



Curriculum Change: The Effective Tool for Restoring Security In Nigeria

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Abstract: The research is a descriptive study that investigated the effectiveness of curriculum change as a tool for restoring security in Nigeria, which was caused by penury as a result of high rate of youth unemployment. The two objectives of the study are to: ascertain the effect of education on security in Nigeria; and assess the economic impact of certificates in Nigeria. A sample of two hundred and nine (209) subjects were randomly selected from the six Geo-Political zones of Nigeria. The instrument used for collection of data was a questionnaire entitled "Questionnaire for the Assessment of the Effect of Education on Security" (QAEES). The instrument was developed by the researchers using a 4-points modified Likert-Type scale. The descriptive statistics of arithmetic mean and pie-chart were used for the analysis of research questions. Findings revealed that education determines security therefore, the current insecurity in Nigeria was due to the development and implementation of non-functional curriculums. Also, what students learnt in school has less or no bearing with their occupation in Nigeria, which render their certificates insignificant from economic point of view. The study recommended that education must be first in the scale of preference of Nigeria. This will give the country a sense of direction to give education top priority in the nation's budget. Greater percentage of the current curriculums in Nigeria must be substituted with new functional curriculum such that graduates and even secondary school leavers in the country can obtain employment with their certificate. This will automatically eradicate poverty that provoke youth to criminality in the country. Government should organize public enlightenment programs through mass media to educate the general public on security tips and relevance of educating a child. This will make the general public more security conscious and rise school enrolment.

Keywords: Curriculum1, Change2, Insecurity3, Nigeria4

1. INTRODUCTION

Life is sweet when man lives in his environment in harmony with adequate social amenities and reliable occupation that flows income to cater for many of his unlimited wants that are in scale of preference. The satisfaction of lower needs such as physiological, safety, belongingness and love, makes man move to feel esteem and achieve self-actualization. The moment children reach adulthood; their attention is shifted to the means to satisfy the challenging needs that sets in to their lives. At this stage, they need to be productive hence, curriculums should be directed towards economic activities to earn income in order to meet the challenging expenses.

Unfortunately, curriculums in Nigeria are not adequately directed to entrepreneurship education and this leads to unemployment as reported by Gbemisola and Adeola (2014), that majority of youths in Nigeria are unemployed hence, could not satisfy the lowest need; talk less of the higher ones. Since these youths must have the basic necessity of life such as food, the good category of these youths engaged in to small economic activities such as hawking and hard labor as their colleagues does that have dropout from school or even not attended school at all. They do these economic activities in shy because the life they found themselves did not match with the better life they expected after graduation from school. Others that do not accept these small economic activities are left

confused and hence, become unemployed. This situation worsens to a stage where graduates have started declaring their certificate “useless” and returned the certificate to the institution they attended (Akinselure 2022, September 7). This could be what many parents especially in the remote areas predicted and refused to take their children to school and neglected them to grow up uneducated and roaming about in the bush, which exaggerates their negative behaviors. Thus, reason the same frequency with dropout and unemployed educated in the urban areas and engaged in to surreptitious activities such as banditry, kidnaping, robbery, rustling and internet-assisted crimes known as cybercrimes.

Insecurity in Nigeria is real (Manga, 2019) and its increase at increasing rate, deteriorates the security situation to the extent that no one square meter that is safe in the country unfortunately, including the Police and Army barracks. The security agents that supposed to provide adequate security in the country are also a target of terrorism and therefore, are more threatened and finds it difficult to protect the civilians. The basic question is how can Nigeria become a secured environment? It can be achieved through educating the teeming youths the right learning experiences that have economic basis especially in a capitalist economy where means of production is owned by private individuals instead the Government. This is also applicable to economies that are moving from socialist economy to capitalist economy like Nigeria that is practicing mixed economic system where means of production are partly owned by individuals and government.

