do not know road signs, do not know how to relate with strangers, or what to do with unfamiliar objects that could be harmful or injurious, how to react in dangerous or life threatening situations. In such situations, children especially at the basic education level, ignorantly yield themselves to life threatening situations. The above scenario beckons the need to take peace and security education serious hence the need for reforms in the already existing curriculum of schools especially at the basic education level. Corroborating the need for reforms through education, Ezekwesili in Edozie (2014) warned that the country was at the risk of creating a republic of Italy girls (Nigerian girls going to Italy for prostitution) 'yahoo boys' (youth involvement in internet fraud) miscreants, hardened criminals and that by 2020, the country would have highly skilled and motivated criminals. This reality is here with us.

Consequently, there is need to re-orient the Nigerian child by re-emphasizing, re-instilling societal norms and re-propagating positive values through the instrument of education. All things being equal, there should be a symbiotic relationship between education and security. Education, not mere

schooling, produce tolerant and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural backgrounds and other forms of identities. Education empowers individual and liberates citizens from ignorance, prejudice, bias, superstition and manipulation by people who claim to have superior knowledge. In fact changes in the society are most often effected through the educational system of a country. No wonder Gbenedio (2012) advocated that for Nigeria to attain national development and transformation there must be a thorough revamping of the schools curricular. This much needed revamping, facilitated the addition of security education in the curriculum of Basic Education in Nigeria.

Security education is taught as a sub-theme within a school subject named National Values at the Basic education level. According to Iwegbe (2012), security education is a programme designed to instill in an individual the knowledge, skills, abilities, attitudes and competencies required for the development of personal, family, community and national security for sustainable development. Similarly, Edozie (2014) defined security education as a cooperative, dynamic, and lifelong process through which a society generates knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and coexistence. In the context of this study, security education refers to all activities aimed at developing societal values and positive attitudes early in the instruction of the younger generation towards fostering peaceful coexistence. To achieve this important task, as soon as formal education begins, security education should be integrated into what the child learns at school in order to seal off security loopholes created by the prevailing circumstances surrounding the child in his/her immediate environment. To emphasize this Onyinye (2018) suggested that government and educational stakeholders should adopt a new approach towards ensuring that security education is given desired attention as this is the only way of nipping insecurity in the bud.

Security education is an antidote to insecurity. It is imperative then that security education is made available, revived and reinforced early in the educational career of children. Security education aims at enabling the educated to sieve lies from truths and half-truths, recognize hate speeches, screen social media posts, discern truth from falsehood, detect facts from fiction and ultimately reject unhealthy indoctrination. When such education is made available to the child, the task of reorientation would have been done half way. For security education to serve this purpose, the teacher should be in the know and take actions towards the inculcation of the tenets of security education hence the need for teacher effectiveness.

A teacher is a significant factor in education. Taking cognizance of this, the Federal Government of Nigeria in her National Policy on Education (2014) asserts that no educational system can rise above the quality of its teacher. An effective teacher transfers knowledge in such a way that the pupils understand the teaching and learning with ease. According to Stanford in Nwankwo and Nwankwo (2020), teacher effectiveness is the degree to which a teacher achieves desired effects upon learners. Such a teacher has a broad range of specific teaching strategies available to him which communicates the subject matter to the pupils. In the context of this study, teacher effectiveness is how much and how well the teacher is able to achieve and demonstrate commitment and competence in the delivery of his lessons towards the achievement of pre-determined objectives of security education in this case; re-orientation of the younger generation. Teachers are forces that cannot be overlooked in the scheme of innovation especially in education. They stand in the interface of transmission of knowledge, skills and values, therefore are time-honored as the backbone of any education system. For knowledge to be inculcated and made profound in learners, effectiveness on the part of teachers is highly required.

The role of effective teachers in the instruction of security education is an all-inclusive one. They have roles to play in using innovative strategies in the delivery of security education in order to repress the effects of insecurity and ensure safe schools. It is a fact that teachers are the implementers of the curriculum hence the need to explore their impact in using security education to quell insecurity at an early stage and reorient the children for peaceful coexistence. One important thing to bear in mind, which makes educators great assets to Nigeria at this trying period, is Siraj-Blatchford (2014) submission that educators are not just teachers; they are people who support learning. They are practitioners who work

directly with learners. The above assertion requires strengthening of teacher effectiveness to enable adequate reorientation.

