

Security and Sustainable Peace Education in Teacher Education Curriculum for Sustainable Development

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Abstract

This study investigated security and sustainable peace education in teacher education curriculum for sustainable development, teacher educators' perception. The study adopted survey design to determine AlvanIkoku Federal College of Education Owerri teacher educators' perceptions on integrating security and sustainable peace education in teacher education curriculum for sustainable development. Researchers' made attitude questionnaire titled "Teachers Questionnaire on integrating security and sustainable peace education in teacher education curriculum for sustainable development" was used for data collection. It had reliability coefficient of 0.86 determined using Cronbach Alpha. The findings showed that teacher educators have positive perceptions on integrating security and sustainable peace education in teacher education curriculum for sustainable development. It was recommended among others that relevant authorities in teacher education programme and teacher education curriculum planning should endeavour to integrate security education in teacher education curriculum for effective sustainable development

Keywords curriculum sustainable peace and development; education curriculum; Security education; teacher

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Introduction

Peace and security in any society exist when people live together securely in an environment without violence or apprehension as a result of rampant violence incidents in the environment. Every individual and society is in need of security. Insecurity is a challenge in many parts of the world Nigeria included. Nigeria has witnessed and still experiencing series of horrible violent activities as bombings, abductions, security agents brutalities on citizens, kidnapping, broad daylight robbery, rape, cultic activities, ethnic and communal clashes and hired assassinations to mention but a few are now everyday occurrences. This has made Nigeria to be ranked the second most terrorized

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country after Afghanistan in the Global Peace Index (GPI, 2022). Insecurity in Nigeria has become a major issue of concern to every citizen (Obiamaka, 2015), as terrible insecurity issues are now a common place in the country. There is now a common saying "who will be the next". Insecurity is a bane to sustainable development, as no meaningful development can be sustained in a state of insecurity that is why Nigeria is in dire security need today. Balami et al. (2016), see security as a very vital instrument for economic development of any nation.

Security is the state of being free from threats be it physical, psychological, emotional and financial. Security connotes safety and absence of danger to freedom and the liberty of state, societies and individuals to uphold their independent identity, and their functional integrity against forces of alteration, which they perceive as aggressive (Trends institution.org 2018). The underlining cardinal point in security is freedom from threats and threat free living. Eke, Ibebuike & Enwereuzo (2022) see security as preventive measures taken to protect an environment and people from an impending danger or injury. It also includes considerable series of trepidations about the conditions of existence. Peace and security in any society exist when individuals live together in an environment without disturbance or violence against their person and property. In Nigeria terrorism and violence have been domestic, communal and gender linked where the most susceptible are the women and children (Adegoke & Oladeji 2008). For instance terrorists' activities along interstates high ways are unprecedented in the history of Nigeria, that plying Nigerian highway is a life threatening risk. And it is a common knowledge that in state of heighten security challenges development cannot be sustained. Insecurity in Nigeria is now a major apprehension among well-meaning Nigerians and alternative means of militating it are being yearned by all and sundry (Obiamaka, 2015).

Researchers believe that education has always been a viable tool for transformation and empowerment and should be used to curb the phenomena of insecurity to a minimal level (Eke, Ibebuike & Enwereuzo, 2022). This is based on the fact that use of force alone has not been effective in containing insecurity. Nwanegbo (2013) and Eke Ibebuike & Enwereuzo (2022) posited that the government and stakeholders should seek other avenues of tackling insecurity rather than use of force alone in tackling insecurity challenges. Many researchers in Nigeria are of the views that education could be a veritable tool in curbing the challenges of insecurity and promoting sustainable peace. They have made different postulations regarding the role of education in solving security challenges and in ushering in peace. Ushe, (2015), is of the opinion that education is an agent of resolving the religious conflicts, insecurity and important catalyst for sustainable peace in Nigeria. Igbuzor (2011) and Amed, 2021 are also of the view that peace and security education are major factors in enhancing sustainable peace and development. Onyinye (2018) correlated this with the opinion that government and education stakeholders must embrace a new approach towards ensuring that security education anchored on peace sustainability is given the preferred attention. That this is a veritable means of curbing security challenges at the bud. This is to say that, there is an associated link between education, security and peace. This brings us to security education.

