

The Inclusion of Security Education in the Basic Education Curriculum: A Means for Preventing Child Abuse

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ABSTRACT---- *Security concern is diverse and complex, ranging from suicide bombing to criminal activities with alarming dimensions and consequences. erosion, land degradation, water and air pollution, food and facility insecurity are outcomes of human deeds done out of poor knowledge of security education while terrorism, stealing, assassination, child abuse (such as child kidnap like in the case of the over 250 Chibok girls, child rape, parent neglect, child labour, child trafficking and physical abuse) and other anti-social crimes which are prevalent in the Nigerian societies are successfully carried out as a result of poor knowledge of security education among children and adult. These problems gave a signal that Nigeria is not hundred percent safe and secure for any meaningful development to occur. The study therefore cited the aforementioned problems as rationale for the inclusion of security education into the newly revised Basic Education Curriculum. It was however concluded that effective delivery of security education would promote and strengthened national security and prevent children from any form of abuse.*

Keywords--- child abuse, basic education curriculum, inclusion, security education suicide bombing.

1. INTRODUCTION

The state of insecurity in Nigeria is quite unfortunate as it continues to pose threat to all. There has been an upsurge of criminal activities such as kidnapping reigning cases of broad day-light robberies, hired assassinations, political sponsored killings, looting of government treasuries by those in government, fraudulent banking activities, terrorism, cultism, child abuse (like child trafficking, child labour, child kidnapping, sexual abuse, physical abuse, neglect and psychological or emotional abuse) among other anti-social crimes. All these have contributed to the security problem being witnessed in Nigeria. The resultant effect of this state of insecurity is that, the country does not experience meaningful development (Ekejuiba, P. and Uche, E., 2011).

Between 2005 and 2007, the NERDC, in response to the challenges faced as a result of insecurity and the on-going national and global reforms in the social and economic sectors, developed a 9-year Basic education Curriculum that will facilitate the achievement of the core objectives of NEEDS, EFA and the MDGs. The 9-year Basic Education Curriculum (BEC) has been approved for use in all Nigerian Primary and Junior Secondary Schools since September 2008. This present BEC structures consist of 20 subjects listed. A lot of sensitization has already been carried out on these. However, recent feedback on the BEC suggests curricula overload in terms of subject offerings at both the primary and JSS levels. This issue was reiterated at the presidential summit on the State of Education in Nigeria held in October, 2010. Consequently, delegates at the summit called for immediate action to compress the curricula offering at all levels of Basic Education. NERDC has since completed the revision of the curriculum. However, the curriculum is in the process of printing and circulation (Omosewo and Akanmu, 2013).

In the revised basic education curriculum, it was recommended that the number of subjects offered for Basic Education should be reduced to a level between 6 and 13 subjects in line with international practices. The new framework, therefore, identifies and groups related disciplines together to become one, thereby, achieving a reduction in subjects listing. The listed components in those subjects are to serve as themes. However, some subjects still remain single while one is optional. Repetitions across the themes were avoided while basic contents were admitted in the revised curriculum (ibid).

Table 1: The newly revised structure of basic education subjects base on level and status

Basic Education Curriculum Level	Core/Compulsory Subjects
LOWER BASIC EDUCATION CURRICULUM (Primary 1 – 3)	<ol style="list-style-type: none"> 1. English Studies 2. Mathematics 3. One major Nigerian Language (Hausa, Igbo or Yoruba) 4. Basic Science and Technology: (this include Basic Science, Basic Technology, Information Technology and Physical & Health Education (PHE)) 5. Religion and National Values Education: this include Social Studies, Civic Education, Religious Studies (CRS/IRK) and Security Education 6. Cultural & Creative Arts (CCA) 7. Arabic Studies (Optional)
MIDDLE BASIC EDUCATION CURRICULUM (Primary 4 – 6)	<ol style="list-style-type: none"> 1. English Studies 2. Mathematics 3. One major Nigerian Language (Hausa, Igbo or Yoruba) 4. Basic Science and Technology: (this include Basic Science, Basic Technology, Information Technology and Physical & Health Education (PHE)) 5. Pre-Vocational Studies (PVS): this include Agriculture, Home Economics and Entrepreneurship Education 6. Religion and National Values Education: this include Social Studies, Civic Education, Security Education and Religious Studies (CRS/IRK)) 7. Cultural & Creative Arts (CCA) 8. French Language 9. Arabic Studies (Optional)
UPPER BASIC EDUCATION CURRICULUM (JSS 1 – 3)	<ol style="list-style-type: none"> 1. English Studies 2. Mathematics 3. One Nigerian Language (Hausa, Igbo or Yoruba) 4. Basic Science & Technology: this includes Basic Science, Basic Technology. Information Technology and Physical & Health Education (PHE) 5. Prevocational Studies (PVS): this includes Agriculture, Home Economics and Entrepreneurship Education 6. Religious and national Values Education: this include Civic Education, Religion Studies (CRS/IRS), Security Education and Social Studies 7. Cultural & Creative Arts (CCA) 8. Business Studies 9. French Language 10. Arabic Studies (Optional)

