

## **Relationship between Security Personnel Training, Compensation and Environmental Security in Selected Universities in Oyo State, Nigeria**

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### **Abstract**

*The focus of this study was to determine the relationship between security personnel training, compensation and environmental security in Universities in Oyo State. The sample for the study comprised of thirty six security personnel respectively across three tertiary institutions in Oyo State; University of Ibadan, Ladoke Akintola University, Ogbomoso and Lead City University out of the four institutions in Oyo State (University of Ibadan, Ladoke Akintola University of Technology, Ogbomoso, Lead City University, Ibadan, Ajayi Crowther University, Oyo.). The data collected was used to test two hypotheses, the descriptive statistics was used. The compensation-environmental security personnel training questionnaire was used for the study (CESPT)  $r = 0.821$ . Hypothesis one showed that  $r = (0.074)$ ,  $p < .05$ . Since  $p < 0.05$ , the null hypothesis was rejected and therefore conclude that there is a significant relationship between training of security personnel and the environmental security of Universities in Oyo State. Hypothesis two showed that  $r = (-0.038)$ ,  $p < .05$  (0.035). Since  $p < 0.05$ , null hypothesis was rejected and therefore conclude that there is a significant relationship between compensation of security personnel and the environmental security of Universities in Oyo State. It is therefore recommended that security personnel should undergo regular trainings and they should be better compensated as this will encourage them to be hard working.*

**Keywords:** *Compensation, Environmental security, Security personnel, Training, Universities.*

### **Introduction**

Education is an instrument of economic, cultural and social empowerment. It sustains the cultural heritage and moral values of a

society, it is the process of developing an individual and making such individual relevant in the society by sustaining the values of that society. Every society has a structure for the education system, for instance, education in Nigeria has been categorized into primary education, secondary education, tertiary education, vocational and technical education.

Tertiary education as defined in the National Policy on Education (2004: 4) is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering correspondence courses. It is a social process which brings awareness, nurtures productive abilities and confers honour to the people as they venture to live useful, purposeful lives in a dynamic society (Okoro and Okey, 2012). It is important to note that tertiary education provides high level skills necessary for every market as well as the training needed for professionalism in all spheres of human endeavor (World Bank, 2002).

According to the National Policy on Education (2004, page 4), tertiary education should attain the following goals:

- contribute to national development through high level relevant manpower training;
- develop and inculcate proper value for the survival of the individual and society;
- develop the intellectual capacity of individuals to understand and appreciate their local and external environments;
- acquire both physical and intellectual skills which will enable individuals to be self- reliant and useful members of the society;
- promote and encourage scholarship and community service;
- forge and cement national unity;
- promote national and international understanding and interaction.

Education at the tertiary level should produce a meaningful social, political, technological and economic development of the individual and society. However, there are factors that affect the smooth running of tertiary education in Nigeria and prevent it from achieving the above stated goals. These factors include absence of political will, poor funding, lack of resources, curriculum inadequacies, unstable economy, poor

implementation of education policies, poor management of tertiary institutions, poor motivation of lecturers, security threat as well as poor human resource management practices. Insecurity in tertiary institutions has assumed alarming dimensions in recent times.

Insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection (Beland, 2005). Insecurity includes the lack of safety, danger, hazard, uncertainty, lack of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others (Achumba, Ighomereho & Akpor-Oboro, 2013). It is a state of not knowing, a lack of control, and the inability to take defensive action against forces that portend harm or danger to an individual or group, or that make them vulnerable.

Insecurity in Nigeria is caused by bad governance, unemployment, unequal socio-economic development of the various ethnic groups in Nigeria. This has in turn affected the economy of the nation and the education sector in particular. Education is the first recipient of any national disaster, either natural or induced (flood, earthquake, famine, war, terrorism, fanaticism), this is because the schools would be shut down immediately in the event of any security threat and both teachers and students would be displaced. This therefore indicates that, the first point of call of any security threat is the education sector as the consumer sector.

In recent times, tertiary institutions in Nigeria have suffered a lot from security threats. In year 2009, an attack was carried out in Bayero University which led to the death of 16 people while several others were injured. Also in Bayero University, another attack was launched on Christian worshippers. The Federal College of Education, Kano was also attacked in year 2014 with several students feared dead. Insecurity has eaten deep into Nigeria's education system.

The dimensions of insecurity in tertiary institutions include environmental insecurity (the presence of harm/ threat in tertiary institutions which includes inadequate security infrastructure), personal insecurity (presence of intimidation in tertiary institutions), economic insecurity (inability of parents to cater for their wards educational needs), and political insecurity (inability of students and lecturers to freely express their opinions fully and freely associate on campus as a result of strict

regulations). The outcome of insecurity as expressed in various dimensions has resulted in riots and protests in Nigeria's tertiary institutions.

