

Security Management in a Terrorized Nigeria: The Task for Educators

Igbinedion, Doye Angela, Ph.D
Isaac Jasper Boro College of Education, Sagbama, Bayelsa State, Nigeria.
Email: doyeigbinedion@hotmail.co.uk

Abstract

The need for security management in Nigeria cannot be overemphasized with the rising trend of terrorism in the country. The cities as well as the villages are no longer safe neither are the young or old safe as terror could come knocking, on any one and at any time. Backed by the Peaceful Coexistence and General systems theories, this study examined the task of educators in management of security in present day Nigeria. The need for character development and values reorientation useful in inculcating the right virtues, values and skills in her citizens in order to curb terrorism and promote peaceful coexistence in the country was established. Other tasks for educators include: being role models to students; organizing seminars, workshops and field trips in collaboration with other governmental and non-governmental anti-terrorism agencies; conducting proper background checks by the Teachers Registration Council before teachers are registered and eventually employed to have a one-on-one interaction with students; continuous review and implementation of school curriculum amongst others. It was concluded that educators are an indispensable tool in the fight against terrorism in Nigeria.

Keywords: Security Management; Terrorism; Role of Educators.

1. Introduction

Nigeria is a Federal Republic of 36 states in West Africa. It has an estimated population of 190 million people and more than 250 different ethnic groups, each with its own language and culture. With such a large population, diverse cultures and languages, the country's security position is highly threatened by incessant agitations by different groups. These agitations have recently degenerated to terrorists acts ranging from suicide bombings by the Boko Haram group to kidnapping of school children in their school premises and expatriates especially in the oil rich Niger Delta region by the Niger Delta Militants, cultism and ritual killings by different groups and persons, the Pro-Biafra agitation of the South-East for sovereignty, and presently the deadly operations in communities by the Fulani herdsmen. Citizens now live in constant fear and confusion instead of coexisting peacefully.

Terrorism in Nigeria cuts across all the geo-political zones. The hearts of many are snared with so much evil that even relations engage in unimaginable acts against one another as is in the case of Mr Ifeanyi Maxwell who raped and decapitated his niece for rituals in August, 2017. The old as well as the young, the rich as well as the poor are kidnapped; public places such as the markets, schools, churches, mosques, hospitals, banks etc are now prime places of target by these terrorists thereby subjecting the citizens to live in constant fear. Long gone are the days when children or adults could safely and fearlessly walk down the streets in the affected areas. Families are not quite sure of a peaceful night rest or terror free day as a suicide bomb attack can occur at any moment, especially in the North East region of the country.

Zumve, Ingyoroko and Akuva (2013) described Nigeria as a theatre of genocide, bloodshed and insecurity, recognizing the Boko Haram group and the Niger Delta militants as the most noticeable and deadly groups threatening the nation's security. More recently, the deadly activities of the Fulani herdsmen are a major concern to the nation. Although not at war, Nigeria cannot be said to be at peace because of its internally generated tension (Alabi, 2013). Terrorism has rendered the Nigerian system dysfunctional. Economically, the nation is gradually crippled as investors flee from the unfriendly environment. There is a dysfunction in the overall stability and peaceful co-existence of the citizens as well as that of the nation at the global level. International communities like the United Kingdom, France and the United States of America named Nigeria as unsafe for their citizens to live in as the human right to life, especially, is highly threatened. In desperation, Nigerians pray continually for peace. The fact remains that a conscious effort must be made to manage the security situation for the expected results to manifest, hence the need for security management.

Security management simply means the adoption of principles and strategies to ensure the elimination or reduction of risks to the barest minimum. Security is managed with the aim of ensuring safety. Security management in this context therefore means ensuring the safety of the citizens against terrorism. It aims at

reducing or totally eliminating security risks and hazards posed by terrorism. The first line of action by countries in this direction, is to assign security agencies the responsibility of managing her security issues. However, the agencies cannot operate in isolation in any system. Okorie (2012) posits that congruence among key elements within a social system promotes effectiveness and efficiency. The Education sector is key in any society and is usually managed by educators for the effective and efficient functioning of the society.

