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EDUCATIONAL PSYCHOLOGY AS A REVITALIZING TOOL FOR VALUE EDUCATION AND SECURITY IN NIGERIA EDUCATIONAL SECTOR

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Abstract
The paper examined educational psychology as a revitalization tool for value education and insecurity in Nigeria educational sector. Specifically, the concept of educational psychology, concept of insecurity, the Nigerian experience on education and insecurity were discussed. The paper further examined the effect of insecurity on the development of education in Nigeria. The paper concluded with the following recommendations that educational reform that would encourage value education, agencies of socialization especially religious organizations and the media should encourage peace education. The reward and value systems of Nigeria should be reinforced, strengthened and made more effective and efficient. Finally, the present government should enact policy on how best to safeguard the lives of our children in different schools in Nigeria.
Keywords: Educational Psychology, Revitalizing Tool, Value Education, Insecurity and Nigeria Educational Sector.

Introduction
Education is the process of facilitating learning or the acquisition of knowledge, skills, values, moral beliefs, habits and personal development (Ikenyiri, Ordua & Ezediukwu, 2023). It is a process through which the individual or a social group is developed by way of instruction in either a formal or non-formal environment. It is for the purpose of bringing about desirable change in the individual or group for the betterment of the entire society. It is the most important instrument that brings a desirable change in man and societal development. Adegbesan (2011) describes education as the bedrock of every society and a tool for nation building. Similarly, Aziza (2016) opined that any meaningful change in the social and intellectual disposition of a society is preceded by a revolution in its educational system.

Moreover, education remains the only weapon through which a country's national goals can be achieved. Therefore, as a nation, Nigeria is renowned for her unique and shared values which serve to ensure the continued harmonious and peaceful existence of the society that would help to encourage development of the entire society through value education and security.

Over the year, the perception of people about the cardinal positive qualities of education has changed rapidly, thereby making people to not only question these societal virtues but also jettison these values and in their place instituted new practices that negate the societal virtues. This has led to the high rate of unethical and immoral practices prevalent in the country. One resultant effect of this is the alarming rate of insecurity in our educational institution. Recently, it appears a war is being waged against the educational sector by these enemies at the state in a series of coordinated attacks on schools and educational institutions. Mass abduction of school children, kidnapping of university students in exchange for ransom has been recorded making the educational sector unsafe for teaching and learning. This paper seeks to examine educational psychology as a revitalizing tool for value education and insecurity in Nigeria educational sector under the following sub-headings - Concept of Educational Psychology, Concept of Values Education, Concept of Insecurity, Nigeria's Experience on Education and Insecurity, Effects of Insecurity on the Development of Education in Nigeria, Benefits of educational psychology and conclusion.

Concept of Educational Psychology

Psychology is the science of human behavior and mental processes (Mangal, 2015). It is basically the study of who we are, why we are the way we are and also what we can become. Educational psychology attempts to define, describe and explain the changes that take place in individuals in their various stages of development. As a result of its study, it describes and often formulates certain principles which are worthy of consideration in directing and fostering the programmes of school education in humanistic lines (Kundu &Tutoo, 2007). Educational psychology is a study of the human mind as it bears upon learning and teaching activities. It is concerned with two cardinal problems, namely, the construction of good teaching procedures and the measurement and evaluation of effects of teaching in an objective manner. It explores and explains the psychology of students, patterns of responses, hereditary nature and the impact of their forces in learning and development (Kundu &Tutoo, 2007). Educational psychologists are preoccupied with the application of psychological principles and techniques to solve educational problem (Ordua, 2022).

The primary concern of educational psychology is the application of the scientific knowledge concerning human personality to the process of teaching, that is, to the motivation, direction, control and evaluation of learning (Mangal, 2015). The author further states that educational psychology enables those aspects of psychology which will provide for a teacher a correct and thorough scientific understanding of the child, an insight into the nature and conditions of learning, an appreciation of the significance of individual difference, a knowledge of motivation, an awareness of

the importance of adjustment and a recognition of the necessity for the proper formation of character. Thus, it seeks to provide for the teacher the fundamental principles which will be of services in meeting the problems which arise in the classroom and in evaluating the means to educational process. Educational psychology occupies strategic position in educational practice as well as being the foundation on which value education and security of education sector rests and improves the quality of educational practices.

