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PROACTIVE MEASURES FOR MANAGING SECONDARY EDUCATION FOR NATIONAL SECURITY IN NIGERIA

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ABSTRACT

The study investigated proactive measures for managing secondary education for national security in Nigeria. One research question guided the study and two null hypotheses were tested. Descriptive survey was adopted for the study. The population of study comprised 263 principals of public secondary schools in Anambra State. The instrument for data collection was a structured validated questionnaire. The test of reliability of the instrument using Cronbach Alpha yielded coefficient value of 0.88. Mean, standard deviation and t-test were used to analyze data for the study. Findings of the study revealed that improving access to education in conflict regions by utilizing information and communication technology; training students and teachers in emergency response techniques; engaging security organizations in ensuring school safety; installation of security cameras and alarms in and around the school are some of the proactive security measures for managing secondary education for national security. Finding revealed that the respondents differed in their mean ratings based on gender. However, they did not differ in their mean ratings based on academic qualifications. The researchers therefore recommended that government at all levels should increase its budget allocation to education to provide resources for the recruitment and training of qualified teachers, provision of textbooks and teaching aids, construction of school buildings, and maintenance of facilities.

Keywords: Proactive, Measures, Secondary Education, National Security, Insecurity

Introduction

Education can be defined as the process of acquiring knowledge, skills, values, beliefs, and habits through various forms of learning, such as teaching, training, research, and experience. The primary goal of education is to promote personal and societal development by enabling individuals to acquire the necessary knowledge and skills to succeed in their personal and professional

lives, contribute to their communities, and participate effectively in civic life (Ogbidi, 2014). Education can take place in many different settings, including schools, colleges, universities, vocational training centers, and other learning environments. It can be formal or informal, and it can be delivered through a variety of methods, including classroom instruction, online learning, experiential learning, and self-directed study. The concept of education has evolved over time and across different cultures, reflecting changes in social, economic, and technological conditions. In many societies, education has been regarded as a means of social and economic mobility, enabling individuals to improve their position in society by acquiring new skills and knowledge. In other cultures, education has been seen as a means of preserving cultural heritage and transmitting traditional values and beliefs to future generations. Regardless of its purpose or form, education is essential for personal and societal growth and development. It plays a crucial role in shaping individuals' intellectual, social, emotional, and ethical development and can have a significant impact on their lives and the world around them.

Education in Nigeria is a critical area of focus for the government and society as a whole. The education system in Nigeria consists of six years of primary school, three years of junior secondary school, three years of senior secondary school, and tertiary education (Federal Republic of Nigeria (FRN), 2013). This paper is focused on secondary education. Secondary education in Nigeria is a crucial stage in the education system, providing students with the necessary knowledge and skills to succeed in their academic and professional lives. Secondary education in Nigeria is divided into two stages: junior secondary school and senior secondary school. Junior secondary school in Nigeria lasts for three years and is designed to provide students with a broad-based education that covers a range of subjects. Students are required to take courses in English, mathematics, social studies, science, and vocational studies. The curriculum also includes courses in Nigerian languages, religious studies, and physical education. After completing junior secondary school, students are required to take a national examination known as the Basic Education Certificate Examination (BECE). The BECE is a standardized test that assesses students' knowledge and skills in the subjects they have studied during junior secondary school. Upon successful completion of the BECE, students can proceed to senior secondary school, which lasts for another three years. Senior secondary school is more specialized than junior secondary school, with students required to choose a specific stream based on their interests and career goals. The streams include science, arts, and commercial, with each stream having its specific subjects (FRN, 2013). The senior secondary school curriculum is more rigorous than the junior secondary school curriculum, and students are expected to develop a deeper understanding of the subjects they are studying. Students are also required to take a

national examination known as the Senior School Certificate Examination (SSCE), which is used to assess their readiness for tertiary education.

