



Roles of Education in Providing Adequate Security for the Inhabitants of Imeko Afon Local Government, Ogun State

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Abstract

The study investigated the roles of education in providing adequate security for the inhabitants of Imeko Afon Local Government Area of Ogun State. Reimagining education in the 21st century is an act that is loaded with the arsenal in providing a sustainable environment, harmonious living for human beings, development and cope with diversity. No doubt that education is what is needed to provide adequate security and other necessities of life in Nation building. A multi-stage sampling technique was used for 200 participants engaged in the study. It follows the adoption of a triangulation instrument of both questionnaire and interview were developed titled "The Education We Need for National Security (TEWNFNS). The data obtained were analyzed using the descriptive statistical technique. Results revealed that education has really been contributing positively to the lives of the people and development of the communities in the area, it has brought about civilization in the metropolis and majority of its inhabitants are now seeing the need to exhaust all aspects of education. It also revealed that smuggling of goods is most prevalent in the local government area through immigration. It was recommended that there has to be aggressive intervention by government, non-governmental organisations and communities to improve the education system, provide adequate security and strengthen humanitarian care through the social support system.

Keywords: Education, Security, National security, Sustainable environment

Introduction

In the beginning was education; education was the world and the world replicate itself in education. This is due to the fact that education exists, and has always existed in human societies, irrespective of the level of complexity of organization of human societies. Every society has its own unique worldviews, beliefs, and practices,

values that are shared and upheld by all its members. This world view and conformation of shared values influence the patterns of intimacy within the community and organization conduct of human affairs. This implies that education has always been a product of society, serving as an instrument for societal sustenance, continued existence and continuous



evolution. Education which does not have a unifying definition has been conceptualized by experts.

Many countries of the world see education as a means for development and survival. The 2003 version of the Law on Education of the Republic of Lithuania contextualized the definition of the mission of education: Education is a means of shaping the future of an individual, society and the State. It is based on the acknowledgement of the indisputable value of individuals, their right of free choice and moral responsibility, as well as on democratic relationships and the country's cultural traditions. Education protects and creates national identity. It guarantees continuity of values that build a human life, meaning that it grants social life coherence and commonness, which promote development and security of the State. Education is seen as the light that drives away the darkness of ignorance and enables mankind to find its ways through the tortures and labyrinth of development and civilization (Asiwaju, 1989). Indeed, education demands efforts and discipline. It is also a formidable tool for man's survival. Fafunwa (2004) however, sees education as “the aggregate of all the processes by which a child or young adult develops abilities, attitudes and other forms of behaviours which are of positive value to the society in which he lives”. He explained further that education is a process of transmitting culture in terms of continuity and growth and for disseminating knowledge to ensure social control or guarantee the rational direction of society.

Education is not a static commodity to be considered in isolation from its greater context; it is an ongoing process and holds its own inherent value as a human right. Not only do people have the right to receive quality education now, but they also have the right to be equipped with the skills and knowledge that will ensure long-term recognition of and respect for all human rights. The Committee on Economic, Social and Cultural Rights (CESC, 1999) agreed that Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Education has a vital role in empowering women, safeguarding children from exploitative and hazardous labour and sexual exploitation, promoting human rights and democracy, protecting the environment, and controlling population growth. Increasingly, education is recognized as one of the best financial investments States can make. But the importance of education is not just practical: a well-educated, enlightened and active mind, able to wander freely and widely, are one of the joys and rewards of human existence.”

According to the United Nation (2006), Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has since been affirmed in numerous



global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization (UNESCO) Convention against Discrimination in Education held in 1960, the International Covenant on Economic, Social and Cultural Rights held in 1966 and the Convention on the Elimination of All Forms of Discrimination against Women held in 1981. These treaties establish an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education.

