

**SOCIAL STUDIES TEACHERS' AWARENESS AND
PRACTICE OF "SECURITY CONSCIOUSNESS IN
TEACHING" IN ENUGU STATE, NIGERIA**

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Abstract

This paper highlighted the increasing insecurity in Nigeria as well as the scope of security education emphasized in Nigerian secondary school curricular (especially Social Studies Curricular) and implemented by 21-century teachers to address rising insecurities. Considering the limitations of emphasized security education in the formal curriculum and the lack of policies on extremism, violence and schooling in Nigeria, the paper conceptualized and discussed the idea of Security Consciousness in Teaching (SCIT) –what it means and involves– from the perspective of hidden curriculum to inform classroom practices of social studies teachers. It was argued that security consciousness in teaching when applied in delivering classroom instructions could prevent or disrupt the development of stereotypical or extremist beliefs and criminal and violent behaviours among students. A 19-items questionnaire on teachers' security consciousness in teaching was developed and administered on selected secondary school teachers in two Local Government Areas (LGAs) in Enugu

State, using survey method, to assess their level of SCIT –awareness and practice of SCIT. Generally, the results showed that teachers of humanities subjects reported low level of SCIT while teachers of social science, science and vocational subjects reported higher level of SCIT. Specifically, teachers of all disciplines reported high awareness of security implications of their subjects while only teachers of vocational subjects reported high practice of SCIT. Social Studies and Civic Education teachers’ awareness of the security implications of their instructions was high while their practice of security consciousness in teaching was low. Training Social Studies teachers on SCIT, promoting formal security education research, incorporating SCIT into educational policies and practices, and recognizing educational solutions to insecurities in United Nations and other regional organizations’ security policies were recommended.

Keywords: *Security education, Social Studies, Security consciousness, Hidden curriculum, Teacher agency*

Introduction

The increasing challenges of maintaining peace and promoting security and the role hidden education can play in preparing citizens for human rights respect, social justice and peaceful living informed the idea of security consciousness in teaching (SCIT) proposed in this paper. More clearly, the inadequacy of explicit or intended security contents, included in the curricular of many school subjects to address violent behaviours, criminality and insecurity, necessitated the development of SCIT concept and the investigation of its awareness among teachers. The idea is not entirely new but draws on the concept of hidden curriculum which holds that ‘there is always more to learning and teaching than what manifests in educational intentions [stated in curriculum, lesson plan, lesson note and evaluation test’ (Gaztambide-Fernández, 2017). Central to SCIT concept is the assumption that

teachers have to be conscious of the security (behavioral and psychological) implications of the contents they deliver, their classroom statements (including side talks) and students' statements. This will be buttressed subsequently after highlighting the security challenges that necessitated the call for the application of SCIT in Nigerian schools and classrooms.

Nigeria is bedeviled with many security issues ranging from analogue to digital challenges. Insecurity raises fear in people and affects the general well-being and development of humans and society. Yet, Nigerian citizens are greeted daily with news of violence and insecurities in different regions of the country. And most Nigerian cities or localities are marked yellow, orange or red (indicating not safe) in international travel guides. These security issues include terrorism, banditry, political thuggery, violence, violent attacks on communities and mass killings of villagers, cultism, sexual violence, kidnapping, terrorist attacks, fraud and corruption. Sources of insecurity in Nigeria include state offences such as gender-based violence, banditry, armed robbery, theft, sexual assault and rape; violent protests and internal conflicts such as communal, ethnic and farmer-herder clashes; terrorism by Boko Haram sect; transnational crimes such as kidnapping; human, drug and illegal arms trafficking, Advance Fee Fraud and smuggling of contraband goods; cybercrimes, environmental hazards and health epidemic and pandemic.

The underlying causes of these social and security problems include poor leadership, widening inequality, poverty, ignorance, ideological differences, corruption, ecological disruptions or devastations, racism, ethnocentrism, extremist religious preaching or teachings, social injustice and discriminatory practices, exposure to media violence or materialism, and moral recession. The consequences of insecurity range from human, ecosystem to economic destruction and loss. Insecurity increases economic, social and educational inequalities. The educational consequences of insecurities could be gleaned from the experiences of children in places of intractable conflicts in some states in Nigeria, Afghanistan, Iran, Iraq, Mali, Sudan, and Cameroon, Internally Displaced Persons (IDPs) camps and

refugees' camps. Children in these contexts most times lack access to education. Where they have access to education, the education provided usually suffers poor quality, poor funding, temporary staffing, facilities and resources (Dryden-Peterson, 2015) which also affect the commitment to the education of educational actors in those environments. The psychological problems (e.g., fear, loneliness, depression and anxiety) and material deprivation (e.g., hunger and poor housing) that follow violent experiences can also affect students' educational outcomes.

