

Teachers' Instructional Competence in the Implementation of Security Education Component of the National Values Education (NVE) Curriculum in Cross River State

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Abstract

The study examined teachers' instructional competence in the implementation of security education component of the National Values Education (NVE) curriculum in Cross River State. Three research questions and two null hypotheses guided the study. Descriptive survey research design was employed in the study. The study's population comprised 361 National Values Education (NVE) teachers in the 269 Public Junior Secondary Schools in the State. A sample of 44 National Values Education (NVE) teachers in 22 Schools was drawn for the study, through multi-stage sampling procedure. National Values Education Teachers' Instructional Competence Scale (NVETICS), developed by the researchers was used for data collection. The instrument was validated by three experts. After trial-testing, data obtained were used to determine the inter-rater's reliability of the instrument using Kendall's Coefficient of concordance (ω), which yielded a reliability coefficient of 0.94, indicating that the instrument was good for the study. Data collected in the study were analysed using mean and standard deviations for answering the research questions while analysis of variance (ANOVA) was used to test all the null hypotheses at 0.05 level of significance. The found that NVE teachers are fairly competent in instructional delivery in the implementation of security education component of the NVE curriculum. The study further found that teachers' qualifications significantly ($p < .05$) determines the level of instructional competence in the implementation of security education component of the NVE curriculum. It was however revealed that teachers' years of experience does not significantly ($p > .05$) determine their level of instructional competence in the implementation of security education component of the NVE curriculum. Based on the findings, it was recommended, among others, that In-service training should be organized for NVE teachers in Cross River State on the instructional competencies for implementation of the security education component of the NVE curriculum.

Keywords: Instructional competence, Implementation, Security education, National values education (NVE) curriculum.

Introduction

One of the essential needs of individuals, communities, and societies, as well as nations today, is the security of lives and property. This is because security is a strong determinant of the social, political, economic, and technological advancement of any nation. This assertion is supported by Balami, Ahmed, and Yusuf (2016), who assert that security is a very vital instrument for the economic development of any nation. When lives and property are insecure, an individual or nation may struggle to thrive. Unfortunately, the spate of insecurity challenges in Nigeria has grown rapidly and is becoming a major impediment to the country's

developmental strides. According to Obiamaka (2016), insecurity in Nigeria has become a major issue of concern to many citizens, as almost every day the news media reports a series of cases of insecurity such as bombings, abductions, kidnappings, broad daylight robbery, rape, cultism, ethnic and communal clashes, and hired assassinations, among others. Moreover, the adoption of innocent individuals, even from primary and secondary schools, leaves much to worry about. These security challenges have no doubt negatively affected the social, political, economic, and technological progress of the country, as no individual

or nation can make considerable headway in places where the security of lives and property cannot be guaranteed.

Supporting the above assertion, some scholars have noted that the security situation has no doubt contributed to a wide range of destruction of lives and property and disruption of economic and academic activities in the country (Obiamaka, 2015; Achumba, Ighomereho, & Akpan-Robaro, 2019). Ojukwu (2021) also stated that the situation has deteriorated to the point where schools have become convenient targets for criminals seeking to cause fear among people in the country. This has put Nigeria at the bottom of the Global Peace Index (Ifeoma, Purity, & Anagbogu, 2021), which is a big problem for Nigerians who want to live in a peaceful environment. Recognising this need, the Federal Government of Nigeria (FGN), through the National Council on Education (NCE), reformed the Religion and National Values Curriculum (RNV) into the new National Values Education (NVE), which covers civic education, social studies, and security education (SE) subthemes (Lawal, 2020). The new curriculum is envisaged to go a long way in promoting civic and social values as well as security education. With regard to security education, the new NVE curriculum aims to help Nigerian youth develop a sense of security and give them information that helps protect them and their communities from crimes and accidents.

