MANAGEMENT REFOCUSING ON PRIMARY EDUCATION FOR SUSTAINABILITY OF PEACE AND SECURITY IN PRIMARY SCHOOLS IN GWAGWALADA AREA COUNCIL, ABUJA, NIGERIA

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ABSTRACT

This paper focused on management refocusing on primary education for sustainability of peace and security in primary schools in Gwagwalada Area Council, Abuja, Nigeria. Survey design was used for the study. The population of the study was 5,651 (Teacher Registration Council of Nigeria (TRCN) 2015-2018) teachers and the sample of the study was 300 teachers got through random sampling technique. The instrument was validated by experts from the Department of Primary Education, University of Abuja. The reliability of the study was carried out after the pilot, test-retest analysis was used for analyze the data. The reliability coefficient index of 0.73 was achieved. Mean statistics was used to analyze the research questions. The findings of this study showed that management has not refocused on education sustainability of peace and security in primary schools. It was recommended according to the findings of the study that management should ensure that entrepreneurial skills are introduced at this level of education to enable the children to become job and wealth creators in the future rather than being job seekers. Management should ensure that adequate funding has provided at this level of education so as to help maintain standard competiveness and integrity in the Nigerian system of education.

Keywords: Management, Primary Education, Sustainability of Peace and Security

Introduction

Primary education is the foundation of all levels of schooling. This education inculcates values, skills and attitudes that will enable the individuals to live in peace and harmony as responsible citizens, without violence and rancour. The education at this level if not well-built and developed may jeopardize the pupils' effort of getting higher academically, gain knowledge to live in peace and be secured among oneself and others. This education therefore must be refocused by the heads or management of primary schools for peace and security to abound.

Education at this level according to Jeremiah and Alamima (2017) has failed woefully due to poor finance, corruption, etc. Ajoke (2009) maintained that misappropriation of funds and lack of maintenance culture have made primary education not to reach the expected standards. This level of education therefore must be refocused by the school management for children to secure lifelong skills for the attainment and maintenance of peace which will breed in security. United Nations (2013) has designated security to connote a state of peace and justice in a country. Oyeshola 2005 cited in Amie & Amie Ogan (2019) posited that peace, justice and harmony can be acquired by refocusing or resetting education.

Refocusing is the reordering of a particular thing to bring innovations and putting in committed effort to work to achieve maximum results. It is to work conscientiously to rectify and revamp the negative conditions befalling the primary educational system. The management of this level of education should ensure that the instructors are well trained, there should have all the functional educational resources to cater for learning, they should be prudent in managing the funds, coordinate all the programmes succinctly to obtain expected results. The management should help the teachers to groom the children to obtain the skills which will enable them to develop attitude, morals and values which will constitute peace and security, these could be achieved by the management refocusing on the primary school education.

Concept Clarification
Concept of Peace

Ohialor (2019) posited that peace connotes exclusion of any form of

violence which are linked with social conditions such as: poverty, want, fear and other psychological pressure it is exclusion of intimidation of a common man. Peace according to the author is also exclusion of police cum army brutality, oppression of the poor by the rich, oppression of the populace by one section of the society. Iyannu & Salami (2011) maintained that peace is the creation and maintenance of just and order in the society. The researchers also submitted that peace is the state of understanding one's self and others, where respect is gained by the acceptance of the differences in other individuals, where tolerance persists, conflicts are resolved through dialogue people's right are respected. Ibeanu 2006 cited in Kwaghmimi et al in (2019) defined peace as a process involving activities that are directly or indirectly linked to increase, development and reduction of conflict both within specific societies and in the wider international community.

Concept of Security

Kwaghmimi, Shirga & Ali (2019) maintained that security is found where there is peaceful and harmonious coexistence which are determinants of overall national development. The United Nations (UN, 2013) saw security as being more than absence of conflict, armed violence, development, human rights and protection from environmental hazards. That security also embraces justice, peace, availability of employment having concern for people's aspirations, society without horror such as kidnaping and environmental hazards. Achumba, Ighomereho & Akpor-Robaro (2013) averred that security connotes existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or property. Thus the researchers referred to security as protection against all forms of harm, whether physical, economic or psychological. Francis 2006 cited in Kwaghmimi, Shirga & Ali (2019) submitted that security is the condition or feeling of safety from harm or danger, the defense, protection and absence of threats to acquire values.

Refocusing on Primary Education for Sustainability of Peace and Security in Crises Period

Refocusing according to Amie & Amie-Ogan (2019) is to reorder what has

been noticed not to have expected outcome to achieve a great result. It is to put more effort into doing things or activities which will aid an individual to achieve maximum results. It can also be seen as synergizing government effort through her security agencies in conjunction with the management of the school to achieve the goals of education. Primary education is a level of education programme designed for the children to attain knowledge in manipulative skills. The researchers maintained that entrepreneurial skills which is the same as manipulative skills will enable the children to become job and wealth creators in future rather than job seekers. It will give these children the opportunity to become responsible, respectful, self-reliant, constructive, objective citizens to contribute to their economic well-being and that of the society.

