

Security Education in Adult Education Curriculum for Sustainable Development

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ABSTRACT

Insecurity poses colossal peril in carrying out meaningful sustainability. And education that embraces security concepts, skills and knowledge is one of the veritable tools in curbing insecurity. This type of education could be most effective if it draws its learners from adult, as adults are the pillar behind any meaningful peace, security and sustainable development in any community. It is on this note that the paper examined security education in adult education curriculum for sustainable development. The population of the study was four hundred and sixty-five (465) facilitators of Adult Basic Education Programme in three out of the six education zones in Enugu State. Purposive sample was used to select 242 (129 males and 113 females) adult education facilitators who participated at NMEC (National Commission for Mass Literacy, adult and Non-Formal Education) organized capacity building programme for Nsukka education zone. Instrument for data collection was adult educators' perception questionnaire titled "Adult educators' Perception on Integrating Security education in Adult Education Curriculum for Sustainable Development (SEAECS D)" The instrument was validated and has a reliability coefficient of 0.86 determined through Cronbach alpha. The data collected were analyzed using mean and standard deviation in answering the two research questions posed to guide the study and a t- test statistic was used to test the null hypothesis. The findings revealed that adult education facilitators have a positive perception on integrating security education in adult education curriculum for sustainable development. It was recommended among others that relevant authorities in adult education programme and adult curriculum planning should endeavor to integrate security education in adult

education curriculum for sustainable develop as no society can develop in a state of heighten insecurity.

Introduction

Security is the state of being free from threats be it physical, psychological, emotional and financial. Security connotes safety and absence of danger to freedom and the liberty of state, societies and individuals to uphold their independent identity, and their functional integrity against forces of alteration, which they perceive as aggressive (Trends institution.org 2018). The underlining cardinal point in security is freedom from threats and threat free living. Eke, Ibebuike & Enwereuzo (2022) sees security as preventive measures taken to protect an environment and people from an impending danger or injury. It also includes considerable series of trepidations about the conditions of existence. Peace and security in any society exist when individuals live together in an environment without disturbance or violence against their person and property. Every sane individual yearns for security of his live, property and environment. Balami; Ahmed & Yusuf (2016) described security as the principal purveyor in the economic development of any nation. Security is a serious concern in many parts of the world and a drive for sustainable development. Nigeria on her part is facing daunting security challenges ranging from Islamic terrorists' incursions in the north, violent crimes in the South East and other range of violent activities like mass shooting of defenseless worshippers, bombings, abductions, kidnappings, broad daylight armed robbery, rapes, cultic activities, ethnic and communal clashes and hired assassinations and so on in the other parts of the country. In Nigeria terrorism and violence have been domestic, communal and gender linked where the most susceptible are the women and children (Adegoke & Oladeji 2008). For instance, terrorists' activities along interstates high ways are unprecedented in the history of Nigeria, to an extent that plying Nigerian highways are now life-threatening risk. This had made Nigeria to be ranked low in the Global Peace Index (GPI, 2012). And in state of heighten security challenges, development cannot be sustained.

Insecurity in Nigeria has many causes as identified by Umana (2019) and Ahmed (2021) which include among others as poverty, corruption, injustice, corruption, inequality, unemployment, bad governance and illiteracy, mismanagement and so on. Insecurity in Nigeria is now a major

apprehension among well-meaning Nigerians and alternative means of militating it is being yearned by all and sundry as armed confrontations with the agents of insecurity (criminals) being adopted by government apparatus have left much to be desired (Obiamaka, 2015).

Researchers believe that education has always been a viable tool for transformation and empowerment and should be used to curb the phenomena of insecurity to a minimal level (Eke, Ibebuike & Enwereuzo, 2022). This is based on the fact that use of force alone has not been effective in containing insecurity. Nwanegbo (2013) and Eke Ibebuike & Enwereuzo (2022), posited that the government and stakeholders should seek other avenues of tackling insecurity rather than the use of force only. Many researchers have made different postulations regarding the role of education in solving security challenges. Ushe, (2015), is of the opinion that education is an agent of resolving the religious conflicts and insecurity in Nigeria. Igbuzor (2011) is also of the view that peace and security education are major factors in enhancing sustainable peace and development. Onyinye (2018) correlated this with the opinion that government and education stakeholders must embrace a new approach towards ensuring that security education is given the preferred attention. This is a veritable means of curbing security challenges at the bud. Moreso, there is an associated link between education and security. This brings us to security education.