The idea of security education includes two main words: education and security. According to Edozie (2014), security education is the living, growing, and cooperative process that a society uses to teach and empower its people against all kinds of threats to their safety and well-being. It is also called the type of education that is meant to improve people's knowledge against all kinds of threats to lives and property in the country (Al-Edwan, 2016; Lawal, 2020). Security education, in its simplest form, involves teaching and learning the security concepts and experiences necessary for complete national security.

In Nigeria, security education is part of the National Values Education (NVE) curriculum for junior secondary schools. The goal is to make young people more aware of security issues and give them the skills to deal with them so that the country can develop (FME, 2018). To put it another way, security education is meant to make young people more aware of security issues and teach them how to deal with them for the good of the country. It also aims to assist individuals in

altering their values and enhancing the social reengineering of every nation.

Given the foregoing, we can assert that the NVE curriculum's need for security education is paramount. According to Al-Edwan (2016), security education provides information that promotes the protection of individuals and communities against crimes and accidents. Al-Edwan said that security education is divided into four main areas. These are political security (promoting global peace, fighting terrorism, and justice, among other things); intellectual security (promoting free speech and rejecting extremism and fanaticism, among other things); economic security (promoting investment, protecting public property, and fighting corruption); and social security (opposing discrimination and intolerance, fighting crimes, and protecting against diseases and epidemics, among other things). Security education at the basic education level equips students with the necessary skills required to overcome threats during situations such as fire outbreaks, flood disasters, road accidents, and the provision of first aid in such circumstances. Some of the others include being aware of common crimes and knowing how a state's defense system works (Urych, 2019).

According to the National Values Education (NVE) curriculum for upper basic education or junior secondary schools, the security education theme covers five main topics: common crimes, their causes and effects; how to spot and report common crimes; how to handle emergencies; common crimes and their punishments; and crimes and national security (Federal Ministry of Education, 2018). But even though security education is part of the National Values Education (NVE) curriculum at the basic education level, it is sad to say that many Nigerian children and teens still face security problems and are victims of those problems Yusuf (2019). The situation has become so terrible that primary and secondary schools remain the soft targets for the perpetrators of insecurity, creating fears in pupils and students, parents, and the country at large. Observably, since both the security education and the National Values Education curriculum as a whole are new to the teachers, they may not be adequately prepared for the implementation of the curriculum in Cross River State. One may therefore be worried about the level of teachers' instructional competence in the implementation of the curriculum, particularly the security education content that really needs serious attention.

Teachers' instructional competence is very critical to the proper implementation of any curriculum content. According to Lawyer (2019), teachers' instructional competence refers to their ability to productively perform their jobs or assigned tasks as expected under various conditions, including the ability to cope with difficulties and contingencies in the classroom. Okoli (2013) and Adegbola (2019) also viewed teachers' instructional competence as encompassing the skills and abilities that are exhibited by teachers when performing the task of teaching in the classroom. In this study, teachers' instructional competence can be considered as the degree of skills and expertise that are demonstrated by teachers during the teaching and learning of security education content under the National Values Education Curriculum.

The competences may include teachers' skills and abilities in planning instruction; stating appropriate entry behaviour; stating realizable instructional objectives; and organizing lesson contents; appropriate instructional delivery; and choosing relevant instructional materials such as charts, video clips, stickers, handbills, and newspaper posters, among others (FME, 2018). It also involves the teachers' capabilities in terms of communication skills, questioning skills, use of chalkboard, management of time allocated, and classroom organizational skills that can make for effective teaching of security education content under the National Values education curriculum. The question then is what is the level of teachers' instructional competences in the implementation of the NVE curriculum? It is pertinent to note that such competences may be influenced by the teachers' qualifications and years of experience.

