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## TEACHER EDUCATION AND VALUES RE-ORIENTATION FOR SUSTAINABLE SECURITY IN NIGERIA

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By

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### **Abstract**

*Values re-orientation through effective implementation of teacher education curriculum has become very necessary for sustainable security in Nigeria given our present insecuritycataclysm, that ranges from wide spread killings by unknown gun men, terrorism, kidnapping, banditry, political assassination, arson, religious and ethnic pogroms to democratized corruption, skyrocketed population, pandemic unemployment, endemic poverty, sexual violence and abuse of human rights across our nation. To this end, this paper examines among others, the concept of education, national security, concept and nature of teacher education, values and values reorientation, rationale for values reorientation and the role of teacher education in values reorientation. This paper contends that teachers are the brains' thrust of the Nigerian nation with relevant knowledge, skills, moral values and requisite experiences to refine human resources with productive character, worthwhile competencies and values orientation for sustainable security in Nigeria. This paper recommends inter-alia, that the curriculum of teacher education in Nigeria should be constantly reviewed to meet the present needs, aspirations, ideologies, philosophies and challenges in Nigeria.*

### **Introduction**

Insecurity is one of the major challenges facing Nigerians and Nigeria. It is an empirical veracity, today, that Nigerians have traded their most dignifying and cherished values of peace, patriotism, nationalism, dignity, accountability, decency, tolerance, courage, bravery, meritocracy, discipline, respectability, transparency, integrity, selflessness, equity, justice, loyalty, truthfulness, cooperation, fairness, love and productivity of yester years for

endemic insecurity. Insecurity in Nigeria is characterized by wide spread killing by unknown gunmen, terrorism, kidnapping, banditry, political assassination, arson, religious and ethnic pogroms, democratized corruption, corrupted democracy, skyrocketed population, pandemic unemployment, endemic poverty, sexual violence, socio-economic marginalization, fake news, abuse of human rights, victimization, poor power supply, political gerrymandering, militancy, thuggery, nepotism just to mention but a few. All these call for value reorientation of the Nigerian citizenry. Values reorientation through effective, efficient and pragmatic implementation of teacher education curriculum in Nigeria has become necessary for sustainable security due to our present moral decadence and insecurity cataclysm.

Responsible, viable, sagacious, efficient, pragmatic and productive citizenry that can revitalize the present endemic insecurity and moral quagmire is the beacon of hope for any stable and viable democratic society. Functional education remains the sine-qua-non for sustainable security. It is a sacred ingredient of development and a potent means of an enduring life and felicitous living. Effective teaching and interesting learning will produce functional, literate and numerate persons with high moral values required for personal and societal development. This special and peculiar task of human resource development for economic, political and welfare of productive citizenry is carried out by teachers. Teacher education refers to the totality of knowledge, skills, values, competencies, policies and procedures designed to equip prospective teachers in training with the relevant knowledge, skills, values and competencies required to effectively carry out their pedagogical responsibilities in the classroom, school and wider society. National security, on the other hand is concerned with the ability of Nigeria to advance her interests and objectives, to contain instability, control crime, eliminate corruption, improve the welfare, and quality of every citizen (Obasanjo in Ibeneme, 2012). National security could also be viewed as the ability of a nation to improve the living standard and social welfare of its citizenry, by developing the human capital, and industrial, infrastructural, technological and scientific developments through viable and functional education.

Value re-orientation occupies a vital domain in teacher education and education in general. This is reflected in the National Policy on Education which advocated the inculcation of some fundamental values and attitudes which are required for effective citizenry, national unity, national stability and

national survival (NPE, 2014). To this end, teacher education is very relevant and appropriate in inculcating the values of national consciousness and national unity, the right types of values and attitudes for the survival of the individual and Nigeria society, among others. The achievement of these national goals of education would help Nigeria and Nigerians to achieve national security. This is the thrust of this paper.

### **The Concept of Education**

Fafunwa (1974) defined education as the aggregate of all process by which a child or young adult develops the abilities, attitudes and other forms of behavior which are of positive values to the society in which he lives. According to Oyekan (2006) education is a cooperative teaching-learning process of preparing an individual from birth and all through his/her life, for happy and useful living in the society within the context of his/her culture and resources. This implies that, education is the total process of human learning by which knowledge is acquired, skills developed, and values nurtured within the cultural context of the society (Nwalado, 2015). Hence, education is seen as the preservation and transmission of culture from one generation to another. Thus, education is the society's cultural reproductive system. This is because, through education, a nation is kept alive, passing on cherished values and virtues to the next generation. We must note that, education is not the same thing as schooling. The conundrum in the definition becomes pellucid when we recognize the fact that education is provided through formal, non-formal and informal education. The implication of the meaning of education is that, it is characterized by total development of the individual, preparation for felicitous living and life-long learning.

