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Character Education and Value Re-orientation: Quest for the Control of Insecurity in Nigeria

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Abstract

The presence of gross insecurity and lack of value for human lives and the decay in moral values have birthed anti-social behaviors. This study examined the relationship between character education and value reorientation as a means for the control of insecurity in Nigeria. The study adopted a correlation research design, the sample of the study consisted of one hundred and eighty-one (181) participants. The study reported that character education should be built into the Nigerian curriculum as a subject of study in schools and school counselors and educational psychologists should be facilitated to organize seminars and conferences in schools on value reorientation about changes in values and human behavior. The originality of this study lies in the correlation of character education and value reorientation in the quest for the control of insecurity in Nigeria. The results of this study asserted the inculcation of character education into Nigerian schools' curriculum with the components of value reorientation. The finding of this study is pertinent to the government, private school proprietors, curriculum developers, textbook writers, and individuals in our collective quest for the control of insecurity in Nigeria.

Keywords: Character Education, Value Re-orientation, and Insecurity

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1. Introduction

The safety of lives and properties in schools is a panacea for effective teaching and learning in schools all over the world as education is a tool encompassed with all the necessary instruments for changes in human behaviors and reorienting values in our world. However, to achieve the above objectives, insecurity must be brought under control for effective teaching and learning to thrive. The level of insecurity in Nigeria may end up increasing the already increasing number of out-of-school children in the country. According to Zubairu (2020), insecurity has remained a subject of great concern, and no nation or society can boast of being completely free from the problems. Countries like Israel, North Korea, Russia, the USA, Nigeria, South Korea, and others have experienced and are still experiencing different forms of violence, terrorism, kidnapping, insurgency, socio-ethno-religious conflicts, political violence, suicide bombings, and other forms of insecurity. Commenting further on the level of insecurity in Nigeria, Osaat and Ekechukwu (2021) demonstrated that «the rate of insecurity in Nigeria has reached an alarming stage. It is now a threat to our educational and human existence. Insecurity has taken different dimension and shapes day by day» if insecurity in Nigeria has become a threat to human existence, then its impact of the educational system may be massive and the above situation calls for serious attention to safe humanity.

Hardly will a nation prosper significantly with the presence of a high level of insecurity. To Ngwoke&Akabike (2022)no nation can develop when there is a high level of insecurity in the society. The far-reaching effects of insecurity are evident in most communities in Nigeria; they are less developed and backward. With the above assertion, we can see the justification for our level of education about scientific and technological development. It is disheartening that in all genuine efforts toward scientific and technological advancement, insecurity is the major obstacle bedeviling our development in all ramifications, especially in education.

In addition, Saaondo and Akpe (2022) asserted that insecurity in schools has posed serious social problems and has become the concern of all citizens including the government at all levels. Terror and insecurity have become impact serious negative social and psychological emotions that hinder cognitive functioning, academic achievement, and full curriculum implementation in our educational system. In a situation where lives and properties are not safe the educational facilities will be prone to different attacks and the fear of these attacks will significantly affect the enrollment of pupils and the attendance of staff and teachers. According to Omoroje, Egbule, and Emuebie (2020) "fear, apprehension, and jitteriness have become a lot of Nigerians, consequently, a huge amount of funds that ordinary should have been allotted to the development of education has been diverted to fund security to control the level of insecurity. A cursory glance at the Nigerian daily newspapers will convince one of the states of insecurity in the country" A look at the Nigerian budget yearly shows a huge amount of money allotted to security and it is clear that education has not had anything near that fund.

Insecurity has been linked to bad government and poor value re-orientation in Nigerian Society. Efeurhobo and Egbon (2023) have it that "a critical observation of any discerning and patriotic mind revealed that the whole shenanigan is not connected to bad government and poor value system". It is disheartening to preempt that the notable root cause of insecurity has been referring to the government and decay in our value system in Nigeria. Daramola (2023) described insecurity as the sense of vulnerability, defenselessness, lack of protection, and danger present in the study area It is the feeling and situation associated with fear, and tension of attack from attackers in an area resulting in ill feelings, fear of death, discomfort, discontentment, unsafe feelings, lack of concentration and emotional instability. The above situation within the school environment may hinder compressive teaching and learning in educational institutions thereby affecting human capital development for national development. Character education and value re-orientation may contribute to the control of insecurity in Nigeria.

Character education is the inculcation of the right type of behaviors, values, ideas, principles, and ways of life that will assist them to fit into society and contribute meaningfully to the development of society.

Anggraini and Kusniarti (2016) described character education as the result of every person's attempt to overcome, correct, and adopt a new, constructive habit. When raised in a setting that values character education, children will develop into strong, moral adults. Character education should be viewed as a purposeful endeavor rather than something that just happened by accident. In other words, character education is a sincere attempt to learn, build, and cultivate ethical principles, both for themselves and for all people or the nation as a whole.