In recent years, the Nigerian government has taken steps to improve the quality of secondary education in the country, including increasing funding for education, providing teacher training and support, and implementing new initiatives to improve access to education, particularly for girls and disadvantaged groups. However, the education system in Nigeria still faces many challenges, including inadequate funding, poor infrastructure, and a shortage of qualified teachers. One of the major challenges facing education in Nigeria is the issue of security. In recent years, Nigeria has faced several security challenges, including the activities of Boko Haram, a militant group that has carried out attacks on schools and students in the country's northern regions. These attacks have led to the closure of many schools, forcing students to miss out on their education and putting their future at risk. Over the past few years, Nigeria has witnessed an alarming rise in the number of attacks on schools, especially in the northern part of the country. These attacks, which are mainly perpetrated by armed groups, have resulted in the death of many teachers, students, and civilians, as well as the abduction of hundreds of children. On December 11, 2020, a newspaper reported that 344 male students were abducted from their hostels at Government Science Secondary School in Kankara, Katsina State. In less than two weeks, 80 students were abducted from Islamye School Mahuta in Kaduna State, according to GCPEA (2021). According to the Abubakar (2021), there were 11 incidents of school attacks in Nigeria between December 2020 and August 2021, resulting in the abduction of over 1,000 children. The report also reveals that Nigeria has one of the highest rates of school attacks in the world, and the trend is not abating. Sadiq, Alumadu, Yaba, Saidu Oloyede, Bashir, Okeke, and Ibrahim (2021) reported that on February 26, 2021, approximately 279 girls were kidnapped from the government secondary school Jangebe in Zamfara State. Nweke (2022) reported the disruption of SSCE examinations in various secondary schools in Nigeria's south-eastern states by unknown gunmen claiming to be members of IPOB in order to enforce the group's sit-at-home order. The attacks on schools and abduction of children have far-reaching consequences on the Nigerian society, particularly on the education sector.

According to the Abubakar (2021), school attacks in Nigeria have disrupted the education of millions of children, forcing many of them to drop out due to fear of being attacked or abducted. The report also emphasizes that the effects of school attacks on children extend beyond education. Children who have been abducted or are victims of school attacks frequently experience trauma, anxiety, and depression, which can have long-term consequences for their mental health and well-being. Ogunode, Ahaotu and Obi (2021) outlined brain drain,

educational institution closures, educational waste, discouragement of educational pursuit by children, and encouragement of foreign educational internal displacement of learners as some of the impact of insecurity. In addition to disrupting education, school closures have a significant economic impact on the communities affected. Many families who rely on income from the education sector are now without a means of subsistence, exacerbating the poverty situation in these areas. This has heightened the call for an educational system that would ensure national security.

National security refers to the protection of a nation's sovereignty, territorial integrity, and citizens from external and internal threats, including military, economic, political, and social threats (Buzan, 2008). National security is often considered a primary responsibility of governments and is achieved through various means, including military and intelligence capabilities, diplomacy, economic policies, and law enforcement (Brown, 2013). The ability to maintain a country's territorial integrity and physical integrity, to maintain reasonable economic relations with other countries, to protect a country's culture, institutions, and system of government from outside interference, and to maintain control over its borders are all aspects of a country's national security (Brown). Also, national security is a state in which our institutions of government, our democratic way of life, our most prized values and beliefs, as well as our unity, welfare, and general well-being as a people and a country, are always preserved and continually improved. Thus, proper management of education has a crucial role to play.

Proper management of education can play a crucial role in ensuring national security. Education is often considered a fundamental human right and is essential for the development of individuals and societies (Kaduru, 2018). However, it can also have important implications for national security. One of the key ways in which education can contribute to national security is through the promotion of civic values and democratic principles. By providing citizens with a quality education that emphasizes democratic ideals such as freedom, equality, and human rights, societies can foster a sense of civic responsibility and engagement. This can help to reduce the likelihood of political instability, violent extremism, and other threats to national security (Fidaoui, 2022).

Furthermore, education can also be an important tool for addressing economic and social inequalities, which can contribute to political instability and conflict. By providing individuals with the skills and knowledge needed to participate in the labor market and contribute to the economy, education can help to reduce poverty and inequality, which can in turn reduce the risk of social unrest and conflict (World Bank, 2018). Effective management of education systems is also critical for ensuring that educational resources are allocated efficiently and effectively. This can help to ensure that all citizens have access to quality education, regardless of their socio-economic

background. Proper management of education can also help to ensure that educational institutions are accountable and transparent, which can help to reduce corruption and improve public trust in government institutions (OECD, 2018). Managing secondary education effectively is crucial for ensuring national security in Nigeria. Some proactive measures that have been suggested include:

