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Relevance of arts and social sciences subjects to security and safety education upper basic schools

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ABSTRACT
This paper investigated the relevance of Arts and Social Sciences Education in the promotion of security and safety education in Nigeria. This paper examined religious, social and language roles in ensuring security and safety of lives and properties in the country. The objectives of the study were to examine relevance of religious, language and Social Studies to security and safety education as the country persistently experienced security challenges. The simple random sampling technique was used to select 50 out of 120 teachers of Religious Studies, 55 out of 135 teachers of language education and 53 out of 315 teachers of social studies in upper basic schools in Ilorin, Kwara State, Nigeria. A researchers-designed questionnaire titled "Relevance of Arts and Social Sciences to Security and Safety Education Questionnaire (RASSSSEQ)" was used to gather data from the respondents. The instrument was validated by three experts in Test and Measurement and found it appropriate for this study. The reliability of the instrument was determined using test re-test reliability technique within a two-week interval. The scores of the two tests were correlated using the Pearson's Product Moment Correlation (PPMC). The value obtained was 0.87. Three research questions raised were answered using the percentages. The findings of the study revealed that Arts and Social Sciences subjects are relevant in ensuring security and safety education in our society. The study concluded that curriculum must be reviewed in other to promote security education through Arts and Social Sciences subjects. Also, the study recommended that ministry of education should include security and safety education in social studies, languages and religious studies curriculum at all levels of education.

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INTRODUCTION

The security of any nation, society, institution and state can never be compromised. The fragile nature of the society nowadays is seriously calling for a great concern in which no one can sleep with his two eyes closed. Even the security architecture of the state needs total overhauling due to the incessant attacks by the Boko Haram terrorists, Islamic States of West Africa Provinces (ISWAP), bandits, unknown gunmen, herdsmen, militants, and host of others that are unleashing terror on the citizenry. Moreover, the level of insecurity of human lives had greatly affected virtually all sectors in the country particularly the educational institutions.

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Schools, teachers and students are the subjects of attacks and academic activities were indefinitely shut down in most of the schools or institutions of learning in the country (Olokooba, 2017).

Perhaps, education is the major key to tackle the menace of insecurity of lives and properties of the citizenry. Hence, all hands must be on deck to promote security and safety education through the Arts and Social Sciences Education at all levels of our educational system in Nigeria. The Arts and Social Sciences Education houses various courses such as religious education, language education, economics education, political science education, social studies and host of other courses of which this study covered only three disciplines (Religious Education, Language Education and Social Studies) in related to security and safety education out of the courses obtainable in Arts and Social Sciences in our institutions of learning. Thus, the knowledge of all these aforementioned courses embedded in Arts and Social Sciences Education can be explored to successfully fight against the menace of insecurity of lives and properties in our society (Ajewole-Orimogunje, Adewusi & Babalola, 2019).

In a similar vein, the two opened interconnectivity lines at the social studies education, languages education and religious education implies that there are numerous ways through which social studies education, languages education and religious education can be explored to enhance effective and efficient security and safety education in a society while the same two opened interconnectivity lines but later become thick-closed single line coming from the social studies education, languages education and religious education down to security and safety education implies that the three concepts (social studies education, languages education and religious education) work closely together to enhance effective and efficient security and safety education in our society (Olokooba & Abdulsalam, 2020). Hence, this indicates that social studies education, languages education and religious education are relevant concepts to security and safety education that can never be overlooked in our society.

The security and safety education is primarily the ultimate aim of every religion. Security and safety of a state and every member of a society can never be taken for granted. Ushe (2015) noted that Christianity and Islam are the two major religions in Nigeria but it is pathetic that the incessant insecurity witnessed in the country were been perpetrated by the adherent of these aforementioned religions. Moreover, religion is fundamental to the nature of behaviour exhibited by an individual and that there a strong relationship between religious education, security and safety education. Religious education deals with the education that is primarily concerned with religion. It is the education that is designed to teach religious doctrines, principles, practices, faith and every aspect of inculcating spiritual growth, moral discipline and character building of an individual.

Kwara State is not exceptional in the case of insecurity. The state has also experienced different cases of insecurity such as raping, human trafficking, kidnapping, child abuse and labour among others. Many cases of students' insecurity have been recorded in secondary schools especially those that are very close to markets. Teachers who are supposed to ensure security of the students in the school are found sending them on errands which have led to accidents on the street and abuse of students' rights in the market. In 2014, state government banned use of schools for social events at a meeting of All Nigeria Conference of Principals of schools in the state as a measure to beef up security within schools' premises and security operatives were also deployed to all schools in the state to prevent unauthorised persons from loitering around school premises. More measures have to be put in place to ensure maximum security (Olokooba, Abdullahi & Abdulaziz, 2017). Among several measures taken to ensure absolute security and safety of life and properties is security education through various teaching subjects in schools at all levels of education.