Character education is the delivery of instructional concepts to children within an organized institution of learning to develop behavioral modification towards improved moral life. Lickona (2001) asserted that character education is the conscious endeavor to develop morality in all of its behavioral, affective, and cognitive aspects. This is done on purpose in every aspect of school life, from the way regulations and punishment are handled by the administration to the way athletics are run to the curriculum's substance. Character education is concerned with educating an individual or group with the principles that conform to the standards of behavior and character based on those principles and the inherent complex of attributes that determine a person's moral and ethical actions and reactions. More specifically, the character is most often used to refer to an individual's goodness. That is to say, someone who demonstrates personal qualities like those that society considers desirable might be considered to have good character, and developing such personal qualities is often seen as a purpose of education (Adebayo, Olatunde &Obaje, 2016).

Values are the accepted norms and the accepted principles of right and wrong in society. Value is related to the accepted concepts of right and evil among individuals or social groupings. High moral intelligence and the ingraining of strong values are further aspects of value orientation that are important for the advancement and prosperity of Nigerian society. Therefore, the act of «adjusting or aligning behavior, attitudes, and beliefs of Nigerians in a new or different direction within the public discourse of contemporary Nigerian politics» or «purposefully attempting to change the direction in which attitudes and beliefs in Nigeria are currently orientated» is how value reorientation is conceptualized (Osalusi& Ajayi, 2021).

Societal values when taught in schools may facilitate the control of insecurity in our society. The above reveals how pertinent values are to our society. According to Saka (2021), «values are principles of life, which are contusive for one's physical, social and mental health. Inculcation of desirable values is felt necessary through education» The above sees education as the major tool for the inculcation of values for national development. Value is cherished by the Nigerian government and that calls for the inculcation of it into Nigerian National policy on education. Our objectives of education as contained in the National Policy on Education in Molagun (1999) have the following objectives regarding values; «the inculcation of National consciousness and national unity; the inculcation of the right type of values and attitudes for the survival of individuals and the society» the above scores the need for the inculcation of character education to enable education drive in these values for they may contributes to the control and reduction of insecurity in Nigeria.

2. Statement of the Problem

The lack of value for human lives and the decay in moral values have birthed anti-social behaviors. Killings and destruction of both public and private properties including schools have become the order of the day. The above scenario is making the school environment unsafe for academic activities. In recent years, the world has been facing serious security challenges, moral decay, and a lack of value for human lives and properties. The presence of cross insecurity and lack of value for human lives and the decay in moral values has birthed anti-social behaviors.A situation where teachers, pupils, non-academic staff, and the school materials and properties have become an object of attack is considered a serious problem for the Nigerian educational system/ With the fear of attack, killings, and destruction, teaching and learning in

schools may not be effective thereby affecting the development of individuals and the nation at large. The above study prompts educational psychologists and counselors to seek measures that will reduce the prevalence of insecurity in Nigerian schools.

3. Purpose of the Study

The following purposes have been generated for this study:

1. To find out the relationship between character education and insecurity in secondary schools in Abuja Nigeria.
2. To investigate the relationship between value reorientation and insecurity in secondary schools in Abuja Nigeria.

4. Research Questions

The following research questions have been raised for this study:

1. What is the significant relationship between character education and insecurity in secondary schools in Abuja Nigeria?
2. What is the significant relationship between value reorientation and insecurity in secondary schools in Abuja Nigeria?

5. Methodology

The study uses a correlation research design form of descriptive research design. The correlation research design occurs when the researcher does not directly manipulate the independent variables because their manipulations have already taken place or because they are not manipulatable in the first place. The population of the study consists of all secondary school students in Abuja Metropolis Abuja FCT, Nigeria. A multi-stage sampling procedure was employed in the selection of study participants. First, the state was divided into strata according to LGAs using the stratified random sampling technique. Second, the Gwagwalada area council in the FCT was chosen using a simple random sample technique. Thirdly, eighteen students from each secondary school were picked at random within the area council. One hundred and eighty-one (181) secondary school students from public schools took part in the study. Cross-examination and verification were used in the content validity procedure to gauge how well the instrument had performed in achieving its objectives. For the investigation, the test-retest reliability coefficient was employed. The instruments were examined following the pre-test, and any necessary adjustments were made before the final administration. The instrument's dependability coefficient, which was calculated and yielded an output of 0.72, indicated that it was dependable enough to be employed for the investigation. The statistical techniques of simple percentage and Pearson moment correlation coefficient (PPMC) were employed to analyze the data gathered for this investigation.

6. Results

Research Question One: What is the significant relationship between character education and insecurity in secondary schools in Abuja Nigeria?

