
QUALITY EDUCATION IN NIGERIA: A DYNAMIC APPROACH IN ADMINISTRATION OF SECURITY FOR NATIONAL DEVELOPMENT

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Abstract:

This paper examines quality education in Nigeria and seeks to link it with security administration which intricately affect national development. In doing this, documentary method was used as source of data. The analysis was qualitatively done using deductions. The paper advocates dynamism in the education that will reposition it toward securing lives and property without which national development remains a mirage.

Keywords: Education, Quality education, Security, and National Development

Education is recognized as a system of creating and transmitting knowledge and skills that are relevant to the society's development. It provides requisite skills to making other segments or sectors thrive. This is practically observed in industry, agriculture, administration etc. In fact, peace and security of the country is also a function of the education system. The quality of such education is thus an important point of reference. Quality education empowers individuals, organizations and communities to get more control over their situations and environments. This suggests a linkage between education and the society.

The Nigeria education system houses 44 Federal Universities, 49 State Universities, 99 private universities, many Federal and State owned Polytechnics and Colleges of Education also Federal and State owned

(Olusegun, 2021). Another segment of education is in the lower tiers of secondary and primary schools in that order. In making education relevant to society's needs as already stated, these have the responsibilities of educating citizens and cultivating in them the required skills that will enhance productive participation in the development of the Country.

The design and teaching modalities that accommodate Security education is important since security problems have assumed an alarming proportion in the country. This is not practically seen in the Nigeria education system. Members of the Intelligentsia (the educationist) also have a role to play through their pen and paper, and verbal campaigns to create a wider mobilization base where citizens are well informed of what to do in assisting in security administration of the country.

Nigeria in the recent past has horrible experiences of security breaches occasioned by herdsmen attacks, kidnappers, communal conflicts and cult practices (Nongo and Ejembi 2018). This security infraction has resulted to killing of all kinds, destruction of property and displacement of persons resulting to internally displaced person camps (IDPs) littered across the country. Yet, there is a poor response mechanism from the education subsector to appropriately handle the case. Therefore the paper looks at indicators of quality education, quality education in Nigeria as it patterns to security, burgeoning security infractions in Nigeria, contributions of education to security of Nigerians and conclusion and recommendations.

Conceptual Clarification:

Quality education: Quality education is defined by Babalola (2004) in Madani, (2019) as the worth of education measured in the input (the teaching-learning process) and the output or outcome. It does not only speak of the learning process but the outcome or impact the process has produced on the society. Pigozzi (2008:4) noted that:

Quality education understands the past, is relevant to the present and has a view to the future. It relates to knowledge building and the skillful application of all forms of knowledge by unique individuals who function both independently and in relation to others. A quality education reflects the dynamic nature of culture and languages, the value of the individual in relation to the larger context and the importance of living in a way that promotes equality in the present and fosters a sustainable future.

In the publication of UNICEF (2000), quality education relates to:

Learners who are healthy, well-nourished and ready to participate and learn and supported in learning by their families and communities. **Environments** that are healthy, safe, protective and gender sensitive and provide adequate resources and facilities personality attitude that is also supported by their immediate families and communities, environmental conditions of health or safety, gender sensitivity and provide adequate resources and facilities. **Content** that is reflective of relevant curricula and materials considered necessary for acquisition of basic skills especially in the areas of literacy, numeracy and skills for life and knowledge in such areas as health, gender, nutrition, HIV/AIDS prevention and peace. **Process** through which trained teachers used child-centred teaching approaches in well managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities. **Outcomes** that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in the society.

This definition covers issues of personality development of learners, environmental influences, the goals, personnel and result that is relevant to the society. It is clear that components of the definition has alluded to learning to co-exist peacefully and having positive contribution for the development of a community.