The researchers also submitted that this education is the foundation for sustainable life-long learning which provides the children with the reading, writing and numeracy skills which enable them to achieve functional literacy which will enable them in future to mix with others easily and understandingly. Education at the primary level is given to children aged 6 to 11 years plus old people, its duration is six years. The rest of the education system is built on it, hence it may determine the success or failure of the pupils when furthering their education. This calls for the primary school heads to ensure that these students are well groomed and that the goal at this level of education is achieved. The Federal Republic of Nigeria (FRN, 2014) stipulated the goals of this level of education to include:

1. Achieving permanent literacy, numeracy and ability to communicate effectively.
2. Laying a sound basis for scientific and reflective thinking.
3. Giving citizenship education as a basis for effective participation and contribution to the life in the society.
4. Moulding the character and developing sound attitude and morals in the child.
5. Developing in the child the ability to adopt to the child's changing environment.
6. Giving the child the opportunity for developing manipulative skills that will enable the child to function effectively in the society within the limit of the child's capacity.

7. Providing the child with basic tools to further educational advancement including preparation for trades and crafts of the locality.

To attain the goals of primary education, the Federal Government designed a curriculum which include:

1. Languages
    i. Language of the environment
   ii. English
  iii. French
   iv. Arabic
2. Mathematics
3. Sciences
4. Physics and Health Education
5. Religious knowledge
6. Agriculture/Home Economics
7. Social studies and Citizenship Education
8. Culture and Creative Arts (Drawing, Hand Craft, Music and Cultural Activities)
9. Computer Education

Why Refocus on Primary Education

The need to refocus to education at this level arise from the challenges that affect primary educational system to hinder it from achieving its set objectives and goals. Amadioha & Ojikka (2019) and Amadioha (2016) listed the pitfalls of primary education to be that of: poor planning, uncoordinated and executional practices, unavailability of demographic statistics, lack of statistical records, political instability, inconsistent policy formulation and implementation, sustenance and insincerity on the part of the programme implementers, low institutional capacity, poor technical competence, poor logistic support system, lack of trained teachers and neglect of the available ones. Jeremiah & Alamima (2017) maintained that the second attempt of Universal Primary Education (UPE) programme in 1976 failed mainly due to poor funding and corruption amidst other things. These conditions are just a sample of factors that generally erode the standard, competitiveness and the integrity of the Nigerian education system and its capacity to contribute to development, peace and security

in Nigeria (Ezeh & Njoku 2019).

Refocusing on education has been identified as one of the major ways to bring peace and security to the nation. Nigeria is faced by many insecurity challenges such as corruption, religious, ethnic tensions, ignorance of the masses etc. United Nations (UN, 2016) emphasized on political insecurity beclouding Nigeria such as political regression, human rights violations, lack of rule of law as well as injustice and others. Alanika (2015) posited that insecurity can be alleviated through refocusing on education that many conflicts arise from ignorance and manipulation of ethnic and religious identities. Education to her make people to be enlightened be civil citizens, tolerant and be able to understand and live in peace with people from different economic, religious, ethnic and cultural backgrounds. It is incumbent on the management or heads of primary schools to ensure that they mobilize qualified teachers have functional and enough educational materials and funds to execute the programmes at this level of education towards achieving peace and security in schools and in the society at large. Saratu & Bashir (2019) submitted that building the child's capacity in the area of peace entails school leaders employing leadership styles which will favour the attainment of positive school climate because conflict thrives in an atmosphere of violence, intolerance, mistrust, misconception antagonism and others. In a school environment repeated outburst of violence can affect students' character negatively. Opeyemi (2017) maintained that peace can be obtained in institutions when conflict is properly handled, that this can be done by inculcating the right attitude to manage or handle anger and encourage the use of proper communication skills. These skills are: listening, positive feedback, identifying needs, separating facts from emotion and not using conflict to settle dispute among people. It is important that the school management in order to promote peace should make pupils to inculcate the spirit of unity in diversity by making them see one another as integral part of one family. Amie & Amie Ongan (2019) posited that peace and security can be fostered by the management of schools if they have the understanding that the school is as a family.

