

**Managing Security Education and Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State, Nigeria.****Emanghe, Emmanuel E. (Ph.D), Amoramo, John Davis & James, Kingsley Okon**

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Abstract

The study examined Managing Security Education and Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. Ex-post-facto design was adopted for the study. Population of the study comprised of 5682 teachers. Sampling was done in multiple stages using stratified, proportionate and simple random techniques. A sample of 500 respondents were generously drawn from the population. Two research hypotheses were formulated to guide the study. The instrument for the study was Managing Security Education and Sustainable Goal Attainment Questionnaire (MSESGAQ) developed by the researchers in line with a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with weight 4, 3, 2, and 1 for all positively worded items and weight 1, 2, 3, and 4 for all negatively worded items respectively. The instrument was duly faced validated by three experts. In order to ascertain the internal consistency of the instrument, a trial test was carried out and the reliability coefficient of the Cronbach Alpha obtained for the sub-scales ranged from .83 to .94. The data obtained from the field were analysed using simple linear regression at .05 level of significance. Results of the study showed that the sustainable goal attainment was significantly influenced by intellectual security ($p = .004$, $f = 8.180$) and economic security ($p = .000$, $f = 8.180$). Based on the findings, it was recommended among others that intellectual and economic security be given utmost attention in secondary schools by the government in order to enhance its sustainable goal attainment.

Keywords: Managing Security Education, Sustainable Goal Attainment**Introduction**

Sustainable goal attainment is actually a very broad concept to define because it is continuously evolving. It tends to investigate and emphasize the attainment of the present without compromising the future of the upcoming generations. Sustainable secondary school goal attainment can be seen as a process of improving the range of opportunities that will enable students to achieve their aspirations and full potential over a period of time while maintaining the resilience of economic, social, political, intellectual and environmental systems. Basically, it involves a knowledge base which revolves around three basic concepts which are the economy, the environment, and the society. When members of a society are financially empowered and responsible, they will not damage the environment so that our children's future is not compromised (McKeown, 2002).

Secondary schools are established with a view to solving societal needs and aspirations. Secondary education goals in Nigeria are broadly classified into the preparation of students for useful living in society and higher education (Federal Republic of Nigeria, 2014). Obanya (2002) outlined the sustainable goals of secondary school education as: provision of increasing number of pupils with the opportunity for higher quality education

regardless of sex, religious and social background; diversification of its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school study; equip students to live successfully in our modern age of science and technology; raise generation of people who can think for themselves, respect the views and feelings of others, dignity of labour and appreciate those values specified under our broad national aims and live as good citizens; foster Nigerian unity with emphasis on the common ties that unite us in our diversity; and inspire students with a desire for achievement and self-improvement both at school and in later life. To achieve and sustain these, managing security education is vital and a diversified curriculum with subjects designed to broaden students' knowledge, skills, attitudes and societal values has to be planned for implementation in the schools.

It is well established all over the humankind that peace and security of life and property are the key settings for advancement and enhancement of any society (Arase & Iwuofor, 2007). Igbuzor (2011) stated that Security education is a serious aspect for sustainable peace and national development particularly in a country like Nigeria that is positioned in a zone inclined to skirmish and uncertainty. Edozie (2014), saw security Education as that cooperative, dynamic and lifelong process through which a society generates knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its well-being and co-existence. There are two important terms in the conceptualization of Security Education and these are security and education. A clarification of these terms is germane to the understanding of the concept of Security Education. What then is security and what is education?

Security refers to a peaceful state and it has two components: Emotional security which refers to the individual and the community's feeling of the need for security, and the procedural security which is the regulatory efforts to achieve or restore security. In other words, security is the sense of reassurance that is felt by the individual and the society, whether because of the absence of threats to his or her existence, or as a result of having the means to confront such threats as they arise (Henry, Merten, Plunkett, & Sands, 2008), similarly, Frances (2012) refers to security as the condition of feeling safe from or danger, the defence, protection preservation of core values, and the absence of threats to acquire values. Cheung (2008) and Al-Qudah (2013) affirmed that the individual who feels safe is happy in his or her work, then produces and lives his or her natural life. Hence, the concept of security has an important status for humans as they need to live in peace and be free from the threats, stress and anxiety, and to feel loved among others (Al-Otaibi, 2009).