Edozie (2014) sees security education as an evolving collaborative constant process from which a society creates knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and concomitance. Fabinu, Ogunleye & Salau (2016) described Security Education as that type of education intended to heighten the level of security awareness among the citizenry of a particular country for them to be able to safeguard their immediate environs, nation and the world at large. Furthermore, they see it as an education that helps to enrich people's knowledge against any form of threatening actions to lives and properties, be it at home, in school, at place of work, or in the country. Likewise, Al-Edwan (2016) sees Security Education as "the teaching and learning of the security concepts and experiences needed to achieve the national security". Security education is an education that is meant for every individual in a community aimed at anticipating, preventing, withstanding, adapting and acquiring skills to recover from insecurity incidents. It also includes equipping

learners on appropriate knowledge and skills that will help them know what it takes to be free from fear, anxiety, danger, doubt and to have a sense of safety.

Security education drives an essential role in creating the right attitudes on the society in the aspect of enhancing their security, because it affects the appropriate behaviour of members of the given communities and make them not to be susceptible to security threats. Security as a value is linked with modelling the attitudes of members of a given society, which is predisposed by the following factors: awareness of the society, knowledge of ethical values and categories, knowledge of environmental, social and economic threats. An enlightened, informed society can react adequately to emerging threats by taking specific counteractive and precautionary actions (Oghenekohwo & Frank-Oputa (2017). Such knowledge and consciousness on security issues will help to reduce insecurity incidents, which will enhance sustainable development.

Sustainable development: “is the process of achieving human development in an unbiased, rational and safe manner” (UNDP, 2016). It is a growth that meets the needs of the present generation without partiality to the ability of future generations to meet their necessities. It also involves setting up individuals and cooperates’ goals in a way to ensure high quality of life, health and well-being and taking into consideration social justice and conserving the earth’s potential. These social, economic and environmental goals are interdependent and mutually reinforcing. These cannot be comprehensively achieved in an environment that is devoid of security. Security is prerequisite for any meaningful development to be initiated, developed and sustained

In as much as Nigeria is to be developed and secure in terms of security, it should be through the members of the societies especially the adults. Adult are the driving force for development and peaceful environment (Fajonyomi, 2011). The issue of security and sustainable development which is in dire need in our country must be tackled through education of citizens at all levels especially the adult. Sustainable development cannot occur when a vast majority of a nation’s citizens are illiterate. This is based on the fact that literacy rate of 70 to 80 percent is required to trigger and sustain industrialization and rapid economic expansion to occur (Ahmed, 2021). This is in line with National policy on Education (NPE, 2004) that sees education as a tool for national development. That is why adult education is regarded as one of the effective alternatives in achieving national development and security as it enhances public enlightenment and directs its

activities towards lawful improvement of adult in a given society. Okoroafor (2021) and Ahmed (2021) observed that some conflicts arise as a result of illiteracy and manipulations of tribal and religious affiliations. That adult education will help to produce tolerant and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural background and so on. Also, if security education is involved in adult education programme it will go a long way to empower individuals adequately on security awareness and this will encourage sustainable development skills. For sustainable security attainment, adult education has a vital role as the discipline that deals with human challenges and provides solution that is centered on national development and security. In line with this Adekola (2015) says that humans especially the adults are the ones that hold the destiny of the nations in their hands

Adult education is a learning process whether formal, informal or non-formal that makes provision for every adult person to engage in for better information, self-realization and national development (Onyenemezu, 2012). The main targets are specifically defined as youth that is persons beyond 15years. It also includes men and women, the poor or the socially disadvantaged.

The goals of adult education are to: increase the quality of life of an individual and enable the learner to realize his/her potential for self-actualization; to raise the standard of living of the families, communities, societies and nations; to promote peace and communal harmony in the multi-cultural global village. However, adult education provides the learning which is needed for the acquisition of skills required for sustainability using different approaches, techniques and methods which are suitable to the target audience. Through its different programmes, it provides lifelong and continuing learning and development of capability and freedom for the people to learn at their own time and pace. These can be catalyst for sustainable development on various levels of social, economic and environmental.