Since all of these insecurity challenges were rooted from the type of education that is provided in the country, curriculums were reviewed and new ones were introduced several times in Nigeria. According to Nigerian Educational Research and Development Council (2008), 34 trade subject were introduced in Senior Secondary Schools. Furthermore, Entrepreneurship Education was also introduced at higher institution of learning. The modification in the curriculums did not show significant impact on the country's economic growth and development that could tackle unemployment. This is because the students' entrepreneurial capability was significantly low and jobs are not available for the majority of youth that are graduating from Universities, polytechnics, College of Educations and other educational institutions in the country (Nkemdirim, 2009 in Yusuf, 2018). Therefore, time has come to change the curriculum with the one that could make Nigeria grow in science and technology, which can eventually lead to economic growth and development. The higher the economic growth and development of a country, the lower the level of unemployment and by extension, surreptitious activities. It is against this background the paper x-rays the

effectiveness of curriculum change in solving insecurity problem in Nigeria, precisely through the following objectives:

1. ascertain the effect of education on security in Nigeria;
2. assess the economic impact of certificates in Nigeria.

2. THEORETICAL FRAMEWORK

The theoretical framework of the study was hinged on the theory of Maslow's hierarchy of needs. Maslow (1943) in McLeod (2018), posited that the theory is a motivational theory that has five-steps model of human needs in hierarchical levels arranged within a pyramid. The needs at the lower levels in the pyramid must be satisfied first before individuals can think and move to attend to next needs at higher up in the hierarchy. From the bottom of the hierarchy upwards, the needs are: physiological, safety, belongingness & love, esteem and self-actualization as can be seen in figure 1.

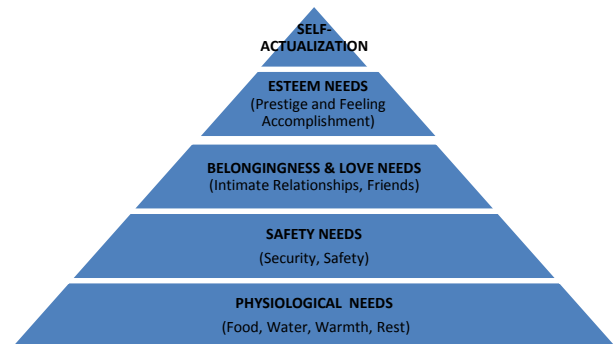


Figure: 1 (Maslow, 1943 in McLeod, 2018).

The theory postulated that safety need (security) is a basic need of human being, which must be satisfied for man to survive and achieve self-actualization. The present security situation in Nigeria showed a very wide gap between Maslow's theory that stress the need for security and the security situation in Nigeria that is full of Banditry, kidnaping, robbery, rustling and cybercrimes. This theory therefore, serves as a bedrock to this paper that study the effectiveness of curriculum change as a tool for restoring security in Nigeria.

3. SECURITY SITUATION IN NIGERIA

Security sector in Nigeria today, has failed to provide a sense of protection, against series of attacks on lives and property. According to Ndubuisi-Okolo and Theresa (2019), insecurity is a cankerworm that has eaten deep into the fabric of both human and natural resources, which crippled the economic growth and development in Nigeria. These driven the common men and their children in to extreme poverty.



The Federal Government of Nigeria has been injecting huge amount of money in trying to brought insecurity challenges under control. To give the security issue sound basis, the National Assembly legislated Anti-Terrorism Act. According to Eneji and Agri (2020), the problem continues despite reconnaissance and provision of security facilities and public enlightenment programs on security tips. Udoh (2015) posited that some causes of insecurity in Nigeria are unemployment, proliferation of illegal arms and poor leadership. This is in line with Olawale (2016) and Saminu (2014), that reported unemployment and penury among others as the major source of insecurity in Nigeria.