To tackle emerging security issues, the way of understanding security transcends beyond the state-centric perspective of warding off external aggression and militarization and incorporates an anthropocentric perspective emphasizing the security of human beings through tackling issues such as climate change, environmental problems, economic inequality, discrimination and poverty that pose dangers to human security (Ullman, 1983). Emphasis is now placed on human security which is freedom from fear and wants, as well as broadening the scope of aggressors to include internal elements like criminality and poverty (Ullman, 1983; UNDP, 1994; Baldwin, 1997). Following the anthropocentric redefinition of security, efforts beyond militarization approaches are being made to fight insecurity and promote peace across the world and in Nigeria particularly. These efforts include the pursuit of sustainable development through the introduction and implementation of Structural Adjustment Programs (SAP), National Poverty Alleviation Program (NAPEP), and National Economic Empowerment and Development Strategy (NEEDS); these programs include rural infrastructure development scheme, youth empowerment scheme, N-Power program of the federal government, the government enterprises empowerment program, free and compulsory universal basic education. These efforts have not generated the desired results for varying reasons with the main reasons being corruption and poor implementation of the policies and strategies, and solutions are needed to make their implementation effective. The concern of this paper is on the educational approaches or solutions to

insecurities in Nigeria, especially on how to make them effective through the application and promotion of SCIT.

In Nigeria, human rights, security and entrepreneurial contents were explicitly introduced into educational policies and curricula in 2007. Religion and National Values curricular have been particularly reformed to contribute in meeting the security needs of Nigeria through capturing lesson contents on security, peace and conflict, citizenship and social problems (NERDC, 2007, 2012, 2018). The curricular that emphasize reasonable security contents include Social Studies, Civic Education, Physical and Health Education, Basic Science and Security Education. More intended security education contents are, however, embedded in Security Education and Social Studies themes of the Religion and National Values Curriculum and Basic Science and Technology curriculum. Security contents found in Basic Science Education include drug abuse, diseases and prevention, safety education and accident prevention, environmental changes, internet abuse etc. (NERDC, 2012) while security contents in Religion and National Values curriculum (especially Security Education, Social Studies and Civic Education) include human trafficking, drug trafficking, drug abuse, HIV/AIDS, cultism, social conflicts, food safety, accidents, common crimes, reporting crimes, emergency management, crimes and national security (NERDC, 2012). These contents are intended curriculum and what Noddings (2012) conceptualized as expressed needs of the learners, that is, (knowledge, attitudes and skills) needs of the learners expressed in curriculum by educational stakeholders.

Curricular and pedagogical emphasis on the expressed needs of the learners have not yielded much desired results. Despite the implementation of the above contents, many Nigerians, including youths who undertook these subjects, engage in crimes and endanger the wellbeing of others and theirs (Osumah & Aghedo, 2011; Akanle & Shadare, 2020) and students have low security consciousness (Adeyemi, & Olotu, 2020). Hunger is also increasing with many Nigerians becoming poorer every day; over 40% of Nigerians live below the poverty line of 137,430 naira per

year (National Bureau of Statistics, 2020). Victims of online scam, gender-based violence and other avoidable crimes keep growing in Nigeria despite numerous contents on security measures provided both online and offline. People still are influenced by extremist religious teachings. Inhumane corruption is high and increasing with educated civilians applying their education and power to perpetrating extortive, economic and financial crimes (Obiagu & Ossai, 2020). It can be logically argued that some people are applying their learnt knowledge to promote insecurity instead of promoting security. Sometimes people's increased awareness of ideological differences, injustice and asymmetric relationships lead them into inflicting harms on others especially those perceived as different. This is mostly possible when received knowledge is indoctrinating or aggressively critical. In fact, the proliferation of indoctrination and critical education delivered by non-professionals or professionals with hidden agenda is also a cause of insecurity in Nigeria because such educators do not consider the possible damaging effects of doctrinal/critical education and subsequently address them by inculcating values that could help individuals resist (or reduce) taking violent means to attaining justice. While critical education is important to equip people with resilient and social justice agency skills, it can be destructive when it is non-constructive and one-sided –totally faulting the government, leadership and oppressors for systemic inequalities and failing to address the obliviousness, complicity and complacency of the governed, citizens and oppressed. Indoctrinating and aggressive critical education could leave citizens frustrated and aggressive which could motivate them to engage in self-justified violent actions (e.g., violent protests, violent conflict, terrorism, serial killings and armed robbery) or destructive social exonerative non-violent behaviors (e.g., vandalism of public goods, extortion of fellow citizens, poor attitude to works and theft). This was the case of youths who joined Boko-Haram sect: Onuoha (2014) found that preaching of extreme versions of religious teachings by itinerant preachers that

portray government as weak and corrupt radicalizes youths and make them to join Boko-Haram.

