Research Paper

Curriculum Diversification: A Panacea for Effective Security Curriculum Delivery for Sustainable Security in Tertiary Institution in Abia State

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Abstract: The study sought the need for security curriculum diversification in Abia State tertiary institutions. The research adopted descriptive survey design. The population of the study comprised of the entire student in the three hundred (300) levels of the institutions. Stratified random technique was used to select forty (40) students from 2 tertiary institution making hundred respondents. A self – designed instrument titled, questionnaire for the need for curriculum diversification for effective security curriculum delivery (QCDESCD) was used to obtain relevant data from respondents. The instrument was validated by three experts and was adjudge to be reliable and the reliability co-efficient of 0.86 obtained. Three research questions were raised to guide the study and data generated were analyzed using mean and standard derivation and 2.5 were used as reference for acceptance. The findings revealed that security curriculum content and experiences were inadequate for effective security education delivery and implementation for sustainable security development in the area study. It also revealed a positive disposition for security curriculum diversification in tertiary institutions in Abia State. The study recommended among others that security education curriculum should be diversified to include content, experiences, adequate security operational skills for effective delivery and implementation. Installation of global best standard security operational gadgets, monitored by trained security operatives in the security – threats prone area in the institutions for sustainable development in Abia State tertiary institutions.

Keywords: Curriculum diversification, insecurity, security education

INTRODUCTION

The emergence of great philosophers and teachers gave insight to ever sustained argument and continuous re-evaluation of contents and technology on instruction. However Plato's republic advises on the content and technology of instruction. It opened up the boundaries of practice by prescribing what should be education.
From the foregoing it was noted that early philosophers were of little concern to location, audience and topics of instruction. Tyler personified was much concerned and gave pertinent answers to what, where, when and how the recipients or educants should navigate the process of education. He opened up the meanings of 3 Ws & H to ask what (experiences) should be taught, where, provoking the question of the sight, environment and safety of the learner for effectual curriculum delivery, is the environment safe? What safety measures should be put in place to ensure maximum safety school environment?

Undoubtedly, school environment should be devoid of fear, security issues, inimical to school security environment that may pose danger to adequate curriculum delivery. Children and students need safe, healthy and stimulating environment to grow and learn. Within the school year students spend 6 to 8 hours at school, environment plays a significant role in child's development because more times are spent in travelling 'to' and 'from' school. The conditions require careful planning and designing to optimize experiences that support education, health, safety and stewardship. The

school security environment is paramount in shaping and re-shaping intellectual abilities of the students. Supportive security school climate provides students with necessary comfort and good platform for qualitative academic attainment offered by effective curriculum delivery and implementation. Educational institutions are intimately linked with society and they are temples of knowledge, agents of social change and transformation. The general security condition of our schools, colleges and universities are of utmost national concern as it plays significant roles in development of the individual personality, more so the school security environment is highly responsible for inculcating security consciousness through its processes.

In the recent past students were properly educated to acquire good morals and societal virtues under serene environment devoid of obnoxious societal vices with little or no fear of the unknown. Security issues of kidnapping, insurgency (military, book Haram, Herdsmen, Header / farmers clashes, oil bunkering, drug / child trafficking and trafficking in persons) were alien to the society. These days the society is menaced with insecurity issues mentioned above, pupils, students are adopted and even raped, the pertinent case is the recent killing of 5 students of university of Jos that led to its indefinite closure. The question is , has education failed to provide adequate protective skills for the recipients to cope with emerging security issues, this phenomenon calls for re-designing and diversification of security education programmes in our tertiary institutions to equip the students with the right type of security skill that would create security awareness and consciousness in Nigerian society.

Explication of Concepts

For a meaningful discuss, an attempt to clarify some key concepts. These concepts are : curriculum diversification, insecurity and security education.

Curriculum Diversification

This concept explicates the opportunity for learners to be exposed to various knowledge, skills, attitude and values Kpee (2017) and Oforma (2009) are in agreement to identifying curriculum diversification process to include provision of sets of learning opportunities for the learner, curriculum diversification being the sum total of means applied by institutions of learning to promote what the society and educators considered the desirable learning's. in furtherance, curriculum diversification is making available sets of learning opportunities, maintain in-depth and breath in a discipline for effectual learning for gainful societal adaptation while organization demands integration of topics from different disciplines as contents, exposing the learner to different knowledge, skill and attitudes pertinent

for equipping them diversification and ability to make right choices, engendering sustainable development.