Educators are professionals trained to achieve certain degree of techniques, skills, abilities, initiation, innovation and productivity in the business of teaching (Aja,2013). Paulley in Aja(2013) is also of the opinion that as a result of the training educators receive, they become knowledgeable about themselves, their communities, their roles in the community and how they can better play their roles in a more productive rather than destructive manner. Educators are agents of change using education as a tool for national development. Faced with security issues, what then are the tasks for educators in managing security in the present terrorized Nigeria?

Having recognized this as a big task for national security, this study is therefore set out to examine different tasks educators can effectively be involved in, to prevent students from engaging in terrorism and consequently managing terrorism in Nigeria.

2. Theoretical Framework

This study is hinged on the following theories:

- Peaceful Coexistence Theory (mirnoe sosuschestvavanie); and
- General Systems Theory.

2.1 Peaceful Coexistence theory

The Peaceful Coexistence theory adopted by Soviet Union during the cold war so that there could be peaceful coexistence with the capital bloc. The Soviet theory of peaceful existence is of the notion that the capital blocs-USA and USSR could coexist rather than fighting irrespective of their political ideologies. In 1954, Zhou Enlai came up with ‘The Five Principles of Peaceful coexistence which are being accepted internationally and has become an important component of international diplomacy in modern times. In 2004, Pope John Paul 11 called for “peaceful coexistence” in the Middle East. United Nations Educational, Cultural and Scientific Organization (UNESCO) also emphasized the need to find the “magic formula” for peaceful coexistence at the end of an intercultural dialogue held in Baku, Azerbaijan in 2017.

2.2 General Systems theory

Although there are many proponents of the general systems theory, Ludwig Von Bertalanffy first outlined the theory in 1950. Proponents of this theory conceive a system as an assemblage of a set of related constituents or components which act in active organized interaction in a particular environment, to achieve a common goal or purpose which supersedes that of the constituents in isolation. In other words, a system is made up of units called subsystems, which are independent yet interdependent and interrelated, hence vital to the survival of the complete system. Changes in one subsystem can adversely affect the operations of the others and consequently be a threat to the survival of the complete system, if ignored.

Educators make up the Education subsystem which is independent but must depend on and relate with other subsystems for the survival of the nation. There is the need for peaceful coexistence amongst Nigerian citizens irrespective of religion, culture, ideologies etc., if the primary purpose of the government securing the maximum welfare, freedom and happiness of every citizen must be achieved. This will promote unity, peace and progress of the country as spelt out by her motto.

3. Terrorism and Security Management

Section 1(2) of the Nigeria Terrorism (Prevention) Act (2011), defined terrorism as:

an act which is deliberately done with malice, aforethought and which may seriously harm or damage a country or international organization; is intended or can reasonably be regarded as having been intended to unduly compel a government or international organization to perform or abstain from performing any act; seriously intimidate a population, seriously destabilize or destroy the fundamental political, constitutional, economic or social structures of a country or international organization; otherwise influence such government or international organizations by intimidation or coercion, and involves or causes, as the case may be, an attack upon a person’s life which may cause serious bodily harm or death; kidnapping of persons, destruction to a government or public facility, a transport system, an infrastructure facility, including an information system to endanger human life or result in major

economic loss; the release of dangerous substance or causing of fire, explosions or floods, the effect of which is to endanger human life; the manufacture, possession, acquisition, transport, supply or use of weapons without lawful authority...(p.1)

In 2004, United Nations Security Council Resolution 1566 defined terrorism acts as: criminal acts, including acts against civilian, committed with the intent to cause death or serious bodily injury or taking of hostages, with the purpose to provoke a state of terror in the general public or in a group of persons or particular persons; intimidate a population or compel a government or international organization to do or to abstain from doing any act, which constitute offences within the scope of and as defined in the international conventions and protocols relating to terrorism are under no circumstances justifiable by considerations of a political philosophical, ideological, racial, ethnic, religious or other similar nature.

A close look at the above definitions shows terrorism is recognized in Nigeria and also in international communities as a criminal offence because of the use of violence to intimidate, threaten or instill fear in persons thereby causing the persons or their properties, the government or public facilities some form of damage. Peoples' actions are usually based on simple ideologies and philosophies which are usually shaped by their value systems. Terrorists groups such as the Boko Haram, Fulani herdsmen and the Niger Delta Militants base their actions on certain ideologies, ethnic and religious beliefs. Terrorists acts such as kidnapping, ritual killings, cultism activities by individuals are usually connected to poverty (of the mind) and corruption in Nigeria, still influenced by one's value system.

