

Security education and the correlates of guidance and counseling services in the universities of Rivers State, Nigeria

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Abstract. The study investigated the relationship between security education and the variables on guidance and counseling services, motivation services and orientation services in the universities of Rivers State, Nigeria. Two non-cognitive self designed instruments were used for data collection, the "Guidance/Counselling Measurement Scale" (GCMS) and "Security Education Measurement Scale" (SEMS) with reliability coefficients of 0.89 and 0.76 each respectively using the Cronbach alpha statistical method. Pearson Product Moment Correlation coefficient was used in the data analysis. It was found that orientation services, motivation, and counseling services have a high positive relationship with security education in the universities of Rivers State, Nigeria. Orientation services were found to be important and need compulsory attendance of all new intakes before the start of school in any tertiary institutions in Rivers State, Nigeria. Required basic learning facilities like hostels, classroom, instructional materials, library, laboratory and qualified guidance counsellors, and teachers be part of the government's prerequisite to universities and colleges. Students warned from the existence of social issues and problems can better succeed in college education because of security in school and presence of effective guidance and counseling services support students' life for them to finish college education. Counseling as a means of mediation towards disciplinary problems and incidence of conflicts among students and the universities offering motivation services are the better accepted campus environment and Orientation is a good tool to keep students in school that developed independence, social networks, intellectual habits, skills and knowledge needed to succeed.

Keywords: Orientation services, motivation, counselling services, security education.

INTRODUCTION

Security they say is everybody's business. It is the state by which life and property are protected from harm and destruction. It is the hallmark of good living. It could be seen as the source of peace of mind and peaceful co-existence between and among people. Security cannot be bought but can be cultivated to become part and parcel of the life pattern of an individual. Crawford and Bodine in Oguzie (2014), submitted that consciousness

of peace and national security was introduced in American schools in order to fulfil their mission of educating youth and preparing them to function effectively in adult society, therefore, American schools must first be safe places to be secured from any harmful elements of society. Security education is the process of teaching the students how to safeguard life and property that belong to them as well as that of other people.

Nwafor in Oguzie (2014), confirmed the consciousness of peace, conflict resolution and national security involves the absence of conflict or violence at a particular time and place which evokes the climates of freedom from fear, intimation and harassment, oppression and brutalization by external forces or agents.

Security education from schools or security training centres can be available. Security education is taught in the school just like every other subject of study. Educational International in Oguzie (2014) reported that peace consciousness makes it possible for people from all walks of life to be enlightened on issues that concerns peace. Enlightenment in the form of security teaching is a bold step in the right direction to bringing about peaceful coexistence in the school and in the society at large. Oguzie (2014) opined that an environment that has promoted the consciousness of peace into the youths will be as to be free of crimes such as kidnapping, armed robbery, theft, corruption, child-abuse, drug trafficking, discrimination, political irony electoral malpractices, murder, terrorism, religious rivalry. Security education will enable the students to know how to avoid problems and enhance protection of life and properties. Security challenges can come from the students, host community, teachers, political problems, religious crises and the state of educational facilities in the school. Hurley (2016: 1):

A safe learning environment is essential for students of all ages without it they are unable to focus on learning the skills needed for a successful education and future. When violence is part of the educational setting, all students are affected in some way.

The sources of school insecurity are just more than what one can imagine. The school has to do their best at least to avoid insecurity for it has devastating effect and trauma in school and the people. Hurley (2016) reported that the school safety is important to protect the school from attacks like: assaults, bullying, victimization, theft, classroom disorder, fight, robbery, use of weapon, sexual and violent crime.

Anasi in Uriah *et al.* (2015), have it that various forms of youth restiveness are economically, politically, or religiously motivated have existed for a long time. Security issues that can stem from the students are cultism, prostitution, stealing, examination malpractice, riot, bullying and fighting. These security issues are easily and widely witnessed in high institutions across the nation. Some of the problems that are found outside the school premises are religious fighting, political irony, land disputes between the school and community, problems arising from choosing the Vice Chancellor, Provost, or Rectors of the host institution. Functional school facilities prompt students the needed securities in school as key concepts. Ofom and Ajayi (2008) reported that humanitarian

and social welfare, lack of good governance, corrupt practices of government officials, inadequate training programmes, unemployment, inadequate recreational facilities, lack of quality education, and so on, are the major causes of youth restiveness. More so, Sokari (2006) opined that information is necessary for people to be liberated from the shackles of ignorance, misconceptions, economic stagnation, social unrest, and political instability.