4. EFFECTS OF EDUCATION ON SECURITY

Education is the torchbearer of all activities of human life. The demand of education is 'composite' because it envelopes all demands such as safety and employment that provide food, shelter, clothing, among others. Consequently, the Act 26 of 1948 on the Universal Declaration of Human Rights, perceives education as a human right, which is necessary for all other human rights. Nwadiakor (2010) in Saminu (2014), linked education with creation of wealth and full-employment whereas deficiency in it leads to unemployment that exaggerates youth negative behaviors, which resulted to criminality. Furthermore, Education is indispensable in the military and para-military organizations like police that are entrusted with the security of any country. In the military for example, education helps the armed forces to make situation analysis; assess the courses of action; study and make prediction about combat zone. Any nation that needs economic growth and development require technological advancement, which can only be attained through education. According to Dike (2003), the higher the quality of education in a country the higher the quality of its socio-economic development and consequently, the stronger the country's security. To depend the territorial integrity of Nigeria and ensure security, education is the most effective tool. In a study conducted by Jonathan (2016, January 26), expose the connection between illiteracy and insecurity, where he submitted that peace and tranquility reigns in the most literate countries in the world, while the least literate countries in the world are threaten by insecurity. Crime is rooted from poverty and poverty is rooted from illiteracy. Therefore, education is a long-term but permanent solution to insecurity, whereas tools like counter insurgency are short term and relatively temporary solution to insecurity challenges in Nigeria as can be seen are not workable. Malala (2016) in Ishaq, Musa and Abdulhafiz (2019) reported that to get rid of terrorism goes beyond the supply of weapons, rather teaching the youth the right education the economy requires. This is because weapons can only be used to kill terrorist leaving

the ideology spreading but through education it can be eradicated.

5. CURRICULUM CHANGE IN NIGERIA

One major aspect of Nigerian education that has been quite often criticized is the curriculum. The early critics include members of the Phelps-Stokes and Advisory Commissions in 1925, who submitted their separate reports, which observed that education in Africa generally had not been adapted to the needs and aspirations of the people (Yusuf, 2016). In their various reports, the Commissions suggested that the subjects taught in African schools should be related to African life and culture. It is interesting to note that a few decades after the publication of the Phelps-Stokes and Advisory Committee Reports, particularly after World War II, slight adjustments were made in schools' curriculum, which were now slightly oriented towards African life. But the progress in this direction was not remarkable, for as late as the 1960s, education in African schools, particularly in Nigerian grammar schools, was still too literary; not practical, not adapted to the needs of a developing agrarian economy. Educational reforms implementation is partial and inadequate (Syomwene, 2013 in Yusuf, 2018). This type of education only tends to produce proud lazy people who dislike manual labor and prefer white-collar jobs. As society and the social needs changes from time to time, there is the need for revision of curriculum. For this reason, no single curriculum is suitable for all times (Audu and Salauwa, 2011). The curriculum has to change in accordance with the change in social relationships due to industrial growth, scientific process and social advancement. The process of changing curriculum in any country depends on the needs and desires of the people identified by the citizens of that country or defined territory.

6. RESEARCH QUESTIONS

This study answered the following research questions:

1. What is the effect of education on security in Nigeria?
2. To what extent is the economic impact of certificates in Nigeria?

7. METHODOLOGY

The study adopted descriptive design that used survey technique. The two hundred and nine (209) sampled subjects were randomly selected from the six Geo-Political zones of Nigeria. The instrument used for collection of data was a questionnaire entitled "Questionnaire for the Assessment of the Effect of Education on Security" (QAEES). The instrument was developed by the researchers using a 4-points modified Likert-Type scale where: Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and



Strongly Disagree (SD) = 1 point. Since the scale maximum point is four and the minimum point is one, the accepted cut off mean is 2.5 and was obtained by adding the rating points (4+3+2+1), and then divided it with the numbers of the four options. Therefore, the mean of each item that is greater than or equal to 2.5 is regarded as “Agreed”, while mean lower than 2.5 is regarded as “Disagreed”. The validity of the instrument was determined by two senior lecturers: one from Faculty of Education, Umar Musa Yaradua University and the other from the Faculty of Education, Ahmadu Bello University, Zaria, Nigeria. The reliability coefficient of 0.81 was obtained through a pilot test conducted in Kano State.