Security Education

Security is defined as a state of tranquility and it has two components; the emotional security which is the individual and the community is feeling of the need for security and the procedural security which is the regulatory efforts to achieve or restore security. Studies, such as Al-Qudah (2013) confirm that the individual who feels safe happy in his or her work, then produces and live his or her natural life.

The concept of security education has reached an advance stage in various countries. Security education as the teaching and learning of these security concepts and experiences necessary to achieve the national security. Al-Basheer, (2005) also sees security education as a set of methods, activities, experiences and preventive measures that led to the protection from falling into the crime of all kinds.

According to him, the aim of security education is to protect the individuals and communities to fight against the crimes and accidents and fortify the students from deviant ideas which affect the different social psychological, economic, and cultural aspects. The awareness of students and parents to make them to be security conscious.

Insecurity

To ideally define insecurity, it is important to have brief discussion on the security is.
The utmost duty of any government is to keep its citizens safe because Udeagha (2012) retrieves 30th October 2019 observed only the state has the way withal to guarantee security to justify its raison d'etre. In this wise security is a dynamic condition which involves the relative ability to counter threat to its core values and interest Alan Collins (2013) holds that insecurity of a nation hangs on two pertinent pillars which are maintenance and protection of socioeconomic order and protection of a preferred international order which minimize the threat as well as the domestic.

In the same vein, security is an all-encompassing condition that suggests a territory must be secured by a network of arms forces, the sovereignty of the state must be guaranteed by domestic in collaboration with military police and people themselves from external attack and the devastating consequences of internal upheavals such as unemployment, kidnapping, robbery and cultism. Conversely, insecurity is the antithesis of security and has attracted such common description as want of safety, danger, hazard uncertainty, want of confidence, set of double inadequate guided or protected. Therefore insecurity is a state of not knowing, lack of control and the

ability to take the defensive actions against forces that portends harm or danger to individuals and groups. Furthermore, insecurity reflects physical insecurity which is the most visible form of insecurity and feeds into many other forms of insecurity.

In this work insecurity is born as a situation where human, institutional and state security is compromised by internal or external forces or interest in exacerbated by the formal weak or poor human resources, devilment conditions.

Statement of Problem

In the recent past, students were properly educated to acquire good morals, societal virtues under serene school environment free of obnoxious societal vices but nowadays societal vices like kidnapping, Boko Haram, Abduction have emerged at alarming rate. Education as an agent for societal transformation, what does it offer in an effort to contain with security issues. Does security education has adequate experiences and contents to equip the students with security skills that will create security consciousness to safety live amidst insecurity in the society. The problem therefore is can curriculum diversification be of immense help for effective security curriculum delivery for sustainable security in tertiary institutions in Abia State.

Purpose of the Study

The paper accessed the need for curriculum diversification for effective security education delivery for sustainable security in tertiary institutions in Abia State. Specifically the paper sought to ascertain:-
➢   The adequacy of security curriculum content for effective curriculum delivery in Abia State tertiary institutions.
➢   The need for security education diversification for security curriculum delivery.
➢   The causes of insecurity in Abia State tertiary institutions.

RESEARCH QUESTIONS

The following research questions were posed to guide the study:-
1.   How adequate is the security curriculum content for effective security delivery in Abia State Tertiary Institutions?
2.   How can security education be diversified for effective security education delivery?
3.   What are the causes of insecurity in Abia State tertiary institutions?

Methods

The study employed descriptive survey design which sought to identify need for diversification of security education curriculum in Abia State tertiary institutions.

A sample of 100 students were drawn from 3 tertiary institution in the area of study. The instrument used for data collection was self-developed questionnaire tagged questionnaire for curriculum diversification for effective security curriculum delivery in tertiary institutions in Abia State (QCDESCD). The instrument has two sections, named section 'A' concerned with personal data of the respondents while section 'B' contains thirty (30) items in three (3) clusters based on 3 research questions. The questionnaire was a four point scale with options provided as Strong Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), the instrument was validated by three (3) experts in curriculum and measurement and Evaluation and subjected to test retest reliability using students outside the study population.

The data generated were subjected to Pearson product moment correlation and coefficient of 0.86 was obtained. Data collected were analyzed using mean scores, such that for each item of the questionnaires a mean score of above 2.5 indicate positive disposition and were used as the reference for acceptance and shows respondents' agreement with the items, while less than 2.5 indicate negative disposition and was used as the reference for rejection and shows respondents' disagreement to the items of the instrument.

Research Question 1

Is the security curriculum content adequate for effective security delivery in Abia State Tertiary institutions?