Education on the other hand is the process of imparting the desirable behaviour to the individual to enable him or her to live a meaningful life as well as contributing to the improvement of the society It is the process by means of which an individual is taught what is desirable in the society. (Aigbomian & Iyamu, 2001). Education therefore, plays invaluable roles in the life of individual and the society. Chafa (2012) states that education as an indispensable tool in nation building is a process designed to transmit knowledge and skills; potentials and abilities to enable individuals contribute efficiently to the growth and development of their society and nation.

Abubakar (2014) viewed education as the light that derives away the darkness of ignorance and enables mankind to find its ways through the tortures and labyrinth of development and civilization. Education is therefore, the process of developing the whole human abilities and behaviours. It is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding value for all activities of life. It is also used by man to solve his problems to improve his life and make it comfortable. Education is one of the several ways that man employs to bring change into his all-round development, as well as a formidable tool for man's survival. It is also tool that brings about the moral and spiritual development of the human personality and of the community as a whole. Therefore, there is need in managing and sustaining security education in all levels of education through intellectual and economic security.

Intellectual Security is a natural requirement in all societies. It is one of the utmost quests of human societies. It implies an absence of threat. One can have varying degrees of intellectual security, more or less protection from both internal and external threats. Intellectual Security is defined as the safety of human thoughts from deviation or getting away from moderation in his understanding of political, religious, economic and social matters thereby helping him to create public order, and realise stability in his life. Intellectual awareness cannot be achieved with real efficacy without an informative system consistent with security objectives and policies (Al-Osaimi & Al-Sufyani, 2018). For Thuwainy and Mohammed (2014), intellectual security is protecting students' ideas, minds and thoughts from every belief and wrong behaviour that would pose a threat to the security and stability of society. Hence, intellectual security can be seen as the sense of spiritual, physical and mental safety in a way that doesn't contradict religion, principles, ideals and ethics of individuals and societies, and that doesn't negatively affect the thoughts and lives of others.

International Committee of the Red Cross (2013) explains economic security as the condition of individuals, households or community's ability to cover their essential needs and unavoidable expenditures in a sustainable manner, given physiological requirements, the environment, and prevailing cultural standards. Economic security activities require a variety of skills in the following areas: household economy analysis, agronomy, veterinary science, microeconomic and market analysis, human nutrition, and adult training. Economic security according to the Free Encyclopedia Wikipedia (2019) is the condition of having stable income or other resources to support a standard of living now and in the foreseeable future. It includes: probable continued solvency; predictability of the future cash flow of a person or other economic entity, such as a country employment security or job security. Economic security more often refers to individual and family money management and savings. Economic security tends to include the broader effect of a society's production levels and monetary support for non-working citizens. The Business Dictionary online describes economic security as a situation of having a stable source of financial income that allows for the on-going maintenance of one's standard of living currently and in the near future. This includes individuals having access to basic social security, skill security and work security. Employment generation as described by the Federal Republic of Nigeria (2004) in NEEDS is

a situation where jobs are created for citizens of the country to enable them have essentials of human life for their daily sustenance, longevity and like have a decent standard of living.

Buzan (1991) in Andruseac (2016) states that economic security is related to the access to resources, finance and markets which are needed to support acceptable wealth and power levels in the state. Economic security is therefore a means to encourage other states and their policies (Kahler, 2005). Andruseac (2016) observed that an improved economic interdependency in the present setting may regulate a behaviour of partnership between states against the background of higher prices for escaping this system of relations. Moreover, relations of increased economic interdependency boost the number and chances of coercive, yet non-violent policies that may be used. Simultaneously, these interdependencies may deepen the differences between developed, stronger states and the less developed, weaker ones.

Purpose of the Study

The purpose of the study is to find out the influence of Managing Security Education on Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study aimed at finding:

1. The influence of intellectual security on Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State.
2. The influence of economic security on Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State.

Research Questions

1. To what extent does intellectual security influence Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State?
2. To what extent does economic security influence Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State?

Null Hypotheses

1. There is no significant influence of intellectual security on Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State.
2. Economic security does not significantly influence Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State.