(Source: NERDC, 2012).

In view of the above, justification for the inclusion of security education into the basic education curriculum and its implications on the prevention of child abuse in Nigeria shall be the aim of this paper.

2. STATEMENT OF THE PROBLEM

It is no doubt that the level of security in Nigeria is not worth boost of. Due to this, perpetrators in the act of stealing, assassination, suicide bombing, child abuse (like child trafficking, child labour, child kidnapping, sexual abuse, physical abuse, neglect and psychological or emotional abuse) among other crimes keep increasing in the society. Attempt to curb this menace may have influenced the newly revised basic education curriculum in one way or the other. Critically, in the newly revised basic education curriculum, out of the four elements that forms the subject termed religious and national values education, security education seems to be totally new to all the levels of basic and secondary education in Nigeria education system. The question then is why was security education included in the newly basic education curriculum? Of what relevance is the inclusion to basic learners and the Nigerian society at large? to what extent would the inclusion of security education prevent child abuse in the Nigerian societies? Attempt to proffer responses to these questions forms the aim of this paper.

3. OBJECTIVES OF THE STUDY

The objectives of the study are to:

1. Ascertain the rationale for the inclusion of security education in the basic education curriculum
2. Examine the relevance of the inclusion of security education to basic learners and the Nigerian society at large

3. Determine the extent to which the inclusion of security education could prevent child abuse in the Nigerian societies

4. RESEARCH QUESTIONS

1. What is the rationale for the inclusion of security education in the basic education curriculum?
2. What relevance is the inclusion of security education to basic learners and the Nigerian society at large?
3. To what extent would the inclusion of security education prevent child abuse in the Nigerian societies?

5. SIGNIFICANCE OF THE STUDY

This study will open the mind of learners, teachers, parents, educational heads and other stakeholders on the need for security awareness and consciousness to reduce high rate of crimes in our society. It will reveal the rationale behind the inclusion of security education into the basic education curriculum and how it will affect basic learners and the Nigerian societies at large. Also, the study will reveal how security education can be used to prevent child abuse in Nigeria.

6. CONCEPTUAL FRAMEWORK

Concept of security and security education

Security, as a concept, is derived from the Latin word *Securus*, meaning to be safe, freedom from anxiety or fear to be emotionally secure, affording grounds to be confident. It has been defined as: - The conduction or feeling of safety from harm or danger, - The defense, protection and observation of core values and - The absence of threats to acquired values (David, 2006). According to Yusuf and Babatunde (2009) is the condition which enhances the ability of government, its agencies and its citizens to function without hindrances. Security is the degree of protection to safeguard a nation, union of nations, persons or person against danger, damage, loss and crime (Wikipedia, 2010). It is the absolute guarantee that people enjoy under a nation or state in terms of comfortability and operation without fear or threat (Salau, 2012).

Security education on the other hand, been a newly introduced element of religious and national values subject is yet to gain wider definition from various scholars. However, it may be used interchangeably with “security awareness” or security consciousness”. In a simple form, security education may be seen as everything and anything one learns about security. It is a type of education designed to promote the level of security consciousness among the citizenry of a particular country for them to be able to protect their immediate environment, nation and the world at large. it teaches us more on how to protect ourselves, our immediate environment, our nation and the world at large (Okunola, 2010). It enriches our knowledge against any form of threatening actions to our lives and properties be it at home, in school, in our place of work, or in our country

Concept of child abuse

Child abuse is the physical, sexual or emotional maltreatment or neglect of a child or children (The Free Online Dictionary, 2010). In the United States, the Centers for Disease Control and Prevention (CDC) and the Department for Children and Families (DCF) define child maltreatment as any act or series of acts of commission or omission by a parent or other caregiver that results in harm, potential for harm, or threat of harm to a child (Leeb et al, 2008). Child abuse can occur in a child's home, or in the organizations, schools or communities the child interacts with. There are four major categories of child abuse: neglect, physical abuse, psychological or emotional abuse, and sexual abuse.