Zumve et al (2013) established that the poorest and most corrupt countries in the world are hotbeds of terrorism. This is probably the case of Nigeria presently. Although Nigeria is considered the 'giant of Africa', her citizens live in abject poverty. With over 60% of her citizens living on less than US \$2 daily, there is no doubt that the country is in a poor state. Ikejiaku (2009) in Zumve et al concludes that corruption creates absolute poverty. The citizens are deprived basic amenities and suffer untold hardship. Consequently, some engage in these gruesome acts in search of 'quick money'.

The motto of Nigeria is 'Unity and Faith. Peace and Progress.' In order to achieve this, national integration is encouraged in S.15(2) of the 1999 Constitution of the Federal Republic of Nigeria, while discrimination of any sort is prohibited. S.14(2)(b) also states that the primary purpose of the government is the security and welfare of the people. Citizens are expected to have fundamental rights and freedom as spelt out in S.33 to S.43 of the constitution. The government is expected to secure the maximum welfare, freedom and happiness of every citizen. With the present terrorists' activities, the welfare, rights and freedom of Nigerians have been violated. S.24 stipulates citizens' duties to the state as:

...abide by the provisions of the constitution; respect the dignity of other citizens and the rights and legitimate interests of others and live in unity and harmony and in the spirit of common brotherhood; make positive and useful contributions to the advancement, progress and well-being of the community where he resides; render assistance to appropriate and lawful agencies in the maintenance of law and order...(p.14).

Terrorism is an abuse of the fundamental rights to life and freedom of the citizens. Terrorism shows a breakdown of law, order and of values – integrity, honesty, selflessness, fairness, respect for persons and constituted authorities, co-operation and peaceful co-existence, truthfulness, justice and fair play, discipline, etc and consequently the National ethics. Values are principles and ideas that influence our attitude, actions, reactions and feelings towards others. Positive values develop positive attitudes and approach to life which promotes co-operation, togetherness and peaceful co-existence. Indulging in crimes and terrorism certainly do not exhibit possession of positive values or acting in accordance with the national ethics of discipline, integrity, dignity of labour, social justice, religious tolerance, self-reliance and patriotism as stipulated in the constitution. Below are a few disturbing reports which are not in line with the national ethics:

- The Don Wanny led cultists group killed 23 persons on 1/1/2018 in Omoku, Rivers State on their way back from a service ushering in the new year. (Egufe and Iheamnachor, 2018).
- Agbakwuru (2018) reported the killing of 73 persons in Benue by the Fulani herdsmen. Nwafor (2018) also reported the killing of 30 persons on 5/01/2018, in Benue state, also by the herdsmen.
- On 18/01/2018, 12 were slain and 65 injured by 4 female suicide bombers. (Okoli, Adinoyi and Sowole, 2018).
- On 6/08/2017, 35 were killed and scores injured in St. Phillips Catholic Church Umuezekwe Anambra state, during a church service. (Levinus, 2017).
- Freeman (2014) reports the killing of worshippers and burning of churches by Boko Haram in towns close to where the chibok girls were earlier kidnapped by the same group.

- 18/01/2018 witnessed a suicide bomb attack in Maiduguri market which killed at least 12 and left no fewer than 48 wounded. (Njadvara and Olaniyi, 2018)

‘Vampire’, who was killed in a gun battle with the police is reported to have been behind over 200 kidnappings and robbery attacks especially in South East Nigeria. (Usman, Nkwopora, Okolie and Alozie, 2017). Afeez and Omojuyigbe (2017), had a report on Evans, the kingpin kidnapper and mastermind behind high profile armed robbery and kidnappings. He targeted the rich from whom he demanded heavy ransoms. Evans confessed to have collected billions of naira as ransoms from his victims- expatriates, public office holders and businessmen. He is presently facing a 52 count charge.