Hence, as educators tasked with the roles of producing effective citizens and educating against social problems, we are challenged to think outside the box and do more to tackle the security issues through education. Sadly, Social Studies teachers in Nigeria have low knowledge and awareness of the components of Security Education and are not well prepared for effective implementation of security education contents by teacher training programmes (Lawal, 2020). Bearing the inadequacy of the implemented intended or expressed security education contents in mind, this paper argues that hidden curriculum (i.e., logics and social practices that are indirect and observable by learner) contributes to the inability of the implemented express security contents to positively influence security awareness and behavior of students – which Adeyemi and Olotu (2020) found is low, and hence should be taken seriously.

This paper further argues that there is the need for teachers to begin considering how to promote security consciousness in learners and how to prevent the application of learnt knowledge to causing pains and hardship to others. One of the approaches is to consider hidden security curriculum (e.g., unintended security-related comments) emphasized in the classroom as well as students' hidden needs. This can be done by showing consciousness of how classroom instructions and practices could inadvertently empower students for violence perpetuation instead of peace promotion. That is teachers should be security conscious in the delivery of instructions not just in security-related subjects but in all subjects. Based on these understanding, this paper aimed to substantially conceptualize and clarify the idea and practice of security consciousness in teaching (SCIT), develop an instrument for measuring teachers' SCIT level, and use the instrument to investigate the SCIT level of teachers implementing curriculum contents through administering the instrument on 134 teachers in Nsukka (Nsukka town) and Isi-Uzo (Eha-Amufu town) LGAs of Enugu State. Special focus was given to the responses of 44 social

studies and civic education teachers who participated in the study. Apart from the urgency of the need for SCIT earlier highlighted, this movement is considered very important since –except for the safe school declaration– policies on extremism, violence and schooling usually adopted in European countries are yet to be developed in Nigeria. The findings of the study will benefit education policy makers and teacher-educators. Given the novelty of the idea, the paper began with the conceptualization of the idea and practice of security consciousness in teaching (SCIT) after which the research questions that guided the study are presented.

The concept of security consciousness in teaching (SCIT) basically involves teaching with security in mind that is, considering security issues when planning and delivering instructions. It draws on the popular notions of security consciousness and hidden curriculum. Hidden curriculum is drawn upon to ‘examine educational experiences ranging from the study of the functional roles of labels in schools, the differential power relations between teachers and students in the classroom to broader examinations of ideological hegemony such as racism, sexism, colonialism and ableism’ (Gaztambide-Fernández, 2017, p.241). SCIT is a non-observable or unintended educational experience like other phenomena examined under the umbrella of hidden curriculum. These authors understand security consciousness to span beyond the general conception of it as emphasizing empowering people and security agents with awareness of the tactics of criminals and ways of preventing and avoiding falling prey to the plans of criminals and extremists. Clearly, security consciousness extends beyond being careful and conducting oneself in ways that reduce one’s risk of falling victim to insecurity but extends to incorporating one’s analysis (and ridding self) of actions that could endanger other humans and national securities. In other words, SCIT extends to both potential victims and culprits with a focus on teachers’ unintended practices that could promote or inhibit caring virtue and security consciousness in students and disrupt or enable the tendency of intended or hidden curriculum empowering students for violence

and crime perpetration. SCIT practices answer the questions, how would the teacher plan and implement instructions in ways that will discourage and prevent students' application of learnt knowledge in perpetrating crimes, violence or insecurity? How would instructions be presented in ways that will prepare students to be kind and caring towards others? How would instructions prevent students from applying acquired skills (e.g., ICT skills, freedom of speech) to committing crimes or hurting others through some acts like defamation, cyber fraud? How do would instructions be implemented in ways that empower students to overcome being victims of violence and other crimes?