Religious education plays significant roles in promoting security and safety of people such as instilling of moral and spiritual discipline, peaceful co-existence, character building, security of lives and properties, food security and host of others. Indeed, religious education is vital towards curbing the challenges insecurity of lives and properties. Aliyu and Abdul-Rafiu (2021) stressed that security and safety of lives, progeny,

properties, sanity and spiritual security occupies a vital position in Islam. Thus, it is strongly condemned and punishable for anyone who wrongly or unjustifiably tampers with the security and safety of his/her fellow being.

Historically, Prophet Ibrahim (Abraham) recognized the need for security and safety of a nation by praying to God to make the city of Makkah and its environs a secured and safe place (Q2:126). Similarly, the Prophet (SAW) was reported to have said that a true believer is one whose people's lives and belongings are well secured in his/her custody (Ibn Manzoor, nd.). However, Christianity religion also attaches great importance to security and safety of lives and properties. The Bible encourages peaceful coexistence and security of an individual in many places in the Bible such as in Romans, 14:19 "Let us then pursue what makes for peace"; Mark 9: 50 "… be at peace with one another and host of others.

Language is the key towards transmission of any education. No learning process can be effective without a deep understanding of the language that conveys it. It is an act of communication, and it is also the art of passing message across, from one person to another. Language is the vehicle for communication in any given speech community, while national security is concerned with preserving a country's power, be it military or political (Jacek, 2019). Language is the medium by which information is communicated to people and the aim of writing or speaking a language is basically to produce a pattern for transmitting a message to the audience (Ajewole-Orimogunje, Adewusi & Babalola, 2018).

Ishaq (2009) noted that language occupies a vital position in any nation's educational system. One of the languages taught in schools is Arabic language at basic, senior secondary school and tertiary education in Nigeria. In Nigeria, Arabic is officially treated as a foreign language in the Basic Education Curriculum (BEC) and placed in the second position under non-vocational electives at all levels of the Universal Basic Education (NERDC, 2013). Anthony (2018) argued that the language policy of any given society should be focused on security. He further argued that ensuring security requires that a society as a whole has an understanding and knowledge of those nations or other groups which pose possible security threats to the lives and properties of the citizenry and language education is seen as a way to develop such understanding and knowledge. The decision making about language is significant to the safety and security structure of a nation (Anthony, 2018). Balzacq (2005) opined that security or insecurity is not primarily the predictors of threat or safety of a state but rather an argument established for understanding a phenomenon. Okeke (2012) observed that effective and appropriate uses of language communication enhance national security.

Security and safety education of a state can never be overlooked. In fact, the socio-economic and political growth of any nation lies on the security and safety of lives and properties of the citizenry. It is disheartening to see the level at which the nations is facing security challenges. This has caused a major problem to social existence in of Nigeria. The security situation is made worse by the activities of Boko Harram, kidnappers, armed banditry, violence of different dimensions, terrorism, cultism, hostage taking and host of others.

Moreover, social studies as a subject play a tremendous role in strengthening the security and safety education among the people in the society. The subject is a social science discipline that cultivate learners knowledge, values, right attitudes, skills that make them responsible and contribute positively to the development of their society. Following this development, United Nations dedicated 2001 to 2010 as the decade for the promotion of peace and non-violence for children and young adults of the world. The General Assembly of the United Nations, thereafter went on to invite Member States to take necessary steps to ensure that the practice of peace, security and safety education, is taught at all levels in all the institutions of learning (Muller, 2002). Countries are now turning to Social studies education for solution to the problem of security and safety.

Benavot (2002) observed that Social studies is one of the school subjects that dealt with emerging issues in the society such as family matters, political issues, educational matters, social order, security and

safety issues. The subject is one of social science disciplines that cultivates in learners knowledge, values, right attitude and skills that make them responsible and contribute positively to the development of the society. It is field of study that educate learners about social interaction and environment sensitization that enable them take rational decision on their interaction with social institutions (Olokooba, 2020). Learners of Social Studies are expected to internalize the experiences gained in Social Studies classroom. The experiences help them understand their environment and secure the material and human resources in the environment (Olokooba & Abdulsalam, 2020). In Nigerian education system, Social studies subsumes Civic Education and Security Education in National Value Curriculum. The decision to include security education was taken at the Presidential summit in 2011 that led to restructuring of the basic and senior secondary school education curricular in National Policy of Education (2013).