8. DESCRIPTION OF THE STUDY PARTICIPANT

The data collected for the description of the respondents' demographic characteristics were analyzed. The frequency and percentages was used and presented in Table 1.

Table 1: Description of the Respondents' Demographic Characteristics

Political Zones	Male	Female	Total	Percentage
North Central	22	09	31	14.83
North East	27	13	40	19.14
North West	25	10	35	16.75
South East	21	12	33	15.79
South South	23	11	34	16.27
South West	20	16	36	17.22
Total	138	71	209	100

The descriptive analysis of the respondents' demographic characteristics revealed that the study involved the six Geo-Political zones in the country. Table 1 showed that 50.72% of subjects were sampled from the North part of the county: 14.83% North Central, 19.14% North East and 16.75% North West. From the Southern part, 49.28% of the subjects were sampled: 15.79% South East, 16.27% South South and 17.22% South West.

9. RESPONSE TO THE RESEARCH QUESTIONS

The descriptive analysis of the research questions in this study was carried using two statistical tools. The two research questions were answered using arithmetic mean and pie chart; taking 2.50 as accepted criterion mean for the responses and those with less than 2.50 were regarded as disagreement and rejected.

10. RESULTS

The result obtained from the analysis of data was summarized and presented in this section.

A. Research Question One

Research question one: Ascertain the extend education determines security in Nigeria? The mean of

respondents' views in Table 2 and pie chart in Figure 2 on the effect of education on security in Nigeria was used to answer research question one.

Table 2: Effect of Education on Security in Nigeria

S/No	Items	SA	A	D	SD	Mean	Decision
1	Curriculums in Nigeria are based on societal needs	25	101	27	56	2.45	Disagreed
2	Education leads economic growth	78	103	13	15	3.18	Agreed
3	Literacy determines employment	89	81	18	21	3.14	Agreed
4	Education is good tool to remedy terrorism	63	77	48	21	2.87	Agreed
5	Illiteracy exaggerates youths' negative behaviors	70	105	22	12	3.11	Agreed
6	The demand of education envelopes all demands such as safety, food, shelter, clothing etc.	57	98	35	19	2.92	Agreed
7	Education fosters economic development	65	121	10	13	3.14	Agreed
8	Ineffective education breeds corruption	40	49	51	69	2.29	Disagreed
9	Poverty causes crime	101	67	17	24	3.17	Agreed
10	Dropout reason the same frequency with unemployed educated to engaged in surreptitious activities	31	109	38	31	2.67	Agreed
	Grand Mean	619	911	279	281	2.89	Agreed

The data analyzed in Table 2 showed that the grand mean was 2.89, which was higher than the accepted cut-off mean of 2.50. Hence, this pointed out that education determines security in Nigeria.

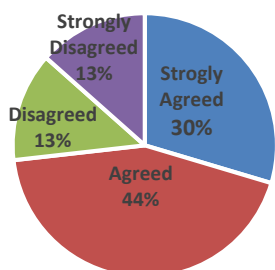


Figure 2: Effects of Security on Education

Figure 2 presented the respondents' views, which describes the effect of education on security in Nigeria. From the figure, 30% strongly agreed, 44% agreed, 13% disagreed and 13% strongly disagreed with the items in Section B of the questionnaire. This means a greater percentage of the respondent (74%) agreed that security is determined by education.

B. Research Question Two

Research question two: Assess the economic benefit of certificates to holders of NCE, Diploma and First Degree? The mean of respondents' views in Table 3 and pie chart in Figure 3 on the Employability of the output of curriculums in Nigeria was used to answer research question two.