Guidance-counselling is a branch of study that provides client with help solution in order to understand his/her problem very well in order to come out of such problem. United Nations Educational, Scientific and Cultural Organization (2011) stressed that guidance and counselling programmes promote the personal/social, education, and career development of students. Okorodudu in Oguzie (2014) reported that guidance and counselling is encompassed by activities of relevant services and also processes of helping persons within and outside the school, to achieve their full potentialities in their emotional, moral, social, academic and vocational developments. The counsellor, motivates, provides orientation and counsels the client in order to easily come out of any devastating situation before him/her. Okoboah in Oguzie (2014) stressed that the counsellor needs to acquire wealth of experiences through continuous training and development in order to facilitate/inculcate the spirit of consciousness for peace, conflict resolution and national security into learners. Kester in Oguzie (2014) asserted that teaching the principles of peace through guidance and counselling would also build in every learners the universal values and behaviours on which a culture of peace is predicated, including the development of non-violent conflict resolution skills and a commitment to working together to realize a shared and preferred future.

Orientation for new students is often encapsulated by a Freshmen's week which entailed the period of adjustments to college environment as the time to reckon the academic year of university culture or any other tertiary level institution's preparation of various events that welcome new students. It is at this period in time that the school guidance/counselors are supposed to make the students understand the need to run away from anything that will endanger their life and stay in the university. Feldman in Davis (2013) mentioned that colleges have strategic goals to increase students' enrolments but often fail to address the needs of students to be more persistent once they have enlisted and arrived on campus. The school environment where teaching and learning are going on are supposed to be appealing and intriguing for arduous academic work hence to guarantee security in the school system.

Statement of the problem

Literature and personal experience have shown that the

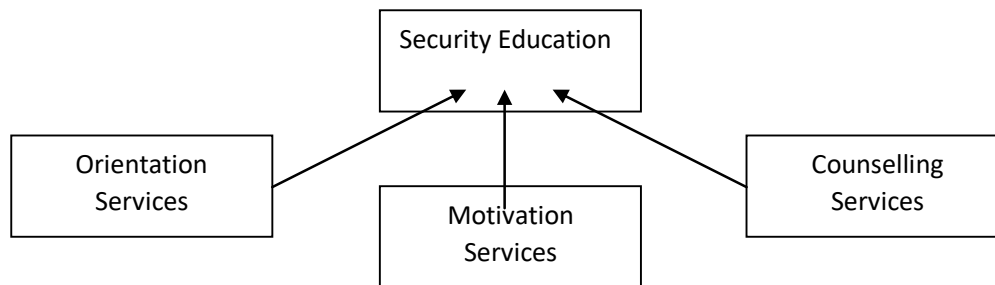


Figure 1. Analytical framework.

level of insecurity in our schools have gone viral and as such, has become a commonplace in our schools. The case of Boko Haram Islamic sect kidnapping the Chibok girls is a very cheap and cogent example. If there are no security and safety safe havens in the schools, there are likely to be series of sundry ugly life threatening experiences in the school ranging from high rate of kidnapping, sexual abuse, theft, fighting, bullying, riot, examination malpractice, cultism and prostitution. Students can perpetrate this ugly menace if security education is improperly inculcated as valid value in them as soon as they are admitted in the schools. Once there is insecurity in the school, the expected teaching and learning with friendly atmosphere will be in vain, and there will be notable level of indiscipline among students, increased students' poor performance in their semester examinations, incessant killings, closing down of schools, disrupted academic activities and school calendar. The researches are bothered whether there will be a significant relationship between counselling, orientation, motivation and security education in tertiary institutions in Rivers State, Nigeria.

Aim and objectives

The aim of this study is to establish the relationship between guidance/counselling services and security education in tertiary institutions in Rivers State, Nigeria. Specifically, the study sought to:

1. Ascertain the relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria.
2. Determine the relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria.
3. Find out the relationship between counseling services and security education in tertiary institutions in Rivers State, Nigeria.