a) Improving access to quality education: The Nigerian government should invest in expanding access to quality education, especially in underserved and conflict-prone areas. This can be achieved through the construction of more schools, provision of teaching materials and equipment, and training of qualified teachers (Amaechina & Ugwulashi, 2020).
b) Encouraging civic education: Civic education should be integrated into the secondary school curriculum to promote civic values and democratic principles. This can help to foster a sense of national identity and citizenship, and promote peaceful coexistence among diverse groups (Adedeji, 2018).
c) Combating radicalization and violent extremism: Secondary schools should be equipped with the resources and tools to identify and prevent radicalization and violent extremism among students (Nweke, 2022). This can include training teachers to recognize signs of radicalization, creating safe spaces for students to express their grievances and concerns, and engaging with parents and community leaders to promote tolerance and understanding.
d) Strengthening vocational and technical education: Vocational and technical education can help to equip students with the skills and knowledge needed to enter the labor market and contribute to the economy. This can help to reduce poverty and inequality, which can in turn reduce the risk of social unrest and conflict.
e) Strengthening school security: The Nigerian government should invest in improving the security of secondary schools to prevent attacks by armed groups and criminal gangs. This can include the deployment of security personnel, installation of security cameras and alarms, and training of teachers and students in emergency response procedures.

However, the extent to which these measures could ensure national security in Anambra State in particular and Nigeria. It is therefore imperative that an empirical study is conducted to determine ways through secondary education can be managed effectively for national security. Furthermore, the ability of school administrators to effectively manage secondary education for national security could be influenced by gender and academic

qualifications of the school administrator. The United Nations (2019) defined gender as roles the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for an individual, including the relationships that the individual establishes and maintains. The United Nations noted that gender plays an important role in ensuring national security. However, the extent gender plays a role if the management of secondary education for national security. On the other hand academic qualification could play part in the adoption of proactive measures for managing secondary education for national security. Umar and Umar (2022) reported that school principals require a degree of postgraduate to be qualified for the role in secondary schools in Nigeria. However, the study did not ascertain the moderating role of educational qualification in the adoption of proactive measures for managing secondary education for national security. It is this gap that the study intends to fill.

Statement of the Problem

The level of insecurity in Anambra State has reached an alarming rate in recent time. The state witnessed an unprecedented surge in criminal activities. This is evidenced in the high rate of execution-style murders of citizens, setting ablaze of private commercial vehicles and residential homes, and incineration of personal property and businesses. The security situation in Anambra State has continued to worsen unabatedly since the incarceration of the Leader of the Indigenous People of Biafra (IPOB), Mazi Nnamdi Kanu. This arrest coupled with some criminal elements anchoring on his incarceration to enforce an ill-fated sit at home order on citizens in the State. The situation has degenerated to major security challenges such as the kidnapping and beheading of high-profile politicians in the state. The activities of the "unknown gunmen" also contributed to aggravating the security situation in Anambra State. Though there were suspicions that the gunmen were members of IPOB, many of them continuously insist that the attacks were politically motivated. The leadership of IPOB has continually distanced themselves from the attacks. The attacks have continued in the State resulting in fear and apprehension in the state with many students missing school on Mondays for fear of being attacked. The researchers are worried that the deteriorating security situation threatens educational development in Anambra State and exposes students who are prevented to attending school to engage in criminal activities that could affect national security of Nigeria. This therefore, sought to empirically determine measures that could help in ensuring sustainable national security in Nigeria.

Research Question

What are the proactive measures for managing secondary education for national security in Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female principals on the proactive measures for managing secondary education for national security in Nigeria.
2. There is no significant difference in the mean ratings of principals with postgraduate degrees and principals with degrees on the proactive measures for managing secondary education for national security in Nigeria.

Theoretical Framework

The study was based on the social disorganization theory, which was first proposed by Clifford Shaw and Henry McKay in 1942. Social disorganization theory argues that the social and physical characteristics of a neighborhood or community can influence the level of crime and delinquency in the area. According to the theory, neighborhoods or communities with high levels of poverty, unemployment, and social instability are more likely to experience crime and delinquency. In this context, managing secondary education for national security can be supported by social disorganization theory by focusing on improving the social and physical characteristics of the school and its surrounding community. The social disorganization theory proposes that four factors can influence the level of crime and delinquency in a neighborhood or community. These factors include:

Poverty: Neighborhoods or communities with high levels of poverty are more likely to experience crime and delinquency.