Table 3: The Economic Benefit of Certificates to Holders of NCE, Diploma and First Degree in Nigeria

S/No	Items	SA	A	D	SD	Mean	Decision
1	Your job is directly related to your academic qualification	12	22	86	89	1.79	Disagreed
2	Youth in the labor market are just waiting for white cola job	37	96	16	60	2.53	Agreed
3	Graduation from higher schools guarantee better life	16	33	86	74	1.96	Disagreed
4	lack information about vacancies is the reason for unemployment	12	33	84	80	1.89	Disagreed
5	Life after graduation is good as expected	13	26	94	76	1.86	Disagreed
6	What you learnt in school is the reason for winning in the labor market	19	28	97	65	2.00	Disagreed
7	You are prepared to further your education in your field to	17	49	84	59	2.11	Disagreed

	strengthen your qualification to your job						
8	You like your job since in school	53	68	34	54	2.57	Agreed
9	You find your job so simple as taught in school	17	35	102	55	2.07	Disagreed
10	You still refer to your school notebook to clear some issues relating to your job	16	39	79	75	1.98	Disagreed
	Grand Mean	212	429	762	687	2.08	Disagreed

The explored data in Table 3 showed that 2.08 is the Grand mean that was below the accepted cut-off mean of 2.50. Hence, this pointed out that what students learnt in school has less or no bearing with the schedule of their occupation in Nigeria.

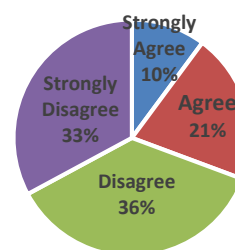


Figure 3: The Economic Benefit of Certificates to Holders of NCE, Diploma and First Degree in Nigeria

Figure 3 describes the economic benefit of certificates to holders of NCE, Diploma and First Degree. The respondents view showed that 10% strongly agreed, 21% agreed, 36% disagreed and 33% strongly disagree. This means only 31 percentage of the respondents agreed with the items in Section C of the questionnaire thus, the certificates they are holding have no economic benefit to them and to the Nigerian economy in general.

11. DISCUSSION

The research tried to discover the effectiveness of curriculum change as a tool for restoring security in Nigeria. The findings of the first research question revealed that education is directly related to security. This result corroborates Nwadiakor (2010) in Saminu (2014), who linked education with unemployment, which provokes youth to commit crime. This is also in line with Malala (2016) in Ishaq, Musa and Abdulhafiz (2019), who reported that weapons kill only the terrorist leaving the ideology, but education eradicates the ideology and makes potential terrorists useful members of the society. Ogar and Opoh (2015), also posited that the root cause of the current problems especially the insecurity challenges in Nigeria is the implementation of faulty educational policies. This is because most of criminal activities



carried out in the country were caused by redundancy of youth after graduation from school. Therefore, paradigm shift of faulty policy to result oriented policies that would meet the challenges in Nigeria is necessary. In a related study, Jamison, Jamison, and Hanushek (2007) in Sokolowski and Ansari (2018), also confirmed that education of children throughout their development is a key cornerstone for the creation of a successful society. This is in line with Humble and Dixon (2017) that discovered the relationship between education and children's success in life that schooling determines the future life of a child; therefore, no amount of money invested in education could be seen as too much. The finding of this research question also confirmed Jamison, E. A.; Jamison, D. T. and Hanushek, E. A. (2007) that reveals that levels of education quality (as measured by international student achievement tests) increases growth rate of national income, which determines per capita income. The higher the per capita income, the lower the level of poverty that leads to crime.