In an attempt to ensure the nation’s safety, the Federal Government has adopted several steps and strategies. Some of these are:

- The establishment of the National Security Council (NSC) which is made up of the President, Vice President, Ministers of Internal Affairs, Defense and Foreign Affairs, the National Security Adviser and the Inspector-General of Police. The NSC is to advise the President on public safety matters.
- The enactment of the Terrorism (Prevention) Act, 2011 which provides measures for the prevention, prohibition and combating of acts of terrorism, the financing of terrorism, and also prescribes penalties for violating any of its provisions.
- Explicitly stating the Fundamental Human rights and freedoms of citizens in Chapter IV of the 1999 Constitution of the Federal Republic of Nigeria.
- Explicitly stating the duties of citizens to the state and also stating her primary purpose in the constitution.
- The review of the 1943 Nigerian Police Act which empowers the police to detect crimes, apprehend offenders, preserve law and order, protect life and property and to enforce all laws and regulations with which they are directly charged and perform such military duties within and outside Nigeria as may be required of them by, or under the authority of this or any other Act”. (Cleen Foundation, 2009).
- Establishment of the Economic and Financial Crimes Commission (EFCC). This commission is backed by the EFCC (Establishment) Act (2002) and it has an high-level support from the Presidency, the Legislature and key security and law enforcement agencies in Nigeria to investigate economic and financial crimes thereby curbing corruption.
- The use of the Nigerian Customs Service in the inspection of importations and exportations. The Nigerian Customs Service has made giant strides in combating terrorism. Between January and September 2017, it has seized over 2,700 riffles at various entry points. The Nigerian Immigration Services is also in charge of movement of individuals in and out of the country and has also severally arrested persons with hard drugs, used also by these terrorists.
- The Nigerian Armed Forces – the army, navy and air force are also engaged by the Federal Government in the fight against terrorism. The army has been equipped with lots of assets and security gadgets to fight against the Boko Haram insurgents. Reports have it that the air force destroyed several Boko Haram structures, fighting from the air. The army has not relented in its fight against these terrorists. The Nigerian Navy is in charge of protecting the territorial waters and also engaged in fighting terrorists activities especially the militants in the oil rich Niger-Delta region.
- The Federal Government also seeks the help of international bodies and communities in its fight against terrorism. The United Nations Secretary General to West Africa in July 2017, called on the security council to strengthen support for the fight against Boko Haram and other groups standing as security threats. Having recognized the role of Russia in helping Turkey, Syria and Afghanistan in the fight against terrorism, the Nigerian Government also sought its support in the fight against terrorism.
- Bilateral relations with other African countries in the fight against terrorism.
- Recognizing high unemployment rate amongst youths as a cause of terrorism in Nigeria, efforts are made to engage them meaningfully. In 2016, the Federal Government engaged the services of 5000 youths as teachers; 7500 employment opportunities into Federal Inland Revenues (FIRS) were made available in September 2017, etc.
- In addition to all these strategies by the government, there are vigilante groups set up in various communities to fight against terrorism. There are also voluntary and private security service providers who work daily round the clock to ensure the safety of lives and properties.

4. The Tasks of Educators in Managing Security

While the Federal Government coordinates the overall activity from the centre to ensure the peace and safety of lives and property, there is also the need for every other system to join forces in the promotion of peaceful co-existence. No better time than now for educators to contribute their quota to the nation's security. Akanbi (2011) opines that the soundness of an educational system determines to a large extent the effectiveness of other systems because it is the foundation which other systems build on. Through education, abilities, attitudes and the character of persons are developed. Educators are therefore agents of change in any society.

Education in Nigeria is also recognized as an "instrument par excellence" for effecting national Development (FRN,2004). Section 4(18)(d) of the National Policy on Education of the Federal Republic of Nigeria (2004), clearly states one of the goals of Primary Education as "mould the Character and develop sound attitude and morals in the child." Section 5(22)(f) states "foster National unity with an emphasis on the common ties that unite us in our diversity" as one of the Secondary Education goals while Section 8(59)(b)states one of the Tertiary Education goals as "develop and inculcate proper values for the survival of the individual and society."