Edozie (2014) sees security education as an evolving collaborative constant process from which a society creates knowledge, values, attitudes and skills for its survival,

sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and concomitance. Fabinu, Ogunleye & Salau (2016) described Security Education as that type of education intended to heighten the level of security awareness and peace sustainability among the citizenry of a particular country for them to be able to safeguard their immediate environs, maintain sustainable peace, protect their nation and the world at large. Furthermore, they see it as an education that helps to enrich people's knowledge against any form of threatening actions to lives and properties, be it at home, in school, in place of work, or in the country and that also encourage peace sustainability attitudes among people. Likewise, Al-Edwan (2016) sees security education as "the teaching and learning of the security concepts and experiences needed to achieve the national security and peace". Security education is an education that is meant for every individual in a community aimed at anticipating, preventing, withstanding, adapting and skills to recover from insecurity incidents and promote peaceful coexistence among community members. It also include equipping learners on appropriate knowledge and skills that will help them know what it takes to be free from fear, anxiety, danger, doubt and to have a sense of safety and promote peaceful coexistence and tolerance.

Peace according to Ugwu & Ibiam (2011) is a state of quite, calm, repose, public tranquility, freedom from war and concord of ideas among different people. David (2007) sees peace as the absence of war, fear, conflict, anxiety, suffering and violence and about peaceful co-existence. So we can say that peace is a state of calmness, tranquility, absence of fear and violence. Sustainable peace is broadly understood as a goal and process with activities aimed at the prevention of conflict, reinforced by the people approach of 2030 agenda for sustainable development and grounded in international human rights laws and standard (Iwuamadi, Eke & Nwanguma, 2020). It also built on principles of human security, integrating an understanding of the root causes of conflict, and the protection of human rights. Sustaining peace is inextricably linked with sustainable development.

In sustaining peace, a long-term vision of building a common, inclusive vision of society is considered at all points, which centred on early prevention efforts of addressing the 'root causes of conflict' as well as in 'prevention of the outbreak, escalation, continuation and recurrence of conflict' (Iwuamadi, et al, 2020). Sustaining peace involves restoring social relationships and building systems that respond to the needs of the population, including justice, equality and freedom from fear and want. Sustaining peace seeks to shift actors away from structural violence and towards collaborative solutions and development, and thus towards positive peace outcomes. Promoting peace and sustainable development reduces poverty and prevents conflicts, translating to healthier business environment and that allow for effective delivery of products and services. This is to say that sustainable peace leads to sustainable development.

Security and sustainable peace are values linked with modeling the attitudes of members of a given society, which is predisposed by the following factors: awareness of the society, knowledge of ethical values, norms, community sensibilities and categories, knowledge of environmental, social and economic threats. Security and sustainable peace education could play an essential role in creating the right attitudes on the society in enhancing their security and peace sustainability. This is based on the fact that it focuses on positively modifying appropriate behaviour of members of the given communities on

security skills, awareness and peace sustainability. An enlightened, informed society can react adequately to emerging threats by taking specific counteractive and precautionary actions and avoid actions that will exacerbate insecurity. Such knowledge and consciousness on security issues will help to reduce insecurity incidents, promote peace which will enhance sustainable development.