Furthermore, they affirm that the aim of education is to promote personal development, strengthen respect for human rights and freedoms, enable individuals to participate effectively in a free society, and promote understanding, friendship and tolerance. The right to education has long been recognized as encompassing not only access to educational provision but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. In addition, education is necessary for the fulfillment of any other civil, political, economic or social right (UNESCO, 2015). Almost one in four Sub-Saharan people reside in Nigeria, making it Africa's most populous country. The current

population of Nigeria is 202,321,768 based on World meters – real-time world statistics elaboration of the latest United Nations data. The United Nations anticipates that Nigeria among the ten largest countries worldwide, is growing rapidly. Consequently, the population of Nigeria, currently the world's 7th largest, is projected to surpass that of the United States and become the third largest country in the world shortly before 2050 (United Nations, 2017).

According to Wikipedia (2012), Imeko Afon is a Local Government Area in Ogun west senatorial district of Ogun State, Nigeria bordering the Republic of Benin. Its headquarter is Imeko at coordinates 7°29'00"N 2°53'00"E. The Local Government was created from the old Egbado North Local Government in October 1996, during the military regime of General Sani Abacha. The land area is about 1,711.43 square kilometres (660.79 sq mi). The land is rolling, with small hills rising between 15 and 70 metres above sea level. The Yewa River runs through the area from North to South, with its tributaries, the rivers Oyan and Oha. The LGA is bounded in the north by Oyo State, to the east by the Abeokuta North LGA, to the south by the Yewa North LGA and to the west it shares an international border with Benin. The international border is 93 kilometres (58 miles), and is one of the most accessible stretches of border between the two countries. The Local Government is divided into ten political wards: Imeko, Afon, Ilara, Iwoye / Jabata, Idofa,



Owode/Obada/Idi-Ayin, Moriwi / Matale /Oke-Agbede, Agborogbomo, Atapele and Kajole / Agberiodo. Imeko, the LGA headquarters, is about 20 kilometres (12 mi) by road from Ketou, a major trading town in Benin. The second largest settlement, Ilara, merges into Kanga in Benin. The 1991 population census gave a population of about 118,339. The people are mostly Yorubas of Ketu origin, but there are significant numbers of Ogori and Egun speaking people. As a border community, other West African people live in the LGA, including a substantial number of Fulani nomads.

Farming is the main economic activity. The vegetation is a mixture of savannah belt and sparse forest suitable for cattle rearing, with the advantage of being free of Tse-tse flies. The climate is tropical, with a rainy season commencing around March and ending in November. The soil is fertile, and Cassava and Tomatoes are grown in large quantities. Cotton grown in the LGA supplies the Yaru, tread and textile industries in Benin Republic. Other crops are pepper, maize, groundnuts, yams, vegetables, cocoa, cashew and teak. The LGA has 43 public primary schools and 6 secondary schools, and a number of private schools. Tourist attractions include Celestial City, center of the Celestial Church of Christ, Imeko, Odosuuru waterfalls, Mount Boomu, Afon and Jabata Forest. To encourage tourists the LGA is named the "virgin land", and in 2010 a 20 kilometres (12 mi) Imeko-Oke-Agbede-Iwoye road was being built. Wikipedia (2012).

UNHCR (2014) showed concern about the growing insecurity in areas of the border between Cameroon and Nigeria, where thousands of Nigerian refugees fleeing insurgent attacks have sought refuge in the past weeks. In recent days, Nigerian insurgents have launched repeated cross-border attacks from Nigerian border towns into northern Cameroon, hindering our efforts to relocate refugees from the volatile border area to Minawao camp, located some 120 kilometres away from the border.....". Insecurity, therefore, becomes a drain on local and national resources at the expense of development and peoples' wellbeing thereby, having adverse consequences on economic growth and development. Border disputes often arise from challenges of territorial allocation which are evident in terms of border claims or relevance of borderland to neighbouring states in term of its historical, geographical, Kufour (2012) traced the sources of insecurity in Nigeria in four factors: political conflicts; unbalanced development that involves horizontal inequalities; religious/ethnic distrust; and leadership failure.