Security: Security has to do with the process connected with assuaging any threat and their precious values (Afolabi,2013).According to him, there is human security with seven dimensions ie economic security, food security, health security, environmental security, personal security, community security and political security. Though other dimensions of security are important, the community one which aims at protecting people from loss of traditional relationship, values, and from sectarian and ethnic violence is of emphasis. Security administration thus implies the application of lay down security principles and policies in realizing security goal of an organization, whether small or big.

Literature Review

Indicators of Quality Education:

Authors have brainstormed on features that make for quality education. Obasi (2010) identified those indices as:

- Effective and efficient performance of graduates in the society
- Employability
- National and international mobility generated manpower
- Market value or demand level of research product and other services provided by the institutions
- Level of discipline and patriotism of graduates/students for higher studies without remedial conditions
- High rating of institution and its products nationally and Internationally
- High absorptive capacity at all level.

Obasi's observation does not have government involvement in the area of finance.

Thom-otuya and Inko-tariah (2016) enumerated those indices to include;

- Proper funding
- Effective quality control (to enforce standard)
- Conducive and appropriate teaching and learning environment
- Sufficient staff quarters and classrooms in schools
- Adequate and proper equipment and staffing
- Good quality and well- motivated staff truly committed to undiluted scholarship

Bhattacharjee (2019) also gave an insight into what the indicators of quality education is. It includes; qualified trained teachers, physical infrastructure and space, proper teaching methodology, enriched and reflective curriculum, parent-teacher meeting, finance, work culture, frequent teacher-student interaction, continuous comprehensive evaluation, proper teacher-student ratio, supervision and inspection, group dynamics and updated pedagogy. Unfortunately, Bhattacharjee's indicators do not link to the society. Wulff (2017) noted that effective education indicators must include that of relevance, alignment with the concept in the targets, feasibility for regular data collection across countries, ease of communication to global audience and interpretability. In whichever way these indicators are considered, issues of personality, environmental, content and outcomes or relevance are prominent.

Quality Education in Nigeria: A Reflection on Security Component

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As already conceived, quality education will of necessity be relevant to the needs of the people (UNICEF, 2000). No matter the education quality said to exist, the essence must be to change the quality of lives in a society or else that education is of no practical use.

At the primary and secondary levels of education, the curriculum as designed and reviewed by the Nigeria Education Research and Development Council (NERDC) has captured security as a major component. The security component is consistently included in the major theme of religion and national values. The table below elucidate further.

Curriculum Levels	Subjects Taught
Primary 1-3	<ol style="list-style-type: none"> 1. English studies 2. Mathematics 3. One major Nigerian language (Hausa, Igbo or Yoruba) 4. Basic Science and technology <ul style="list-style-type: none"> ▪ Basic science ▪ Basic technology ▪ Information technology ▪ Physical and health education 5. Cultural and creative 6. Arabic studies
Primary 4-6	<ol style="list-style-type: none"> 1. English language 2. Mathematics 3. One major Nigerian language 4. Basic Science and technology <ul style="list-style-type: none"> ▪ Basic science ▪ Basic technology ▪ Information technology ▪ Physical and health education 5. Pre-vocational studies (PVS) <ul style="list-style-type: none"> ▪ Agriculture ▪ Home economics ▪ Entrepreneurship 6. Religion and National value Education <ul style="list-style-type: none"> ▪ Social studies

	<ul style="list-style-type: none"> ▪ Civic Education ▪ Security Education ▪ Religious studies (CRK/IRK) 7. Cultural and creative arts 8. French language 9. Arabic studies (Optional)
JSS 1-3	1. English language 2. Mathematics 3. One major Nigerian language 4. Basic Science and technology <ul style="list-style-type: none"> ▪ Basic science ▪ Basic technology ▪ Information technology ▪ Physical and health education 5. Pre-vocational studies (PVS) <ul style="list-style-type: none"> ▪ Agriculture ▪ Home economics ▪ Entrepreneurship 6. Religion and National value Education <ul style="list-style-type: none"> ▪ Social studies ▪ Civic Education ▪ Security Education ▪ Religious studies (CRK/IRK) 7. Cultural and creative arts 8. French language 9. Arabic studies (Optional)

(Source: adopted with slight modification from Moyinoluwa, 2015)

It is interesting to note that from primary school to JSS classes, security was designed to be taught though its content is not well articulated. According to Igbokwe (2015), this aspect of the curriculum is meant to create an enabling environment for other subjects in school. This submission is so narrow in addressing general security issues. It makes the relevance to be confined to school environment instead of society in general.