According to Abe (2014), teachers' qualifications are one of the components of academic and professional degrees and certificates that enable an individual to become a certified teacher. It involves the educational and professional requirements that endorse a person as an approved teacher (Etiubon & Benson, 2014). In essence, a teacher's qualifications are the professional requirements that make someone known as a certified teacher at a certain level of education. In Nigeria, the recognizable teacher's qualifications include the Nigeria Certificate in Education (N.C.E), the Bachelor of Education degrees (like B.Ed, B.Sc. Ed, and B.A. Ed), the Master of Education degrees (M.Ed.), and the Doctor of Philosophy Degrees (Ph.D) in the field of education (Alos et al., 2015). According to FRN (2013), the benchmark minimum acceptable standard entry qualification for teaching in the Nigeria Education

System is the N.C.E certificate. Thus, since teachers may differ in their qualifications, it becomes imperative to explore the extent to which the various qualifications may determine the instructional competence in the implementation of security education components of the National Values Education curriculum. Apart from teachers' qualification, another potential variable that may be considered as a determinant is the teachers' years of experience.

Teachers' years of experience is also another related variable that could have an influence on the implementation of the security education under the national values curriculum. Accordingly, Mohamed, Mustafa, Lazim, and Hamdan (2012) observed that teachers' experience in the classroom contributes to the implementation of educational plans in the school, which in turn will have an impact on students' achievement. Sturman (2007) defined teachers' experience as knowledge or skills gained through involvement in or exposure to teaching a particular subject area over a period of time. For Onyilo and Shamo (2017), teachers' experience is their competencies exhibited when getting ready, arranging, and presenting learning content to learners in the classroom due to accumulated knowledge over time. However, empirical evidence on the impact of the teachers' qualifications as well as years of experience on the implementation of the NVE curriculum, particularly in the Cross River State is grossly lacking in extant literature. Predicated on the foregoing background, this study was necessitated to examine the level of teachers' instructional competence in the implementation of security education component of the National Values Education (NVE) curriculum in Cross River State, taking their qualification and years of experience into consideration.

Purpose of the Study

The general purpose of this study was to examine the level of teachers' instructional competence in the implementation of security education component of the National Values Education (NVE) curriculum in Cross River State. Specifically, the study determined the:

1. teachers' instructional competence in the implementation of security education component of the NVE curriculum;
2. influence of teachers' qualifications on their instructional competence in the implementation of security education component of the NVE curriculum;

3. influence of teachers' years of experience on their instructional competence in the implementation of security education component of the NVE curriculum.

Research Questions

The following questions were posed to guide the study.

1. What is the teachers' instructional competence in the implementation of security education component of the NVE curriculum?
2. What is the influence of teachers' qualifications on their instructional competence in the implementation of security education component of the NVE curriculum?
3. What is the influence of teachers' years of experience on their instructional competence in the implementation of security education component of the NVE curriculum?

Hypotheses

The following null hypotheses were formulated for the study and were tested at 0.05 level of significance.

H₀₁: The influence of teachers' qualifications on their instructional competence in the implementation of security education component of the NVE curriculum is not statistically significant.

H₀₂: The influence teachers' years of experience on their instructional competence in the implementation of security education component of the NVE curriculum is not statistically significant.

Methods

The study adopted the descriptive survey research design, and was carried out in Cross River State, Nigeria. The studies population consisted of all the 361 National Values Education (NVE) teachers in the 269 Public Junior Secondary Schools across the three Education Zones in Cross River State. The Education Zones include: Calabar, Ikom, and Ogoja Education Zones. A sample of 44 National Values

Education (NVE) teachers in 22 Public Junior Secondary Schools in the State, was drawn for the study using multi-stage sampling procedure. National Values Education Teachers' Instructional Competence Scale (NVETICS), developed by the researchers, was utilized in data collection for the study. The NVETICS had two (2) sections (A and B). The section "A" also elicited personal information of the teachers, such as their highest qualifications (NCE, First/Bachelor's Degree, and Higher Degrees) and their years of experience (categorized as follows: 0–5 years, 6–15 years, 16–25 years, and 26 years and above). Section "B" contained 16 items that elicited data on the teachers' instructional competence. All the items were also based on 5-point observational rating scale with values ranging from 1 to 5, denoting not competent (NC), fairly competent (FC), moderately competent (MC), highly competent (HC), and very highly competent (VHC), respectively.