Obanya (2014) opined that crises are an integral element of human life. The issues are in fact not the existence of crisis, but our ability to manage crises. What education does to us is to sharpen our capacity for applying the three skills set to analyze and tackle the challenges of life (as individuals and as societies), and some of the challenges do take the problematic form of crisis. Thus, we can apply the hard skills



(cognitive intelligence), we can apply the analytical tools needed for a deeper understanding of crises conditions and situations. With soft skills, we can deploy our emotional intelligence to adapt to new situations that crises could create. Most importantly, with imaginative intelligence, we are in a better position to anticipate crises situations, design coping mechanisms and disaster prevention measures, as well as mitigating measure to lessen the effect of any crisis induced damage to individual and societal life (Obanya, 2014). To a certain extent, human societies seem to provoke crisis situations in order to get themselves moving.

One of the goals of education is to provide adequate security, being a public good. Adequate security here means full protection of lives and property, inculcating 21st century skills, sustainability, human capacity development, and the promotion of meaningful living. Education serves a function of the anticipatory socialization: teaching the knowledge and skills necessary for the fulfillment of future roles and statuses. If citizenry learns this role, they are prepared not only for a successful school experience but also for adult work roles in factories, corporations, and other bureaucratic settings. Research suggests that parents contribute to this type of anticipatory socialization by structuring after school activities as well for their children (Alder and Alder, 1994). Anticipatory socialization is not limited to teaching the student role. Less complex

societies place very little importance on being a learner, as the major function of education is to teach survival skills, sex roles, and the oral history and traditions of the tribe or culture. Sometimes the family takes responsibility for the tasks, but even in small preindustrial societies responsibility for education often is removed from the family and relegated to people trained specifically for that purpose.

It is however to be noted that, education in industrial and post industrial societies has a more difficult task in providing sophisticated socialization. Technological advancement is almost always accompanied to fill a variety of highly specialized occupational roles. Educational institutions must attempt to match student's talents and abilities to an ever-changing job market in an effort to balance supply and demand different fields. Inevitably there is a lag between the needs of business and industry and the educational institution's ability to produce qualified people (Thompson and Hickey, 2008).

For its full dispensation of providing adequate security, education as a societal creation also needs continuous sustenance from the society for it to continuously reinvigorate itself for continued quality enhancement and value additional service to society. According to Obanya (2014), education in modern societies however means a lot more than schooling and embraces all possible routes to



learning, mainly: Incidental education: learning from an occasional incident or experience; informal education; learning in the normal course of everyday living; non formal education; learning in a more or less organized way, but outside the formal institutional setting; Formal education; formalization of all approaches to educating, in an institutional and institutionalized setting. He further states that in real life settings, each of the routes of learning tapers into every other one and reinforces one another to such extent that the dividing lines among them have become blurred.

The aim of the study is to find out the extent to which education has provided a sustainable environment at Imeko-Afon local government; assess the level of security awareness of the populace in the metropolis and examine the calibre of the populace that has access to quality education.

Research Questions

Answers were provided to the following questions in the study:

- 1) To what extent has education provided security for the inhabitants of Imeko-Afon Local Government?
- 2) To what extent do inhabitants in the metropolis have access to first hand information and technical know-how on security issues?
- 3) To what extent are the 21st century skills accessible to all the populace irrespective of the social strata?

Methods

The study employed the descriptive design of the survey type. The population for this study comprised all inhabitants in Imeko Afon Local Government. 200 participants (both male and female) who were residents of the metropolis were sampled for the study. The research instrument was a questionnaire tagged “The Education We Need for National Security (TEWNFNS) with a scale of often, sometimes, rare and nil used to elicit responses from the respondents. There were 15 items on the instrument and they were modified as operational questions which gives room for the respondents to comment freely. To determine the reliability of the instrument, test re-test was employed within a two week's interval using 20 respondents that were not members of the sample. After computation, the reliability coefficient obtained was .81. The research instrument was administered personally to the respondents by the researchers, and collections were made after completion. Data collected were analyzed by using descriptive statistics.