The effective teacher needs sound knowledge, skills and attitudes to be able to do the needful in this aspect. They need adequate training and retraining on how to propagate security education through effective instruction. The teachers need to build in the pupils' security awareness and encourage them to take serious interests in their own safety. Children need to be taught how to resolve problem using non-violent procedures. According to Onyinye (2018), it is imperative for teachers to teach what security is about, why they (pupils) should be aware of their surroundings, know their neighbors, friends and what they say or do that could lead to security breach and how to report same and to whom. Also, Alabi as cited in Nwakpa (2015) noted that teachers are expected to help preserve and refine society so that it will be a congenial place for individual members to live and work happily in peace to ensure sustainable development. Therefore there is need to strengthen the effectiveness of teachers of security education, find out factors that impede their effectiveness, proffer strategies to enhance their effectiveness so as to guide the actions and behaviours of learners early to inspire positive mindset towards peaceful living.

Statement of the Problem

To reorient the children as the younger generation, on positive values, the Nigerian government provided a 9-year Basic education and realigned the school curriculum to include security education. The quantity and quality of learning that takes place in the school will depend to an extent in the effectiveness of the teachers in that school, therefore efforts aimed at the improvement of security education instruction should be focused on the effectiveness of the teachers. Effective teachers should inculcate adequate security awareness early in a child in order to prevent violence and enable peaceful coexistence. From the recent rising wave of violence among young people and its subsequent scandalizing of children in Anambra state and Orumba South Local Government Area in particular, it seems the subject has not been very impactful; it became necessary therefore to investigate how to strengthen teacher effectiveness, factors that influence teacher effectiveness and possible strategies to strengthen their effectiveness in security education to yield optimal outcomes. It is against this backdrop that the study aimed at finding out how to strengthen teacher effectiveness in security education for reorientation of pupils in Basic education in Orumba South Local Government Education Authority of Anambra State.

Purpose of the Study

The purpose of the study was to examine how to strengthen teacher effectiveness in security education for reorientation of pupils in Orumba South Local Government Education Authority of Anambra State. Specifically, this study sought to:

1. Investigate factors that influence teachers' effectiveness in security education in Orumba South Local Government Education Authority, Anambra State.
2. Determine the strategies teachers can adopt to strengthen their effectiveness in security education in Orumba South Local Government Education Authority, Anambra State.

Research Questions

The following research questions guided this study;

1. What are the factors that influence teachers' effectiveness in security education instruction in Orumba South Local Government Education Authority, Anambra State?
2. What are the strategies teachers can adopt to strengthen their effectiveness in security education in Orumba South Local Government Education Authority, Anambra State?

Methods

Two research questions guided the study. The study adopted a descriptive survey design. The population of the study comprised 516 teachers in the 42 public primary schools in Orumba South Local Government Education Authority. The sample size was 112 teachers selected using Multi-stage sampling technique. The instrument for data collection was a 21 item questionnaire structured by the researcher

titled “Strengthening Teacher Effectiveness in Security Education for Reorientation” (STESER). The instrument was validated by three experts. Cronbach Alpha was used to test the reliability of the instrument which yielded a reliability coefficient of 0.75, and 0.78 for the two clusters with an overall reliability coefficient of 0.76. Data collected were analyzed using mean. Questionnaire were distributed by the researcher and two research assistants and collected on the spot. Data collected were analyzed using mean. For the research questions, a four-point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 were used to answer the research questions. The criterion mean was set at 2.50. Any item scoring 2.50 and above was regarded as agreed while any item scoring below 2.50 was regarded as disagreed.

Results

Research Question One: What are the factors that influenced teachers’ effectiveness in security education in Orumba South Local Government Education Authority, Anambra State?

Table 1: Mean scores of respondents on the factors that influenced teachers’ effectiveness in security education in Orumba South Local Government Education Authority, Anambra State?

S/N	Factors that influence teachers’ effectiveness in security education	X	DECISION
1.	Inadequate qualification influence teacher effectiveness in security education	3.21	Agreed
2.	Insufficient knowledge of up-to-date information for illustrations	2.68	Agreed
3.	Inadequate curriculum materials for security education	2.83	Agreed
4.	Poor school environment influences teacher effectiveness	3.57	Agreed
5.	Scarcity of appropriate curriculum resources influence security education instruction	2.77	Agreed
6.	Teachers lack the time to plan, design and review content due to excessive teaching loads	3.02	Agreed
7.	Learners lack of interest in the subject.	2.14	Disagreed
8.	Inadequate teaching methods to reconcile content with real life situations	3.43	Agreed
9.	Inadequate E-learning resources to actively engage learners	3.45	Agreed
10.	Inadequate time in the timetable for security education	3.25	Agreed
11.	Overcrowded classes prevent the use of appropriate methodology in instruction	3.78	Agreed
Grand Mean		3.13	Agreed

Research Question Two: What are the strategies teachers can adopt to strengthen their effectiveness in security education in Orumba South Local Government Education Authority, Anambra State?