In Nigeria as a whole, the rationale for introducing security education in the school curriculum is the prevalence of high level of insecurity in the country, low level of security consciousness and the fight against Boko haram insurgency. Other reasons for the security education include its usefulness in

preventing intake of harmful substances by children, drugs abuse by learners and promotion of personal hygiene (Fabina, Ogunleye and Salam, 2016).

The same security education is offered at the first three years of secondary school JSS 1-3 under religion and national values theme. The focus here is the enlightenment on security matters and creating the consciousness in learners of the need to prevent insurrections of any kind in order to promote peaceful relations.

Looking at the theory and practice at this level of education, no linkage can be established with security. What is taught in the class is minimally or never seen in practice among the pupils. More so that, insurgency and Fulani herdsmen, banditry, kidnapping did not constitute any theme for study in the curriculum. The secondary arm is no different. The students are not practically or actively seen participate in activities meant at securing Nigeria at the strategic period of herdsmen invasion and destruction especially in States most affected. Obviously, there is a disconnect between the class and the society calling to question the relevance of education to society as designed in the curriculum.

The case is slightly different at the tertiary level. The security education taught at this level is not well conceived as at lower levels. Tertiary schools in Nigeria do not have properly designed or well taught out content on security theme during the protracted period of herdsmen attacks, banditry, kidnapping etc

Bourgeoning Security Infractions in Nigeria

Nigeria democratic experience has been dotted with security breaches. This has been increasing both in dimension and complexity. Though, there have been pockets of clashes and other forms of infractions, a fundamental one that would shake this country started in 2009 in parts of Northern Nigeria known as Boko Haram. Since then it has burgeon to include banditry, herdsmen invasion and take- over of land, dangerous kidnappings of not just one person but scores of students in so many schools across the country, communal clashes, armed robbery etc. (Nongo and Ejembi, 2018)

The fearful dimension of these breaches can be seen in kidnap of more than 300 school boys a few kilometers away from President Muhammadu Buhari where he had gone on his end –of- year vacation. (Olurunbi, 2021). The Governor of Benue State, Dr. Samuel Ortom was directly attacked on his farm by a group of armed men around Tyomu, Makurdi-Gboko road etc.

The mystery surrounding this protracted security breaches is of great concern. Security men have never been able to see and arrest these criminals for prosecution.

Contributions of Education to the Security of Nigerians

Education as an instrument of enlightenment and integration should from the design (curriculum development) be made to be responsive to the needs of the society. This goes to define and add credence to the quality found in education. Thom-Otuya and Inko-Tariah (2016) capture this idea when he said: “quality education understands the past and is relevant to the present, and has a view to figure...”

In the curriculum development history in Nigeria designed in 2005 and reviewed in 2007 and 2012 accordingly, security education was to be taught in what was described as Lower Basic Education (primary 1-3), Middle Basic Education (primary 4-6) and Upper Basic Education (JSS 1-3) levels though the security component was a novelty in the last review (Awofala and Sopekan, 2013).

The contributions of education to security of Nigeria would have been noticed in the active participation of both learners and educationists themselves. Learners could report all forms of insecurity conspirators, and constitute lead opinion in various communities etc owing to the fact that their compatriots were murdered in cold blood, their women raped, farms destroyed and land forcefully taken in worst cases yet nothing could come out of our educational institutions to frontally tackle the situation. Audu, Ajibola and Nyah (2014) observed:

The immediate problem that confronts Nigeria today is that of relating her educational system to her own environment. No education outside Nigeria can help accomplish this, it must be by higher institution located within Nigeria and not tied to the apron strings of a foreign institution.