These goals clearly show educators have certain task to perform at all levels of education, that will promote the unity and progress of the nation. Some of these tasks are:

4.1 Character development and values reorientation The Federal Government is seriously involved in the fight against Boko Haram insurgents, the Niger Delta militants, the controversial Indigenous People of Biafra (IPOB) declared a terrorist group, the Fulani herdsmen attacks on villages and farmers and other groups and persons involved in terrorism, with the aim of providing her citizens a peaceful society. However, it has only succeeded in providing short term peace in the country as the perpetrators are not giving up either. Nigerians seem not to be enjoying the real value of monies pumped into fighting terrorism. This is so because the root cause has not been dealt with.

In her speech at the 2017 United Nations General Assembly, the United Kingdom Prime Minister, Theresa May said dealing with terrorism for a lasting solution is not only defeating the terrorists but in defeating their extremist ideologies by nurturing of common values. When individuals in a society have a common value system irrespective of religion, tribe or sex, they can peacefully co-exist.

In other to promote positive common values which consequently promote peaceful co-existence, subjects like social studies, civic education, peace education, citizenship and security education are taught in Nigerian schools. Research findings by Ibhafidon (2011) show high students' performance in these subjects, especially in social studies. However, it was also observed that greater emphasis is laid on the cognitive aspect of social studies rather than the affective domain which deals with the inculcation of values. Grading of students is also based on their ability to say or mention these values rather than exhibiting the values. This explains why even having being taught to be honest, a child still acts dishonestly. Considering the importance of these values in shaping the character of a child and the urgent need for peaceful coexistence, there is need for aggressive values reorientation. This therefore calls for a shift from concentration on the cognitive domain to the affective domain which ensures values for character moulding and development are actually inculcated in students.

Character development in children entails inculcating in children principles and values that will guide their thoughts and actions. This process involves the transfer of values from adults to children. While some see this process as a brain-wash or mind-control approach of character development, others recognize the need for adults to be involved in character development of children. Wynne in Titus (1994) is of the opinion that values should be clarified with moral reasoning for proper value related choices to be made by the children. This calls for proper guidance by teachers in school and parents at home. While working hard to achieve this in school, teachers should also liaise with parents to ensure the process is not distorted. Character development can be used as a tool for:

- value reorientation for students that were previously misguided and presently engaged in terrorism, especially in the affected communities and regions in Nigeria;
- preventing students from engaging in any form of terrorism in the future.

4.2 Use of appropriate teaching strategies: Okai (1999) and Ibhafidon(2011) in different studies found out that most teachers taught primary and secondary school students these values with the lecture method. In order to ensure these values are actually inculcated in the students, educators must adopt strategies that will stimulate the child's interest thereby getting him/her involved in learning. Strategies such as story-telling, acting of short drama scenes in class, discussion, etc can actively involve students and help them have a deeper understanding of values. While inculcating the positive values, the consequences of the negative values to individuals and society should also be buttressed exhaustively. Students can also be made to work in different groups both at the

class and school levels. Kaegon (2014) also recommends the use of teaching methods that would develop capacity for critical thinking, inquiry and reflective skills and also enable students appreciate the core values and understand obstacles to peace. When students are actively engaged in the learning process, they articulate better. Bar-Tal (2002) holds the opinion that entrenching peace into a society through peace education is highly teacher dependent. Educators must adopt strategies that ensure positive values for good citizenship are inculcated.

4.3 Curriculum design and reviews: In addition to adopting relevant teaching strategies, educators should also ensure the curriculum is designed to entrench societal peace. Students need to understand that citizens are entitled to fundamental human rights which must be respected. December 14 every year is observed as Human Rights Day in Nigeria. Ironically, many Nigerians do not know their rights, the rights of others and the importance of respecting these rights. Respect for these rights means peace. Holding on to extreme ideologies, usually leads to the violation of the rights of others, does not give room for tolerance and most times end in chaos in the system. For instance, in order to promote peace, there is need for religious and ethnic tolerance. The Boko Haram ideologies are based on extreme religious beliefs. The Niger Delta agitators and IPOB struggle are ethnicity based. The Fulani herdsmen and many other terrorists hold on to extreme ideologies which trample on the rights of other citizens and threaten the security of the nation. It is high time educators went back to teaching the true content of the national anthem which calls for citizens to arise and serve their fatherland and also respect the pledge. Therein lies the true patriotic citizen that will promote the peace and progress needed to curb terrorism in Nigeria.

