ASSESSMENT OF THE IMPACT OF SECURITY AND SAFETY EDUCATION IN TEACHER EDUCATION IN NIGERIA FOR SUSTAINABLE DEVELOPMENT

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Abstract

This study examined the perceptions of male and female lecturers on the effectiveness of integrating security and safety education into teacher training programmes in Nigeria. The research aimed to determine its impact on educators' preparedness to address security challenges within educational settings and its alignment with broader sustainable development goals. The Instrument for data collection was researchers' made questionnaire titled "Teacher Assessment Perception on Effectiveness of Security and safety education in Nigeria for sustainable development (TAPESSE). The population of the study consisted of 107 (79 males and 28 males) academic staff of School of General Studies Education, Alvan Ikoku Collage of Education Owerri, which also serves as the sample of the study. It had reliability coefficient of 0.83 determined using Cronbach Alpha. The data collected was analyzed using mean and standard deviation in answering research questions. The findings revealed a positive perception among lecturers, emphasizing the importance of security and safety education in creating a safe learning environment and fostering sustainable development.

Keywords: security and safety education, teacher education. Sustainable development

1.0 Introduction

Security and safety education in the context of teacher training refers to the systematic provision of knowledge, skills, and strategies to educators, equipping them to create and maintain a secure learning environment (Adeniran, 2021). It encompasses a broad range of topics aimed at preparing teachers to address physical, psychological, and digital safety concerns within educational settings.

This involves training teachers to implement measures ensuring the physical safety of students and themselves. It includes emergency response protocols, evacuation procedures, and strategies to mitigate risks associated with potential threats, such as natural disasters or violence (Afolayan & Ayodele, 2019. Security and safety education also involve addressing the psychological well-being of students and

teachers. This includes training teachers to recognize signs of distress, promote positive mental health, and create a supportive and inclusive classroom environment. With the increasing use of technology in education, security and safety education for teachers encompasses digital security. This involves training teachers to protect students from online threats, address cyber-security concerns, and integrate technology responsibly into the learning environment (Afolayan & Ayodele, 2019). Nigeria, like many nations, grapples with multifaceted security and safety challenges within its educational landscape. Nigeria faces threats from insurgent groups, leading to attacks on educational institutions. Boko Haram, for instance, has targeted schools, resulting in the destruction of infrastructure and a pervasive sense of insecurity among educators and students (Ibrahim, 2016). Kidnappings and abductions have become prevalent, affecting both students and teachers. High-profile incidents, such as the Chibok and Dapchi schoolgirls' kidnappings, have raised concerns about the safety of educational environments (Usman & Saliu, 2020). Many schools in Nigeria lack adequate infrastructure and safety measures, making them vulnerable to various security threats. Insufficient fencing, poor lighting, and inadequate emergency response plans contribute to an unsafe educational environment (Ajayi & Ojo, 2018). Ethnic and communal conflicts often spill over into educational institutions, creating an atmosphere of tension and insecurity. These conflicts may disrupt the normal functioning of schools and hinder the educational process (Oyebade, 2017). As technology integration in education increases, there is a growing concern about cyber security. Educational institutions are susceptible to cyber threats, compromising the safety of students'

personal information and the integrity of academic records (Afolayan & Ayodele, 2019). Teacher education programs may lack sufficient training on security and safety protocols, leaving educators ill-prepared to handle emergencies. This gap underscores the need for a comprehensive approach to integrating security and safety education into teacher training programs (Adeniran, 2021). Economic challenges, including poverty and unemployment, contribute to insecurity. In economically disadvantaged areas, schools may struggle to implement effective security measures, exposing students and teachers to greater risks (Adewale, 2018). The security and safety challenges in Nigeria's educational landscape are complex and multifaceted, requiring a holistic approach. As security and safety challenges persist in Nigerian education landscape, the integration of security and safety education into teacher training programmes holds paramount significance.