Table 1 : Mean adequacy of curriculum content for effective security curriculum delivery in Abia State Tertiary Institutions.

S/N	ITEMS	SA	A	D	SD	X
1.	Adequate security curriculum content for effective curriculum delivery.	25 (100)	15 (45)	33 (66)	27 (27)	2.38
2.	Well selected learning experience for effective security education implementation.	22 (88)	14 (42)	33 (66)	25 (25)	2.21
3.	Adequate security operatives to enhance security curriculum delivery and implementation	21 (84)	13 (39)	30 (60)	24 (24)	2.07
4.	Appreciative, strong number of security personnel for security maintenance.	32 (128)	15 (45)	39 (78)	14 (14)	2.63
5.	Provision and installation of technological gadgets (CCTV) in security prone areas.	18 (72)	17 (51)	45 (90)	20 (20)	2.33
6.	Training of security personnel to acquire skills in handling modern security gadgets for international best standard security	15 (60)	17 (50)	45 (90)	20 (20)	2.20
7.	Training and creating awareness and consciousness would help curb incidence of security issues that negate effective curriculum delivery.	32 (128)	15 (45)	39 (78)	14 (14)	2.63
8.	Availability of security education specialist for adequate security education delivery and implementation.	22 (88)	13 (39)	33 (66)	25 (25)	2.18
9.	Involvement of students in security matters would enhance effective security curriculum delivery.	66 (264)	28 (84)	6 (12)	1 (1)	3.59
10.	Universities and Government and non-governmental organizations are factors in effective security curriculum delivery.	67 (268)	29 (87)	6 (12)	1 (1)	3.68
	Cluster mean					**2.79**

The result in table 1 shows that 6 items showed negative disposition with lowest and highest mean of 3.68 and 2.07 respectively. The cluster mean of 2.79 shows that the variables in the clusters is slightly depicts adequate curriculum content for effective curriculum delivery.

Research Question 2

Does security education need to be diversified for effective security education delivery?

Table 2: Mean Response on the need for diversification of security education in Abia State tertiary Institutions.

S/N	ITEMS	SA	A	D	SD	X
1.	Adequacy of set of learning opportunities for effective security curriculum delivery.	25 (25)	15 (30)	37 (111)	25 (125)	2.66
2.	Do you agree that security curriculum has sum total of means to promote the desirable learning for effective security curriculum delivery in Abia State Tertiary Institutions.	20 (20)	17 (34)	45 (90)	25 (125)	2.19
3.	Do you agree that planners of security cur4riculum were initially furnished with useful information for planning the curriculum?	14 (14)	16 (38)	43 (129)	27 (135)	3.16
4.	From the trending security issues, do you agree that the goal of security education as been attained.	12 (48)	15 (45)	42 (84)	20 (20)	1.97
5.	Do you agree that security education curriculum needed to be diversified?	63 (252)	28 (84)	6 (12)	3 (3)	3.51
6.	Educants of security education received varied knowledge, skill, attitudes and values to cope with insecurity in the school.	25 (100)	15 (45)	33 (66)	27 (27)	2.38
7.	Do you agree that security educators have adequate faciklities, resources for effective security curriculum delivery.	13 (13)	10 (20)	33 (132)	28 (140)	2.03
8.	Do security personnels have electronic equipments for security operations in the school.	21 (184)	13 (39)	30 (60)	26 (26)	2.09
9.	Are there periodic security awareness campaigns in your school.	32 (40)	15 (39)	39 (40)	14 (14)	2.13
10.	Are there written security tips, operational principles or guide for the operation.	32 (128)	15 (45)	39 (78)	14 (14)	2.19
	Cluster mean					**3.05**

The result in table 2 shows that 7 variables in the cluster shows positive disposition on the need for security education diversification with cluster mean of 3.05 and item number 8 showing the least mean score of 2.09 which is below the accepted level 2.5 meaning that electronic security equipment are not available for security operations.

Research Question 3:

What are the causes of insecurity in Abia State Tertiary institutions?

Table 3: Mean response on the causes of insecurity in Abia State Tertiary Institutions.