Education, in its entirety, is the acquisition of knowledge towards the development of an individuals' character and mental powers. It aims ultimately at the restoration of human dignity and self-actualization. According to Bamgbose (1991), education "is a means of upward social mobility, manpower training and development in its widest sense of full realization of human potential and the nation's resources for the benefit of all". This process of knowledge acquisition begins from childhood and ends at death.

### **The Concept of National Security**

One of the most critical functions of any country in the world, Nigeria inclusive is the provision of peace and security for its people. There can be no development without peace, meaning that security is also an essential pre-

condition for delivering on developmental pledges (TSA in Ibeneme, 2012). National security is the requirement to maintain the survival of a country through the use of economic, diplomacy, power projection and political power (Wikipedia, 2020). It can involve the use of military might but must incorporate effective education, civic responsibility, economic and citizenship empowerment, productivity and mass mobilization, as an embodiment for achieving national security in any democratic setting (Ibeneme, 2012). Security could be interpreted to be the activities involved in protecting a country, building or person against attack or danger while national security equals the defence of a country (Akinseinde, 2012). National security also entails the ability of Nigeria to advance her interests and objectives, to contain instability, control crime, eliminate corruption, improve the welfare, and quality of life of every citizen (Obasanjo in Ibeneme, 2012). This implies the ability of a country to protect its internal interests and values from external threat. No wonder Mohammed (2012), opined that national security from any perspective is about safeguarding the interests of the citizenry and providing the type of atmosphere that is free of threats that could inhibit the pursuit of the good of all. Thus, national security connotes the aggregate of the security interest of all individuals, communities, ethnic groups, political entities, religious organizations and other relevant institutions which inhabit the territory of Nigeria. It is all about the processes and measures required for sustainable peace and tranquility as well as law and order in Nigerian society.

### **The Nature of Teacher Education in Nigeria**

Teacher education is the totality of policies procedures and programmes, designed to equip prospective teachers with relevant and appropriate knowledge, skills, values and competencies they require to effectively and efficiently carry out their tasks in the classroom, schools and under community (Nwalado 2015). For Oyekan (2006), teacher education is the provision of professional education and specialized trainings within a specified period for the preparation of individuals who intend to develop and nurture the young ones into responsible citizens. To Agogo (2004) teacher education is a process of instilling professional competence relevant to the nation development in our-would-be teachers for our economic growth and nation building. Thus, teacher education includes the preparation of administrators, supervisors, guidance counselors and other members of the workforce needed for nation building (Maduewesi&Ofojebe, 2013).

The nature of teacher education curriculum in Nigeria presently consists of these main aspects:

- ❖ The general education (general studies) aspect
- ❖ The subject matter (area of specialization) aspect
- ❖ The professional education (principle and practice) aspect. These aspects constitute the nature of teacher education in Nigeria, especially of the colleges of education, institutes of education and faculties of education in the universities. These three circular components of teacher education are expected to provide the professional competence, sagacity, perspicacity, pertinacity and confidence to render qualitative and productive teaching services required for national development.

### **Objectives of Teacher Education**

The objectives of teacher education are devolved from the main national objectives of Nigeria as stated in the 2<sup>nd</sup> National Development Plan, and endorsed as the relevant and appropriate foundation for the National Policy on Education. They are the building of a:

- a) A free and democratic society
- b) A just and egalitarian society
- c) A united, strong and self-reliant nation
- d) A great and dynamic economy
- e) A land full of bright opportunities for all citizens

A perfect attainment of the above national objectives implies a complete state of national development. In pursuit of the above, NPE (2014) Section 1 (4a) believes that education is an instrument for national development, and the interaction of persons and ideas are all aspects of education. Teacher education has the responsive capacity and potential to achieve the five national goals.

The achievement of the national objectives is dependent on viable and productive teacher education. This is because; it is the teacher who translates the curriculum, syllabus, schemes and objectives of education into learning experiences in teaching-learning process. Specifically, the objectives of teacher education as stipulated in the National Policy on Education (2014) are to:

- a) Production of highly motivated, conscientious and efficient classroom teachers for all levels of our education system
- b) Encouraging the spirit of enquiry and creativity in teachers
- c) Helping teachers fit into the social life of the community and the society at large and to enhance their commitment to national goals

- d) Providing teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing conditions and;
- e) Enhancing teachers' commitment to the teaching profession.