As earlier observed that the causes of insecurity include poverty, unemployment, alienation of the masses by the leaders, mismanagement, illiteracy and so on. In this respect adult education seems to be the most effective in tackling the above-mentioned causes of insecurity by developing in its programme security education courses that will address the above-mentioned causes of insecurity. It is worthy of note that adult education programmes are made up of the following: basic, post, computer and literacy, vocational, functional, workers education, lifelong education and so on. A

glossary looks at this programme, one can say that security education courses can be added into any of these programmes. It is on this note that the researchers investigate security education in adult education programme for sustainable development. The study is aimed at investigating adult education facilitators' perception in integrating security education in adult education programme for sustainable development

In investigating adult education facilitators' perception in integrating security education in adult education programme for sustainable development other observed factor that can influenced adult education facilitators' perception in integrating security education in adult education programme for sustainable development such as gender need to be addressed. While some researchers like Sholagberu, Kayode. and Taiwo, (2020) and Anyanwu, (2010) are of the opinion that female adult educators differ from their male counterpart in integration of topical issues like community education into adult education curriculum while Babangida, (2021), and Manase, (2012) found that male and female educators' perceptions do not differ on integrating topical societal issues like family planning in adult education. Following these inconsistencies, this work seeks to contribute in resolving this controversy on gender as it relates to adult educators' perception on integrating security education in adult education curriculum for sustainable development

Purpose of the Study

The purpose of this study is aimed at determining the perception of adult education facilitators' perception on integrating security education in adult education curriculum for sustainable development. It will specifically determine:

1. The adult education facilitators' perception on integrating security education in adult education programme for sustainable development?
2. If gender has influence on the perception of adult education facilitators on integrating security education in adult education curriculum for sustainable development?

Research Questions

1. What is the adult education facilitators' perception on integrating security education in adult education programme for sustainable development?

2. What is the influence of gender on the perception of adult education facilitators on integrating security education in adult education curriculum for sustainable development?

Method

The study employed a descriptive survey research designed in order to ascertain the perception of adult educators on integrating security education in adult education curriculum for sustainable development. The population of the study was four hundred and sixty-five (465) facilitators of Adult Basic Education Programme in three out of the six education zones in Enugu State. The zones are Nsukka Education Zone (comprising of Igbo-Etiti, Nsukka and Uzo-uwani Local Government Areas); Obollo-Afor Education Zone (comprising of Igbo-Eze North, Igbo-Eze South and Udenu Local Government Areas); and Udi Education Zone (comprising of Ezeagu and Udi Local Government Areas). Purposive sample was used to select 242 (129 males and 113 females) adult education facilitators who participated at NMEC (National Commission for Mass Literacy, adult and Non-Formal Education) organized capacity building programme for Nsukka education zone. Instrument for data collection was adult educators' perception questionnaire titled "Adult educators' Perception on Integrating Security Education in Adult Education Curriculum for Sustainable Development (SEAECS D)" A 15-item questionnaire designed by researchers and validated by three experts in Department of Adult Education and Extra-Mural Studies and the Department of Educational psychology, both at the University of Nigeria, Nsukka. Their inputs were affected in the final draft. The instrument was divided into two sections. Section A dealt with the demography while section B dealt with adult educators' perception on integrating security education in adult education curriculum for sustainable development. The instrument was weighted and scaled thus: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). Respondents were made to tick the option that best described their opinion. The instrument was validated and has a reliability coefficient of 0.86 which was determined through Cronbach alpha. The researchers used two research assistants in the administration and collection of data from the subjects. This yielded a 100% return. The data collected were analyzed using mean and standard deviation in answering the research questions. Any Item with a mean less than 2.50 was

rejected while those within and above 2.50 was accepted. The hypothesis was analyzed using t-test statistical tool tested at 0.05 level of significance.

Results

Data generated from survey questionnaire were analyzed and presented in tables below.

Research Question 1

What is the adult education facilitators’ perception on integrating security education in adult education programme for sustainable development?

Table 1: Mean and standard deviation on adult education facilitators’ perception on integrating security education in adult education programme for sustainable development

S/N	ITEM STATEMENT	Male facilitators	Female facilitators	X	SD	REMARK
1	Security education in adult education will create appropriate security awareness that will encourage sustainable development	3.48	0.75	3.36	0.78	Accepted
2	Security education will help individuals adopt right attitude in a given security threat which will enhance sustainable development	3.67	0.76	3.62	0.63	Accepted

3	Security education in adult education will empower adults to teach appropriate security attitudes and behavior to the younger ones. This will enhance sustainable development	3.62	0.73	3.61	0.81	Accepted
4	Security education in adult education will help to improve the level of security of citizens and stability that enhance sustainable development	3.13	0.57	3.21	0.61	Accepted
5	Security education in adult education will lead to lessening threat both in the economic, social & environmental sphere there by making for sustainable development	3.01	0.49	2.94	0.46	Accepted
6	Security education in adult education will enhance adult education principle role of dealing with human challenges	3.68	0.79	3.67	0.79	Accepted