SCIT implies teachers' awareness and concern about security questions and implications that are indirectly embedded in curriculum contents delivered by them and their action towards their students and their classroom arguments. It involves the teacher interrogating curriculum contents and identifying those that could empower students (especially egocentric individuals) to engage in acts that are anti-security. It involves interrogating social learning and learners' outside-the-classroom experiences, and disrupting learners' discriminatory, troubling and stereotypical thoughts and beliefs that could enable violence. The story of Abdulmutallab, a terrorist illustrates the need for security consciousness in teaching. Abdulmutallab during his secondary school days was the only kid who defended the Taliban in class discussions and his teacher reportedly thought his defense of the Taliban were mere intellectual arguments but he turned out to become a terrorist in the future (BBC, 2011). Security consciousness in teaching (SCIT) is a teaching virtue. The aim of this teaching virtue is to promote caring and security consciousness in citizens and thus, invariably promote human and national security. Importantly, teachers who adopt critical approaches in teaching should be security conscious and anticipate that critical methods could produce both intended (overcoming complacency, working to end oppression through dialogues and peaceful protests, engaging in community development services, and volunteering in humane causes) and

unintended (aggressive behaviors towards real and perceived aggressors, hate, mistrust, violent protest, chauvinism, and psychopathy) outcomes as indoctrinating education can lead to extremism. This security consciousness would prepare teachers to guard against negative outcomes of both indoctrinating and critical education.

Security consciousness in teaching could help avert security problems arising from human actions (illegal or legal) emanating from knowledge or skills acquired in the classroom. For examples, applying computer knowledge and skills to committing cybercrime; applying microbiological, chemical and virological knowledge to causing health problems or nuclear war; relying on freedom of speech to incite violence or create mistrust, societal panic and disorder; and exploiting legal knowledge to defraud people. Security consciousness in teaching is evidenced or practicalized when the teacher points the students to counter-productive lessons in the content and encourage them to argue against such counter-productive outcomes, and as well, discourage them from getting attracted to such behaviors. When teaching 'cultural differences' –a social studies topic, for example, the teacher should guard against students developing supremacist thinking or understanding of their own culture as superior to others(see Box 1 for illustration): this is because such thinking could lead to hate speech, racism, intolerance, and discrimination which have been linked to conflict and insecurity. Topics that have security implications should be taught along with emphasis on actors' responsibility to protect and care for all others irrespective of the actor's mood unless for unavoidable defense for one's or others' lives.

Security consciousness also involves conducting self and teaching in ways that foster security consciousness in students. The teacher could while teaching care themes, for example, remind students of the dangers in neglecting security consciousness while caring. An illustration is stopping on a highway without critical analysis of situation at hand to pick a stranger, the stranger could be a trap. In Nigeria where

compartmentalized roles of family members (in which the father is positioned as an independent almighty head and family provider and the mother as voiceless dependent subordinate and family carer) are still taught in the classroom, teachers implementing the contents should have domestic and gender violence in mind while delivering the contents. Addressing security issues related to family contents could reduce the spate of subjection of wives to violence by their husbands as learners would understand early in life that contemporary family relation is more than the watertight demarcation of roles and that unguarded demarcations could fuel injustice at home and society. There are many things the teacher can do to equip students to be security conscious in their dealings with others.

Box 1: The possibility of students developing supremacist ideology from cultural lessons played out in a teaching practicum class the first author supervised back in 2018. A class 1 junior secondary student, on a question about why they study cultural differences, answered that they study cultural differences so as to know bad cultures and communities to avoid if they want to travel. Another student answered that it will help him reject bad norms and bad people. Only one student thought it will help her understand other people and relate well with them. The first author had asked her 2018 teaching practice supervisee's JSS 1 students the said question when she observed that their teacher's instruction on 'cultural similarities and differences' did not include that component, that is, why her students should care about cultural differences.

Teachers can promote security consciousness, along with a sense of responsibility to protect, in students through the application of Noddings' caring pedagogy (Noddings, 1984, 1992, 2012). The central thesis of caring pedagogy is that caring is a relational act involving the carer (someone giving the care) and the "cared for" whereby both participate in the caring relationship with the caring leading to positive response from the cared (recipient of the care). Caring relation according to her involves

engrossment, motivational displacement, and recognition and spontaneous response (Noddings, 1984). Engrossment involves accepting the cared for –his or her needs and worries– into oneself and feeling as the cared for (and not placing oneself in the shoes of the cared for). The carer’s engrossment is followed by motivational displacement whereby the carer shifts all his or her attention to the needs of the cared for, and the caring relation is complete only when the cared for recognizes, receives, and responds to the shifted attention and care. The teacher in order to help students develop security consciousness should, in addition to the “implied and expressed needs of the learners” (Noddings, 2012), consider the hidden and projective security needs (which includes security responsibilities) of the students during instructional planning and delivery. The teacher can discover this by asking students to identify the security questions, lessons, and challenges embedded in their instructions. From students’ responses, the teacher can then relate with the students by accepting the needs and worries of the students and consequently empower learners with the security knowledge and skills that would help them show compassion to others and deal with or take immediate and future security responsibilities.