Edozie (2014) defined Security Education as that cooperative, dynamic and lifelong process through which a society generates knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and coexistence. Hence, security education as stipulated in the Nigeria's National Values Curriculum is aimed at sensitizing the learners to be awareness and conscious of behaviour that can endanger their personal and neighbourhood wellbeing and safety. It is pertinent to note that to enhance security and safety education in our society, the curriculum of the teachers' training institutions should be reviewed such that various topical issues that tackle security and safety challenges must be given a maximum consideration. Students should be exposed to security and safety tips needed to curb the menace of insecurity in our society.

METHODS

This study adopted quantitative method of descriptive research. The researchers-designed questionnaire tagged "Relevance of Arts and Social Sciences to Security and Safety Education Questionnaire (RASSSSEQ)" was used as instruments for this study. Simple random sampling technique was employed to select fifty (50) out of one hundred and twenty (120) Religious studies teachers (Islamic Studies and Christian Religious Studies), fifty-five (55) out of one hundred and thirty-five (135) teachers of languages (Arabic and English Language) and fifty-three (53) out of three hundred and fifteen (315) teachers of Social studies in Ilorin. The instrument used for data collection was validated by three experts in Test & Measurement and found it appropriate for this study. The reliability of the instrument was determined using the test re-test reliability technique within a two-week interval. The scores of the two tests were correlated using the Pearson's Product Moment Correlation (PPMC). The value of the correlation coefficient obtained was 0.87. Three research questions raised were answered using the percentage.

Similarly, the instrument was personally administered by the researchers to all the 50 Religious studies teachers (CRS and IRS teachers), 55 teachers of Languages (Arabic & English Languages) and 53 Social studies teachers in Ilorin, Kwara State, Nigeria. The researchers sought the permission from all the heads of the sampled schools in Ilorin. Fifteen items were designed for the respondents to react to by ticking "Yes" or "No".

RESULTS AND DISCUSSION

Table 1 shows that 25 (50%) of the Religious Studies teachers are Islamic Studies teachers while 25 (50%) of the Christian Religious Studies teachers sampled for this study. Similarly, 27 (49.1%) of the Language educators are Arabic teachers while 28 (50.9%) Language educators are English teachers sampled for this study. Also, 53 (100%) of the Social studies teachers are sampled for this study. This implies that the population of male tricycle riders is more than the female tricycle riders in Ilorin metropolis, Kwara State, Nigeria. This implies that the Religious studies, Languages and Social studies are the subjects or courses

domicile in the Arts and Social Sciences Education considered relevant to security and safety education in this study.

Table 1. Frequency Distribution of the Respondents

S/N	Items	Designation	Frequency	Percentage (%)
1	Religious Studies Teachers	Islamic Studies	25	50
		Christian Religious Studies	25	50
		TOTAL	50	100
2	Language Teachers	Arabic Teachers	27	49.1
		English Teachers	28	50.9
		TOTAL	55	100
3	Social Studies Teachers	Social Studies Teachers	53	100
		TOTAL	53	100

Source: Fieldwork 2022

Research Question 1: What is relevance of religious education to security and safety education?

Table 2. Relevance of Religious Studies Education to Security and Safety Education

S/N	Items	Yes (%)	No (%)
1.	Religious studies have nothing to do with security and safety of human beings.	13 (26%)	37 (74%)
2.	Security and safety education should not be taught by the Religious Studies teachers.	7 (14%)	43 (86%)
3.	Religious studies education preaches insecurity of people belonging to other faiths.	11(22%)	39 (78%)
4.	Religious studies education promotes intolerance and violence among the people.	5 (10%)	45 (90%)
5.	Security and safety education should be included in the curriculum of Religious Studies education at all levels.	49 (98%)	1 (2%)

Source: Fieldwork 2022

Table 2 shows that 13 (26%) of the respondents agreed that religious studies has nothing to do with security and safety of human beings while 37 (74%) of the respondents disagree. Also, 7 (14%) of the respondents agreed that security and safety education should not be taught by the Imams and Pastors while 43 (86%) of the respondents disagree. In another vein, 11(22%) of the respondents agreed that Religious studies education preaches insecurity of people belonging to other faiths while 39 (78%) of the respondents disagree. Similarly, 5 (10%) of the respondents agree that religious studies education promotes intolerance and violence among the people while 45 (90%) of the respondents disagree. Consequently, 49 (98%) of the respondents agree that security and safety education should be included in the curriculum of Religious Studies education at all levels while 1 (2%) of the respondents disagree. This implies that Religious Studies Education as a course of study in Arts and Social Sciences Education is relevant to security and safety education.

Research Question 2: Is language education relevant to security and safety education?