Sustainable development: "is the process of achieving human development in an unbiased, rational and safe manner" (Okorafor, 2021 & Ugonna, et al, 2022). It is a growth that meets the needs of the present generation without partiality to the ability of future generations to meet their necessities. It means the integration of the organization's goals in ensuring high quality of life, health and well-being, taking into account social justice and conserving the earth's potential. These social, economic and environmental goals are interdependent and mutually reinforcing that cannot be comprehensively achieved in an environment that is devoid of peace and security. Peace and security are prerequisite for any meaningful development to be initiated, developed and sustained. Security and sustainable peace education in teacher educators' curriculum would be equipped with teachers with requisite security knowledge and peaceful sustainable skills and attitudes in the teacher education programme. This will be a foundation for relevant education body to develop a comprehensive curriculum for both primary and secondary schools as teachers to teach the content/ subject are already trained for the content. It is based on the above that the researchers investigated teacher educators' perception on integrating security and sustainable peace education in teacher education curriculum for sustainable development.

Teacher Education programme is an educational programme designed for one to four years to train and educate professional teachers who would be proficient in the teaching and management of secondary and primary schools. Teacher Education programme as offered by Universities and Colleges of Education in Nigeria, grouped courses offered into three: Professional education programme of study comprising philosophical; historical and sociological foundations of education, educational psychology; curriculum development, test and measurement; guidance and counseling and practical teaching; Subject methodology in teaching subjects and General science, social science, English language and Humanities (Ugonna, Nkemjika, Eke, Ofoegbu & Nkwonta, 2022). The researchers argued that security and sustainable peace education could be introduced as general course in teacher education. Ugonna, et al, (2022) observed that teacher education perpetuates the established system of cultural values, order and knowledge. If the philosophy of teacher education, one of which is the inculcation of right attitudes for sustainable development is to be achieved, security and sustainable peace education should be introduced in teacher education curriculum as a GS course.

It is in this light that the researchers argue that since security and sustainable peace are the foundation for sustainable development and education is meant to drive sustainable development and that there could not be any sustainable development without a conscious strategy to maintain security and sustainable peace in the society. It could be said that teachers' action or inaction in this daunting security and lack of peace challenges will certainly impact on the future generation. The catalyst for security and sustainable peace could be the teacher. The teachers' role here could be very crucial as he/she is in a better position to explore appropriate security and sustainable peace concepts that will make the

youth to have functional security awareness skills and sustainable peaceful attitudes that makes for sustainable development. It is on this note that the researchers investigated teacher educators' perception on integrating security education in teacher education curriculum panacea for sustainable peace.

Method

A survey design was used for the study. This design seeks information from respondents as the situation exists without manipulating any variables. The study was carried out in AlvanIkoku Collage of Education, Owerri. The population of the study consisted of 709 academic staff. The purposive sampling technique was employed in which the researchers used 191 academic staff in school of education; comprising of 68 males and 123 females. Instrument for data collection was integrating security and sustainable peace education in teacher education curriculum for sustainable development Questionnaire (ISSPTEC).The instrument has part 1 and 2. Part one sought for demographic information of respondent while part two was made up of A and B which sought information on integrating of security and sustainable peace education in teacher education curriculum for sustainable. A four point rating scale of strongly agree (SA), Agree (A), strongly disagree (SD) and Disagree (D) were used.

The instrument was face validated by three experts in the Department of Curriculum Studies and Instruction and Department of Educational psychology Measurement and Evaluation, Alvan Ikoku College of Education. Their contributions gave rise to the final instrument used for the study. The instrument was validated and has a reliability coefficient of 0.86 which was determined through Cronbach alpha. The researchers used two research assistants in the administration and collection of data from the subjects. This yielded a 100% return. The data collected were analyzed using mean and standard deviation in answering the research questions. Any Item with a mean less than 2.50 was rejected while within and above 2.50 was accepted. The hypothesis was analyzed using t-test statistical tool tested at 0.05 level of significance.

Research Question 1

1. What is the teacher educators' perception on integrating security and sustainable peace education in teacher education curriculum for sustainable development?