Analytical framework

The analytical framework is shown in Figure 1.

Research questions

The following research questions guided the study:

1. Is there a relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria?
2. Is there a relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria?
3. Is there a relationship between guidance and counselling services and security education in tertiary institutions in Rivers State, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 alpha level:

1. There is no significant relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria.
2. There is no significant relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria.
3. There is no significant relationship between counselling services and security education in tertiary institutions in Rivers State, Nigeria.

METHODOLOGY

The study is descriptive design and used the non-cognitive and self designed instruments: Guidance/Counselling Measurement Scale" (GCMS) and "Security Education Measurement Scale" (SEMS). The Section B of the GCMS consisted of 15 items tackled the counselling services, motivation services and orientation services of the Guidance and Counselling Offices of schools and universities while SEMS consisted of 15 items described the measurement of security education in campuses. Raw scores of the GCMS and the SEMS were tallied and used in the correlation analyses. The population of this study comprised all the 23 faculties with 131 Head of Departments in the 3 (1 Federal and 2 States)

Table 1: Pearson Product Moment Correlation between orientation services and security education in tertiary institutions in Rivers State, Nigeria.

	Orientation services	Security education
Orientation services	1	.91
Sig. (2-tailed)		.000
N	79	79
Security education	.91	1
Sig. (2-tailed)	.000	
N	79	79

universities in Rivers State, who answered the data gathering tools. The sample size of 79 Head of departments was computed using the stratified sampling method of 60%. Like any other standard instruments, the face and content validities were ensured using the Cronbach alpha statistical method. The general reliability coefficient of GCMS was realized at 0.89, while for the GCMS at 0.76 respectively. The Pearson Product Moment Correlation coefficient was used for the data analysis.

RESULTS

The results and interpretations were presented.

Research question one

Is there a relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria?

Hypothesis one

There is no significant relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria.

Table 1 shows a high positive correlation between orientation services and security education to be .91. For two tailed test, the observed correlation has probability level (p value) of .000 which is less than the chosen 0.05 alpha level. Therefore the null hypothesis is rejected. By implication, there is a significant relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria.

Research question two

Is there a relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria?

Hypothesis two

There is no significant relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria.

Table 2 shows a high positive correlation between motivation services and security education is .86. For two tailed test, the observed correlation has probability level (p value) of .000 which is less than the chosen 0.05 alpha level. Therefore the null hypothesis is rejected. By implication, there is a significant relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria.

Research question three

Is there a relationship between counselling services and security education in tertiary institutions in Rivers State, Nigeria?

Hypothesis three

There is no significant relationship between counselling services and security education in tertiary institutions in Rivers State, Nigeria.

Table 3 showed a positive high correlation between counselling services and security education is .91. For two tailed test, the observed correlation has probability level (p value) of .000 which is less than the chosen 0.05 alpha level. Therefore the null hypothesis is rejected. By implication, there is a significant relationship between counselling services and security education in tertiary institutions in Rivers State, Nigeria.

Summary of findings

The findings of the study showed that:

1. There is a significant positive high relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria.

Table 2. Pearson Product Moment Correlation between motivation services and security education in tertiary institutions in Rivers State, Nigeria.

	Motivation services	Security education
Motivation services	1	.86
Sig. (2-tailed)		.000
N	79	79
Security education	.86	1
Sig. (2-tailed)	.000	
N	79	79

Table 3. Pearson Product Moment Correlation between counselling services and security education in tertiary institutions in Rivers State, Nigeria.

	Counseling services	Security education
Counseling services	1	.82
Sig. (2-tailed)		.000
N	79	79
Security education	.82	1
Sig. (2-tailed)	.000	
N	79	79

2. There is a significant positive high relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria.

3. There is a significant positive high relationship between counselling services and security education in tertiary institutions in Rivers State, Nigeria.