The findings on research question two showed that what students learnt in school has less or no bearing with their occupation in Nigeria, therefore, their certificates is insignificant from economic point of view. This confirms Ayantoye (2022, September 10), who reported that a graduate in Nigeria declares his certificate useless and why he could not engage in to criminal activity is because he fears the wrath of law. This is also in line with Adams and Onyene (2001), who posited that the Nigerian secondary school curriculum implementation does not give the students the necessary skills to earn a living in the society. These studies corroborate Charles-Zalakoro, Agih and Kwaghga (2019) that posited the type of education youth received in Nigeria sets back Nigeria's human and economic development. The findings of this research question also confirmed Dalhatu & Bagaji (2014), which posited that majority of graduates in Nigeria are unemployed and the unemployment is responsible for the rising increase of poverty, disruption of oil production through pipeline vandalization, and emergence of deadly groups such as armed robbers, kidnappers that have caused setback in the sustainable development of Nigeria. This is also in line with Danjos & Ali (2014) in Yusuf (2018) that reveals majority of youths in Nigeria are unemployed and the unemployment rate is alarming.

12. CONCLUSION AND RECOMMENDATIONS

The study concludes that education determines security; therefore, the current insecurity in Nigeria was due to the development and implementation of non-functional curriculums. Also, what students learnt in school has less or no bearing with their occupation in Nigeria, which

render their certificates insignificant from economic point of view.

Based on the research result, recommendations were made to cross the charms of insecurity in Nigeria as follows:

1. Education must be first in the scale of preference of Nigeria. This will give the country a sense of direction to give education top priority in the nation's budget.
2. Greater percentage of the current curriculums in Nigeria must be substituted with a new functional curriculum such that graduates and even secondary school leavers in the country can obtain employment with their certificate. This will automatically eradicate poverty that provoke youth to criminality in the country.
3. Government should organize public enlightenment programs through mass media to educate the general public on security tips and relevance of educating a child. This will make the general public more security conscious and rise school enrolment.

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APPENDIX A
QUESTIONNAIRE FOR THE ASSESSMENT OF
THE EFFECT OF EDUCATION ON SECURITY
(QAEES)

Dear Respondent,

Here is a questionnaire designed to investigate the effectiveness of curriculum change as a tool for restoring security in Nigeria. Your responses on this research are very important for its success. Please be assured that all information you give will be used for this research only. Please, respond by filling in the blank space and tick (✓) appropriate where box is provided.

SECTION A: Bio-Data.

Gender: Male Female

State.....

Local Government.....

Highest Qualification.....

SECTION B: Please, indicate the extent to which you agree/disagree with the following about effect of education on security in Nigeria:

Table B.

S/No	Items	SA	A	D	SD
1	Curriculums in Nigeria are based on societal needs				
2	Education leads economic growth				
3	Literacy determines employment				
4	Education is good tool to remedy terrorism				
5	Illiteracy exaggerates youths' negative behaviors				
6	The demand of education envelopes all demands such as safety, food, shelter, clothing etc.				
7	Education fosters economic development				
8	Ineffective education breeds corruption				
9	Poverty causes crime				
10	Dropout reason the same frequency with unemployed educated to engaged in surreptitious activities				

Section C: Please, indicate the extent to which you agree/disagree with the following about the Economic impact of certificates in Nigeria.

Table C.

S/No	Items	SA	A	D	SD
1	Your job is directly related to your academic qualification				
2	Youth in the labor market are just waiting for white cola job				
3	Graduation from higher schools guarantee better life				
4	lack information about vacancies is the reason for unemployment				
5	Life after graduation is good as expected				
6	What you learnt in school is the reason for winning in the labor market				
7	You are prepared to further your education in your field to strengthen your qualification to your job				
8	You like your job since in school				
9	You find your job so simple as taught in school				
10	You still refer to your school notebook to clear some issues relating to your job				

APPENDIX B
PILOT STUDY REPORT

The output of the Pearson Correlation of Statistical Package for Social Science (SPSS) version 20, establishes evidence of test-retest reliability. The result revealed a significant correlation between the first and second administration of the QAEES instrument as observed from the SPSS output below:

Correlations			
		Test	Retest
Test	Pearson Correlation	1	.810
	Sig. (2-tailed)		.000
	N	22	22
Retest	Pearson Correlation	.810	1
	Sig. (2-tailed)	.000	
	N	22	22

Thank you.