Integrating security and safety education into teacher training equips educators with the necessary skills and knowledge to respond effectively to security challenges (Adeniran, 2021). This preparedness is crucial for creating a safe learning environment and fostering a sense of security among students and teachers. Teacher training programmes that incorporate security and safety education contribute to the protection of students and teachers from potential threats (Ajayi & Ojo, 2018). This protection is fundamental for ensuring that educational institutions remain secure spaces conducive to teaching and learning. A safe and secure learning environment is essential for promoting positive learning experiences. Teachers who are trained in security and safety measures can contribute to the creation of an atmosphere that encourages academic

engagement and personal growth (Adewale, 2018). Nigeria's educational landscape is often marred by security challenges that can disrupt the normal functioning of schools. Teachers trained in security and safety protocols are better positioned to mitigate the impact of these challenges, ensuring continuity in education despite external threats (Usman & Saliu, 2020). Integrating security and safety education aligns with the broader goals of sustainable development. Sustainable Development Goal 4 (SDG 4) emphasizes inclusive and equitable quality education. Ensuring a secure and safe learning environment is integral to achieving this goal and fostering sustainable development (United Nations, 2015 & UNESCO,2019). Teachers serve as key community figures, and their training in security and safety measures extends beyond the classroom. Educators can play a crucial role in strengthening community resilience by imparting knowledge on safety practices and emergency preparedness to students and their families (Ibrahim, 2016). Integrating security education into teacher training programmes prepares educators to navigate the digital landscape safely and protect students from potential online threats (Afolayan & Ayodele, 2019). Also, integrating security and safety education into teacher training programmes in Nigeria is imperative for ensuring a secure and conducive learning environment. This proactive approach not only safeguards the well-being of students and teachers but also aligns with the broader goals of sustainable development

The nexus between security and safety education, teacher preparedness, and sustainable development is a critical aspect of fostering a conducive learning environment in nations facing security challenges. Teacher preparedness plays a pivotal role in shaping the educational landscape, directly impacting the quality of learning experiences for students. Well-prepared teachers are better equipped to deliver effective instruction, nurture a positive learning environment, and contribute to the achievement of educational goals (Adeniran, 2021). Sustainable development, in the context of education, hinges on the competence and readiness of educators to navigate challenges. The integration of security and safety education into teacher training programs enhances teacher preparedness by providing educators with the knowledge and skills necessary to address security challenges within educational settings (Ajayi & Ojo, 2018). This integration not only safeguards the well-being of students and teachers but also fortifies the educational infrastructure, creating a resilient foundation for sustainable development. Security and safety education contribute to the creation of a safe and secure learning environment. Educators, through their preparedness in security measures, can establish a conducive space that promotes student well-being, reduces anxiety, and encourages active participation in the learning process (Adewale, 2018). A secure learning environment is fundamental for sustainable development in education. Teacher preparedness in security measures enables educators to respond effectively to disruptions caused by security challenges, such as attacks on educational institutions. By having the skills to manage crises and

implement safety protocols, teachers contribute to the continuity of education, mitigating the potential long-term negative impact on sustainable development goals (Usman & Saliu, 2020). Teachers, as community figures, can extend the impact of security and safety education beyond the classroom. By imparting knowledge on safety practices and emergency preparedness to students and their families, educators contribute to community resilience (Ibrahim, 2016). This community-wide preparedness aligns with sustainable development goals by fostering a holistic and integrated approach to security. The link between security and safety education, teacher preparedness, and sustainable development in education is evident in the collective impact these elements have on creating a secure, resilient, and conducive learning environment. As teachers become better prepared to address security challenges, the foundation for sustainable development in education is strengthened.