The Polytechnics operate on code- based syllabus produced by their governing body- NBTE. The Colleges of Education also have their coded syllabus approved by the National Commission for Colleges of Education. This kind of code-based teaching does not give mendable allowance that can accommodate changes in the society. But Universities are research-based and do not operate on coded syllabuses and should quickly adjust their content to meet the changing society needs but the contrary was the case especially in Benue State with several Universities and at the same time hard-hit with security problems.

In such a situation, educationists or the intelligentsia and learners have roles to play. Apart from researching and teaching in the class new techniques at contending with the security problems, the educationists could use his pen and

paper and direct their writing to authorities concerned. As learners are taught, they could as well deploy the knowledge acquired to mobilizing themselves and the masses to bring about the desired change.

This despicable contribution of education to security of the country calls to question the relevance of education to securing Nigerians.

This has created doubt concerning the purpose of introducing security education even at the lower levels of educational system. Fabinu, Ogunleye and Salau (2016) have established in their studies that the purposes for which security education was introduced in Nigeria's school curricula ranges from reduction in the level of insecurity in the country, promotion of security consciousness among the citizenry, bringing to awareness the dangerous effect of harmful substances to the prevention of environmental health. This purpose seems to be defeated in that a lot of insecurity cases had not reduced especially during the period of herdsmen attack.

In our modern societies, learning (education) provide a basic source of enlightenment. In other words, skills, knowledge and information are generated in the learning process and on the other hand used for the development of society. This link must not be altered but jealously kept for the progress of all sectors of the society including security. Where the link is not established, that education is equal to non-education. The situation where educated people will notice a problem affecting their community and nothing moves them to do anything but prefers dormancy will never be a live to the needs of the people hence irrelevancy. It amounts to education for oneself and not for the society. It is parochial and short sighted education which tantamount a doom instead of bright future.

Conclusion

Quality education is desired in every society. It makes society agog with innovation and creativity. The phenomenon of insecurity emerged in Nigeria in a disturbing proportion for over ten years. Within this time, thousands of lives and unquantifiable property were lost to security infractions at the instance of Boko haram, herdsmen attack and kidnappings. It became necessary to introduce security education in Nigeria school curriculum. In this wise, the Nigeria Educational Research Council (NERC) in 2012 did a review that brought in security education in school curriculum. By this novelty, security education is to be taught in primary and secondary schools necessarily. However, the teaching of security education is topical and as such collapsed into

other subjects like social studies while at secondary school level it is taught as a distinct subject.

It is at the citadel of learning (tertiary schools) that security education is faintly taught. And because no proper attention is given to its conception and teaching, corresponding response is accorded in the output during herdsmen attacks and plunder. In fact, members of the intelligentsia rather preferred to remain dormant instead of using resources acquired through education to launch counter attack and restore peace to their communities.

Recommendations

The following recommendations are germane.

- ✓ Security education is properly conceived and designed to be taught at both primary and secondary levels. But there is no proper design of security education to be taught in tertiary schools in Nigeria. In fact, schools are left to their volitions. It is pertinent therefore that the design should be well thought out and propagated in Nigeria.
- ✓ A well-conceived design (curriculum) will need to be followed for optimum outcome. Though, we can say that security education is taught at primary and secondary levels of education, it is not properly or pointedly taught at tertiary schools in Nigeria. Tertiary schools especially universities in the country should be dynamic enough to tinker with what they teach so as to include emerging society's problem that is protracted. In this way the education offered will be more relevant.
- ✓ Education should be seen to contribute meaningfully to resolution of society's problem. The education offered in Nigeria does not contribute meaningfully to securing the people especially during the herdsmen attacks and plunder. The intelligentsia preferred dormancy and inactivity instead of deploying the resources at their disposal to effect the desired change. There should be massive deployment of what is acquired from learning to the field where such is needed for a practical and positive change. This will make education a more lively and interesting venture.

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