The Concept of Values Education

Values are those intrinsic qualities or attributes that one possesses which influence his actions on daily basis. These constitute standards or yardsticks for assessing peoples' actions to know whether such values are in tandem with what the society accepts or subscribes to. Values are those salient beliefs an individual or community holds dear, that provide a guide for actions and are used as reference to judge certain actions as good or bad, desirable or undesirable (Ukpabio, Ekere& Nnaji, 2017). The indispensability of such values to a man and the society at large provides the imperative for every member of the society to live in order to promote social integration and peaceful and harmonious atmosphere conducive for human habitation. In reality, both positive and negative values exist side by side in the society, and it is incumbent on members of the society to choose the type of values that would form their reference frame.

Value education is an aspect of education, just as cognitive, vocational, technical and entrepreneurial education that are responsible for the inculcation of those values accepted and cherished by the society. According to Davie (2018), it is used to describe moral and citizenship education that helps individual to acquire those good and worthwhile attitudes and abilities that are desirable and acceptable in the society. The primary concern of values education is to ensure that societal values are preserved, passed on from one generation to another, and the modification of values in line with present realities in the society. It begins at birth and continues through life-formally or informally, until the day one dies, and it is not restricted to a given age bracket in the society. The society today is more inclined to perpetuating negative values instead of positive values because of man's subjective attitude to societal virtues. This has given rise to some of the challenges facing Nigeria today like terrorism, militancy, banditry, etc.

Values education is an integral part of education because it is intended for the total development of the individual which includes the formation of appropriate character traits. It is against this backdrop that Magaji (2014) asserted that "value is education and education is value". The absence of values in any educational enterprise would only lay emphasis on the cognitive or intellectual development of the individual

because values would not be transmitted without the instrumentality of education. As a result, education that does not include the inculcation of values is of no worth and useless, because education is expected to impart life with lasting values that would bring about desirable and worthwhile changes in the individual and the society at large.

As an aspect of education, value education brings about the activation of the spirit of co-operation, mutuality and harmony, and facilitates the acquisition of requisite skills to cope with the complexities of ever-changing world (Shobha & Kala, 2015). It also encourages the establishment of a stable, peaceful and progressive society with few moral issues (Ukpabio, *et al*, 2017). The inculcating of appropriate values, skills, characters and attitudes that, would enable individuals to achieve fulfillment and success in any chosen careers and lives. When people are adequately prepared through values education, such person would contribute to the development of the society and the nation at large, thereby contributing to national development. Hence, the development of the personality of the individual would certainly have ripple effects on the overall development of the society and the nation, depending on the kind of values members of the society have imbibed, whether positive or negative. It is therefore obvious that the objectives of values education are in two-folds, first, the development of the individual, and then the development of the larger society. Absence of values education in any educational system or society would amount to a society without a moral or ethical frame.

The Concept of Insecurity

Insecurity connotes a state of vulnerability, risk, fear, anxiety, uncertainty and defenselessness, and it is occasioned by the absence of protection, safety and stability (Nwafor, 2021). It creates a situation where people live in fear, feel unprotected and are prone to attacks by ill-intentioned individuals whose aim is the destruction of lives and property. This results in volatile and unfriendly atmosphere that does not encourage peaceful co-existence and the overall development of the society. Insecurity signifies the inability of a country to guarantee the safety to its citizens and resources, thereby making it susceptible to threats, and internal and external aggressions (Udeh, Okoroafor & Ihejie, 2013). This unwholesome situation is gradually becoming synonymous with the Nigerian state because of the high rate of attacks on defenseless Nigerians that have resulted in the wanton destruction of property and untimely death of many young productive individuals. It has also put a clog in the wheels of development of Nigeria because insecurity and national development are incompatible. Government on its part seems to be helpless and overwhelmed by this deleterious social menace as evident in its inability to stem the tide of insecurity in the country.

Security according to Otto and Ukpere (2012), has a close relationship with peace, stability, happiness and absence of threat. This would directly impact national development, as meaningful development can occur only in a peaceful and stable environment that acts as catalyst in the development process. It is on this strength that governments all over the world accord security prime attention because of its ripple effect on every facet of national life like education, economy, tourism and politics. This is necessary because business and investment which drive development would thrive if the socio-economic and political atmosphere is calm and serene. .

The Nigeria Experience on Education and Insecurity

The education sector has encountered ugly experiences in the recent times as a result of insecurity in the nation. Traceable among them is the issue of Chibok girls who were abducted in 2011 which caused the government a colossal amount of money to rescue them. This incident lasted for some years and it almost drained the federal purse. One can imagine the pains the parents of those girls have been passing through within this period of time. Even at that, some of the students are yet to be released.