The policy makes it mandatory for all teachers in Nigeria to be trained and stipulate Nigeria Certificate of Education (NCE) as the minimum qualification to the profession. The policy also provides that “teacher education shall continue to take cognizance of changes in methodology and in the curriculum” and that teachers shall be regularly exposed to innovations in their profession. It further recognizes the need for in-service training “as an integral part of continuing teacher education”.

The type of teachers needed in Nigeria have become clearly defined in the National Policy on Education Implementation Committee blueprint. It was prescribed that the types and qualifications of teachers required should be as follows:

- a) Pre-primary Education: Grade II Teacher with NCE teachers as heads.
- b) Primary Education: NCE teachers and graduate teachers as heads
- c) Junior Secondary Schools: NCE and University graduates
- d) Senior Secondary Schools: NCE and University graduates with professional qualifications.
- e) Technical Colleges, Polytechnics and Colleges of Education: University graduates with post-graduate qualifications in their disciplines together with professional; qualifications, practical industrial exposure and experience.
- f) University: University graduates with post-graduates together with professional qualifications and experience (Omo-Ojugo, 2011).
- g)

#### **Values and Values Re-orientation**

Values can be viewed as the collective conceptions of what is considered good, desirable, worthwhile, and proper or bad, undesirable, and improper in any given society. Values can also be seen as socially approved desires, goals and objectives that are internalized through the process of conditioning, learning and socialization that become subjective preferences, standards, and aspirations. Thus, values are ideas in the mind of men compared to norms in that they specify how people should behave in any given culture. It should be noted also that values also attach some degrees of goodness to

activities, behaviours and relationships. According to Nwaubani (2010), values generally perceived, mean those standards or principles which the society collectively hold as valuable and therefore to be imbibed by its members. In the same vein, Dincan in Nwaubani (2010), sees values as consisting of those things and actions we believe to be worth pursuing, worth realizing, worth doing or important to refrain from doing. This implies that, values are standards of judgment in human behaviour, criteria or guiding principles of living (Palmer, 2010). This assertion is in concord with the views of Bamisaye in Nwaubani (2010), who sees values as the worth, merit or esteem, which we ascribe to a person, an object or idea.

When one talk of value reorientation, it means the principles of right or wrong that are accepted by individual or social groups (Word Net, 2012). Value orientation can also be seen as high moral intelligence and entrenchment of strong values for the development and prosperity of the Nigerian society (Denen, 2020). According to Asobie, in Denen (2020), values reorientation is a transformation on a fundamental shift in the deep orientation of a person, an organization, or a society such that the world is seen in new ways, new actions and results which become possible that were impossible prior to the transformation. It also means the change of the moral character for better through the renewal of the innermost nature (Denen, 2020). In the words of Osioma (2012), value reorientation can be conceptualized as the act “of deliberately attempting to change the direction which attitudes and beliefs in Nigeria are currently orientated or the act of adjusting or aligning behavior, attitudes and beliefs of Nigerians in a new or different direction within the public discourse of contemporary Nigerian politics. This is articulated paradigm shift from insecurity, ethnicity, tribalism, corruption, embezzlement, dishonesty and general indiscipline to the direction of values of honesty, patriotism, nationalism, diligence, peace and tranquility, equity and justice as well as general abhorrence of socio-economic vices. Hence, Njoku (2011) sees value reorientation as inculcating good values that can help Nigeria out of her numerous predicaments and can refocus the nation through greatness. A close perusal at the above definitions, reveals that value reorientation through effective implementation of teacher education curriculum in Nigerian schools would act as panacea for the insecurity cataclysm in Nigeria.