The effect of these protests has paralysed academic activities in tertiary institutions and even led to a total closure of some of the institutions. Students of the University of Ibadan in April 2012 protested over power outage in the institution; social and academic activities were affected as vehicles were restricted from moving around campus and lectures were abruptly ended. In year 2014, students of the Polytechnic also protested the delay in academic activities as polytechnic lecturers were also on strike. The institution was closed down for almost (6) six months. These incidences of insecurity can be triggered by poor human resource management practices in tertiary institutions.

Human resource management practices can be referred to as practices in organizations designed to maximize employee's performance in service of an employer's strategic objectives, it seeks to get the best of an organization's employee. These practices include recruitment, selection, training and development, remuneration, performance evaluation, motivation, discipline, supervision (Wikipedia). Reference is given to training and compensation in this study, these can greatly influence the security level in tertiary institutions. The security of any tertiary institution is managed by security personnel who form part of the resources of the human resource manager. The effect of training and compensation on these personnel will determine the security level of tertiary institutions.

Education has been described as a vital tool for nation building and no nation can develop without quantitative education. The security of the education sector therefore ensures state security. Nigeria like other developing countries is striving towards unity, national reconstruction and reformation. The master key to achieving this is effective and functional education devoid of any security threat. Nigeria has witnessed an upsurge in terror related attacks, using unprecedented and sophisticated instruments. In the face of this devastating challenge, Nigeria lost billions of naira to militant attacks (illegal bunkering) with education being a major recipient of such attacks as a consumer sector (Akinwumi

and Adebayo, 2013). Challenges of insecurity to education as a result of poor human resource management practices has led to closure of schools for unnecessary long periods, poor understanding of security logistics by school personnel, absence of security infrastructure in schools and poor educational policies on security (Isah, 2013).

This study was set out to add to the knowledge bank and to investigate the relationship between security personnel training, compensation and environmental security in Universities in Oyo State.

The management of tertiary institution is saddled with the responsibility of securing the lives and properties of staff and students. In this regard, the management is meant to harness her resources to ensure that peace is sustained.

In time past, education facilities were believed to be safe as people sought shelter there in times of insecurity. Unfortunately, tertiary institutions are no longer secure as recent attacks have been carried out on them. The problem of insecurity in Universities is driven by poor training and compensation of security personnel. It is assumed that if these attacks spread to the southern part of the country, Universities in Oyo State will be among the prime targets. In spite of the efforts made by the management of tertiary institutions, the level of insecurity seems to have accelerated and if care is not taken, the effect will be grave on the economy of the country at large. The Objective of this study was therefore to investigate the relationship between security personnel training, compensation and environmental security level in Universities in Oyo State, Nigeria.

### **Research Questions**

1. To what extent does training of security personnel influence the environmental security level of universities in Oyo State?
2. To what extent does compensation of security personnel influence the environmental security level of universities in Oyo State?

### **Research Hypotheses**

The following hypotheses will be tested to ascertain the influence of human resource management practices on the security level of Universities in Oyo State:

**H<sub>01</sub>:** There is no significant relationship between training of security personnel and the environmental security level of Universities;

**H<sub>02</sub>:** There is no significant relationship between compensation of security personnel and the security level of Universities;

### **Methodology**

The descriptive survey design was used for this study. Quantitative research was used because it provides a systematic scientific investigation which was used to measure the feelings and thoughts of respondents as well as their reasons for some decisions.

The population of this study was made up of all security personnel in University of Ibadan, Ladoke Akintola University, Lead City University and Ajayi Crowther University respectively. The total population for the study is one thousand, two hundred and twenty nine (1,229) security personnel.

The purposive sampling technique was used in the study to select three Universities (University of Ibadan, Ladoke Akintola University of Technology, Ogbomoso and Lead City University, Ibadan) out of the four Universities present in Oyo State (University of Ibadan, Ladoke Akintola University of Technology, Ogbomoso, Lead City University, Ibadan and Ajayi Crowther University, Oyo). The reason for the selection is based on the fact that University of Ibadan is a Federal University; Ladoke Akintola University is a State University while Lead City University is a Private University, this will give the researcher an opportunity to sample across these institutions.

The total number of twenty four (24), nine (9) and three (3) security personnel from the University of Ibadan, Ladoke Akintola University and Lead City University respectively were sampled which is 30% of the total population.

One well structured questionnaire was developed by the researcher for the study. The questionnaire contained two (2) sections; section A and Section B. Section A addressed the demography of security personnel (gender, work experience and academic qualification). Section B contained two (2) items (training and security level, compensation and security level). The research instrument was given to the researcher's supervisor for review and validation.