Table 1 *Responses, Mean, and standard deviation of perception of students on the relationship between character education and insecurity in secondary schools in Nigeria,*

Statement	$\bar{x}$	SD	Decision
1. The teaching of peaceful living in schools will control insecurity	2.8	0.7	Accepted
2. The teaching of compassion in schools will control insecurity	2.7	0.4	Accepted
3. The teaching of respect in schools will control insecurity	2.9	0.5	Accepted
4. The teaching of the effect of bullying will control insecurity	2.8	0.5	Accepted
5. The teaching of kindness in school will control insecurity	3.1	0.9	Accepted
6. The teaching of the effect of anxiety will control insecurity	2.9	0.5	Accepted
7. The teaching of trustworthiness in schools will control insecurity	3.2	0.8	Accepted
8. The teaching of caring in schools will control insecurity	3.4	0.6	Accepted
9. The teaching of fairness in schools will control insecurity	2.9	0.7	Accepted
10. The study of good personality in schools will control insecurity	3.0	0.8	Accepted
Ground Mean	**2.7**	**0.6**	**Accepted**

The mean ratings set as a criterion for accepting are within the range of 2.20 – 3.49

A result in Table 1 shows the mean and standard deviation of the perception of students on **the** relationship between character education and insecurity in secondary schools in Nigeria. The mean ratings are within the range of 2.20 – 3.49 set as a criterion for accepting an item. The result implies that the study of peaceful living, compassion, respect, the effect of bullying, kindness, the effect of anxiety, trustworthiness, caring, fairness, good personality, and others will lead to the control of insecurity in schools and in our nation Nigeria.

Research Question Two: What is the significant relationship between value reorientation and insecurity in secondary schools in Abuja Nigeria?

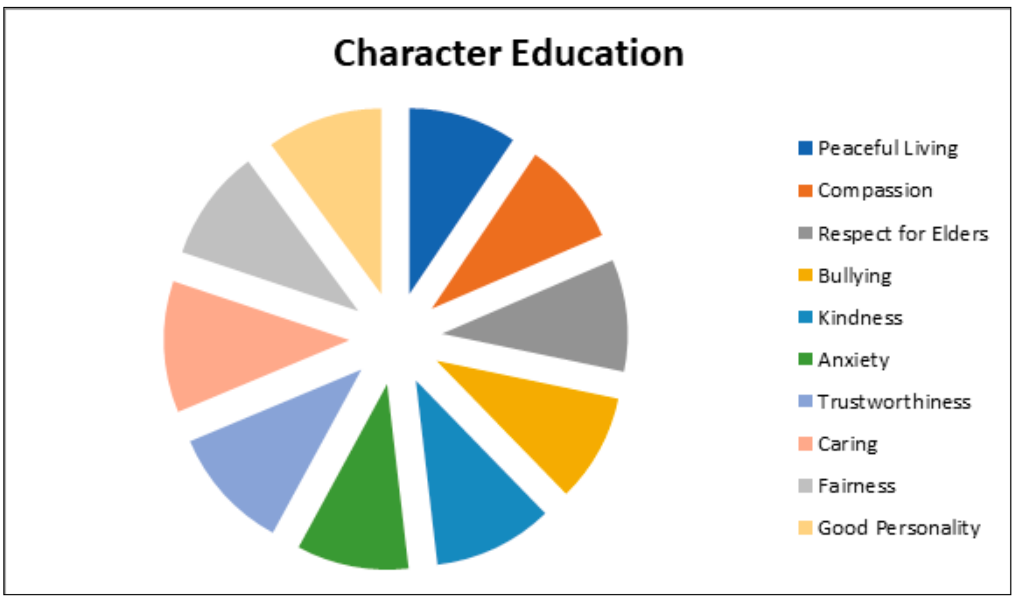
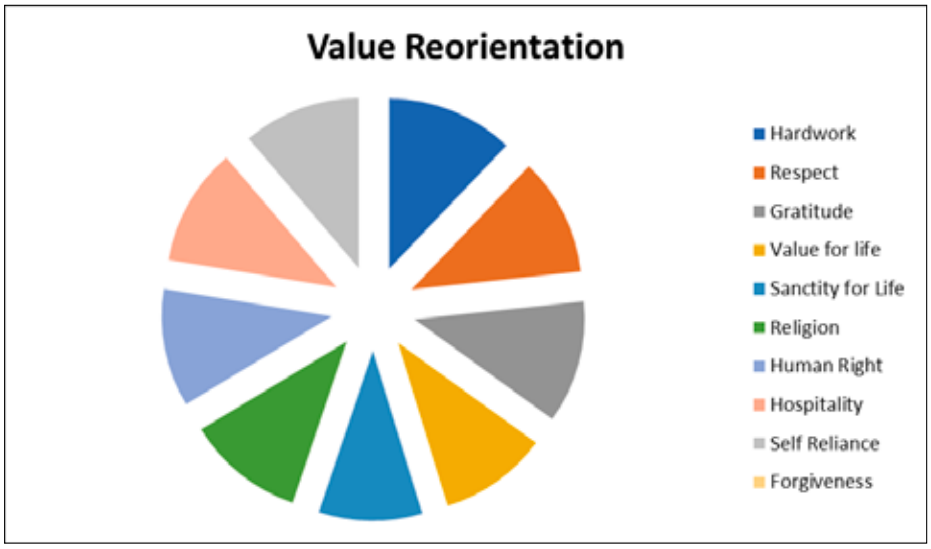