In Western countries, preventing child abuse is considered a high priority, and detailed laws and policies exist to address this issue. Different jurisdictions have developed their own definitions of what constitutes child abuse for the purposes of removing a child from his/her family and/or prosecuting a criminal charge. According to the Journal of Child Abuse and Neglect, child abuse is "any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, an act or failure to act which presents an imminent risk of serious harm" (Herronkohl, 2005).

Child abuse can take several forms (Helpguide, 2008): the four main types are physical, sexual, psychological, and neglect (The FP, 2015). However, two shall be vividly examined.

Physical abuse

Physical abuse involves physical aggression directed at a child by an adult. Most nations with child-abuse laws consider the deliberate infliction of serious injuries, or actions that place the child at obvious risk of serious injury or death, to be illegal. Bruises, scratches, burns, broken bones, lacerations, as well as repeated "mishaps," and rough treatment that could cause physical injury, can be physical abuse (Theoklitou, Kabitsis, Kabitsi, 2012). Multiple injuries or fractures at different stages of healing can raise suspicion of abuse. Physical abuse can come in many forms, although the distinction between child discipline and abuse is often poorly defined. However, the Human Rights Committee of the United Nations has stated that the prohibition of degrading treatment or punishment extends to corporal punishment of children (UNHRC, 1992). Since 1979, with Sweden as the first country in the world to prohibit all corporal punishment of children, a total of 46 countries around the world (as of 2015) have outlawed domestic corporal punishment of children.

Cultural norms about what constitutes abuse vary widely: among professionals as well as the wider public, people do not agree on what behaviors constitute abuse (Noh, 1994). Some professionals claim that cultural norms that sanction physical punishment are one of the causes of child abuse, and have undertaken campaigns to redefine such norms (Haeuser, 1990; Barth, 1994 and Durrant, 1996). Psychologist Alice Miller, noted for her books on child abuse, took the view that humiliations, spankings and beatings, slaps in the face, etc. are all forms of abuse, because they injure the integrity and dignity of a child, even if their consequences are not visible right away (Alice, 2015).

Sexual abuse

Child Sexual Abuse (CSA) is a form of child abuse in which an adult or older adolescent abuses a child for sexual stimulation (CSA, 2008). Sexual abuse refers to the participation of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act (Theoklitou, Kabitsis, Kabitsi, 2012). Forms of CSA include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce child pornography (CSA, 2008 and Martin, J et'al 1993). Selling the sexual services of children may be viewed and treated as child abuse with services offered to the child rather than simple incarceration (Brown, 2011).

Effects of child sexual abuse on the victim(s) include guilt and self-blame, flashbacks, nightmares, insomnia, fear of things associated with the abuse (including objects, smells, places, doctor's visits, etc.), self-esteem issues, sexual dysfunction, chronic pain, addiction, self-injury, suicidal ideation, somatic complaints, depression (Roosa MW, Reinholtz C, Angelini PJ (1999), post-traumatic stress disorder (wisdom, 1999), anxiety (Levitan,et'al 2003), other mental illnesses including borderline personality disorder and dissociative identity disorder, propensity to re-victimization in adulthood, bulimia nervosa, and physical injury to the child (Hornor, 2010), among other problems.

Child Abuse in Nigeria

Child abuse in Nigerian and other parts of the world are cancerous because the environments, socio political and economic developments of children are jeopardized at the altar of insecurity and parent neglect leading to high rate of child abuse. It is noteworthy, that almost all parts of the country are involved in child abuse. Children in Nigeria are exposed vulnerably to engage in street/highway hawking, exploitative labour and domestic help, street begging and girl-child marriage, illiteracy and female genital mutilation. However, championing the campaign against child abuse in Nigeria, the Federal Government of Nigeria enacts Child Right Act 2003 with the view to curtail the menace of child abuses in Nigeria and to join hands in the campaign of giving the child a place in the country as the future hope of a nation (Onwe, 2014).