4.4 Use of workshops, seminars, documentaries and field trips: Findings by Nwogu and Esobhawan (2014) showed organizing of workshops and seminars as a way of institutionalizing peace education in schools. Educators in collaboration with other bodies and agencies such as the Nigerian Police, EFCC, National Agency for the Prohibition of Trafficking in Persons (NAPTIP), Nigerian Prison services, non-governmental anti-terrorism agencies etc, can organize workshops and seminars on terrorism, human rights, peaceful coexistence, etc in schools. Hearing from other authorities and officials also will further sensitize school children and encourage them to be patriotic citizens. Cuban (2001) in Ghulam, Khuram, Naqvi and Nadeem(2015), revealed that 83% of what is learned is from the sense of sight as compared to only 11% that can be learned from the sense of hearing. At this point, it is pertinent to add that in addition to the workshops and seminars, documentaries about how people should peacefully coexist, the gains of living in a peaceful society, etc can be aired in schools. Since there are two sides to a coin, the consequences of engaging in crimes and terrorism, the ills of the society as a result of insecurity, etc should also be aired in schools. Where it is possible, students should be taken on field trips to the prisons and remand homes. It is no longer news that the Nigerian prisons are in sorry state. Seeing firsthand what prisoners are subjected to, can also facilitate the process of positive character development. Educators can also be engaged in organizing rallies and community services periodically, to enlighten individuals on their human rights and the need to respect the rights of others for a peaceful society. This will help in promoting co-operation and the spirit of togetherness which is essential for peaceful co-existence, survival of individuals and the society.

4.5 Background checks to ensure employment of role models: S.41 of the Teachers Code of Conduct of the Federal Republic of Nigeria enjoins teachers to be role models, showing a high degree of decency in speech, mannerism, discipline, dressing and general performance of their roles. S.55 also describes teachers as an embodiment of exemplary citizenship, integrity and industry and participate actively in the development of both their immediate and wider communities. It is therefore disturbing to hear a male teacher raped a female student as in the case of two teachers involved in raping ten female students in Government Secondary School Epe, Lagos State, or a female teacher having sex with her male student as in the case of Valeria and her 17 year old male student reported by Akbar (2018). More disturbing is the scenerio of teachers involved in kidnapping students under their care. Dimeji (2014) reports the case of Mr. Sunday and Mr. Johnson as follows. Tolulope (9) and Omodolapo Kosoko (7), students of Imperial International School, Molipa, Ijebu-Ode, Ogun State were kidnapped by Sunday, a family friend and teacher in charge of taking them to school. On July 19 2014, Mr Sunday not only kidnapped these pupils, but also sent them to far away Ebonyi state under the identities of Bishop (Tolulope) and Turey (Omodolapo). He demanded for a ₦500,000 ransom from the parents which was to be paid into Mr. Johnsons' account in Ebonyi state. They were caught trying to withdraw the partly paid ransom.

Teachers can best be role models when they practice what you teach. There is no moral justification being a teacher and a kidnapper or rapist. Yet students being taught by such teachers are expected to act otherwise. In addition to being role models, teachers stand *in-loco-parentis* meaning they act as parents to the pupils while they are at school. Teachers who possess such questionable values cannot act *in-loco-parentis* neither do they portray an embodiment of exemplary citizenship. There is the Teachers' Investigation Panel (TIP) that investigates professional misconducts and a Teachers Disciplinary Committee (TDC) that penalizes erring teachers who are found guilty by the TIP or the law court. This helps to put a check on teachers but more can be done.

Teachers Registration Council need to conduct background checks before members are registered. Teachers should also be properly scrutinized before they are sent to the classroom where they have one-on-one interaction with students.

4.6 Guidance and counseling: The present security situation in the nation is a wake-up call on guidance and counseling units in our schools if students are to be safeguarded from terrorists' ideologies. Egbo (2015) in his study concluded that guidance and counseling even at the primary school level, will help in crime reduction in the country. Ubah, Onwuasoanya and Eze (2012) also opined that through guidance and counseling in schools, youth are properly guided to acquire vital skills for the development of entrepreneurial skills thereby reducing idles minds and curbing armed robbery, kidnapping and other crimes in the society.