Methodology

The design for the study was ex-post-facto design. This is a systematic empirical inquiry where the researcher does not have direct control over the independent variables due to the fact that their manifestations have long occurred or they are inherently not manipulatable (Isangedighi, Joshua, Asim & Ekuri, 2004). In this study, the ex-post-facto design was appropriate because the manipulation of such variables like intellectual security, economic security and sustainable goal attainment were not possible in the course of this study. They

have already interacted to produce the level of sustainable goal attainment that the researchers only measured or observed.

The area of study was Cross River State located between Latitude $5^{\circ}45'$ and $5^{\circ}75'$ North of the Equator and between Longitude $8^{\circ}30'$ and $8^{\circ}50'$ East of Greenwich Meridian (Wikipedia, 2019). Population of the study was 5682 teachers (State Secondary Education Board, Calabar, 2019). Sampling was done in multiple stages using stratified, proportionate and simple random techniques. A sample of 500 respondents were generously drawn from the population. The instrument for the study was Managing Security Education on Sustainable Goal Attainment Questionnaire (MSESGAQ) developed in line with a 4-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with weights of 4, 3, 2, and 1 for all positively worded items and weights of 1, 2, 3, and 4 for all negatively worded items respectively. The instrument was duly faced validated by three experts. In order to ascertain the internal consistency of the instrument, a trial test was carried out and the reliability coefficient as determined by the Cronbach Alpha Statistic obtained for the sub-scales ranged from .83 to .94. The data obtained from the field were analyzed using simple linear regression at .05 level of significance

Results

The results for the test of hypotheses are presented below.

Null Hypothesis 1: There is no significant influence of intellectual security on Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State. To test this hypothesis, simple linear regression was used. The results are presented on Table 1.

Table 1: Regression analysis of influence of intellectual security on sustainable goal attainment of public secondary schools in Calabar Education Zone of Cross River State

Source of variation	Sum of square	Df	Mean square	F-value	P-value
Regression	85.942	1	85.942	8.180*	.004
Residual	5231.858	498	10.506		
Total	5317.800	499			
Predictor variable	Unstandardized coeff		Std. coeff.	t-value	p-value
	B	Std. Error			
Constant	34.377	1.060		32.440*	.000
Intellectual security	.101	.035	.127	2.880*	.000

*Significant at .05 level $P < .05$; $R = .127$, $R^2 = .016$, $Adj. R^2 = 0.14$, $Std. Error = 3.24$

The results on Table 1 showed that an R-value of .127 was obtained, giving R – square value of .016. This means that 1.6% of the total variation in Sustainable Goal Attainment was accounted for by the variation in intellectual security. The p – value (.004) associated with the computed f – value (8.180) is less than .05. Thus, the null hypothesis was rejected. This means that there is significant influence of intellectual security on Sustainable Goal Attainment. The P-values (.000 & .004) associated with the computed t-values (32.440 & 2.860) for the

regression constant (34.377) and regression coefficient (.010) representing the influence of intellectual security are all less than .05. This means that both regression constant and intellectual security contribute significantly to the prediction of Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State.

To find out which pair of means was responsible for the observed significant results, Fisher's LSD test was carried out. The results are presented on Table 2.

Table2: LSD Pairwise comparison of influence of intellectual security on sustainable goal attainment of public secondary schools in Calabar Education Zone of Cross River State

Intellectual security	High	Moderate	Low
High	11.252**	.521*	.430*
Moderate	.005	12.944	.399*
Low	.011	.001	11.922

*Significant at .05 level, $P < .05$

**Values along main diagonal are group means, above them are mean differences (MD) and below them are corresponding P-values

The results on Table 2 shows that the mean (\bar{X}) of public secondary schools with high intellectual security were significantly different from those which had moderate intellectual security (MD = .521, $P = .005 < .05$) and low intellectual security (MD = .430, $P = .011 < .05$). Those with moderate intellectual security differ significantly from those with low intellectual security (MD = .399, $P = .001 < .05$).

Null Hypothesis 2: Economic security does not significantly influence Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State. To test this hypothesis, simple linear regression was used. The results are presented on Table 3.