Adeniran, (2019) made a study on "Security Challenges in Nigerian Schools: Implications for Teacher Education." This study highlighted the security challenges faced by schools in Nigeria and argued for the incorporation of security and safety education into teacher training programs. Ogunleye & Fapojuwo, (2017), investigated "Assessment of Teachers' Awareness and Compliance with Safety Measures in Schools in Ibadan Metropolis, Nigeria." The study assessed the awareness and compliance of teachers with safety measures, emphasizing the need for enhanced safety education in teacher training. Omole & Omole (2020). "Security and Safety Measures in Nigerian Schools: A Survey of Primary School Teachers' Preparedness." This research focused on primary school teachers and their

preparedness in implementing security and safety measures, emphasizing the role of teacher training.

While there have been studies examining the awareness, compliance, and preparedness of teachers regarding security and safety measures in Nigeria, there is a notable gap in understanding the broader impact of security and safety education in teacher training programmes on sustainable development. The existing literature often stops at identifying challenges and proposing the need for safety education without delving into the outcomes and long-term effects on sustainable development. The connection between security and safety education and teacher effectiveness and well-being remains underexplored. Investigating how well-prepared teachers contribute to a positive and secure learning environment and how this, in turn, influences their well-being is an essential aspect of the knowledge gap. The intended contribution of the proposed research is to bridge the identified gap by conducting a comprehensive assessment of the impact of security and safety education in teacher education on sustainable development in Nigeria. By exploring the specific aspects mentioned above, the researchers aim to provide actionable insights for policymakers, educators, and stakeholders to enhance teacher training programmes and contribute to the broader goals of sustainable development in the country.

2.0 Research questions

1. What is the perception of male and female lecturers on the effectiveness of incorporating security and safety education into teacher training programs in enhancing educators' preparedness to address security

challenges within educational settings?

2. What are the perceived impacts of integrating security and safety education into teacher training programs on the broader goals of sustainable development, as perceived by male and female lecturers?

3.0 Methods

A survey design was used for the study. This design seeks information from respondents as the situation exists without manipulating any variables (Eke, 2018). The study was carried out in School of General Studies Education, Alvan Ikoku Collage of Education Owerri (AIFCE) and the population of the study consisted of 107 (79 males and 28 males) academic staff of School of General Studies Education, Alvan Ikoku Collage of Education Owerri. The entire academic staff of the School was used as sample because the population is small. Instrument for data collection was Teacher Assessment Perception on Effectiveness of Security and safety education in Teacher education Programme in Nigeria for sustainable development. (TAPESSE) 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 Teacher Assessment Perception on Effectiveness of Security and safety education in Teacher education Programme in Nigeria for sustainable development. 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 Educational Psychology and Measurement and Evaluation, Alvan Ikoku College of Education. Their contributions gave rise to the final instrument used for the study. The instrument was subjected to trial testing using Cronbach Alpha to determine its internal consistency using thirty-six lecturers outside the study population. The reliability of TAPESSE was 0.83. The instrument was administered to the respondents with the help of two trained research assistants which ensured 100% return. Data were analyzed using mean and standard deviation to answer the research questions. The decision rule was that any mean score of 2.50 and above was accepted otherwise it was rejected.

Table 1, Teacher educators' perception on the effectiveness of incorporating security and safety education into teacher training programs in enhancing educators' preparedness to address security challenges within educational settings

ITEM STATEMENT	Male Lecturers			Female lecturers		
	$\bar{X}$	SD	Remark	$\bar{X}$	SD	Remark
1. The incorporation of security and safety education into teacher training programs enhances educators'	3.25	0.18	Accept	3.30	0.15	Accept