The teacher should, while planning and delivering instructions, view his or her students as societal actors (employees or employers, followers and leaders etc.) and agents of change. This implies viewing the students within the context of the broader society. This positionality approach would help connect the students to the issue at hand and as well prepare them for effectiveness in the event of finding themselves in the discussed situation. In teaching police brutality, for instance, the teacher should anticipate that some of the students in the class will grow to become police officers in the future and hence, position his or her students as police officers during instructions. From the perspective, emphasis should be placed on equipping students with skills to resist the challenges that lead to police brutality. In teaching leadership problems in Nigeria, the teacher should perceive his or her students as future leaders and prepare them to

resist factors that could make them model the character of bad leaders that enable security problems and underdevelopment.

The teacher should engage in personal thoughts about security implications of instructions before entering classes and, as well, engage the students in the mindfulness/reflective exercise. Students can model their teachers' reflective skills and start reflecting on the security implications of their arguments, statements and actions. Also, the teacher should engage students in critical analysis of political actors' media statements. Focus should be placed on who is the poster, what was his experience, how could that experience influence his stance on controversial or other societal issues, and what does he or she intend to achieve through published statements. This could prepare them for quality digital life to reduce (or eliminate) their endorsement of conflicts/violence and recruitment into terrorist groups via online platforms.

A teacher who possesses security consciousness in teaching exhibit some certain qualities including (a) consciousness of the statements he or she makes in the classroom and before the learners; (b) consciousness of the statements students make during classroom discussions (a good reason why this is important is the Abdulmutallab's terrorist case and the scenario in Box 1 all presented above); (c) awareness that most curricular contents, outside security education curriculum, have security implications or security questions embedded in them (topics such as freedom, morals, culture, heritage among others have hidden security implications); (d) awareness that security implications of curriculum contents are mostly hidden; (e) consideration of, while planning and delivering instructions, the changing security need of their localities and the security questions and implications embedded in planned instructions; (f) exposing students to security implications of implemented instructions; (g) emphasizing, when delivering instructions with security implications, students' responsibility to protect and care; (h) encouraging students to be caring and protective in their application of learnt knowledge and skills. These qualities are

categorized into two: awareness of security implications of contents or security relatedness of contents and practice of security consciousness in implementing instructions. Qualities b and d fall under the awareness category while other qualities fall under the practice category. This study further assessed teachers' possession of these qualities, that is, the level of security consciousness in teaching (SCIT) among the various subject specialists in secondary schools in the two Local Governments

Purpose of Study

The general purpose of this study was to examine the security consciousness in teaching (SCIT) level of teachers in Nigeria. The specific purposes of this study were to:

- i. ascertain the security consciousness in teaching (SCIT) level of teachers of all subjects.
- ii. ascertain the difference in security consciousness in teaching (SCIT) mean scores of science and vocational education subject teachers and social science and arts/humanities education subject teachers.
- iii. ascertain the security consciousness in teaching (SCIT) level of Social Studies and Civic Education teachers.

Research Questions

This study was guided by the following specific research questions.

- i. What is the security consciousness in teaching (SCIT) level of teachers of all subjects?
- ii. What is the difference in security consciousness in teaching (SCIT) awareness and practice mean scores of science and vocational education subject teachers and social science and arts education subject teachers?
- iii. What is the security consciousness in teaching (SCIT) awareness and practice level of Social Studies and Civic Education teachers?

Methods

This study adopted a descriptive survey to investigate how security consciousness in teaching Nigerian teachers are. The sample of the study comprised of randomly selected 134 teachers (including 23 social studies and 21 civic education teachers purposively sampled) drawn from Nsukka and Isi-Uzo LGAs of Enugu State (see Table 1 for participants' profile).

Table 1: Profile of Study Participants (n = 134)

		Frequency/ Percentage	
		F	%
<i>Gender</i>	Male	49	36.6
	Female	85	63.4
<i>Years of Experience</i>	1 – 5 years	40	29.9
	6 – 10 years	49	36.6
	11 – 15 years	27	20.1
	16 – 20 years	7	5.2
	21 – above years	11	8.2
<i>Subject Taught</i>	Social Sciences (Social Studies, Civic Education, Government, Economics, Geography)	60	44.8
	Humanities (Languages, CRS, Literature, and Fine Arts)	29	21.3
	Sciences (Chemistry, Biology, Physics, Mathematics, Basic Science and Technology)	26	19.4
	Vocational Studies (Home Economics, Computer Science, Business Education, Agricultural Science)	19	14.2
Most targeted subject teachers*	Social Studies	23	17.2
	Civic Education	21	15.7

* One of the researchers specifically administered the questionnaire on mostly Social Studies and civic education teachers.