The split half method was used to test the reliability of the instrument. The correlation coefficient (r) 0.821 was obtained showing that the instrument was reliable. The compensation-environmental security personnel training questionnaire was used for the study (CESPT). The instrument was validated by the researcher's supervisor as well as other experts in the field of conflict management.

The researcher visited the three (3) Universities with a letter of introduction from the Department to gain the consent of the management. The Chief Security Officer (CSO) of each institution was visited and the intention of the researcher was declared. The questionnaires were then distributed upon their approval. Administration and collection of questionnaires were done in four (4) days, some of the respondents did not return the questionnaire until the fourth day. This delayed the whole process.

Data collected was analyzed using statistical measures. The use of frequency count and simple percentage was used to answer the research questions while inferential statistics (Person Product Moment Correlation (PPMC) and ANOVA) were used to test the hypothesis, the Statistical package for Social Sciences (SPSS) was used to run the analysis.

## Results

**Research Question 1:** To what extent does training of security personnel influence the environmental security level of Universities in Oyo State?

Table 1: Training and security level

S/N	Statement	SA	A	D	SD	Mean
1	Security personnel usually undergo regular training	20(62.5%)	8(25%)	1(3.1%)	3(9.4%)	3.4063
2	In house trainings are organized for security personnel	20(62.5%)	12(37.5%)	0(0%)	0(0%)	3.6250
3	I have undergone training in the last 2 months	19(59.4%)	1(3.1%)	11(34.4%)	1(3.1%)	3.1875
4	Training is not necessary to improve the security level of the institution	0(0%)	0(0%)	21(65.5%)	11(34.4%)	1.6563

*Survey, 2015*

Table 1.1 shows that 20 security personnel strongly agree, 8 agrees, 1 disagree and 3 strongly disagrees that security personnel usually undergo regular training. 20 security personnel strongly agrees, 12 agrees that in house trainings are organized for security personnel. 19 strongly agrees, 1 agrees, 11 disagree and 1 strongly disagrees that they have undergone training in the last 2 months. 21 security personnel disagree while 11 strongly disagrees that training is not necessary to improve the security level of the institution.

The average mean value (2.9688) shows that the extent of training of security personnel on the security level is small. This implies that training of security personnel does not really influence the security level.

**Research Question 2:** To what degree does compensation of security personnel influence the environmental security level of Universities in Oyo State?

Table 2: Compensation and security level

S/N	Statement	SA	A	D	SD	Mean
1	I would be motivated to work more when I earn higher	31(96.9%)	1(3.1%)	0(0%)	0(0%)	3.9688
2	A good welfare package will motivate me to work	31(96.9%)	1(3.1%)	0(0%)	0(0%)	3.9688
3	I am willing to work extra hours with a good welfare package	7(21.9%)	1(3.1%)	16(50%)	8(4.9%)	2.2188
4	Compensation does not improve or reduce the security level of the Institution	0(0%)	8(25%)	21(65.5%)	3(9.4%)	2.1563

Table 1.2 shows that 32 security personnel agreed that they would be motivated to work more when they earn higher. Also 32 security personnel agreed that a food welfare package will motivate them to work. 8 security personnel agreed while 24 disagreed that they are willing to work extra hours with a good welfare package. 8 security personnel agreed while 24 disagreed that compensation does not improve or reduce the security level of the institution.



The average mean value (3.0782) shows that compensation of security personnel influenced the security level to a great degree.

**H<sub>01</sub>:** There is no significant relationship between training of security personnel and the environmental security of Universities.

Table 3: Training and Security Level

Variables	Number	Mean	Std dev	R	P	Remarks
Training	32	11.8750	2.22522			
Environmental security	32	11.9321	3.20350	0.074	0.0437	Insignificant
<b>P&lt;0.05</b>						

Table 1.3 reveals that there is a positive relationship between training of security personnel and the environmental security in universities;  $r = (0.074)$ ,  $p < 0.05$ . Since  $p < 0.05$  the null hypothesis was rejected and therefore conclude that there is a significant relationship between training of security personnel and the environmental security of Universities in Oyo State. This supports the views of April (2010), Cooke (2000), Benedicta and Appiah (2010) that there is a positive association between training and employee performance. After training, an appraisal should be carried out and the security personnel should be rated based on their performance after such trainings.

**H<sub>02</sub>:** There is no significant relationship between compensation of security personnel and the security level of tertiary institutions.