The instrument was validated by three experts, one each from the fields of Curriculum studies, Social Science education, and Educational Measurement and Evaluation. The instrument were trial tested on 10 NVE teachers in five Public Secondary Schools in the Ikom Education Zone of Cross River State. The data obtained were used to determine the inter-rater reliability of the instruments using Kendall's Coefficient of concordance (ω). The reason for this is that the method is used to estimate the level of consistency of agreement among multiple raters who rate a group of testees on a set of items. The reliability coefficients obtained for the instrument was 0.94. These showed that the instruments were reliable and good for the study. Using the instrument, the researcher and the research assistants rated at least 8 NVE teachers each, making a total sample of 44 teachers. Afterwards, the data gathered were analyzed using mean, standard deviation, and analysis of variance (ANOVA) statistics. All the research questions were answered using the mean and standard deviation, while all the hypotheses were tested using analysis of variance (ANOVA) at the 0.05 level of significance.

Results

Research Question 1: What is the teachers' instructional competence in the implementation of security education component of the NVE curriculum?

Table 1: Mean ratings and standard deviations of teachers' instructional competence in the implementation of security education component of the NVE curriculum (n = 44)

S/N	Items	Mean	Standard Deviation	Decision
1.	Asking questions on the previous lesson before proceeding to the topic of the day.	2.21	.87	FC
2.	Preparedness for security education lessons.	2.33	.61	FC
3.	Making sure that the class is well organized before starting a lesson.	2.31	.93	FC
4.	Making use of teaching and learning resources (immediate environment, textbooks, charts, video clips, stickers, posters, handbills, newspapers etc.) for security education as presented in the NVE curriculum.	1.95	.85	FC
5.	Demonstration of the knowledge of the subject.	2.43	.70	FC
6.	Good communication skills.	2.50	.74	FC
7.	Asking questions related to security issues in the immediate environment which are relevant to the lessons.	2.26	.76	FC
8.	Readiness to explain more when students ask questions to understand better.	2.10	.85	FC
9.	Ensuring that every student participates actively in a lesson.	2.36	.79	FC
10.	Gives real life examples during lesson to promote learning.	2.26	.96	FC
11.	Asks questions to find out if the students understood what has been taught before ending a lesson.	2.19	.74	FC
12.	Calls some students by their names, to find out if they understood or not.	2.43	.83	FC
13.	Has good relationship with students.	2.29	.81	FC
14.	Effective use of whiteboard.	2.17	.94	FC
15.	Effective management of time specified for security education lesson on the lesson timetable.	2.26	.83	FC
16.	Evaluation of students' learning outcomes in security education contents under the NVE curriculum after every instruction.	2.05	.88	FC
Cluster Mean		2.25	.40	FC

Note: n= number of respondents, Mean values between 1.00-1.49 = Not Competent (NC), 1.50-2.49 = Fairly Competent (FC), 2.50-3.49 = Moderately Competent (MC), 3.50-4.49 = Highly Competent (HC) while 4.50-5.00 = Very Highly Competent (VHC)

Result in Table 1 shows that the mean ratings for items 1-5 and 7-16 were within the range of 1.50-2.49, which denotes that the teachers were fairly competent in asking questions on the previous lesson before proceeding to the topic of the day ($\bar{X}$ = 2.21, SD = .87), preparedness for security education lessons ($\bar{X}$ = 2.33, SD = .61), making sure that the class is well organized before starting a lesson ($\bar{X}$ = 2.31, SD = .93), among others. However, the mean rating for item 6 ($\bar{X}$ = 2.50, SD = .74) falls within the range of 2.50-3.49,

indicating that they are moderately competent in terms of good communication skills. But, the cluster mean value ($\bar{X}$ = 2.25, SD = .40) was within the range for fairly competent. The standard deviation of .40 indicates that the ratings of the respondents were close to each other and to the mean. This result can therefore be interpreted that NVE teachers are fairly competent in instructional delivery in the implementation of security education component of the NVE curriculum.