Thus, it is worrisome that despite the child Act and the role of NGOs to save the needy (Nigerian Child), the persistence of child abuse in Nigeria continue to change shape and form everyday thereby exposing the lives of the innocent children to kidnapers, knocked to death by drivers and ritualists. In most parts of Nigeria today, children are crying for freedom; freedom from oppression and suppression; freedom from being hostages; freedom to go to school; freedom to make decision that affect their life among others. However, one of the means to protect and prevent children from the clog of abuse of any sort may be through adequate knowledge and understanding of security education.

7. METHODOLOGY

Research Design

The study adopted a survey design due to the descriptive nature of the research

Population, Sample and Sampling Techniques

The population of the study comprised of all registered private and public primary school teachers, lecturers, parents and other stakeholders in Epe Local Government Areas of Lagos State. Out of all, two hundred (200) were purposely selected to form the sample of the study, therefore the purposive sampling techniques was adopted

Research Instrument

A Questionnaire on the Inclusion of Security Education and its Effect on Child Abuse (QISEECA) was developed by the researcher. The QISEECA is made up of two parts, namely part A and B. Part A contained respondents' data while Part B contained items on the rationale for the inclusion of security education in the basic education curriculum and the relationship between security education and the prevention of child abuse in Nigerian societies

Validity and Reliability of Instrument

The instrument was given to experts in instrument design to examine its face and content validity. In the process, some items were modified, some removed, while few others were added. The reliability of the questionnaire was established at 0.71.

Administration of the instrument

The instrument was self-administered to two hundred (200) private and public primary school teachers, lecturers, parents and other stakeholders in Epe Local Government Areas of Lagos State

Method of Data Analysis

The data collected were analyzed using mean scores for the research questions. 2.50 was accepted as the criterion mean for the responses

8. RESULTS AND DISCUSSION

Research question 1: What is the rationale for the inclusion of security education in the basic education curriculum?

Table 1: mean scores of the rationale for the inclusion of security education in the basic education curriculum

S/N	Items	Mean	Decision
1	level of insecurity in Nigeria contributed to the inclusion of security education in the basic education curriculum	3.95	A
2	Level of security consciousness among Nigerians is low	3.16	A
3	Inclusion of security education would help in the fight against Boko Haram insurgency	3.82	A
4	Security education prevent children from taking harmful substances	3.24	A
5	Security education prevent drug abuse among basic learners	3.09	A
6	Security education is a complement to social studies and civic education	2.74	A
7	Security education promotes good personal hygiene among basic learners	2.97	A
8	Security education has nothing to do with environmental health knowledge	1.40	D
	Cluster mean	3.04	

In table 1, since the grand mean of 3.04 is above the criterion mean of 2.50, therefore all the items stated except item 8 formed part of the rationale behind the inclusion of security education into the basic education curriculum. among these reasons include; reduction in the level of insecurity in Nigeria, promotion of security consciousness among Nigerians, enhancing the knowledge of basic learners about the dangers of harmful substances, preventing pupils and students against drug abuse and good practice of personal hygiene. Item 8 was disagreed since the mean score was lesser than 2.5. This revealed that promotion of environmental health knowledge is among the reason why security education was included into the basic education curriculum among others.

Research question 2: What is the relevance of the inclusion of security education to basic learners and the Nigerian society at large?

Table 2: mean scores of the relevance for the inclusion of security education to basic learners and the Nigerian society at large

S/N	Items	Mean	Decision
9	Security education will help basic learners to be security conscious	3.01	A
10	With security education, the Nigerian societies especially the north will witness reduction in the rate of terror attacks	2.78	A
11	Security education will make Nigerians to view national security as everybody's business	2.82	A
12	Security education will make learners to realize the dangers in playing with adult strangers	3.31	A
13	Security education will reduce child abuse	3.97	A
14	With security education, children will be aware of various security alert numbers and how they can make use of them in cases of threats	3.22	A
15	In Nigeria, EBOLA was contained through adequate spread of information about its dangers as well as how it could be contacted and prevented	3.04	A
16	Security education will make learners to be aware of fraudsters and as a result, reduce corruption in the Nigerian societies	3.76	A
	Cluster mean	3.23	

Table 2 shows that all the items have been rated positive and the ratings are above the criterion mean of 2.50. based on the analysis of the table where cluster mean of 3.23 which was above the criterion mean of 2.50 was reached, it is

established that all the items stated are part of the relevance for the inclusion of security education to basic learners and the Nigerian society at large.