	and provide solutions that drives sustainable development					
7	Security education is ideal in adult education because adult education is fashioned to mobilize, uplift and increase awareness in individuals that drives sustainable development	3.68	0.82	3.69	0.80	Accepted
8	Security education is ideal for adult education curriculum because adult education programmed is aimed at equipping the citizens with skills of self-improvement, upliftment and contentment that translate to national security that drives sustainable development	3.31	0.65	3.24	0.69	Accepted
9	Security education in adult education will help individuals to be	3.24	0.52	3.30	0.43	Accepted

	aware of ways of alerting relevant authorities in case of security threat.					
10	Security education in adult education enhances the chance of adults to make informed decisions regarding security threat there by enhances sustainable development.	3.46	0.72	3.63	0.61	Accepted
11	Security education in adult education will help individuals to understand the written ethics and rules of the law. This helps sustainable development.	3.38	0.64	3.36	0.63	Accepted
12	It promotes competencies, knowledge and information required to curb insecurity and drive sustainable development.	3.05	0.50	3.14	0.53	Accepted
13	It will help to develop critical ability to make	3.43	0.63	3.34	0.50	Accepted

	right choices in the face of many alternative security plans in the community.					
14	It will help in developing Competency in formulating supportive plans in event of unforeseen security problems.	3.32	0.51	3.24	0.56	Accepted
15	Security education in adult education will help to create awareness on adoptive security measures that will enhance sustainable development	3.02	0.48	3.13	0.58	Accepted
	Cluster mean	3.37	0.64	3.36	0.63	
	Average mean response			3.45		

Table1 shows that all the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean (2.50). Also, the average mean (3.45) is greater than the scale mean. This implies that adult education facilitators are of the perception that security education in adult education curriculum will go a long way to drive sustainable development and minimize insecurity. This is in line with Ahmed, (2021) who opined that security education in adult education curriculum will help individuals have enhanced security awareness that will help to curb incidents of insecurity.

RQ 2: What is the difference between the perception of male and female adult education facilitators on security education in adult education curriculum for sustainable development?

Table 2: Summary of male and female adult education facilitators mean response

Group	N	X	SD
Male	129	3.38	0.64
Female	113	3.36	0.63

Table 2, shows that a mean difference of 0.2 exist between responses of male and female adult education facilitators on security education in adult education curriculum for sustainable development. The difference is quite insignificant.

Hypothesis

H01: There is no significant difference between the perception of male and female adult education facilitators on security education in adult education curriculum for sustainable development.

Group	N	X	SD	DF	T. cal	P.value	Decision
Male	129	3.38	0.64	240	0.17	0.9587	Accepted
Female	113	3.36	0.62				

The data above on table 3 indicated that the T-calculated is 0.17 at 240 degree of freedom and a P Value of 0.9587 which is greater than 0.5 at 0.05 level of significance which indicated that we retain the null hypothesis. Therefore, there is no significant difference between the perception of male and female adult education facilitators on security education in adult education curriculum for sustainable development. This finding is in line with Babangida, (2021), and Manase, 2012 that male and female adult education facilitators' perceptions do not differ on integrating topical societal issues like family planning in adult education.

Discussion

Result of the present study revealed the perception of adult education facilitators on integrating security education in adult education curriculum for sustainable development. Both male and female adult education facilitators have positive perception on integrating security education in adult education curriculum for sustainable development. This is because Nigeria as a society is experiencing dire security challenges. Again, based on the fact that there is need for broader approach in tackling the prevailing insecurity problems in Nigeria using education of which adult education is on a better pedestal to be used for such. As adult education programme is made for adult members of the society who are the driving wheel of running the developmental and peaceful activities in any community. Furthermore, security education integrated in adult education curriculum will empower adult learners to understand ethics and laws. This will play an important role in reducing crimes and tackle insecurity. This also drives sustainable development. This is in line with Okoroafor (2021) and Ahmed (2021) that stressed that security education in adult education will accelerate empowerment on the individual potentials of people and awareness on benefits of peaceful coexistence and these will foster sustainability, development and growth.

Conclusion

The study was carried out to determine adult education facilitators' perception on integrating security education in adult education programme for sustainable development. The result of the study shows positive perception of adult education facilitators on integrating security education in adult education curriculum for sustainable development. Also, there was no significant difference between male and female adult education facilitators' perception on integrating security education in adult education curriculum for sustainable development.

Recommendation

The following recommendations were made;

- Relevant authorities in adult education programme and adult curriculum planning should endeavour to integrate security education in adult education curriculum.

- Relevant adult education authorities should mount in-service training for adult education facilitators on the appropriate interactive teaching methods used in teaching some of these prevalent challenges as security education
- Conferences, workshops and seminars should be prearranged periodically by relevant agencies of adult education for facilitators to interact and share useful experiences that will improve adult education.

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