Results

Demographic Characteristics of Respondents

Table 1: Gender

Gender	Number	Percentage
Male	90	45%
Female	110	55%
Total	200	100%

Table 2: Marital Status

Marital Status	Number	Percentage
Married	111	55.5%
Single	72	36%
Divorced or Single Parent	17	8.5%
Total	200	100%

Table 3: Occupation

Occupation	Number	Percentage
Trader	100	50%
Civil Servants	40	20%
Unemployed	60	30%
Total	200	100%

Tables 1-3 show that there are 45% males and 55% of females who participated in the study. Females are more interested in the study compared to male. The respondents' marital status shows that 55.5% are married, 36% are single and 8.5% are divorced, or are single parents. Majority of the respondents are Traders - 50%; Civil

servants - 20% while unemployed are 30%.

Research Question 1: To what extent has education provided security for the inhabitants of Imeko-Afon Local Government?

Table 4: Mean and Rank Order of Extent to which Education has Provided Security for the Inhabitants of Imeko-Afon Local Government

S/N	Items	Mean	Rank
1	How effective do you feel education has been in human capacity development and sustainable environment?	1.42	3 rd
2	Are there enough and adequate teachers and educational institutions in Imeko Afon Local Government	1.32	4 th
3	Has education improved the level of community protection and harmonious living.	2.09	1 st
4	What is the status of companies, institutions and law enforcement agencies in the local government	1.24	5 th
5.	At what point should eventual failure be most effectively prevented?	1.57	2 nd



Table 4 shows that education has really been contributing positively in personal development and effective community development in Imeko Afon local government, it has brought about civilization in the metropolis, majority of its inhabitants are now seeing the need to exhaust all aspects of education, it is visible from the table at item 3 with mean score 2.09 and ranks 1st followed by their feelings and enlightenment on the purpose of education at item 1 with mean score 1.42 and ranks 3rd on the list. In line with item 5 with mean score 1.57 and ranks 2nd eventual failure should be prevented often and at all time. Also,

there are not enough companies as a result of security issues in the metropolis at item 4 with mean score 1.24 and ranks 5th. Law enforcement agencies need to be proactive in their dealings and the people should likewise be reoriented through participatory education. Items 2 with mean score 1.32 shows there are not enough adequate teachers and educational institutions.

Research Question 2: To what extent do inhabitants in the metropolis have access to first hand information and technical know-how on security issues?

Table 5: Mean and Rank Order of the Extent to which Inhabitants in the Metropolis Have Access to First-hand Information and Technical Know-How on Security Issues

S/N	Items	Mean	Rank
1	There are functioning information transmissions at Imeko Afon local government.	1.46	4 th
2	I am aware of different law enforcement agencies and their functions.	1.90	2 nd
3	Could there be a link between prevalent problem solving skills and the border issues of economic sustainability?	1.33	5 th
4	My business (es), life and property are well secured from personal and external emergencies.	1.82	3 rd
5	Immigration has continuously encouraged smuggling of goods and has continually put the law enforcement agencies on their toes.	1.94	1 st

Table 5 reveals that smuggling of goods is most prevalent in Imeko Afon local government through immigration, and that, law enforcement agencies need to be more diligent in their duties to prevent contrabands businesses and bridge of law at item 5 with mean score 1.94 and ranks 1st. Businesses, lives and property are well secured from

personal and external emergencies at Item 4 with the rank of 3rd. The people have the understanding of different law enforcement agencies and functions, item 2 with mean score 1.90, while there are not enough functioning information transmissions for current affairs in the country and on security matters, firsthand information is not as quick and fast as possible. There is a



gap of linking the problem solving skills to border issues at the metropolis at Item 3 with mean score 1.33 and ranks 5th.

Research Question 3: To what extent are the 21st century skills accessible to all the populace of Imeko Afon Local Government irrespective of the social strata?