Table 4: Compensation and Security Level

Variables	Number	Mean	Std dev	R	P	Remarks
Compensation	32	12.3125	1.02980			
Environmental security	32	11.9321	3.20350	-0.038	0.035	Insignificant
<b>P&lt;0.05</b>						

Table 1.4 shows that there is a negative relationship between compensation and the security level in tertiary institutions;  $r = (-0.038)$ ,  $p < 0.05$  (0.035). Since  $p < 0.05$ , the null hypothesis was rejected and therefore conclude that there is a significant relationship between compensation of security personnel and the environmental security of Universities in Oyo State. This corroborates the findings of Aguinis (2007) that compensation improves output of employees and a higher compensation results in employees giving their best to the organization. Shin- Rong and Chin-Wei (2012), Mayson and Barret (2006) agree that there is a significant relationship between compensation and performance of employee.

### **Conclusion**

The study raised two research questions and two hypotheses. Research question one showed that there is a high level of security in Universities in Oyo State.

Research question two showed that the extent of training of security personnel on the security level is small.

The result of hypothesis one showed that there is a significant relationship between training of security personnel and the security level. The result of hypothesis two showed that there is a significant relationship between compensation of security personnel and the security level.

### **Recommendations**

Based on the findings of the study, the researcher recommends that:

- Security personnel should undergo regular trainings. These trainings can be in- house or external (that is, organized by other security agencies).
- Security personnel should be better compensated as this will encourage them to be hard working.

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## **Relevant Educational Programmes as a Panacea for Sustaining Peace and Security in Nigeria for National Development**

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### **Abstract**

*The need to promote peace and security in Nigeria and across the globe is very paramount for social and economic development. Peace and security are necessary for national development and nation building. No nation can be said to be free from the current security challenge that is ravaging the world. Education, therefore, becomes a cornerstone of the peacebuilding process. Education is concerned with the trans-generational transmission of cultural heritage; this takes the form of systematically encouraging socially acceptable behavior, while systematically discouraging behavior that society considers unacceptable. Relevant education curriculum is the vehicle that conveys the desires and needs of a nation to the future generations. Education curriculum programme is expected to inculcate into the young ones positive ethical values which the society treasures. As the youth of these days are getting increasingly desensitized to violence, conflicts, crises, the role of educational curriculum programmes play a very important role in reinforcing global peace and security. This is done through teaching young children values of respect, tolerance, and empathy and by equipping them with necessary skills to resolve conflicts in a non-violent manner. This paper, therefore, explained the role of education in fostering peace and security. The paper equally highlights some causes of conflicts and violence. The paper as well lists excerpts of the current curriculum at the three levels of education in Nigeria. It equally highlights some strategies/tips to be*

*adopted to reinforce peace and security. The paper also explains some challenges that are likely to affect the use of educational programme to reinforce peace and security. The paper ends with a concluding message to ensure global peace and security, thereafter gives a brief recommendations.*

**Keywords:** Relevant Educational Programmes, Peace, and Security, Panacea, National / Economic Development, Sustainable Development

## **Introduction**

Human beings are known to have innately aggressive animal nature and are inevitably committed to sometimes war on the basis of biological nature. Agreeing with Ogboji (2010), conflicts are as a result of organization and conditioning of human organization, planning and information processing that plays on emotional and motivational potentialities.

When there is break down of law and order, peace and security are being threatened. It is an accepted fact that peace and security of lives and properties all over the world, Nigeria inclusive are the primary conditions for progress and development of any society. Nigeria is a country located in a region that is characterized by conflicts and security. For the past fifteen years till date, Nigeria has been plagued by internal conflicts that have weakened her capacity to provide security to her citizens despite the huge amount of both local and foreign money invested in Security. The rights of citizens are violated everyday and everywhere, at times of peace, conflicts or war. There is the clear absence of sustainable peace. Violence is manifested in various dimensions. There is physical violence manifested in the brutality of the security agencies on citizens (the military, police etc) There is physical violence by armed bandits and armed robbers. There is physical and psychological violence by kidnappers, sexual violence by rapists. There is structural violence in a lot of policies that give privilege to the rich, privatization policies that sell public wealth to few individuals is structural violence against the poor citizens who have no money to buy. Allocation of oil block to people in the position of authority is economic violence.

Lack of peace and security as pointed out by Esu and Enu (2009) is traceable to collapse of our overall value system. Moral values and ethics

in Nigeria are compromised under the altar of greed, insincerity, sycophancy, mediocrity, corruption, official high headedness, obnoxious policies, citizens fundamental human rights and institutional failure.

Education, therefore, has been recognized by many countries of the world as an instrument for promoting the fundamental human rights. The proclamation of the right to education in the Universal Declaration of Human Rights in 1948 was the beginning of a broad effort by the United Nations to promote social, economic, cultural and political rights among nations.