Table 2 *Responses, mean, and standard deviation of perception of students on the relationship between value re-orientation and insecurity in secondary schools in Abuja Nigeria.*

Statement	$\bar{x}$	SD	Decision
1. Reorienting hard work in schools will control insecurity	2.7	0.7	Accepted
2. Reorienting respect in schools will control insecurity	2.5	0.4	Accepted
3. Reorienting gratitude in schools will control insecurity	2.6	0.5	Accepted
4. Reorienting value for life in schools will control insecurity	2.3	0.5	Accepted
5. Reorienting sanctity for life in schools will control insecurity	2.2	0.9	Accepted
6. Reorienting value for religion in schools will control insecurity	2.5	0.5	Accepted
7. Reorienting human rights in schools will control insecurity	2.5	0.8	Accepted
8. Reorienting hospitality in schools will control insecurity	2.5	0.6	Accepted
9. Reorienting self-reliance in schools will control insecurity	2.5	0.7	Accepted
10. Reorienting forgiveness in schools will control insecurity	2.6	0.8	Accepted
Ground Mean	**2.5**	**0.6**	**Accepted**

The mean ratings set as a criterion for accepting are within the range of 2.20 – 3.49

A result in Table 2 shows the mean and standard deviation of the perception of students on **the** relationship between value reorientation and insecurity in secondary schools in Nigeria. The mean ratings are within the range of 2.20 – 3.49 set as a criterion for accepting an item. The result implies that the reorientation of hard work, respect, gratitude, value for life, sanctity for life, value for religion, value for human rights, hospitality, self-reliance forgiveness, and others will lead to the control of insecurity in schools and in our nation Nigeria.



7. Discussion of Findings

According to the first research hypothesis's findings, character education and insecurity in public secondary schools are significantly correlated. This indicates that the degree of insecurity in public secondary schools is influenced by character education. This relates to Denwigwe and Ezekwe's (2019) discovery that character education can be a tool for reducing corruption in Nigeria. The study suggested that in order to improve the development of morally upright behavior, character education should be included in the Nigerian curriculum. Zurqoni, Retnawati, Apino, and Anazifa (2018) conducted research on «the impact of character education implementation as well as challenges and strategies of teachers in implementing character education,» and the study's findings are consistent with their findings.

The results indicated that character education improved students' religious beliefs, personalities, social attitudes, and competitive attitudes, among other character values. The findings of this investigation align with the research conducted by Alutu and Adubale (2020) on the subject of successful character education for undergraduate students: an examination of the University of Benin as a case study. According to the work, students acknowledged the necessity for functional character education to enhance their character education. The findings of this study are consistent with Hassine's (2022) research on character education and behavior modification in Moroccan secondary schools. According to the study, character education ought to be incorporated into the creation of policies, the preparation of teachers, and the classroom experience for students. The results of this study are also in line with the research work on the impact of character education on student behavior as perceived by staff members of Fordham University by Colaitis (2014). The study reported a higher perception of character education and recommended the inclusion of character education in middle-aged schools. The study's findings are also consistent with the research of Shittu and Gamde (2021) on effective value reorientation for nation-building among Nigerian students: the indispensable role of social studies, which found that character education and social studies are essential to achieving value education. The study's findings also do not conflict with those of Oluwagbohunmi (2017), who conducted research on value re-orientation for youths: an imperative for national development, finding that youth require value reorientation to develop values and attitudes that will enable them to meaningfully contribute to the development of their country.

8. Conclusion

In conclusion, the study expresses the fact that there is a significant relationship between character education and insecurity the above assertion connotes that effective implementation of character education in our schools and among out-of-school children will serve as one of the measures to the reeducation on insecurity in our schools and our nation. The study also has it that effective implementation of value reorientation in schools will serve as an instrument for the control of insecurity in schools and our nation.

9. Recommendations

The following recommendations were raised based on the findings of this study:

1. The government consisting of federal, state, and local governments should consider the inculcation of character education in our school curriculum as one of our multiple efforts to control insecurity in our country.
2. The Counselling psychologist should consider seminars and workshops in schools and our society to enhance value reorientation as part of the measures to control insecurity in our schools and Nigeria.

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