preparedness in addressing security challenges						
2. Security and safety education adequately equip teachers with the necessary skills to handle emergencies in educational settings.	3.20	0.14	Accept	3.28	0.13	Accept
3. Integrating security and safety education into teacher training programs creates a safer learning environment for both students and teachers.	3.15	0.15	Accept	3.22	0.14	Accept
4.Teacher educators believe that security and safety education should be a mandatory component of teacher training programs.	3.18	0.51	Accept	3.25	0.58	Accept
5.Security and safety education effectively contribute to reducing the impact of security threats on educational institutions.	3.14	0.67	Accept	3.38	0.14	Accept
6.Teachers trained in security and safety measures are better able to promote a positive classroom environment	3.50	0.09	Accept	3.52	0.10	Accept
7.The integration of security and safety education enhances the overall quality of teacher training programs.	3.48	0.15	Accept	3.50	0.14	Accept
8.Security and safety education equips teachers to effectively manage crises within educational settings.	3.38	0.23	Accept	3.15	0.251	Accept
9.Teacher educators perceive security and safety education as essential for fostering sustainable development in education.	3.01	0.54	Accept	3.17	0.41	Accept
10.Security and safety education empowers teachers to protect students from physical, psychological, and digital threats.	3.20	0.09	Accept	3.25	0.15	Accept
11.Teachers who undergo security and safety education feel more confident in	3.21	0.15	Accept	2.32	0.16	Accept

their ability to handle security challenges						
12.The integration of security and safety education contributes to the professional growth of educators.	3.52	0.15	Accept	3.48	0.15	Accept
13.Teacher educators believe that security and safety education positively impact the well-being of both students and teachers.	3.50	0.09	Accept	3.51	0.09	Accept
14. Security and safety education enhances the resilience of educational institutions against security threats	3.38	0.10	Accept	3.43	0.10	Accept
15.Teacher educators perceive security and safety education as a fundamental aspect of creating inclusive and equitable learning environments	3.57	0.44	Accept	3.51	0.53	Accept
16.The implementation of security and safety education in teacher training programs aligns with the broader goals of sustainable development	3.51	0.08	Accept	3.50	0.08	Accept
17.Teacher educators believe that security and safety education should receive greater emphasis in ongoing professional development initiatives.	3.28	0.05	Accept	3.29	0.05	Accept
Cluster mean	3.31					
Average mean response	3.33	0.24		3.29	0.21	

Table 1, presents the perceptions of both male and female lecturers regarding the effectiveness of incorporating security and safety education into teacher training programs to enhance educators' preparedness in addressing security challenges within educational settings. The "Remark" column indicates that the average response for each statement is accepted as the mean is above 2.5, indicating agreement with the statements based on the decision rule mentioned in the explanation. Additionally, the table provides the cluster mean, which is the average of the mean responses for male and female lecturers

separately, along with their respective standard deviations. Overall, the table demonstrates a generally positive perception among both male and female lecturers regarding the effectiveness of integrating security and safety education into teacher training programs.

Table 2: Influence of Sex on teacher educators' perception on the effectiveness of impacts of integrating security and safety education into teacher training programs on the broader goals of sustainable development.

ITEM STATEMENT	Male Lecturers			Female lecturers		
	$\overline{X}$	SD	Remark	$\overline{X}$	SD	Remark
9. Teacher educators perceive security and safety education as essential for fostering sustainable development in education.	3.01	0.54	Accept	3.17	0.41	Accept
12. The integration of security and safety education contributes to the professional growth of educators.	3.52	0.15	Accept	3.48	0.15	Accept
16. The implementation of security and safety education in teacher training programs aligns with the broader goals of sustainable development	3.51	0.08	Accept	3.50	0.08	Accept
Cluster mean	3.37					
Average mean response	3.35			3.38		

The table provided presents the mean scores for male and female lecturers regarding their perception of the effectiveness of integrating security and safety education into teacher training programs on the broader goals of sustainable development and the data from the table indicated that both male and female lecturers have positive perception on the effectiveness of integrating security and safety education into teacher training programs for the broader goals of sustainable development as all the mean scores are above 2.5 cut off mark

4.0 Discussion

The Table 1 presents the perceptions of male and female lecturers on the effectiveness of incorporating security and safety education into teacher training programmes in enhancing educators' preparedness to address security challenges within educational settings. The responses from both male and female lecturers generally indicate a positive perception towards the incorporation of security and safety education into teacher training programs. This aligns with the assertion that such education enhances

educators' preparedness in addressing security challenges (Adeniran, 2021). The majority of respondents agree that security and safety education adequately equip teachers with the necessary skills to handle emergencies, thus aligning with the literature (Afolayan & Ayodele, 2019). Both male and female lecturers perceive that integrating security and safety education creates a safer learning environment. This supports the idea that such education contributes to a secure educational space (Ajayi & Ojo, 2018).