Having recognized the relevance of education to foster global peace and security, the Millennium Declaration was reached in the year 2000 by 189 member states of the United Nations, in the declarations, these nations together undertook to advance a global vision for improving the condition of humanity throughout the world in the areas of development and poverty eradication, peace and security, protection of the environment and human rights of all people. Quality education will no doubt facilitate the achievement of all these, this is because education effects change overtly or covertly, implicitly or explicitly in the life of an individual. Agreeing with Osaat (2011), the end products of education is the educated man who has both the intellectual and moral strength to make the society a better place to live in. When educational curriculum programmes emphasize moral or social interactions amongst recipients and the society, peace and security will obviously be reinforced. Thus, the web of crises in the form of lack of peace and security that have entangled and bedeviled the country can truly be disentangled through relevant education programmes.

**The Role of Education in Fostering Global Peace and Security** Education is commonly regarded as the most direct avenue to rescue a substantial number of people out of poverty since there is likely to be more employment opportunities and higher wages for skilled workers. Education has the capacity to enable children's attitudes and assists them to grow up with social values that are more beneficial to the nation and themselves. Agreeing with Chepkuto, Ombongi, and Kipsang (2014), Education is expected to create a conducive environment to meeting

the emotional, social and intellectual needs of diverse groups of individuals interested in empowering themselves. The emphasis on education and peace is based on the fact that peace and education are inseparable aspects of civilization. No civilization is truly progressive without education and no education system is truly civilizing unless it is based on the Universal principles of peace.

Education should enhance the acquisition of the values, the knowledge and developing the attitudes, skills, and behaviors to live in harmony with oneself and with others. The fundamental principles entailing education is that there should be the desire for peace, non-violent alternatives for managing conflicts, and skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality. Educational programme for peace and security reinforcement should be centered on raising awareness of human rights typically. It should focus on the level of policies that humanity ought to adopt in order to move closer to a peaceful global community. Education builds the foundations for good citizenship, respect for self and others, democratic values and tolerance of opinions. Research has proved that when young people are trained in civics, ethnic tolerance, and conflict resolution, the likelihood that they will resort to violence later in life is reduced. The saying has it that “education is no guarantee against hatred and war”, but it enlarges peoples horizons and breaks down stereotypes and prejudices.

The values of peace and tolerance are an essential part of quality basic education. Obanya (2004) posits that Basic Education not only provides the skills of literacy and numeracy, but also provides values and attitudes needed for self-development, improving the quality of life and for active participation in society. Basic education programmes provide the ability for continuous learning, giving people the power to think, to form opinions and to work towards the promotion of peace, tolerance and universal respect for human rights. Basic access to education is very essential for attaining a culture of peace and this must be available to people especially young ones at all levels, both formally and non-formally. In such programmes, Obanya (2014) advises that the dimensions of peace education must include tolerance, respect for human rights and

democracy, international and intercultural understanding, cultural and linguistic diversity. Agreeing with Obanya (2014), education provides people with information which must be transferred into knowledge, only then will people begin to adopt a change in mindset, attitude, and behavior characterized by long-term goals, be able to contribute to the promotion of a culture of peace.

Supporting Igbuzor (2010), peace and security education will challenge the dominant paradigm where decisions on peace and security are monopolized by the state and its institutions such as the arms industry, security agencies, and politicians. It will help to create a movement of peace activists that will help to create a culture of peace based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human right and equality between men and women.

### **Causes of Conflicts and Violence in Nigeria**

Crises, conflicts, and violence can occur at several levels and do take a variety of forms with different types of impacts on the human condition. Therefore for the purpose of this paper, the causes of conflicts and violence in Nigeria will be discussed under two factors: (1) Regional factor (2) Ethnic and Religious factor.

1. Regional Factor: Niger Delta Region- The Niger Delta region comprising Bayelsa, Delta, Edo, Rivers, Akwa-Ibom and Cross River States make up the oil region of Nigeria. The Niger Delta is known and called the “Hen that lays the golden eggs”, “The economic wire of the nation”. It is the center of the petroleum and gas industries of Nigeria supplying upwards of 80% of the revenue of the Nigerian economy. The presence of oil and gas has characterized Niger Delta as a region prone to violence and insecurity. The image of Niger Delta as the location of unrest, instability, violence, and the Ijaw people as the perpetrators of these acts as explained by Alagoa (2003), has become a commonplace in the contemporary history of Nigeria. Nigeria is confronted with issues arising from the condition of the Niger Delta highlighted by the conditions of abject poverty under which the Ijaw and other inhabitants of the region live. As explained by Igbuzor (2010), the Niger Delta crises are traceable to the political economy of oil characterized by destruction of the environment, crises of governance, unjust revenue allocation formula,



infrastructural decay, poor regulation of the oil and gas sector with its attendant vulnerability and human suffering.