Table 1: Mean and standard deviation on teacher educators' perception on integrating security education in teacher education programme for sustainable development

S/N	ITEM STATEMENT	Male teacher educators			Female teacher educators		
		X	SD	REM	X	SD	REM
1	Security and sustainable peace education in teacher education will create appropriate security awareness peaceful conflict resolution that will drive sustainable development	3.48	0.75	Accept	3.36	0.78	Accept

2	Security and sustainable peace education will help individuals adopt right attitude in given security threat and promote peaceful attitude which will enhance sustainable development	3.67	0.76	Accept	3.62	0.63	Accept
3	Security education in teacher education will empower teachers to teach appropriate security attitudes and behavior to the younger ones.	3.62	0.73	Accept	3.61	0.81	Accept
4	It will provide an activity based learning environment for students to understand relevant peace and conflict issues on different levels of society	3.13	0.57	Accept	3.21	0.61	Accept
5	It will equip student- teachers with skills to transform mindsets, values and behavior that produce and exacerbate conflicts.	3.01	0.49	Accept	2.94	0.46	Accept
6	It will help in institutionalizing peace building education in primary and secondary school levels	3.68	0.79	Accept	3.67	0.79	Accept
7	Security education is ideal in teacher education because teacher education is fashioned to mobilize, uplift and increase awareness in individuals that drives sustainable development.	3.68	0.82	Accept	3.69	0.80	Accept
8	It will equipped students with skills to promote and sustain peace building culture among themselves	3.31	0.65	Accept	3.24	0.69	Accept
9	It will equipped teachers to guide students to understand the root causes of conflicts violence and cultivate values and attitudes that will encourage individual students and social action for building more peace world	3.24	0.52	Accept	3.30	0.43	Accept
10	It will equipped the students teachers with skills necessary for intercultural respect reconciliation and solidarity	3.46	0.72	Accept	3.63	0.61	Accept

11	It will promote human rights and responsibility	3.38	0.64	Accept	3.36	0.63	Accept
12	It promote competencies, knowledge and information required to curb insecurity and drive sustainable development.	3.05	0.50	Accept	3.14	0.53	Accept
13	It will help to develop critical ability to make right choices in the face of many alternative security plans in the community	3.43	0.63	Accept	3.34	0.50	Accept
14	It will help in developing Competency in formulating supportive plans in event of unforeseen security problems	3.32	0.51	Accept	3.24	0.56	Accept
15	Security education in teacher education will help to create awareness on adoptive security measures that will enhance sustainable development	3.02	0.48	Accept	3.13	0.58	Accept
	Cluster mean	3.37	0.64		3.36	0.63	
	Average mean response	3.45					

Table1. Shows that all the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean (2.50). Also, the average mean (3.45) is greater than the scale mean. This implies that teacher educators are of the perception that security education in teacher education curriculum will go a long way to drive sustainable development and minimize insecurity. This is in line with Ahmed, (2021) opinioned that security education in teacher education curriculum will help teachers to transfer security skills to individuals. This will enhanced security awareness that will help to curb incidents of insecurity in the community.

RQ 2: What is the difference between the perception of male and female teacher educators on security education in teacher education curriculum for sustainable development?

Table 2: Summary of male and female teacher educators mean response

Group	N	Mean \bar{x}	SD	Difference in \bar{x}
Male	129	3.38	0.64	0.2
Female	113	3.36	0.63	

Table 2, shows that a mean difference of 0.2 exist between responses of male and female teacher educators on security education in teacher education curriculum for sustainable development. The difference is quite insignificant.

Hypothesis

H₀₁: There is no significant difference between the perception of male and female teacher educators on security education in teacher education curriculum for sustainable development.

Group	N	Mean \bar{x}	SD	DF	T. cal	P.value	Decision
Male	129	3.38	0.64	240	0.17	0.9587	Accepted
Female	113	3.36	0.62				

The data above on table 3 indicated that the t-calculated is 0.17 at 240 degree of freedom and a p. value of 0.9587 which is greater than 0.5 at 0.05 level of significance which indicated that we retain the null hypothesis. Therefore, there is no significant difference between the perception of male and female teacher educators on security education in teacher education curriculum for sustainable development. This finding is in line with Babangida, (2021), and Manase, 2012 that male and female teacher educators' perceptions do not differ on integrating topical society issues like entrepreneurship education in teacher education curriculum.