Research question 3: To what extent would the inclusion of security education prevent child abuse in the Nigerian societies?

Table 3: mean scores of the extent to which the inclusion of security education could prevent child abuse in the Nigerian societies

S/N	Items	Mean	Decision
17	Inadequate security consciousness and awareness contributed to the abduction of over 200 Chibok Girls	3.41	A
18	With adequate knowledge of security education, child labour can be reduced in Nigeria	2.80	A
19	Security education will make children to be aware of the consequence of indecent dressing among young and adult female	3.27	A
20	Security education can prevent children from being a victim of physical assault such as corporal punishment	2.68	A
21	some children are victims of rape and kidnap as a result of parental negligence	4.01	A
22	security education can prevent children from strangers with threaten look	3.22	A
23	Children of poor parents are most prone to child abuse due to their poor level of security consciousness	3.95	A
24	Security education cannot prevent child abuse in Nigeria	0.90	D
	Cluster mean	3.03	

In table 3, Since the grand mean of 3.03 is above the criterion mean of 2.50, therefore all the items stated except item 24 shows the extent to which the inclusion of security education could prevent child abuse in the Nigerian societies. Item 24 was disagreed since the mean score was lesser than 2.5. This revealed that security education can prevent child abuse in Nigeria.

9. DISCUSSION OF RESULTS

The first research question sought to find out the rationale for the inclusion of security education in the basic education curriculum. The study revealed the followings as among the rationale for the inclusion of security education in the basic education curriculum; reduction in the level of insecurity in Nigeria, promotion of security consciousness among Nigerians, enhancing the knowledge of basic learners about the dangers of harmful substances, preventing pupils and students against drug abuse and good practice of personal hygiene and promotion of environmental health knowledge. The findings are in line with the submission of Towner (2005) who opined that awareness about security is not only to understand how to protect lives and properties but also to protect our health and environment.

Research question two sought to find out the relevance of the inclusion of security education to basic learners and the Nigerian society at large. The study revealed that the primary essence of the inclusion of security education to basic learners and the Nigerian society is to promote and strengthened national security through adequate knowledge of security education among basic learners and the entire Nigerian citizenry. The findings agreed with Sebiomo and Salau (2015) who concluded that national security is everybody’s business and to achieve such, more security related topics needs to be embedded in social science related subjects’ curriculum.

Research question three sought to find out the extent to which the inclusion of security education could prevent child abuse in the Nigerian societies. The study revealed the high extent of security education in preventing any form of child abuse. The findings corroborates with Ebigbo (2003) who asserted that the Core Child Abuse and Neglect in Nigeria are suffered by children, youth and environments and could only be prevented through adequate training and retraining of social sciences teachers on how to propagate security education through effective delivery

10. CONCLUSION

It is a known fact that education is an instrument for socio-political cum economic transformation. Base on the result of the study, it is no doubt that the present state of insecurity in Nigeria and poor state of security consciousness among Nigerians contributed highly to rampant cases of child abuse and other terror acts in Nigeria. Hence, security education was included in the newly subject termed national and religious values, to promote and strengthened national security through adequate transfer of knowledge and understanding on how children and adult can protect themselves as well as their immediate environment against any form of child abuse or other threats against humanity. To achieve this, effective implementation of the newly revised basic education curriculum becomes paramount.

11. RECOMMENDATIONS

To achieve the general aim of national and religious values, this paper recommended that:

1. The newly introduced subjects such as civic education, security education, and trade/entrepreneurship need specialized teachers. Therefore, there is urgent need to train and retrain more teachers for effective delivery of their topic contents. However, retraining programmes should not be limited to public school teachers, since security is not meant to be a person's business but everybody's business.
2. Textbooks on security education need to be developed; existing ones should to be reviewed in line with the new arrangement in the curriculum structure.
3. There is the need to sensitize teachers, parents, students and the general public on security matters. This would help to prevent child abuse and other forms of terror acts in the Nigerian societies.
4. Education inspectorate bodies should always parade not only public schools but also private school. Hence, their functions should be extended. This will prevent private school authority from allocating subjects to teachers irrespective of their field of study.

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