DISCUSSION

Orientation services and security education in tertiary institutions

The finding showed that there is a significant positive high relationship between orientation services and security education in tertiary institutions in Rivers State, Nigeria. Brawer in Davis (2013) opined that orientation is one of the most common intervention strategies used by institutions to promote retention and increase their engagement with new college students. Orientation, as the case may be, is a good tool to keep students in school and focused to educational activities thereby avoiding negative thoughts that may arise. Gardner and Siegel in Davis (2013) identified the first few weeks of the freshman terms as a time when students develop independence, social networks, intellectual habits, as well as the skills and knowledge needed to succeed. Davis (2013) reported that many institutions provide a new student orientation programme for incoming first time

students as well as parents so that each party will be able to develop a more comprehensive understanding of the collegiate environment in which students now find themselves. This means that during orientation activities of the schools and universities, it is expected that students were warned from the existence of social issues and problems that can impede from their learning to succeed in college education. It is the time to fully recognize the importance of security in school and how guidance and counselling help in the life of every person intending to finish the college education in the universities.

Motivation services and security education in tertiary institutions

The study revealed that there is a significant positive high relationship between motivation services and security education in tertiary institutions in Rivers State, Nigeria. Colleges have strategic goals to increase students' enrolments but often fail to address the needs of students to be more persistent once they have enlisted and arrived on campuses (Feldman in Davis, 2013). Chesley in Davis (2013) stressed that colleges that create a more inclusive and engaging campus environment become more participatory and active in the learning process. This disclosed that schools and universities that can offer maximum concentration to students for their welfare and

protection from any social harm will be better accepted campus environment. These can be in the form of motivation services such as movable sight of social vices, student engagements for better learning and parents' assurance for their children.

Counselling services and security education in tertiary institutions

The study reported that there is a significant positive high relationship between counselling services and security education in tertiary institutions in Rivers State, Nigeria. The findings agreed with Juvonen's (2016) findings. There are different measures to improve school safety. These include the use of metal detectors, the presence of security guards on campus, rules and regulations regarding students conduct and dress code, profiling of potentially violent students, anti-bullying instructional programmes, and counselling and meditation. Counselling is a strong aspect of security building in the school society. If counselling services on security education are properly provided for the students and on the required early period of their stay in the campus, it will make the students to be sure footed and bold enough to adhere strictly to the rules and regulations of the school. More so, Juvonen (2016) reported that other violence prevention efforts rely on counselling students with disciplinary problems and mediating in specific incidents of conflict as needed.

Conclusions

Based on the findings of this study it is concluded that:

1. Guidance/counselling services are indispensable measures that are handy in enhancing security education which will effectively lead to reduced insecurity of life and properties in the Universities in of Rivers State, Nigeria. Different measures can be infused to instructional programs like detectors, security guards and imposition of rules and regulations to students that improve school safety.
2. Counseling is a strong aspect of security building in the school society that can be provided to students as a means of mediation towards disciplinary problems and incidence of conflicts among them.
3. Schools and universities that offer motivation services are the better accepted campus environment with maximum concentration to students' welfare and protection, movable sight of social vices, student engagements for better learning and parents' assurance for their children.
4. Orientation is a good tool to keep students in school that develops independence, social networks, intellectual habits, as well as the skills and knowledge needed to

succeed. Students were warned from the existence of social issues and problems that can impede their learning to succeed in college education. It is the time to fully recognize the importance of security in school and how guidance and counseling help in the life of every person intending to finish the college education in the universities.

RECOMMENDATIONS

Based on the conclusion of this study, the following recommendations were made:

1. The school authorities should make orientation services important and compulsory for all new intakes before the start of school in any tertiary institutions in Rivers State, Nigeria.
2. The government and National Universities Commission (NUC) should endeavor to make sure that the required basic learning facilities like hostels, classroom, instructional materials, library, and laboratory are made available in schools and qualified teachers not below the level of Masters Degrees should be required to ensure quality education in schools and universities.
3. The guidance/counselling services should be provided for the students not only when they are likely to face school problems but should be done proactively for the students not to seek solution from their peers. Different measures that support the counseling services can be infused to instructional programs such as detectors, security guards and imposition of rules and regulations to students for school safety.
4. Training the teachers to be effective teacher advisers/counselors would be necessary inclusion in the university with guidance culture for improved counseling services.
5. Orientation program can be improved as part of the university's culture of excellence and be fully recognized as important aspect of security in school.
6. Schools and universities that offer motivation services are the better accepted campus environment with maximum concentration to students' welfare and protection, movable sight of social vices, student engagements for better learning and parents' assurance for their children.

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