Discussion

Result of the present study revealed the perception of teacher educators on integrating security education in teacher education curriculum for sustainable development. Both male and female teacher educators have positive perception on integrating security education in teacher education curriculum for sustainable development. This is because Nigeria as a society is experiencing dire security challenges. And also based on the fact that there is need for broader approach in tackle the prevailing insecurity problems in Nigeria using education of which teacher education is on a better pedestal to be used for such. As teacher education programme is made for teacher trainees who will be saddled with the responsibilities of training the younger members of the community. Youths are driving wheel of running developmental and peaceful activities in any community. Furthermore, security education integrated in teacher education curriculum will empower teacher trainees to understand ethics and laws. This will play an important role on reducing crimes and tackling of insecurity. This also drives sustainable development. This is in line with Okoroafor (2021) and Ahmed (2021) that stressed that security education in teacher education curriculum will accelerate empowerment on the individual potentials of people and awareness on benefits of peaceful coexistence. These will foster sustainability development and growth.

Conclusion

The study was carried out to determine teacher educators' perception on integrating security education in teacher education programme for sustainable development. The result of the study shows positive perception of teacher educators on integrating security education in teacher education curriculum for sustainable development. Also there is no

significant difference existed between male and female teacher educators' perception on integrating security education in teacher education curriculum for sustainable development.

Recommendation

The following recommendations are made thus;

- Relevant authorities in teacher education programme and teacher education curriculum planning should endeavour to integrate security education in teacher education curriculum.
- Relevant authorities in teacher education should mount in-service training for teacher education lecturers on the appropriate interactive teaching methods used in teaching some of these prevalent challenges as security education
- Conferences, workshops and seminars should be prearranged periodically by relevant academic associations for lecturers to interact and share useful experiences that will improve the integration of topical societal issues in teacher education curriculum.

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Endnotes

¹ This is the Christian understanding of man as someone that is created in the image of God

¹ This refers to the Muslim understanding of man as a person created to be an ambassador/vicegerent (Khalifah) of God in the world

¹ This refers to the Hindu understanding of man as part and parcel of God which is called pantheism

¹ This refers to the concept of man in Buddhism

¹ Duane T. Gish, a biologist, made the following statement concerning this theory: "there is actually a considerable body of sound, scientific evidence that contradicts the theory of evolution, some of which appears to be absolutely incompatible with the theory. The importance of the nature of this evidence is never emphasized in textbooks used in our public school systems and colleges. In fact, this evidence is rarely, if ever, even mentioned. As a result, biology students are exposed to all the evidence that can be adduced in favor of the theory, but are not made aware of its weaknesses, nor the evidence that actually contradicts the theory. We must recognized, therefore, that such an educational process amounts to indoctrination in a particular worldview or philosophy based on the concept that the origin of the Universe, the origin and diversity of life, in fact all of reality, must be explained solely on the basis of the laws of chemistry and physics. The possibility of a Creator or the existence of a Supernatural Being is excluded. We are convinced that the reason evolutionary theory is so widely accepted today is because our scientists and biology teachers are the products of an educational system dominated by this naturalistic, mechanistic, humanistic philosophy." Quoted from Gish, Duane T., "Creationism versus Evolution" in *Philosophy of Religion: An Anthology*, edited by Louis P. Pojman, (Canada: Wadsworth/Thomson Learning, 2003), p. 456.

¹ By this we mean leaving out things that are based on mere superstition and not grounded in knowledge especially those things that are physical and can be examined based on rationalism and empiricism. This does not include spiritual things which are beyond the purview of man and can only be known by revelation.