Following the qualities of a security conscious teacher highlighted in the previous section, a 19-item questionnaire was developed by the first researcher and used for measuring the level of teachers'

SCIT. The instrument was rated on a 4-point scale (4 = strongly agree, 3 = agree, 2 = disagree and 1 = strongly disagree). It was originally 12-items and increased to 19 items after its validation by 4 experts –1 Measurement and Evaluation lecturer, 1 Security and Counterterrorism expert, 1 Computer Science lecturer, and 1 Security Education teacher. The revised instrument was trial tested on 23 teachers who did not participate in the final study. The reliability test on their responses yielded a Cronbach alpha of .70 which indicates a high level of internal consistency of the questionnaire items and thus, an acceptable level of internal reliability (Field, 2013). The instrument was adopted and administered on 159 secondary school teachers who consented to participate in the study, which number reduced to 134 after listwise deletion of incomplete responses. The first three researchers administered the instrument and participants completed the questionnaire on the spot. Participation was solicited for by approaching teachers in the visited schools or individual teachers in each researcher's social network. The collected data were analyzed using Mean and 2.50 was the benchmark for the acceptance of items. A teacher's security consciousness in teaching level is rated high were the mean score is 2.50 and above or low were the mean score is below 2.50. The findings are presented in Tables 2 and 3.

Results

Overall, the result in Table 2 showed that teachers possess a little above average level of security consciousness in teaching. They have moderate understanding and consciousness that security education is interdisciplinary and that most curricular contents of school subjects have security implications.

Table 2: How security conscious in teaching are Nigerian teachers?

S/N	Items	Mean	SD
1.	Only security education contents deal with security issues	(2.91)	.88
2.	Security education is an interdisciplinary subject	3.13	.81
3.	Many contents of other subjects outside security education have security implications	3.00	.86
4.	Some of the contents I teach have security implications	3.08	.65
5.	None of the contents I teach is security-related	(2.89)	.95
6.	Security implications of a lesson are always explicit	(1.97)	.64
7.	Some instructional contents portend high security risk	2.95	1.00
8.	Which instructional contents portend more security risk? Awareness of Security Relatedness and Implications of Contents	Video content 2.85	.49
9.	I consider security questions embedded in lessons I plan and deliver	1.96	.65
10.	I expose students to security risks embedded in the contents they learn	1.91	.68
11.	I encourage students to be security conscious in their applications of learnt knowledge and skills	2.48	.88
12.	I consider the behavioral effects statements I make in class could have on my students	3.19	.70
13.	I consider the psychological consequences my statements in the classroom could have on my students	2.12	.62
14.	I avoid making security-related statements that could mislead students	2.95	1.01
15.	In delivering contents that have security implications, I emphasize students responsibility to care and protect others from harm and fear	1.81	.69
16.	I avoid teaching security-risk contents to avoid tensions in my classroom	(2.70)	1.01
17.	I avoid citing speeches, made by public figures and political leaders, that are capable of eliciting hatred among my students	(1.95)	.99
18.	I make comments that could be perceived as divisive in a bid to truthfully clarify my points	(2.44)	.88
19.	I use statements capable of stirring students against political office holders	(2.90)	.94
	Practice of Security Consciousness in Instructional Planning/Delivery	2.40	.28
Total	Security Consciousness in Teaching	2.57	.29

Note: Items whose mean scores are enclosed in bracket are reverse scored because they are negatively worded or represent poor awareness or poor practice.

Teachers' responses in items 6, 9, 10, 11, 13, 15, 17 and 18 showed a low level of security consciousness in teaching among teachers. Teachers do not consider the security implications of the contents they deliver. They do not interrogate the contents to identify hidden security implications embedded in them. Teachers also neglect to emphasize learner's responsibility to protect and care for others when applying learnt knowledge. A high number of teachers reported that security contents of an instruction are always explicitly presented in the curricular.

Table 3: How security conscious in teaching are teachers of specific subjects?