### **Rationale for Values Reorientation in Nigeria**

- ❖ The present state of hopelessness in Nigeria due to moral decadence and gross indiscipline as a result of poor value system calls for value reorientation. Without a doubt, many Nigerians have given up on Nigeria. For these Nigerians today, there is really nothing left of Nigeria to aspire to, defend, promote, love, or protect. Every institution that normally creates values in a nation has collapsed or rendered pointless in Nigeria (Nwakama, 2021). Hence, there is need for value reorientation so as to reposition Nigerians and Nigeria for sustainable peace and national security.
- ❖ The present state of endemic insecurity in Nigeria also requires urgent need for values reorientation. Insecurity in Nigeria that is characterized by kidnapping, terrorism, banditry, religious pogroms and incessant killings by unknown gun men have become business ventures due to poor value system. This is the state of Nigeria today.
- ❖ High degree of poverty and pandemic unemployment in present day Nigeria also requires pragmatic solution through values reorientation. The greatest security of any nation is an engaged citizenry. The poor condition of Nigeria, today, hurts the mentality of Nigerians. Nigeria is overrun by poverty and unemployment. Most Nigerian youths that are unemployed feel alienated and constrained by the Nigeria nation. One of the causes of insecurity in Nigeria is as a result of the present endemic unemployment in Nigeria.
- ❖ Democratized corruption and corrupted democracy in Nigeria also calls for the need for values reorientation if we must achieve national security. It is an empirical veracity in Nigeria today, that Nigerians have traded their most cherished democratic values of honesty, justice, equity, fairness and political sagacity for endemic corruption. While democracy in the developed world of Europe and America is anchored on values of justice, equity and fairness, in Nigeria, democracy is characterized by widespread rigging, violence, corruption, gerrymandering, ethnicity, nepotism, thuggery, pogroms, vote buying, injustice, inequality and oppression of the minority. For example, Iredia (2021), reported that the Kwara Assembly suspended indefinitely JimohAgboola, the only member of the opposition in the 24-member state legislature. His offence was that he made comments deemed to be critical of Governor AdulRazaq-led administration. Agboola



reportedly criticized the governor during a radio programme for sidelining his constituency from developmental projects.

### **Causes of Insecurity in Nigeria**

The causes of insecurity in Nigeria, among others include the following:

- ❖ Moral decadence and gross indiscipline
- ❖ Bad leadership
- ❖ Political instability
- ❖ Poor value system
- ❖ Unemployment
- ❖ Poverty and poor condition of living
- ❖ Over population/population explosion
- ❖ Poor informal and formal education
- ❖ High level of illiteracy
- ❖ Corruption
- ❖ Political propaganda, fake news and hate speech
- ❖ Poorly motivated security agents
- ❖ Religious intolerance
- ❖ Socio-economic and political marginalization
- ❖ Poor security networks
- ❖ Poor nature of Nigeria's borders with neighbouring countries.

### **The Role of Teacher Education in Values Reorientation for National Security in Nigeria**

National security is a fundamental human right in Nigeria and unless this is achieved through the potent tool of teacher education, the purpose of education would remain a mirage. Building a culture of national security is the responsibility of all Nigerians, and teacher education is one of the vital mechanisms by which this goal can be efficiently achieved in Nigeria. Therefore, the role of teacher education in values reorientation for national security can be summed thus:

1. **Inculcation of the right types of values and attitudes required for national security:** One of the functions of teacher education in Nigeria is the inculcation of knowledge, skills and values reorientation that would promote the production of efficient and viable citizenry with the right type of attitudes and values required for sustainable national security in Nigeria.

Values required for national security in Nigeria among others include values of discipline, diligence, honesty, probity, integrity, truthfulness, equity, decency, selflessness, fairness, creativity, loyalty, civility, cooperation, dignity, studiousness, benevolence, excellence, charity, transparency, accountability, courage, tolerance, respectability, self-confidence, meritocracy, self-control, productivity, sagacity, consistency, self-sacrifice, wisdom, knowledge, bravery, pertinacity, perspicacity, vitality, social justice, exemplary leadership, kindness, charity, activism, contentment.

2. **Inculcation of national consciousness and national unity:** One of the objectives of teacher education in Nigeria according to NPE (2014), is to help teachers to fit into the social life of the community and society at large and to enhance their commitment to national goals. A major bane of Nigeria's national security is the lack of true sense of national unity. This has given rise to ethnicity, ethnic pogroms, tribalism, religious crisis, ethnic chauvinism, ethnic agitations and other vices which have contributed high level of insecurity in Nigeria. Teacher education provides values reorientation through effective implementation of its curricula in nurturing and unifying the cognitive, affective and knowledge domains in its bid to produce a balanced citizenry with values of national consciousness and national unity required for sustainable national security in Nigeria.
3. **Production of effective and productive citizenry:** The indispensable role of teacher education is the production of effective, efficient and productive citizens with the right attitudes and values that are relevant for sustainable national development. Teacher education develops and nurtures the young ones into responsible, productive and effective citizens. The heartbeat of manpower development and training for prudent use and sustenance of resources required for national security is teacher education. For example, the production of efficient and productive citizens such as medical doctors, lawyers, engineers, teachers, politicians, the military, and other relevant professionals that are required for sustainable national security are the refined products of teachers from teacher education institutions.
4. **Inculcation of population and family life values:** Population explosion or skyrocketed population is one of the causes of insecurity in Nigeria. With a population of 200 million people, Nigeria is the most populous nation in