Research Question 2: What is the influence teachers' qualifications on their instructional competence in the implementation of security education component of the NVE curriculum?

Table 2: Mean ratings and standard deviations of teachers' qualifications determine the level of instructional competence in the implementation of security education component of the NVE curriculum (N = 44)

S/N	Item Statements	NCE n = 13		First/Bachelor's Degree n = 26		Higher Degrees n = 5		Overall n = 44		
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	Dec.
1.	Asking questions on the previous lesson before proceeding to the topic of the day.	2.08	.95	2.21	.88	2.60	.55	2.21	.87	FC
2.	Preparedness for security education lessons.	2.23	.44	2.38	.71	2.40	.55	2.33	.61	FC
3.	Making sure that the class is well organized before starting a lesson.	2.31	1.11	2.25	.90	2.60	.49	2.31	.93	FC
4.	Making use of teaching and learning resources (immediate environment, textbooks, charts, video clips, stickers, posters, handbills, newspapers etc.) for security education as presented in the NVE curriculum.	1.54	.78	2.00	.83	2.80	.45	1.95	.85	FC
5.	Demonstration of the knowledge of the subject.	2.23	.60	2.44	.78	3.00	.00	2.43	.70	FC
6.	Good communication skills.	2.54	.66	2.68	.77	3.00	.71	2.74	.74	MC
7.	Asking questions related to security issues in the immediate environment which are relevant to the lessons.	1.77	.73	2.29	.63	3.20	.45	2.26	.76	FC
8.	Readiness to explain more when students ask questions to understand better.	2.08	.94	1.92	.72	3.00	.71	2.10	.85	FC
9.	Ensuring that every student participates actively in a lesson.	1.85	.90	2.54	.66	2.80	.44	2.36	.79	FC
10.	Gives real life examples during lesson to promote learning.	2.23	1.30	2.25	.85	2.40	.56	2.26	.96	FC
11.	Asks questions to find out if the students understood what has been taught before ending a lesson.	1.85	.80	2.29	.69	2.60	.55	2.19	.74	FC
12.	Calls some students by their names, to find out if they understood or not.	2.23	1.01	2.46	.78	2.80	.45	2.43	.83	FC
13.	Has good relationship with students.	2.00	.71	2.29	.86	3.00	.00	2.29	.81	FC
14.	Effective use of whiteboard.	1.62	.77	2.44	.97	2.40	.54	2.17	.94	FC
15.	Effective management of time specified for security education lesson on the lesson timetable.	2.00	.82	2.33	.87	2.60	.55	2.26	.83	FC
16.	Evaluation of students' learning outcomes in security education	1.77	.73	2.04	.96	2.80	.45	2.05	.88	FC

contents under the NVE curriculum
after every instruction.

Cluster Mean	2.04	.31	2.36	.39	2.74	.12	2.25	.40	FC
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Note: n= number of respondents, Mean values between 1.00-1.49 = Not Competent (NC), 1.50-2.49 = Fairly Competent (FC), 2.50-3.49 = Moderately Competent (MC), 3.50-4.49 = Highly Competent (HC) while 4.50-5.00 = Very Highly Competent (VHC)

The result in Table 2 shows that the cluster mean values for teachers with NCE ($\bar{X}$ = 2.04, SD = .31) and those with First/Bachelor's Degree ($\bar{X}$ = 2.36, SD = .39) were also within the same range for fairly competent, though with little variation. While, the cluster mean for teachers with Higher Degrees ($\bar{X}$ = 2.74, SD = .12) was within the range of 2.50-3.49, which signifies that they are moderately competent in instructional delivery in

the implementation of security education contents of the NVE curriculum. However, the overall cluster mean ($\bar{X}$ = 2.25, SD = .40) is within the range of 1.50-2.49, which implies that NVE teachers are fairly competent in terms of instructional competence in the implementation of security education component of the NVE curriculum, irrespective of their level of qualification.