Furthermore, the menace of Boko Haram in North East is a big threat to education and other institutions within that geo-political zone. Thousands of lives and properties have been lost. Apart from the North East, the Boko Haram insurgency has spread to every part of Nigeria leading also to Internally Displaced People (IDPs) as evidenced in many states. In this process, many schools, other government and private establishments have been destroyed. It becomes incumbent on the government to spend in order to settle those affected. Book Haram group is not only opposed to Western Education but also Western culture and modern science (Duma, 2010).

Another form of insecurity is the issue of Herdsmen that rear cattle in every nook and cranny of the country. It was reported that cattle rearers drove primary school pupils away from their classes as cattle were sent to settle in those classes. Today, students are killed at every corner, either for rituals sacrifice or revenge by the cultists. This rampant killing and incessant kidnapping coupled with Boko Haram saga are major insecurity problems which affect development of education and other sectors of the country (Adejoh, 2011).

Effects of Insecurity on the Development of Education in Nigeria

Insecurity is a major challenge facing the nation as a whole. It means that to achieve sustainable development entails a thorough eradication of insecurity. Adejoh (2011) asserted that insecurity in Nigeria has taken three dimensions which are religious, political and cultural. Religious dimension can be seen in the issue of Boko Haram and Fulani herdsmen fighting to establish Islamic religion; political dimension can

be seen in election while cultural dimension is evident in the growth of ethnicity and tribalism as seen in public services. Since insecurity affects the entire nation's development both politically, economically and socially, it implies that no tangible budget can be made to address the challenges of education and to promote the level of education practiced in Nigeria. Most western nations developed rapidly due to the impact and role of education sector especially on technological advancement and skill acquisitions. This is about manpower development which leads to economic growth and social development. No nation can develop above the level of manpower development. Nigeria as a nation is backward because of the inability of the government to give education its rightful position in nation building.

Today, insecurity has caused the destruction of school infrastructure. In most cases, the money which would have been spent in other education programmes is spent on rebuilding the destroyed structures in order to achieve the goals of education as stipulated in the National Policy on Education which requires a vibrant educational system with well-equipped infrastructure for research and skills acquisition. In this case, dropout rate, school attendance and regularity, academic performance at national examinations, and retention, girl child education, quality education are some of the issues that lead to total discouragement from academic pursuit.

Educational Psychology as a Revitalizing Tool for Value Education and Insecurity in Nigeria Educational Sector

Education has therefore benefitted immensely from the study of human behavior through the field of psychology. The application of principles of educational psychology helps in shaping human behavior toward revitalizing value education and insecurity in Nigeria educational sector. It is an invaluable work tool to enable educational sector achieves its set goals and overall development of the large society.

It is the function of educational psychology to provide knowledge that will assist to prevent maladjustment and create school adjustment process that will enhance and improve to meet the growth of value education and insecurity in Nigeria education sector.

The knowledge of educational psychology provides the principles and techniques of training school children for effective good character formation that will increase high value education among children thereby reduce insecurity in school system. It will help the teachers and students develop exceptional character, social interaction and adjustment to school situation (Kundu &Tutoo, 2007 Kundu &Tutoo, 2007).

Conclusion

Value and security education sector is a total national development of the entire nation - social, cultural, economic, educational and political development to take place in Nigeria.

Insecurity in education sector such as armed robbery, cultism or gangsterism, kidnapping, militancy, banditry and insurgency has reduced peaceful co-existence in Nigeria school system. It has contributed to the increasing number of out of school children as some have had to drop out of school for fear of their safety, while others have become child soldiers.

This has a lot of negative implications for education in Nigeria. This ugly trend calls for the urgent attention of the government and well-meaning individuals in the society.

Finally, adequate knowledge of educational psychology and putting into practice its ideas, techniques and tenets to guide various stakeholders on their official duties will increase value education and reduce the level of insecurity in educational sector in Nigeria.

Recommendations

The following recommendations would go a long way in increasing value education and stemming the tide of insecurity in Nigeria educational sector.

1. Agencies of socialization like the family, religious organization and media should live up to their billings by encouraging moral and religious instructions, as well as encouraging peace and value education. This would go a long way in nurturing and sustaining the spirit of tolerance, mutual understanding and peaceful co-existence.
2. The Nigerian value system should be reinforced, strengthened by the government and made objective rather than subjective, as it would ensure that people act in line with the establish standard and principle.
3. The present government should enact policy on how to safeguard the lives of our children who are now the victims of insecurity. This policy should not be in words but in action, otherwise security challenges will continue to escalate.

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