Etekpe (2007) contributed by saying that the remote causes of conflicts and violence in the Niger Delta Region are as a result of:

- The refusal of the Multi-National Oil Companies, especially SPDC (Shell Petroleum Development Company) in paying the 1.5billion reparation to oil producing communities and degradation of their environment.
- The non-implementation of Lt-General Ogbemudia's Committee report on increased investments, provision of social amenities, job creation for the teeming unemployed youths and framework for peace in the region.
- The non-implementation of the principle of derivation in the allocation of revenue. There has been a demand for an increase in the oil derivation allocation from the present 25% to 50%.
- Agitation for resource control and management.

Alagoa (2003) warned that Nigeria is bound to deal with these issues to gain peace, a stable and secure environment in which to pursue its goals of economic and social development. The objective material conditions in which the wealth of the Niger Delta is tapped and distributed determine the contemporary history of instability in the Niger Delta.

The activities of Multi-National Oil Companies since 1956 has generated environmental degradation, oil spillage, pollution and teenage pregnancies in communities where oil company field staff operate in the region without adequate compensation have given rise to different militant youth groups within and outside the region ranging to Niger Delta People's Volunteer Force, Movement for the Emancipation of the Niger Delta (MEND), Movement for the Survival of Ogoni People (MOSOP), The Avengers etc.

The militant groups, especially in the Niger Delta, were formed and led by different Niger Delta Militant leaders at different times, they include: Alhaji Asari Dokubo, Henry Okah, Ateke Tom, Ken Saro Wiwa etc. In the word of Etekpe (2007), "The seed for armed struggle to press for resource control and management that was sown by late Major Isaac

Boro and watered by the blood of many people, including Ken Saro-wiwa has eventually grown in the minds of the Niger Delta People, and the Nigerian State is harvesting the product. The product is the on-going unprecedented spate of violence and conflict in Bayelsa State in particular and the Niger Delta Region in general". (Etekpe 2007:49).

Ethnic and Religious Factor: Outside the Niger Delta militant activities/ groups, there are also other militant groups who have to a large extent breached peace and security in the country. Such militant groups include: Odua People's Congress (OPC) in the West, Bakassi, presently the Movement for the Actualization of Biafra, and the dreaded terrorist group (Boko-haram) in the North. This so-called cult religious group has inflicted terror, pains, injury to the nation. Uncountable lives and properties have been destroyed through their barbaric, ungodly activities. There is a total absence of peace and security in the Northern part of Nigeria, especially the North East. As Nigerians are trying to breathe a sigh of relief based on military severe intervention on Boko Haram, there arose Fulani herdsmen who are now on the rampage, destroying lives and properties, in fact, they have extended their deadly activities from the Middle Belt of Nigeria to the East. On the 26th of April 2016, they penetrated into so many villages in Enugu state, destroyed lives and properties. The deadly activities of some of these cult groups have to a large extent affected peace and security in Nigeria.

The ethnic and religious factor is traceable to the pluralistic nature of the country, this is a situation whereby people of diverse cultural values, diverse religious learning, diverse language groups, and diverse interests, expressions and thoughts are seen living and struggling together in a city or nation. Ezeaku (2001) agrees that these challenges are very glaring where there are pronounced ethnic, religious and linguistic groups and where the groups live under one government and constitution. It is an accepted fact that the ethnic and religious composition of Nigeria and its manipulation by the political elite has posed a lot of challenges to governance and security in Nigeria, for instance, Nigeria has about 250 ethnic groups, three known religions- Christianity, Islam and Traditional Religion, and about 400 languages. With this situation, it is very likely that conflicts, mistrusts and prejudices would arise. And as such, where

adequate harnessing of pluralism is not employed, it could lead to breaking down of peace and security.

**Excerpts from the Current Curriculum Programmes at the Three Levels of Education in Nigeria**

Any conscious effort directed at readdressing the societal decay and lack of peace and security is indeed an effort in the right direction. Esu and Enu (2009), agree that is what has led to a paradigm shift in the school system and a need to strengthen the present curriculum by introducing in-depth learning experiences that reinforce peace and security. Thus, the table below shows excerpts from the present educational curriculum at the three levels of Education in Nigeria.