HO₂: The influence of teachers' qualifications on their instructional competence in the implementation of security education component of the NVE curriculum is not statistically significant.

Table 3: ANOVA analysis of the extent to which teachers' qualifications determine the level of instructional competence in the implementation of security education component of the NVE curriculum

	Sum of Squares	Df	Mean Square	F	Sig.	Dec.
Between Groups	1.770	2	.885	7.694	.002	S
Within Groups	4.702	41	.115			
Total	6.472	43				

Key: df = degree of freedom, F = ANOVA test statistic, Sig. = Significant level/Exact probability value, Dec. = Decision, S = Significant

The result as presented in Table 3 shows that the extent to which teachers' qualifications determine the level of instructional competence in the implementation of security education component of the NVE curriculum is statistically significant ($F(2, 41) = 7.694, p = .002$). This is due to the fact that the associated probability (Sig.) value of .002 was less than the 0.05 level of significance at which the result is being

tested. Therefore, the null hypothesis two (H_{02}) was rejected, and the inference drawn is that there is a significant influence of teachers' qualifications on their level of instructional competence in the implementation of security education component of the NVE curriculum. This result is further supported by the result from a Post-Hoc test presented in table 4.

Table 4: Scheffe Post-Hoc test for the extent to which teachers' qualifications determine the level of instructional competence in the implementation of security education component of the NVE curriculum

(I) Teacher's highest qualification	(J) Teacher's highest qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
NCE	First/Bachelor's Degree	-.217	.120	.207	-.52	.09
	Higher Degrees	-.699*	.183	.002	-1.16	-.23
First/Bachelor's Degree	NCE	.217	.120	.207	-.09	.52
	Higher Degrees	-.482*	.171	.026	-.92	-.05
Higher Degrees	NCE	.699*	.183	.002	.23	1.16

First/Bachelor's Degree	.482*	.171	.026	.05	.92
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*. The mean difference is significant at the 0.05 level.

Table 4 shows the Post-Hoc test result shows that there exists a significant mean difference between teachers who have NCE and those with higher degrees on their level of instructional competence in the implementation of security education component of the NVE curriculum. Similarly, there is a significant mean difference between teachers who have First/Bachelor's Degree and those with higher degrees on their instructional competence in the implementation of

security education component of the NVE curriculum. This is given the fact that the associated probability (Sig.) values of .002 and 0.026 respectively, are less than 0.05 level of significance at which the result is being tested. Hence, inference drawn is that there is a significant influence of teachers' qualifications on their level of instructional competence in the implementation of security education component of the NVE curriculum.

Research Question 3: What is the influence teachers' years of experience on their instructional competence in the implementation of security education component of the NVE curriculum?

Table 5: Mean ratings and standard deviations of teachers' years of experience on their instructional competence in the implementation of security education component of the NVE curriculum (N = 44)

S/ N	Item Statements	0-5years n = 8		6-15years n = 22		16-25years n = 10		26years and above n = 4		Overall n = 44		De c.
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
1.	Asking questions on the previous lesson before proceeding to the topic of the day.	2.13	.42	2.10	.97	2.50	.97	2.25	.51	2.21	.87	FC
2.	Preparedness for security education lessons.	2.13	.64	2.25	.64	2.70	.48	2.25	.50	2.33	.61	FC
3.	Making sure that the class is well organized before starting a lesson.	2.38	.74	2.30	1.03	2.22	1.03	2.50	.54	2.31	.93	FC
4.	Making use of teaching and learning resources (immediate environment, textbooks, charts, video clips, stickers, posters, handbills, newspapers etc.) for security education as presented in the NVE curriculum.	1.63	.74	1.90	.91	2.10	.88	2.50	.58	1.95	.85	FC
5.	Demonstration of the knowledge of the subject.	2.25	.89	2.30	.66	2.70	.68	2.75	.52	2.43	.70	FC
6.	Good communication skills.	2.13	.64	2.50	.76	2.80	.79	2.50	.52	2.50	.74	M C
7.	Asking questions related to security issues in the immediate environment which are relevant to the lessons.	2.25	.71	2.10	.72	2.22	.78	3.00	.82	2.26	.76	FC
8.	Readiness to explain more when students ask questions to understand better.	1.63	.72	2.10	.85	2.22	.79	2.75	.96	2.10	.85	FC
9.	Ensuring that every student participates actively in a lesson.	2.00	.54	2.30	.87	2.60	.84	2.75	.50	2.36	.79	FC