Table 2: Mean scores of respondents on the Strategies teachers can adopt to strengthen their effectiveness in security education in Orumba South Local Government Education Authority, Anambra State

S/N	Strategies teachers can adopt to improve their effectiveness in security education x	Decision
12.	Teachers should relate content with real life examples when teaching the subject	2.81 Agreed
13.	Teachers should set aside a safety day to rekindle pupils interest in security education	2.72 Agreed
14.	Teachers should improvise appropriate learning materials for Security education	2.82 Agreed
15.	Teachers should bring in resource persons to give pupils talks on security precautions	2.52 Agreed
16.	Teachers should organize safety clubs for awareness of security education	2.82 Agreed
17.	Teachers should equip safety corners in their classrooms	3.42 Agreed
18.	Security education teachers should embark on field trips with pupils	3.52 Agreed
19.	Qualified teachers should get relevant certification to teach security education	2.76 Agreed
20.	Innovative teaching methods should adopted by teachers of security education	2.86 Agreed
21.	Teachers should acquaint themselves with the use relevant apps and virtual equipment	3.32 Agreed
22.	Teachers should compose Jingles and use them daily for consolidation of security education	3.02 Agreed
Grand Mean		2.96 Agreed

Responses from table 2 shows that the respondents agreed that the items listed were the strategies teachers can adopt to strengthen their effectiveness in security education in basic schools in Orumba South Local Government Education Authority. The grand mean score of 2.96 shows that the respondent agreed that these strategies are needed to strengthen teachers' effectiveness in Security education in the study area.

Discussion of Findings

Findings from the study revealed the factors that affect teachers' effectiveness in security education instruction in basic schools in Orumba South Local Government Education Authority of Anambra State which include insufficient knowledge of up to date information to use, excessive teaching load, insufficient learning resources for the subject, inappropriate learning environment, overcrowded classes, inadequate knowledge and skills for security education instruction, inadequate teaching methods to reconcile content with real life situations, inadequate e-learning resources to actively engage learners and inadequate knowledge and skills for security education instruction. This finding aligns well with the findings of Igbokwe (2015) who stated that among the myriad of challenges of Basic Education (by implication security education) in Nigeria are the issues of teacher quality and development, scarcity of specialist teachers; dearth of relevant support materials for teachers and inadequate supervision and mentoring of teachers. Teachers being at the heart of effective security education instruction should try to discover the negative factors affecting their effectiveness in teaching security education; an awareness of which can help increase teacher's effectiveness if they are dealt with successfully.

Findings from this study also revealed that the respondents all agreed that the strategies teachers can adopt to strengthen their effectiveness in security education in basic schools Orumba South Local Government Education Authority of Anambra State are that qualified teachers should get relevant certification to teach security education, teachers should set aside a safety day and club to rekindle pupils interest in security education, teachers should improvise appropriate learning materials for Security education, teachers should prepare and equip safety corners in the class environment for pupil's awareness, teachers should acquaint themselves with the use of relevant apps and virtual equipment for teaching security education in schools, educational jingles should be composed and played daily for consolidation of security education, resource persons should be brought in to give pupils talks on security precautions, teachers should integrate security education content into other subjects ,use adequate teaching aids, and use innovative teaching methods as to make security education fun. This entails transformation and revamping of the school system to include up-to-date facilities and knowledge. These strategies when adequately utilized will strengthen teacher effectiveness in security education for proper re-orientation of the 21st century learner in primary schools. This is in line with the findings of Stanford in Nwankwo and Nwankwo (2020) who opined that teacher effectiveness is the degree to which a teacher achieves desired effects upon learners. Such a teacher has a broad range of specific teaching strategies available to him which communicates the subject matter to the pupils.

Conclusion

Factors influencing teacher effectiveness in basic security education for pupil reorientation and strategies teachers can adopt to strengthen their effectiveness security education in basic schools in Orumba South Local Government Education Authority of Anambra State was the focus of the research. Based on the findings of the study, it was concluded that so many factors affect teacher-effectiveness in security education instruction in Orumba South Local Government Education Authority of Anambra State. Sequel to this, strategies that teachers could adopt to strengthen teacher-effectiveness in security education in basic schools in Orumba South Local Government Education Authority of Anambra State were proffered and accepted by respondents. These strategies when effectively implemented would enable the pupils in primary school have positive views about security and appropriately reoriented to develop into responsible and civil adult for sustainable security.

Recommendations

1. The state government should provide conducive environment and learning materials for effective teaching and learning of security education in schools
2. Teachers should avail themselves to opportunities to regularly attend workshops/conferences to upgrade themselves with the recent innovations to strengthen effectiveness in security education.
3. Teachers should engage in in-service training to upgrade themselves especially with relevant digital skills .
4. Teachers should equip themselves with relevant and global skills to impart security education to effective reorientation.

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