S/N	SCIT (security consciousness in teaching) high indicator items	SocSc*	Hum*	Sci*	Voc*	Civ*	SOS*
		Mean	Mean	Mean	Mean	Mean	Mean
4.	Some of the contents I teach have security implications	2.98	2.65	3.46	3.52	3.09	3.08
5.	None of the contents I teach is security-related	2.88	2.51	3.30	2.94	2.95	3.08
6.	Security implications of a lesson are always explicit	1.98	2.06	1.92	1.89	1.80	2.00
9.+	I consider security questions embedded in lessons I plan and deliver	1.81	1.72	2.26	2.32	1.66	1.73
10.+	I expose students to security risks embedded in the contents they learn	1.68	1.86	2.19	2.31	1.66	1.69
11.+	I encourage students to be security conscious in their applications of learnt knowledge and skills	2.16	2.27	2.88	3.21	2.14	2.17
13.+	I consider the psychological consequences my statements in the classroom could have on my students	2.11	2.13	2.07	2.15	2.14	2.08
15.+	In delivering contents that have security implications, I emphasize students responsibility to care and protect others from harm and fear	1.76	1.68	1.73	2.26	1.76	1.69
18	I make comments that could be perceived as divisive in a bid to truthfully clarify my points	2.50	2.44	2.38	2.31	2.42	2.39
<i>Awareness of security relatedness/implications of contents</i>		2.81	2.67	3.14	2.83	2.81	2.83
<i>Practice of security consciousness in teaching</i>		2.38	2.26	2.49	2.54	2.44	2.30
Overall teachers' security consciousness in teaching		2.55	2.41	2.74	2.65	2.58	2.50

Note: * SocSc = Social Sciences (60 teachers); Hum = Humanities (29 teachers); Sci = Sciences (26 teachers); Voc = Vocational Studies (19 teachers); Civ = Civic education (21 teachers); SOS = Social Studies (23 teachers). + high indicator items of SCIT.

As shown in Table 3, program areas have influence on the level of security consciousness reported by teachers. Teachers of vocational-related subjects reported highest consideration of the issues raised in SCIT's high indicator items (i.e., items 9,10,11,13 and 15) and highest level of security consciousness in teaching. Teachers of science-related subjects came second on the level of security consciousness in teaching while teachers of humanities-related subjects reported lowest level of security consciousness in teaching. Teachers of social science-related subjects, including social and civic education teachers, reported high level of security consciousness in teaching with low mean score on the SCIT high indicator items. While teachers of all subjects reported high awareness of the interdisciplinary nature and security-relatedness of the subjects they teach, only vocational studies reported high observation and practice of SCIT in their instructional planning and delivery.

One-way variance analysis showed statistically significant differences in the awareness of security-relatedness of contents ($F_{(3, 130)} = 4.917, p = .003$), practice of SCIT ($F_{(3, 130)} = 5.183, p = .002$) and overall SCIT ($F_{(3, 130)} = 6.912, p = .000$) mean scores of studied groups. Post hoc comparison ran with Turkey HSD showed that the statistical differences were between the overall SCIT mean scores of science and social science teachers ($p = .021$) and humanities teachers ($p = .000$); SCIT awareness mean score of science and social science teachers ($p = .018$) and humanities teachers ($p = .002$). Statistical differences observed in SCIT practice mean scores were between humanities and science teachers ($p = .011$) and vocational teachers ($p = .004$).

Discussions

This study investigated Social Studies and other subject teachers' level of security consciousness in teaching. Findings revealed high level of awareness of the interdisciplinary nature of security education and a generally low level of security consciousness in teaching among teachers, including Social Studies and Civic Education teachers. Teachers lack awareness that security implications of instructions are usually hidden. Their lack of awareness that security questions of a content are usually hidden indicates that they miss out on identifying and emphasizing the security implications of their instructions. This lack of awareness and consciousness on the part of the teachers is not intentional but could be explained by the compartmentalized of subjects in a way that blurs their interconnectedness. It could also be because, it is assumed that the contents, having been approved and introduced into the curriculum by the government, are free from unintended negative outcomes. The finding could also explain the low level of security consciousness found among secondary school students in Nigeria (Adeyemi, & Olotu, 2020) since the instructions they receive ignore emphasizing their security implications. The finding that teachers do not emphasize through their classroom practices students' responsibility to protect and care for others is also worrisome and can explain the increasing dehumanizing treatments (e.g., bullying, production and selling of adulterated harmful products, perpetration of intellectual, sexual and economic exploitations, and violence perpetration) people who pass through school mete out on others, especially in the face of economic hardships.