Table 3: Regression analysis of economic security on sustainable goal attainment of public secondary schools in Calabar Education Zone of Cross River State

Source of variation	Sum of square	Df	Mean square	F-value	P-value
Regression	843.327	1	843.327	8.180*	.004
Residual	4474.473	498	8.985		
Total	5317.800	499			

Predictor variable	Unstandardized coeff B	Std. Error	Std. coeff.	t-value	p-value
Constant	25.706	1.212		21.202*	.000
Economic security	.357	.037	.398	9.688*	.000

*Significant at .05 level $P < .05$; $R = .398$, $R^2 = .159$, $Adj. R^2 = .157$, $Std. Error = 2.997$

The results on Table 3 showed that an R-value of .398 was obtained, giving R – square value of .159. This means that 15.9% of the total variation in Sustainable Goal Attainment

was accounted for by the variation in economic security. The p – value (.000) associated with the computed f – value (8.180) is less than .05. Therefore, the null hypothesis was rejected. This means that Economic security significantly influence Sustainable Goal Attainment of Public Secondary Schools. The P-values (.000 & .000) associated with the computed t-values (21.202 & 9.688) for the regression constant (25.706) and regression coefficient (.357) representing the influence of economic security are all less than .05. This means that both regression constant and economic security contribute significantly to the prediction of Sustainable Goal Attainment of Public Secondary Schools in Calabar Education Zone of Cross River State.

To find out which pair of means was responsible for the observed significant results, Fisher’s LSD test was carried out. The results are presented on Table 4.

Table 4: LSD Pairwise comparison of influence of economic security on sustainable goal attainment of public secondary schools in Calabar Education Zone of Cross River State

Economic security	High	Moderate	Low
High	13.492**	.055*	.001
Moderate	.001	10.088	.075*
Low	.000	.002	11.143

*Significant at .05 level, $P < .05$

**Values along main diagonal are group means, above them are mean differences (MD) and below them are corresponding P-values

The results on Table 4 shows that the mean (\bar{X}) of public secondary schools with high economic security differ significantly from those with moderate economic security (MD = .055, $P = .001 < .05$). Those with moderate economic security differ significantly from those with low economic security (MD = .075, $P = .002 < .05$).

Discussion of Findings

The results of hypothesis one showed that there is significant influence of intellectual security on Sustainable Goal Attainment as the p-value (.004) associated with the computed f -value (8.180) is less than .05. This study is in line with Al-Osaimi and Al-Sufyani (2018) who stated that intellectual awareness cannot be achieved with real efficacy without an informative system consistent with security objectives and policies. Thuwainy and Mohammed (2014) also maintained that intellectual security is protecting students' ideas, minds and thoughts from every belief and wrong behaviour that would pose a threat to the security and stability of society. Hence, intellectual security can be seen as the sense of spiritual, physical and mental safety in a way that doesn't contradict religion, principles, ideals and ethics of individuals and societies, and that does not negatively affect the thoughts and lives of others.

The findings of hypothesis two revealed that economic security significantly influence Sustainable Goal Attainment of Public Secondary Schools as the p - value (.000) associated with the computed f -value (8.180) is less than .05. This research supported the opinion of Buzan (1991) in Andruseac (2016) who stated that economic security is related to the access to resources, finance and markets which are needed to support acceptable wealth and power levels in the state.

Economic security is a means to encourage other states and their policies (Kahler, 2005). Andruseac (2016) also observed that an improved economic interdependency in the present setting may regulate a behaviour of partnership between states against the background of higher prices for escaping this system of relations. Moreover, relations of increased economic interdependency boost the number and chances of coercive, yet non-violent policies that may be used. Simultaneously, these interdependencies may deepen the differences between developed, stronger states and the less developed and weaker ones.

Conclusion

It is evident from the findings of this research that the sustainable goal attainment of public secondary schools is significantly influenced by management of security education. Therefore, in order to ensure its realization, the government must harness both human and material resources efficiently.

Recommendations

Sequel to the findings of this study, it was recommended that:

1. Intellectual and economic security be given utmost attention in secondary schools by the State Government through the Ministry of Education in order to enhance its sustainable goal attainment.
2. The State Government should harness both human and material resources efficiently for the realization of sustainable goal attainment of public secondary schools.

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