The researchers maintained that teachers teaching religious subject should emphasize Godly traits that will be imbibed by students. For instance the

Holy Bible enjoins Christians "to follow peace with all men and holiness without which no man shall see the Lord". The researchers also emphasized that manipulative skills should be acquired by pupils from the primary school level. That vocational, technical and entrepreneurial subjects should be thoroughly thought for acquisition skill in these sectors and that these subjects must be ingrained in the curriculum. This in future will help the individuals to be job and wealth creators seekers. Teachers handling these subjects should buttress their teaching on the practical aspect of the subjects so that it will afford the children the needed competencies for future advancement. A child who has these skills, whose character/ attitude is well moulded and sound, who has acceptable moral values will be a security and peace promoter. This child according to Amie & Amie Ongan will never become a kidnapper, terrorist, armed robber, oil bunker, crime buster, nor bomb blast syndicate. The researchers maintained that teachers should collaborate with one other to prepare and teach modules on peace, security and problem solving skills in classroom sessions in primary schools.

Statement of the Problem

Primary education prepares children for lifelong learning. This stage will help the children to acquire fundamental knowledge and skills in different areas of study such as: reading, writing, numeracy and entrepreneurial studies. Children as they advanced in their academics will acquire skills which will be developed into functional literacy which will help them in the areas such as entrepreneurial, vocational subjects etc. Functional literacy which is the basic for the children to be able to communicate effectively in future, will help them understand their subjects easily, converse and mix with friends peacefully. It is therefore mandatory for management at this level of education to refocus on primary education to alleviate those factors that will cause the goal of this education level and subsequently peace and security not to be attained. The researchers therefore want to verify whether management has refocused on primary education to actualize its goals for sustainability of peace and security.

Research Purpose

The main purpose of this study is on management refocusing on primary education for sustainability of peace and security. Specifically the study is to:

1. Find out whether management has actually refocused on Primary education for sustainability of peace and security in the primary schools.
2. Examine whether management has refocused on Primary education for actualization of goals for the sustainability of peace and security in the primary schools.

Research Questions

1. Has management refocused on Primary education for sustainability of peace and security ?
2. Has management refocused on education for actualization of goals for sustainability of peace and security?

Methodology

The researchers applied survey research design for the study. This design enabled them to select representatives for the study (Nakpodia 2010). The population of the study was 5651 teachers (these teachers were used to assess the heads of primary schools) in Gwagwalada Area Council, Abuja, Nigeria. The sample drawn from the population was 300 teachers, sampled through random sampling technique. Questionnaire on "Management Refocusing on Primary Education for Sustainability of Peace and Security" (MRPESPS) was used to collect data for analysis. The instrument was validated by experts in the Department of Primary Education, University of Abuja. The reliability of the questionnaire was obtained by conducting a pilot study. Twenty respondents were used in the pilot study, to respond to the questionnaire. Data were collated from the instrument through split-half statistical method. Pearson Product Momment and Spearman RHO Rank Order Correlation coefficient statistics were used to analyze the data. The reliability coefficient index score was 0.71 proving that the instrument was reliable. The statistics used to analyze the research question was mean. Mean scores of 2.50 and above were adjudged as agreed whereas 2.49 and below were adjudged as disagreed. Sectional mean score of 2.50

and above were considered as accepted but sectional mean score of 2.49 and below were adjudged as rejected.

Data Analysis

Research Question One: Has management refocused on primary education for sustainability of peace and security?

Table 1: Management Refocusing on Primary Education for Sustainability of Peace and Security in Primary Schools
N=300

S/N	Items on Management Refocusing on Primary Education for Sustainability of Peace and Security in Primary Schools	SA	A	D	SD	X	Decision
	Your headmaster/mistress has refocused on education to sustain peace and security by ensuring that:						
1	Qualified trained teachers are recruited to teach the pupils	135	150	8	7	3.37	Agreed
2	Teachers are motivated to be committed to their work	15	25	80	180	1.58	Disagreed
3	Functional and enough educational materials are available	10	20	200	70	1.90	Disagreed
4	There is cooperation between the head teacher and the staff	84	146	47	23	2.96	Agreed
5	There is no violence of any kind in the school	105	180	10	5	3.28	Agreed
6	Teachers collaborate with others from different primary schools to prepare teaching modules which will enhance peace and security	23	24	135	115	1.85	Disagreed
7	Teachers teach students to inculcate the spirit of unity in diversity	25	35	182	58	2.09	Agreed
8	Teachers teach entrepreneurial and manipulative skills to pupils for them to be relevant in the society	43	57	110	90	2.17	Disagreed
9	Teachers build into children's the capacity to live understandingly and cooperatively with one another for peace to reign among them	80	135	45	40	2.85	Agreed
10	They use leadership style which favour team work, peace and security among	55	75	91	79	2.35	Disagreed

		SA	A	D	SD	X	Decision
	staff, pupils and the head teachers themselves						
	Sectional Mean					**2.44**	**Rejected**