Table 6: Mean and Rank Order of the 21st century skills accessibility to all the populace irrespective of the social strata

S/N	Items	Mean	Rank
1	I am aware of but cannot fully apply the application of technological tools (smartphones, internet, etc) in improving my daily affairs.	1.71	2 nd
2	To what extent have public schools been up -to-date their resources and instructional delivery operations?	1.49	4 th
3	All members of the metropolis have access to quality education.	1.54	5 th
4	Can I adapt to the trends of being articulate with my communication, listening, and creative ability?	1.66	3 rd
5	I would spend my resources to educate my offspring's because I believe education is the best legacy.	1.99	1 st

Table 6 shows that the inhabitants are willing to spend their resources to educate their offspring's because they believe that education is the best legacy at item 5 and ranks 1st. There is a need for them to improve their ICT technical know-how as they are aware of the technological tools but cannot fully apply it in their affairs at item 1 with mean 1.71 and ranks 2nd. From the table, item 2 shows that public schools have not been up-to-date in their resources and instructional delivery operations with mean 1.49 and ranks 4th. Item 4 shows the readiness on participants' part to be articulate in communication, listening and creative ability at item 4 with mean 1.66 and ranks 3rd; this is one of the skills provided by 21st century education. Access to quality education for all is at a very low rate at item 3 with mean 1.54 and ranks 3rd.

Discussion of Findings

The findings in research question one reveal that education is pertinent in improving the level of community protection and harmonious living in Imeko Afon Local Government. The spirit of togetherness, personal development, oneness, love and care for another would be resounding and accommodating through quality education. The need for collective emancipation from fear of the unknown has heights of cooperation through education. This is in variance with Ushe and Adeisi (2015) who found out from his studies "Religious Conflicts and Education in Nigeria: Implications for National Security" that Nigerian citizens should be made to realize that conflicts only deprive people of the needed education, peaceful relationship, national security and sustainable development. Thus, for Nigeria to experience sustainable



peace and national security, all hands must be on deck.

Research question two results show that smuggling is one of the get rich quick methods in the metropolis since it is a border town. Its level of immigration and such activities would lead not only to bringing in food items but contrabands which have an effect on the security of lives and property. Unfortunately, some young graduates from the region after completion of their education seems to start the smuggling business for the get-rich-quick syndrome which affects the development level and creative abilities of youths in the community; with these, the law enforcement agencies need to activate strict security measures and the people should also have enough access to first-hand information transmission on security matters and current affairs. This supports the Okoiye and Adebisi (2016) report that as observed in Nigeria, both natural and human resources are inefficiently utilized as a result of wastage, due to or human factor. This development has in most situations led some able-bodied youths, men and women to express negative self-conduct and be involved in smuggling activities in most part of Nigeria.

Research questions three reveals that education is the best legacy one can give to a child, and like the popular saying “a county cannot develop than the level of its educational system”. The cognitive, affective and psychomotor domains of education

should be well harnessed and taught, then, would it drive the 21st century skills of creativity, communication, problem solving, critical thinking etc. in learners, which in turn, brings development and adaptation with the global and technological trends. Education should be accessible to everyone, and also educational institutions should be well funded with resources and instructional delivery mode. This is in cognizance with the contention Plucker, Beghetto and Dow (2004) that creativity is possible base on positive interaction among “aptitude, process, and environment”

Conclusion and Recommendations

Every society should have access to quality education and it would be safe from the insecurity of any kind. It is only through education (not schooling) that vision, mission and goals of humankind can be well defined; living a purpose-driven life. The government should initiate programmes on life skills (cognitive intelligence, emotional intelligence and imaginative intelligence) acquisition to cater for human capacity development of her citizenry in which Imeko Afon local government is not excluded. Companies, institutions, mass media, communication technology and man-power resources should be planted in their numbers therein and encourage hands on experiences for the inhabitants of the metropolis to stretch their skills. Locally made goods should be well encouraged and patronized. Security agencies should be well armored and trained. There has to be aggressive



intervention by government, non-governmental organizations, philanthropists and community members to reach out to end education inequity (learners need not to opt-out of a public education to receive that same state-of-the-art of learning opportunity) in the metropolis, ensuring every person has access to quality education, providing adequate security and strengthening humanitarian care through the social support system. Security education should be well instructed across ages and safety should be the watchword of every member of the community. Higher educational institution(s) should also be installed in Imeko Afon local government for transformational change and civilization.

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