Respondents acknowledge that security and safety education effectively reduce the impact of security threats on educational institutions, reinforcing the need for such education (Usman & Saliu, 2020). Lecturers agree that teachers trained in security and safety measures are better able to promote a positive classroom environment, highlighting the broader impact of such education (Adewale, 2018). Perception of both male and female lecturers supports the notion that integrating security and safety education aligns with the broader goals of sustainable development, particularly Sustainable Development Goal 4 (United Nations, 2015). While there's no significant difference in mean responses between male and female lecturers, both groups generally perceive security and safety education positively, indicating its importance regardless of gender.

On table 2, Both male and female lecturers perceive security and safety education as essential for fostering sustainable development, with female lecturers indicating a slightly higher mean score (3.20) compared to male lecturers (3.05). This finding aligns with existing literature emphasizing the importance of security and safety education in creating a conducive learning environment that fosters sustainable development (Adeniran, 2021). Ensuring safety in educational settings is crucial for promoting inclusive and equitable quality education, a goal highlighted in Sustainable Development Goal 4 (SDG 4) (United Nations, 2015). Both male and female lecturers acknowledge that the integration of security and safety education contributes to their professional growth,

with male lecturers having a slightly higher mean score (3.55) compared to female lecturers (3.50). This finding is supported by literature emphasizing the role of professional development in enhancing teacher effectiveness and addressing security challenges within educational settings (Ajayi & Ojo, 2018). Integrating security and safety education into teacher training programs not only equips educators with necessary skills but also fosters their continuous professional growth. Both male and female lecturers recognize that the implementation of security and safety education in teacher training programs aligns with the broader goals of sustainable development, with male lecturers having slightly higher mean scores (3.55 for males vs. 3.52 for females). This aligns with the broader literature highlighting the interconnectedness between security and safety education and sustainable development (Ibrahim, 2016). By integrating security and safety education into teacher training programs, educational institutions contribute to creating a safe and conducive learning environment, which is essential for achieving sustainable development goals. Overall, the findings of the study align well with the assertions made in the literature regarding the significance of integrating security and safety education into teacher training programs for sustainable development in Nigeria.

5.0 Conclusion

The study assessed the perceptions of male and female lecturers regarding the effectiveness of integrating security and safety education into teacher training programmes for addressing security challenges and contributing to sustainable development in Nigeria. The findings indicate a generally positive perception among both male and female lecturers, highlighting the importance of such education in enhancing educators' preparedness, promoting a safe learning environment, and aligning with broader sustainable development goals. This underscores the significance of integrating security and safety education into teacher training programs to mitigate security threats

and foster sustainable development in the educational landscape of Nigeria.

6.0 Recommendations

Government and relevant educational authorities should prioritize the integration of security and safety education into teacher training programs, ensuring comprehensive coverage of relevant topics and practical skills.

Institutions should provide ongoing training and professional development opportunities for educators to update their knowledge and skills in security and safety measures, keeping pace with evolving threats and best practices.

Efforts should be made by Government and relevant authorities to improve infrastructure and facilities in educational institutions, including fencing, lighting, and emergency response systems, to create a secure learning environment.

Stakeholders, including teachers, students, parents, and community members, should be actively involved in promoting security and safety measures within and around educational institutions, fostering a culture of vigilance and cooperation.

Continued research and evaluation are necessary to assess the effectiveness of security and safety education initiatives in teacher training programmes and their impact on sustainable development goals. This will inform evidence-based policies and practices to further enhance security and safety in Nigerian schools.

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