**Curriculum for Primary Education:**

Primary classes 1-3 (Lower Basic)

English studies

One Nigerian Language

Mathematics

Religious and National Values

Christian Religious Studies

Islamic Studies

Civic Education

Security Education

Primary 4-6 (Middle Basic)

The same as Lower Basic

**Curriculum Programme for Junior Secondary Education (Grades 7-9 Upper Basic)**

English Studies

One Nigerian Language

Mathematics

Social Studies

Civic Education

Security Education

Religion and National Values

### **Curriculum Content for Senior Secondary Education (Post Basic Education)**

English Language  
Mathematics  
Christian Religious Studies  
Islamic Studies  
Nigerian Language  
Source: (NPE 2013; 23-33)

### **Excerpt of the Curriculum Content at the Tertiary Level**

Developmental Psychology  
African Traditional Religion and Culture  
Peace and Conflict Resolution  
Religion, Ethnicity, and Gender  
Citizenship and Moral Education  
Regional Integration

Source: Faculty of Education, Niger Delta University Curriculum Content Prospectus

### **Tips/Strategies to be Adopted to Re-enforce Global Peace and Security for Sustainable Development**

A glance at the curriculum content at the three levels of Education in Nigeria indicates that courses that can inculcate moral values into our youths are taught, therefore it is very obvious that more strategies are expected to be adopted to ensure that peace and security are reinforced and sustained. Such tips include:

#### **Education for all Talents**

Education for all talents entails education for all. This means the provision of educational opportunities for all persons in all social circumstances at all phases of life. Obanya (2009) argues that every unique endowment is needed for genuine individual and societal development on a sustainable basis. 'Education for All' must address a variety of special endowments available within a population. He frowns that conventional practices of education have tended to over-emphasize one type of endowment (talent), the purely 'intellectual'. The result has been an un-song type of

exclusion- the denial of education to persons considered 'not intellectually endowed'. This goes to illustrate that formal education has not often addressed the 'non-intellectually endowed'. That is to say, formal education has not often addressed the non-intellectual talents of the individual beneficiary.

Nafisatu (2008) advised that nomadic education programme should be vigorously pursued and fully implemented. He referred it as an alternative functional curriculum for the education of the pastoral nomads, migrant fisher folks and migrant farmers in Nigeria. Nomadic Education is an attempt to integrate the nomads into the mainstream Nigerian society through the application of formal and non-formal educational provision. The essence is to provide access to quality basic education for the nomads to boost literacy and equip them with skills and competencies to enhance their well being and participate in nation building.

To ensure that education addresses all talents, Obanya (2014) advised that education for all implies that 'All' must benefit and this should mean carrying all talents on board. One way of educating for all talents is to evolve education policies that lay emphasis on developing all possible varieties of talents through widening the scope of educational provisions, which would take such forms as:

There are no much emphases on non-academic activities which do not necessarily constitute subjects in the school timetable, such as; drama, and physical activities, among others. In support of non-academic activities being given to the learners, Alkali (2008) emphasized that the idea of training students in practical skills such as wood and metal work, technical drawing, painting, fine arts etc should be re-introduced at the early school stage.

### **Investing in Educative Schools**

A school can only be an agency of Education when it comes along with the following five key sets of quality enhancing features as listed by Obanya (2014):

Physical/ Environmental features - Adequate classrooms/furniture, among others.

Managerial/Organizational features- Teacher professional support, healthy school-community relationship, participatory decision making. Teaching-learning facilities- Quantitatively adequate.

Learner Psycho-social Support Systems- Special needs support services, advisory and guidance support services, special attention to student learning difficulties, the practice of empathy (towards learners) by all teachers.

Pedagogical features-General and professional education of teachers, level of experience of teachers, level of teacher knowledge of curriculum, level of creativity in teachers. These educative features must be built into schools to ensure that schools become teaching-learning facilities that genuinely educate.

### **Promoting Quality as the Real thing in Education**

Education is not provided until quality is assured, and quality is not assured until the system attains the level of all our children (all our people) learning. Quality in Education aptly illustrates the saying “what you sow is what you reap”. Obanya (2014) is of the opinion that the educational system has to systematically build in mechanisms for sowing, nurturing and reaping quality.

An array of quality inputs (ranging from good politics to quality funding) would have to be fed into the education development process. These inputs would then need quality processing in the form of quality management at the institutional level, along with teacher professional support, learner psycho-social support and quality teaching-learning processes. Quality processing or nurturing of the inputs would most likely lead to the reaping of quality outcomes. Obanya (2004) explains that quality outcomes encompass both cognitive and non-cognitive positive behavior change as well as life-coping skills and enhanced usefulness of education system and of individuals to the ultimate beneficiary of education-society at large. To make education really successful in our society, we, therefore, need to ensure that quality inputs are systematically processed to yield quality outcomes.