Table 3 shows that 43 (78.2%) of the respondents agreed that language education is vital to security and safety of human beings while 12 (21.8%) of the respondents disagree. In another vein, 51 (92.7%) of the

respondents agreed that security and safety education should be taught using the language of the community while 4 (7.3%) of the respondents disagree. Also, 13(23.6%) of the respondents agreed that language education endanger the security and safety of people while 42 (76.4%) of the respondents disagree. Moreover, 39 (70.9%) of the respondents agree that security and safety of lives and properties can never be guaranteed without learning the language of the people while 16 (29.1%) of the respondents disagree. Similarly, 45 (81.8%) of the respondents agree that language education should be included in the security and safety education curriculum while 10 (18.2%) of the respondents disagree. This implies that Language Education as a course of study in Arts and Social Sciences Education is relevant to security and safety education.

Table 3. Relevance of Language Education to Security and Safety Education

S/N	Items	Yes (%)	No (%)
1.	Language education is vital to security and safety of human beings.	43 (78.2%)	12 (21.8%)
2.	Security and safety education should be taught using the language of the community.	51 (92.7%)	4 (7.3%)
3.	Language education endanger the security and safety of people.	13(23.6%)	42 (76.4%)
4.	Security and safety of lives and properties can never be guaranteed without learning the language of the community.	39 (70.9%)	16 (29.1%)
5.	Language education should be included in the security and safety education curriculum	45 (81.8%)	10 (18.2%)

Source: Fieldwork 2022

Research Question 3: Is the Social Studies education relevant to security and safety education?

Table 4. Relevance of Social Studies Education to Security and Safety Education

S/N	Items	Yes (%)	No (%)
1.	Social studies education promotes security and safety education of an individual.	47 (88.7%)	6 (11.3%)
2.	Security and safety education should be a major component of Social Studies education.	50 (94.3%)	3 (5.7%)
3.	Social Studies education orientate the citizens on security and safety tips.	49 (92.5%)	4 (7.5%)
4.	Security and safety education is not relevant to any of the concepts in Social Studies education.	1 (1.9%)	52 (98.1%)
5.	Social life of the people must be considered to guarantee security and safety of lives and properties.	41 (77.4%)	12 (22.6%)

Source: Fieldwork 2022

Table 4 shows that 47 (88.7%) of the respondents agreed that Social studies education promotes security and safety education of an individual while 6 (11.3%) of the respondents disagree. Also, 50 (94.3%) of the respondents agreed that security and safety education should be a major component of Social studies education while 3 (5.7%) of the respondents disagree. In a similar vein, 49 (92.5%) of the respondents agreed that Social studies education orientate security and safety tips while 4 (7.5%) of the respondents disagree. Moreover, 1 (1.9%) of the respondents agree that security and safety education is not relevant to any of the concepts in Social Studies education while 52 (98.1%) of the respondents disagree. Consequently, 41 (77.4%)

of the respondents agree that social life of the people must be considered to guarantee security and safety of lives and properties while 12 (22.6%) of the respondents disagree. This implies that Social Studies as a course of study in Arts and Social Sciences Education is relevant to security and safety education.

Religious Studies Education as a course of study in Arts and Social Sciences Education is relevant to security and safety education. The findings of this study is in line with the submissions of Aliyu and Abdul-Rafiu (2021) whose findings revealed that security and safety of lives, progeny, properties, sanity and spiritual security occupies a vital position in religion. They further revealed that, every religion strongly condemned and punishable for anyone who wrongly or unjustifiably tampers with the security and safety of his or her fellow being. However, the findings of this study is contrary to the submission of Ushe (2015) whose findings revealed that the incessant insecurity witnessed in the country were been perpetrated in the name of religion. Language Education as a course of study in Arts and Social Sciences Education is relevant to security and safety education. The findings of this study was in line with the submissions of Okeke (2012), Ajewole-Orimogunje, Adewusi and Babalola (2018), Anthony (2018) and Jacek (2019) whose findings revealed that language is significant to the safety and security structure of a nation and that that effective and appropriate uses of language communication enhance national security. However, the finding of this study is contrary to submission of Balzaq (2005) whose findings revealed that language is not significant to security or insecurity of a nation.

Social Studies as a course of study in Arts and Social Sciences Education is relevant to security and safety education. The findings of this study corroborated the submissions of Olokooba and Abdulsalam (2020) and Edozie (2014) whose findings revealed that social studies as one of the school subjects dealt with emerging issues in the society such as security issues, safety issues, family matters, socio-political and economic issues, educational matters, and social order.

CONCLUSION

This paper examined relevance of Arts and Social Sciences Education in the promotion of security and safety education in Nigeria. It was concluded that the religious studies, language and social studies education domiciles in the Arts and Social Sciences Education are relevant to the promotion of security and safety education. It was recommended that further studies could be carried out on security and safety education on sciences and humanity in another locations.

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