Residential mobility: Neighborhoods or communities with high levels of residential mobility are more likely to experience crime and delinquency.

Family disruption: Neighborhoods or communities with high levels of family disruption are more likely to experience crime and delinquency.

Heterogeneity: Neighborhoods or communities with high levels of heterogeneity are more likely to experience crime and delinquency.

Social disorganization theory can be used to back security measures for managing secondary education for national security. By focusing on improving the social and physical characteristics of the school and its surrounding community, school administrators and policymakers can create a safer and more secure learning environment for students. The social disorganization theory provides a framework for understanding how the social and physical characteristics of a neighborhood or community can influence crime and delinquency, and how addressing these factors can lead to safer communities.

Research Method

The descriptive survey design was adopted for the study. The study was conducted in Anambra State Nigeria. Anambra State is one of the States in South East, Nigeria. The State is one of the educationally advantaged states in Nigeria. However, the growing state of

insecurity threatens to undermine the strides achieved in secondary education in the State. The population of the study comprised 263 principals of public secondary schools in Anambra State. The entire population of the study was used for the study without sampling because the population was manageable. The instrument for data collection was a structured questionnaire developed by the researcher based on literature and suggestions by experts. The instrument was titled "Proactive Measures for Managing Secondary Education for National Security Questionnaire (PMMSENSQ)." The instrument has two section, A and B. Section A contains 2 items on covering gender and educational qualification while Section B contains 12 items on proactive security measures for managing secondary education for national security. The instrument was structured on a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to face validation by presenting the instrument to five experts. Three of the experts were lecturers at the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Awka while the other two experts were private security consultants residing in Awka metropolis of Anambra State. The instrument was further subjected to a pilot test on 20 principals in public secondary schools in Enugu State. The application of Cronbach Alpha reliability method on the data collected from the pilot study, yielded coefficient value of 0.88 for internal consistency of the instrument. Mean, standard deviation and t-test were used to analyze data for the study. In analyzing the mean, any item with mean rating between 2.50 and above was regarded as agree while any item with mean rating below 2.50 was regarded as disagree. For the hypotheses testing, where the p value is greater than the significant level of .05, it means that there was no significant difference and the hypothesis was accepted. Conversely, where the p value is equal to or less than the significant level of .05, it means that there was a significant difference and the hypothesis was not accepted.

Presentation of Results

Research Question: What are the proactive measures for managing secondary education for national security in Nigeria?

Table 1: Mean Ratings of Respondents' on the Proactive Measures for Managing Secondary Education for National Security in Nigeria (N=238)

S/No.	Item Statement	Mean	SD	Remarks
1.	Improving access to education in conflict regions by utilizing information and communication technology	3.26	.87	Agree

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2.	Integrating civic education into the secondary school curriculum to promote civic values and democratic principles	2.92	.82	Agree
3.	Integrating civic education into the secondary school curriculum to democratic principles	2.73	.97	Agree
4.	Equipping secondary schools with the resources and tools to identify security threats like the use of biometric scanners.	2.69	1.01	Agree
5.	Educating teachers to safety and security measures for ensuring school safety	2.82	1.00	Agree
6.	Creating safe spaces for students to express their grievances and concerns	2.57	1.04	Agree
7.	Engaging with parents and community leaders to promote tolerance	2.65	1.07	Agree
8.	Promoting technical and vocational education in secondary schools	2.71	1.12	Agree
9.	Training students and teachers in emergency response techniques	3.33	.87	Agree
10.	Engaging security organizations in ensuring school safety	3.10	.98	Agree
11.	Ensuring that every school has well-built perimeter fence	2.88	0.92	Agree
12	Installation of security cameras and alarms in and around the school	3.01	0.86	Agree
	Cluster Mean	2.89		Agree

Data in Table 1 revealed that the respondents agree on all items (1-12) as proactive security measures for managing secondary education for national security in Nigeria with mean ratings ranging 2.57 and 3.23. The standard deviation scores ranging between .82 to 1.12 reveals that the respondents' opinions were related. The cluster mean of 2.89 indicated improving access to education in conflict regions by utilizing information and communication technology; training students and teachers in emergency response techniques; engaging security organizations in ensuring school safety; installation of security cameras and alarms in and around the school are some of the proactive security measures for managing secondary education for national security.