However with over three decade of formal introduction of guidance and counseling services in Nigerian schools, no meaningful impact has been felt. These services are still bedeviled by the negative attitude of the government, policy makers, ignorance of the usefulness of this service amongst others as revealed by studies of Egbo (2015) and Ubah et al (2012).

Ipaye in Egbo (2015) described guidance and counseling as developmental, identifying different stages of development and associated problems; preventive, helping people identify their weaknesses and negative aspects of their behaviour which can be turned around; curative in that it assists them in solving their problems; and therapeutic because it helps troubled individuals reorganize priorities for behaviour modification. (p.5)

Cook(2015) outlined assessing the risks of students being drawn into terrorism as a key duty of head teachers if the challenges of terrorism should be curbed. In other words, they are to be actively involved in guidance and counseling of students. Considering the locality of the school, they should be able to assess how exposed students are to terrorists' ideologies and extremists' ideas. Working with the local authorities- Local government chairmen, local education authorities, schools governing board, Parents/Teacher associations, State Schools Board, Policy makers, etc the guidance and counseling units should be able to provide such student preventive, curative and therapeutic services. This will help in providing a sustainable terrorism preventing process.

4.7 Conflict resolution: As individuals interact, there are bound to be misunderstandings because of the different backgrounds, perceptions, culture, etc. When these misunderstandings are not managed, they degenerate to conflicts and a crisis if still not managed. Ereh (2011) defined conflict as a product of competing values or composition between and/or among individuals for tangible and intangible things with the desire to have more of these than others. Conflicts usually exist in various degrees and have destructive consequences when not resolved.

Conflict resolution is simply a process whereby various levels of disagreements and conflicts between individuals, groups or organizations are peacefully settled with little or no destructive effect. Best (2000) in Ereh (2011) supports the use of dialogue, negotiations and mediation as the best approaches of managing conflicts as they usually end in a "win-win" situation for parties involved. Conflict resolution is therefore key to peaceful coexistence.

Some of the live threatening crisis presently in the country could have been avoided only if the conflicts were resolved at the beginning. Teachers have an essential duty to educate students on the different conflict resolution techniques, skills and methods. Educators in curriculum department would have to liaise with other peace promoting agencies to build in these techniques, skills and methods, into the school curriculum.

4.8 Equipping students with life skills: Although the unemployment rate in Nigeria is high, educators are still actively engaged in the training of young minds into becoming useful and productive individuals in the society. When students are equipped with life -long skills, they are invariably trained to be useful to society rather than being a menace. While the likes of the terrorists may suggest that educators have not contributed to the peace of the country, the likes of the engineers, doctors, lawyers etc engaged in productive activities which consequently promote peaceful existence, justifies educators.

4.9 Training and retraining of educators: There is no doubt that the present security situation has given a new dimension to the duties of educators globally. Much is expected from Nigerian educators and so they need to be well equipped as well. For educators to manage school security for national benefit, then they have to be equipped with appropriate techniques, skills and methodologies. Cook (2015) advocates an awareness training for educators to:

- have knowledge and confidence in identifying at risk children.
- be able to challenge extremist ideas used to legitimize terrorism; and
- know where and how to refer school children for help.

One important aspect is training teachers to be role models to students. As role models, teachers convey ethical principles. Educators are described by Titus(1994) as an invisible curriculum which is not explicitly taught but which all students learn. They must be what they teach in character development or value reorientation. A child must therefore have a positive mental picture of a teacher before such a teacher can achieve meaningful impact in character development or values reorientation for national benefits.

5. Conclusion

Terrorism in Nigeria is no longer an issue to be treated with levity, as lives and properties are lost on a daily basis. The citizens live in constant fear. The Nigerian government has been seriously involved in the fight against terrorism with little progress made in combating it. Attacking and defeating terrorism in Nigeria requires a complemented effort, hence the need for different sectors and systems to work together in this silent war. Educators form an important system and an indispensable instrument in security management in any nation. There is therefore the need for educators to complement the efforts of government, by contributing their bit to security management. Educators as agents of change, now more than ever, have the herculean tasks of combining teaching and a security management if the desired end of terrorism in the country is to be achieved, hence school curriculum and activities must be organized to provide sustainable solutions to national security.

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