Africa and among the 15 largest countries in the world. This has brought about social problems with increasing crime rates, prostitution, cultism, robbery, drug abuse, poverty, food scarcity, large class size, emergent of street children, shortage of social amenities to mention but just a few. Teacher education provides relevant and appropriate valuable information on the dynamics of population and family to ensure their incorporation in planning and prudent management of scarce resources in Nigeria so as to achieve national security. Teacher education also provides orientation on family planning and control as a vital tool for ensuring a qualitative population and happy family with sufficient resources to nurture children with pleasant personality needed for national security. These values orientations constitute a facilitatory role of the teachers in maintaining effective and productive population of responsible men and women that would contribute their worthwhile knowledge and values in solving societal problems.

- 5. The training of the minds of Nigerians in the understanding of world around:** We must note that Nigeria is a multi-ethnic nation with over 250 cultural groups. Among these ethnic groups are the Hausas, Yorubas, Igbos, Fulanis, Efiks, Ibiobios, Ijaws, Edos, Nupes, Igalas, Idomas, Igbiras, Kanuris, Urhobos, Tivs, Madas, Iteskiris, etc. Each of these ethnic groups has a distinct way of life. This is because each of the groups has a religion, dressing mode, marriage, practices, food types, building styles, philosophies and ideologies, music, political styles, occupation and child rearing practices. Therefore, teacher education trains the mind of the citizenry in understanding the diversity nature of Nigeria and provides the citizenry the life-long skills required for survival in a multi-ethnic society such as Nigeria. This is achieved through the inculcation of the values of respect for the worth and dignity of the individual, faith in man's ability to make rational decisions, shared responsibility for the economic good of society, promotion of the physical, emotional and psychological development of all children and acquisition of competencies necessary for self-reliance (FGN, 2014). Thus, when the minds of Nigerians are effectively and efficiently trained in the understanding of the complexity of Nigeria's diversity through values orientation, it would help Nigerians to achieve unity in diversity required for national security.

### **Conclusion**

There is great hope for national security in Nigeria through creative and pragmatic values reorientation needed for peaceful co-existence among Nigerians. The current trend of insecurity in Nigerian society requires that teacher education institutions are equipped to produce highly creative, innovative, industrious and productive citizenry with worthwhile values and attitudes required for sustainable peace and national security. Teacher education through its core curriculum components of general education, the subject matter and professional education can provide the relevant values reorientations that would develop learners as critical citizens required for sustainable peace and national security in 21<sup>st</sup> century Nigeria. Teachers are the moulders of human resources needed for social, economic, political, religious, scientific, technological advancement and national security. However, this cannot be achieved if urgent attention is not given to the issues of insecurity, funding, quality, relevance and sustainability in teacher education institutions in Nigeria.

### **Way Forward**

- ❖ Teacher education curricular should be modified to accommodate the newly introduced national values curriculum (NVC).
- ❖ Security education should be introduced as a discipline of study in teacher education programmes in Nigeria.
- ❖ Curriculum implementation at all levels of education in Nigeria should be dynamic and constantly changing so as to cater for the changing needs, challenges and aspirations of the Nigerian society.
- ❖ Government at all levels should develop the political will to provide solutions to the causes of insecurity in Nigeria. The government should provide the military with relevant, adequate and appropriate resources required to flush out bandits, kidnappers, terrorists and criminals out of Nigeria. This can be achieved through the provision of technology for surveillance and the employment of traditional means of conflict resolutions.
- ❖ Nigerians must embrace the values of peace and tolerance, if they must achieve national security, because living peacefully, despite diversity is the major crux for national security.

- ❖ Nigerians should be more responsive to the issues of family planning, by having the number of children they can adequately provide for in terms of feeding, clothing, education, counseling and other values that promote qualitative living.
- ❖ Security education should be made compulsory in all levels of Nigerian education system.
- ❖ Parents, teachers and all stakeholders in Nigeria project should remain pragmatic in the vanguard for values reorientation of the Nigerian citizenry.

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