From Table 1 the respondents, with the mean score of 3.37, 2.96, 3.28 and 2.85 agreed that: qualified trained teachers are recruited to teach the pupils; there is cooperation between the head teacher and the staff; there is no violence of any kind in the school and teachers build into children's the capacity to live understandingly and cooperatively with one another for peace to reign among them. On the other hand, some respondents disagreed with the mean score of 1.58, 1.90, 1.85, 2.09, 2.17 and 2.35 that: teachers are motivated to be committed to their work; functional and enough educational materials are available; teachers collaborate with others from different primary schools to prepare teaching module which will enhance peace and security; teachers teach students to inculcate the spirit of unity in diversity; teachers teach entrepreneurial and manipulative skills to pupils for them to be relevant in the society and that the head teachers use leadership style which favour team work, peace and security among staff, pupils and themselves. The respondents with the sectional mean score of 2.44 rejected that management has refocused on primary education for sustainability of peace and security.

Research Question Two: Has management refocused on primary education for actualization of goals for sustainability of peace and security?

Table 2: Management Refocusing on Education for Actualization of Goals for Sustainability of Peace and Security in Primary Schools
N=300

S/N	Items on Management Refocusing on Primary Education for Actualization of Goals for Sustainability of Peace and Security in Primary Schools	SA	A	D	SD	X	Decision
	Your headmaster/mistress has engaged on the activities below to achieve goals to sustain peace and security in you school; he/she has ensured that teachers:						
1	taught students to achieve permanent literacy	120	130	27	23	3.15	Agreed
2	Layed sound base for pupils to achieve scientific and reflective thinking	33	47	167	53	2.20	Disagreed

3	Taught citizenship education effectively to pupils to enhance cooperation, peace and security among pupils	25	37	158	80	2.02	Disagreed
4	Moulded pupils' character, attitude and morals positively	30	46	108	116	1.96	Disagreed
5	Taught the children to develop the ability to live peacefully with others in any environments	91	146	40	23	3.01	Agreed
6	Helped pupils to develop manipulative/ entrepreneurial skills for future life	21	29	130	120	1.83	Disagreed
	Sectional Mean					**2.36**	**Rejected**

From Table 2, the respondents with the mean score of 3.15 and 3.01 agreed that the headmaster/mistress ensure that teachrs have: taught students to achieve permanent literacy and taught the children to develop the ability to live peacefully with others in any environment.

Alternatively, some respondents disagreed with the mean score of 2.20, 2.02, 1.96, and 1.83 that their headmaster/mistress have ensure that teacher have: layed sound base for scientific and reflective thinking; taught citizenship education effectively to pupils to enhance cooperation, peace and security among them, moulded pupils' character, attitude and morals positively and helped pupils to develop manipulative/entrepreneurial skills for future life. The respondents with a sectional mean score of 2.36 rejected that management has refocused on primary education for actualization of goals for sustainability of peace and security. This finding therefore means that management did not refocus on primary education for actualization of goals for sustainability of peace and security.

Discussion of Findings

The findings of the study revealed that management did not refocused on primary education for sustainability of peace and security and that management did not refocused on primary education for actualization of goals for sustainability of peace and security in primary schools. Amie & Amie-Ogan (2019) study finding supported the present study, the researcher maintained that management of schools should refocus on the curriculum to include entrepreneurial skills which is the same as manipulative skills to enable the children to become job and wealth creators in future rather than job seekers. This to the researcher will give these children the opportunity to become responsible, respectful, peaceful,

independent, self-reliant, constructive, objective citizens to contribute to their economic well-being, and security in the society. The researchers also submitted that this education is the foundation for sustainable life-long learning which provides the children with the reading, writing and numeracy skills which enable them to achieve functional literacy to mix with others easily, understandingly, peacefully presently and in future..

Alanika (2015) study finding supported this present study, he posited that insecurity can be alleviated through refocusing on education that many conflicts arise from ignorance and the manipulation of ethnic and religious identities. Education to her make people to be enlightened be civil citizens, tolerant and be able to understand and live in peace with people from different economic, religious, ethnic and cultural backgrounds, it is incumbent on the management or heads of primary schools to mobilize qualified teachers engage in programmes which will enable them to teach students to execute character which will execute peace and security in the schools and in society at large.

Conclusion

The researchers concluded based on the study findings that management has not refocused on primary education for sustainability of peace and security and that management has not refocused on primary education for actualization of goals for sustainability of peace and security.

Recommendations

Based on the findings of the study, the following recommendations were put forward:

1. Management should ensure that entrepreneurial skills training is introduced at this level of education to enable the children to become job and wealth creators in the future rather than being job seekers.
2. Management should ensure that adequate funding is provided at this level of education so as to help maintain standard, competitiveness and integrity in the Nigerian system of education.
3. The leadership style employ by the management in primary schools should be that which favours team work, peace and security among staff, pupils and management themselves.

4. The management should ensure that citizenship education is taught effectively to enhance cooperation, peace and security among pupils.

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