Teachers reported avoiding citing inciting or critical statements or speeches, made by public figures or political leaders in their classrooms. The reason for this is to avoid causing further hatred or violence incitement among students. Although this seems like the most appropriate or ethical thing to do, the impression or damage done by such statements of public figures or political elites are left unaddressed by this approach of teaching some topics such as political participation, citizenship and

leadership. It is important to critically examine such statements, in political and security classes, with the aim of using real life situations in equipping learners not to replicate use of inciting statements or be negatively influenced by such inciting or unethical statements. Given that controversy associated with classroom discussions of political topics (Journell, 2017), teachers should guard against such discussions degenerating into fights or hatred for individuals who made the analyzed political statements or their supporters.

The higher level of security consciousness in teaching reported by teachers of vocational-related and science-related subjects could be explained by the nature of their curricular contents which sometimes have direct link to foods, business and chemicals that could be poisonous or exposed to poison or exposed to fraudsters or exposed to market risks or cause explosions or infections if less care is taken. These obvious risks associated with their disciplines could explain their higher SCIT level. Yet their SCIT practice level was low and this should worry everybody in the face of increasing unhealthy manufactured products, access of dangerous drugs in the hands of non-professionals among others.

The low level of SCIT practice among teachers of social science-related subjects, particularly teachers of Social Studies and Civic Education, is particularly worrisome since these subjects deal with political and social issues that involve direct and structural violence. The finding supports Lawal's (2020) finding that Social Studies teachers are unprepared to implement security contents. The security implications of Social Studies and Civic Education contents (e.g., cultural differences, freedom, types of drugs, and executive powers) are usually not explicit. This calls for conscientization of these teachers on the security questions embedded in the subjects they teach.

Conclusion

This study conceptualized the idea and practice of security consciousness in teaching (SCIT), developed an instrument for its measurement, and investigated secondary school teachers' level of

security consciousness in teaching. The study further paid particular attention to the security consciousness in teaching level of Social Studies and Civic Education teachers. Findings showed a generally low level of security consciousness in teaching of teachers of all subjects, including Social Studies and Civic Education teachers. But teachers scored high on knowledge of the security relatedness and implications of the contents they teach but scored low in their practice of SCIT.

Recommendations

This study's small sample which could limit its generalizability notwithstanding, the study is first to explore security consciousness in teaching and has some merits that could inform educational policies and practices for the promotion of sustainable security. Below are recommendations on how to foster and promote security consciousness in teaching among teachers.

Teacher training on security consciousness in teaching should be pursued across all levels, including inservice and preservice levels. Teachers should be trained on the need to pay attention to the statements the students make during classroom discussions and their own statements before the students. Teacher-educators should also be encouraged and tasked to emphasize the virtue of security consciousness in teaching in teacher education programs. Also, Social studies teacher education programs should apply the processes earlier discussed in this paper (adoption of caring and critical pedagogy among others) to promote security consciousness in teaching among social studies and civic educators. This is because teacher agency towards promoting security could capture situations where well-intentioned contents could also have negative lessons embedded in them. Moreover, educational policies should be reviewed to emphasize the need for teachers to consider the changing security needs that could be tackled through their practices as well as security questions and implications embedded in their classroom instructions and practices.

Findings further suggest the need for the United Nations and other regional bodies' policies on enhancing security to recognize

and emphasize educational solutions to security issues. United Nations Security Council and the Security Council of other regional bodies, such as the African Union, should consider incorporating educational solutions into mainstream political solutions to insecurity and conflicts management. The United Nations principle of responsibility to protect individuals and communities should not be limited to state actors but extended to professionals who implement classroom instructions and practices. If these bodies should assist in encouraging member states to prepare teachers for security consciousness in teaching, the virtue would be taken more seriously and imbibed by teachers across nations.

The findings of this study implicate the need to promote research on formal security education. Majority of studies on security education have focused on victimization and avoidance, especially with respect to cybercrimes and other state offences (Moreno et al., 2013) and people's security consciousness level (Adeyemi, & Olotu, 2020). A number of studies is also found in specialized security training such as the training of security officials (Last et al., 2015). Despite that security education form part of formal secondary school curriculum of some countries such as Nigeria, there is limited research on its contents, coverage, implementation, and challenges. Lawal's (2020) study only considered teachers' awareness of and preparedness to implement the security education curriculum using a questionnaire. The limited research in this area could be because studies in moral, value and peace education appear to address the issues of formal security education. The widespread of insecurities, however, calls for more direct studies on formal security education to be implemented in schools. The present study only considered teachers' security consciousness in their teaching. Future studies should consider investigating the adequacy or suitability of security contents in school curricular, the implementation of the security contents, and factors affecting their implementation in specific contexts from a qualitative lens.

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