### **Building Ethical Values into the Child Right from the Family**

A child who is brought up in the way and fear of the Lord, whether he/she is Christian or Muslim supposed to have moral and ethical values being inculcated in him or her. The bible says “train up a child in the way he should go and when he is old he will not depart from it” (proverb 22:6), what this means is that when ethical, moral values are built into the child from the family level, he grows with it, the end result will be societal values. Both parents and people in leadership positions should live by example both to their children and the people that are being governed. And again, ethical values must be built into all phases of education right from the pre-school phase to beyond the tertiary level.

### **Eradication of Poverty**

The hallmark of peace and security sustenance in Nigeria and Niger-Delta, in particular, is poverty eradication. Poverty which is the major challenge hindering peace and security in the country can be eradicated through three approaches:

- Raising of income through employment and support to the citizens to engage in the small scale business.
- Enhancement of economic, social and political opportunities available to the people to make them come out of poverty. This will involve knowledge improvement, entrepreneurial development, the organization of co-operatives and associations.
- Conceptualization and implementation of pro-poor policies and mitigation of effects of policy on the poor. Part of this as advised by Igbuzor (2010) will involve priority to education, health, infrastructure and provision of social services, subsidies to the poor and implementation of comprehensive social protection measures.

### **Challenges that is Likely to Affect the Use of Educational Programme to Sustain Peace and Security in Nigeria for National Development**

Ineffective Curriculum implementation: it is seen and accepted that the curriculum at the three levels of education in Nigeria contain subjects that are capable to inculcate into the learner moral and ethical values,

Agwu (2009) frowns that the major problem of a functional curriculum is the gap between ideas and aspirations and attempts to operationalise them.

Inappropriate curricula for the nomads: the present orthodox school curriculum is designed to suit the needs and experiences of the mainstream permanently settled population. Such curriculum does not consider the peculiar circumstances and experiences of nomadic populations. Nafisatu (2008) explains that learners from among the nomads have difficulty in understanding and relating. This makes learning content mostly incomprehensible. The use of the orthodox curriculum, therefore, constituted a major disincentive to their participation in education.

Lack of pedagogical skills: the ability of the teachers to impart knowledge to the learners goes a long way to determine the impact education will have on the learners in terms of character reformation and transformation.

Too much politics in the education sector: Obanya (2014) explains that a national political climate is a prime factor in promoting national security; a weak national political base is a major trigger for political bubble burst that can lead to insecurity. Political dictators determine the shape of educational policy, which further dictate educational processes in schools that consequently condition educational products (outcome/ results). The evidence is all over, so many dilapidated school buildings, without facilities or out worst outdated infrastructure are seen all over the public schools in Nigeria. Qualified/professional teachers are no longer being recruited at virtually all levels of education probably due to the economic recession. As a result of these, schools now pass through children rather than children passing through schools.

The falling standard of the Nations Value System: this has been attributed to the following factors:

Lack of leadership by example, lack of political will to enforce legislation, greed, globalization, mass media, peer influence etc.

## **Conclusion**

It is an accepted fact that deteriorations in the human condition are the surest breeding ground for insecurity. Education is an antidote to security because education is concerned with nurturing human potentials for



continuous regeneration of security, thereby contributing to ameliorating the human condition and enhancing security and sustainable development.

One way in which sustainable human development has been drummed into world developmental agenda has been through the Millennium Development Goals (MDGs). Developments in every other sector do impact positively on Education, while Education is the very foundation for the development of every other sector. That is why Education should be the very priority of priorities in all societal development endeavors. Promoting sustainable human development in all its ramifications is a direct attack on threats to deterioration of the human condition, and therefore a means of enhancing national/global security.

Any continued neglect of or inattention to the real issues in education would amount to sowing seeds for the eventual bursting of the political, economic, social and technical bubbles that trigger off insecurity. For this reason, it is advised that every nation invests in quality education for societies worldwide to be forever secure. "Since the seeds of insecurity are sown in the minds of men, it is in the minds of men that the foundation for security should be built". Education addresses the minds of men, therefore all nations of the world must genuinely promote quality education, it is the surest way to invest and reinforce global peace security and sustainable development.

### **Recommendations**

Based on the challenges mentioned the following recommendations are made:

- Curriculum programmes developed at the three levels of education including the non-formal should be properly implemented through effective supervision and monitoring.
- The appropriate curriculum should be developed and adopted for the migrant nomads.
- Teachers should keep abreast and acquire necessary pedagogical skills to impart knowledge to different categories of learners.
- Politics of deceit should be avoided as regards to education matters, thus proper and real investments in education should be done.

- Parents and leaders should live by example to promote ethical values.
- Causes of regional conflicts and agitations should be looked into and addressed squarely with all amount of sincerity.

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