S/N	ITEMS	SA	A	D	SD	X
1.	Do you agree that school environment is security friendly?	33 (132)	29 (81)	25 (50)	13 (13)	2.82
2.	Location/site of the school predisposes the students to security cases.	48 (192)	32 (96)	13 (26)	7 (7)	3.24
3.	Is kidnapping a security threat in your school?	48 (192)	30 (90)	13 (26)	7 (7)	3.22
4.	Is cultism the major security issues in your school?	78 (312)	21 (63)	1 (2)	0 (0)	3.7
5.	Is felt mal-administration a cause of insecurity in your school?	59 (236)	31 (93)	8 (166)	2 (2)	3.4
6.	Insecurity in the school is politically motivated.					
7.	Is campus politics or students unionism a causative factor of insecurity?	25 (100)	13 (39)	37 (74)	25 (25)	2.38
8.	Unemployment, a factor that heightens security issues.	78 (312)	21 (63)	1 (2)	0 (0)	3.77
9.	Inadequate knowledge of disastrous consequences of involving in security matters, increases the rate of youth's involvement.	20 (20)	17 (51)	45 (90)	18 (22)	2.33
10.	Exclusion of effective cyber security education increases the rate of security issues in the school?	32 (128)	15 (45)	39 (78)	14 (14)	3.92
	Cluster mean					**2.89**

The result in table 3 shows that out of 10 variables in the cluster 2 shpwed negative dispositions while 8 showed disposition on the causes of security challenge, with item 10 showing the highest mean score of 3.92, while the cluster mean stood on 2.89.

DISCUSSION

Research question 1 sought to fine out the adequacy of security curriculum content for effective curriculum delivery in Abia State Tertiary Institutions. A close observation of the analysis shows that out of 10 items, 6 showed negative disposition and 4 showed positive disposition. Those that showed positive disposition include items 1, 2, 3, 4, 5 and 6. While those that showed positive disposition include items 4, 7, 9 and 10 with highest mean score of 3.68.

The analysis further revealed that the security curriculum content was grossly inadequate as agreed with William, O.C. (2012) who inadequate that curriculum content has adverse effect on effective curriculum delivery of programmes in any educational system at all levels. The item that negates adequate security curriculum content is provision and installation of technological gadget (CCTV) in security prone areas in the schools as this suggest absence of relevant technological security gadget in the security prone areas, indicating that administrators of Nigerian schools if empowered on the new mechanism of understanding insecurity and managing its stress. This result is in tandem with Ajayi, N.R (2019).

Research question 2, sought to find out the need for diversification of security education curriculum for effective delivery. From the table 2 above, it was revealed that out of 10 items in the cluster, the respondent have positive disposition with 5 items with negative disposition mean score of 2.05. The respondents from item 7 on the adequacy of facility resources for effective security curriculum delivery meaning that security education is in dare lack of facilities, resources for effective delivery, this calls for serious adoption of curriculum diversification process, Offorma (2019) and this agrees with Onyema (2019) who found out in his work Hidden Curriculum and security Education that schools facing security challenges do not have adequate security gadgets (CCTV) and trained security operatives with best global operational standard.

Research question 3 sought to find out the causative factors of insecurity in Abia State Tertiary Institutions. The cluster had 10 variables and 8 items in the cluster showed positive disposition on the causes of insecurity in the area of study. This variables include, school environment, location, felt mal-administration, kidnapping and cultism being the major threats of insecurity with mean score of 3.22 and 3.72 respectively.

Another variable that showed strong causative positive disposition is the exclusion of effective cyber security education with mean responsive score of 3.92.

This finding is in tandem with Omade N.R. (2020), Onyema (2019) that if electronic security gadget, the relative ability of schools to counter security threats in their schools. In this wise the findings on variables 1 and 2 are in agreement with Chalecki, Elizabeth (2020) who posited that environmental degradation can intimidate security where she referred security as a broad range of securities involving national international and human security.

While Fava, Paolo, David (2015) agreed with the findings that environment is a causative factor of insecurity in their obligation on "sustainable energy investment and national security". The findings are also in tandem with Deuneu Daniel (2016) on case against linking environmental degradation and national security.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made.
1.   Security education curriculum should be diversified to include content, experiences adequate security operational skills for effective delivery and implementation.
2.   To curb the ugly effect of unemployment on insecurity, adequate and functional entrepreneurial education should be established and vigorously pursued and implemented in Nigerian Tertiary Institutions.
3.   Installation of global standard security gadgets, monitored by trained security operatives in the security – threat prone areas in the Institution.
4.   Administrative practices should be human oriented to redress its bottle necks on staff and students.

CONCLUSION

Security education plays important roles in creating environmental security consciousness in Nigerian Tertiary Institutions and its range of programmes should be adequately diversified to create a paradigm shift from the traditional notion of security to main security debates in emphasizing its ability to handle environmental, unemployment and the administrative problems that promote insecurity in their institutions

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