Hypothesis 1: There is no significant difference in the mean ratings of male and female principals on the proactive measures for managing secondary education for national security in Nigeria.

Table 2: Summary of t-test analysis on the Proactive Measures for Managing Secondary Education for National Security in Nigeria based on Gender

Variable	N	$\bar{X}$	SD	df	ά	p-value	Decision
Male Principals	74	2.70	.87				
				236	.05	0.028	Significant
Female Principals	158	2.97	.82				

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Data in Table 2 showed that the p-value of .028 is less than .05 alpha level of significance. This means that there is a statistical significant difference in the mean ratings of male and female principals on the proactive measures for managing secondary education for national security in Nigeria. The hypothesis was therefore not accepted.

Hypothesis 1: There is no significant difference in the mean ratings of principals with postgraduate degrees and principals with degrees on the proactive measures for managing secondary education for national security in Nigeria.

Table 3: Summary of t-test analysis on the Proactive Measures for Managing Secondary Education for National Security in Nigeria based on Academic Qualification

Variable	N	$\bar{X}$	SD	df	ά	p-value	Decision
Principals with PG Degree	148	2.88	1.01	236	.05	0.31	Significant
Principals with Degrees	90	3.01	.86				

Data in Table 2 showed that the p-value of .31 is greater than .05 alpha level of significance. This means that there is no statistical significant difference in the mean ratings of principals with postgraduate degrees and principals with degrees on the proactive measures for managing secondary education for national security in Nigeria. The hypothesis was therefore accepted.

Discussion of Findings

The study revealed that some of the proactive security measures for managing secondary education for national security include improving access to education in conflict regions by utilizing information and communication technology; training students and teachers in emergency response techniques; engaging security organizations in ensuring school safety; installation of security cameras and alarms in and around the school. This finding is in agreement with Nweke (2022) who reported that administrators of secondary schools could improve national security by educating teachers and students how to respond to security emergencies. Nweke also reported that students must be taught basic self-defense and evasive skills that make it harder for kidnappers to simply whisk students off without a run for their lives. Similarly, Amaechina and Ugwulashi (2020) stated that the involvement of parents and community would help to improve awareness on the need to ensure peace and security in the community. In consonance, Fidaoui (2022) emphasized the importance of civic education in school in promoting security in the communities. However, the study further revealed that the principals were not in agreement on the proactive measures for managing secondary education for national security in Nigeria based on their gender. This finding may have resulted because of

difference in opinion on the best means for ensuring national security via good management of secondary education in Nigeria. Furthermore, the study revealed that principals with postgraduate degrees and principals with degrees agree on the proactive measures for managing secondary education for national security in Nigeria. This finding show that principals with postgraduate degrees and principals with degrees agree that the measures outlined in the study would be effective for ensuring national security in Nigeria.

Conclusion

Based on the finding of this study the researchers conclude that having proactive security measures is essential for ensuring national security in Nigeria. Managing secondary education for national security in Nigeria requires a concerted effort from the government, private sector, and the entire society. By implementing the recommendations made below, Nigeria can ensure that its young people are well-equipped to contribute to the development and security of the country.

Recommendations

The researcher makes the following recommendations based on the findings of the study:

1. Adequate funding is essential to provide quality education. Government at all levels should increase its budget allocation to education to provide resources for the recruitment and training of qualified teachers, provision of textbooks and teaching aids, construction of school buildings, and maintenance of facilities.
2. Training and retraining of teachers should be prioritized. This will enable them to use modern teaching techniques and keep up with the latest developments in their subject areas.
3. The curriculum should be designed to meet the needs of the country, with a focus on science, technology, engineering, and mathematics (STEM) subjects. This will prepare students for the challenges of the future.
4. The government should establish a system for monitoring and evaluating the quality of education. This will ensure that standards are maintained, and problems are identified and addressed promptly.
5. The private sector should be encouraged to invest in education. This will help to reduce the burden on the government and ensure that more resources are available for education.
6. Vocational education should be promoted to equip students with practical skills that will enable them to contribute to the economy. This will also reduce the number of unemployed youths and alleviate poverty.
7. Efforts should be made to increase access to education, especially for girls and children from disadvantaged backgrounds. This can be achieved by

building schools in remote areas, providing scholarships and bursaries, and implementing policies that encourage school attendance.

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