10	Gives real life examples during lesson to promote learning.	1.88	.99	2.50	1.00	2.00	.94	2.50	.53	2.26	.96	FC
11	Asks questions to find out if the students understood what has been taught before ending a lesson.	2.13	.84	2.10	.72	2.40	.70	2.25	.96	2.19	.74	FC
12	Calls some students by their names, to find out if they understood or not.	2.63	.52	2.10	.97	2.80	.63	2.75	.54	2.43	.83	FC
13	Has good relationship with students.	2.00	.93	2.22	.77	2.50	.85	2.75	.53	2.29	.81	FC
14	Effective use of whiteboard.	2.25	.89	1.85	.88	2.80	.92	2.00	.82	2.17	.94	
15	Effective management of time specified for security education lesson on the lesson timetable.	2.50	.93	1.95	.76	2.70	.82	2.25	.50	2.26	.83	FC
16	Evaluation of students' learning outcomes in security education contents under the NVE curriculum after every instruction.	1.75	.89	1.75	.72	2.60	.97	2.75	.50	2.05	.88	FC
Cluster Mean		2.10	.33	2.14	.32	2.46	.49	2.52	.40	2.25	.40	FC

Note: n= number of respondents, Mean values between 1.00-1.49 = Not Competent (NC), 1.50-2.49 = Fairly Competent (FC), 2.50-3.49 = Moderately Competent (MC), 3.50-4.49 = Highly Competent (HC) while 4.50-5.00 = Very Highly Competent (VHC)

Result in Table 5 summarily indicates that the cluster mean ratings for teachers who were within the ages of 0-5years experience ($\bar{X}$ = 2.10, SD = .33), 6-15years ($\bar{X}$ = 2.14, SD = .32), and 16-25years ($\bar{X}$ = 2.46, SD = .49), shows that they were fairly competent with regard to instructional competence in the implementation of security education component of the NVE curriculum. This is because, the mean ratings were within the range of 1.50-2.49. On another hand, those who were within the age of 26years and above

experience ($\bar{X}$ = 2.52, SD = .40) were moderately component ($\bar{X}$ = 2.50-3.49) with respect to instructional competence in the implementation of security education component of the NVE curriculum. Generally, the overall cluster mean ($\bar{X}$ = 2.25, SD = .40) is within the range of 1.50-2.49, which can be interpreted that NVE teachers are fairly competent in terms of their level of instructional competence in the implementation of security education component of the NVE curriculum regardless of years of experience.

HO₂: The influence of which teachers' years of experience on their instructional competence in the implementation of security education component of the NVE curriculum is not statistically significant.

Table 6: ANOVA analysis of the influence of which teachers' years of experience on their instructional competence in the implementation of security education component of the NVE curriculum

	Sum of Squares	Df	Mean Square	F	Sig.	Dec.
Between Groups	1.148	3	.383	2.880	.057	NS
Within Groups	5.323	40	.133			
Total	6.472	43				

Key: df = degree of freedom, F = ANOVA test statistic, Sig. = Significant level/Exact probability value, Dec. = Decision, S = Significant

Result in Table 6 shows that the extent to which teachers' years of experience determine the level of instructional competence in the implementation of security education component of the NVE curriculum is not statistically significant ($F(3, 40) = 2.880, p = .057$).

This is due to the fact that the associated probability (Sig.) value of .057 is greater than the 0.05 level of significance at which the result is being tested. Hence, the null hypothesis four (H_{04}), which stated that the extent to which teachers' years of experience determine

the level of instructional competence in the implementation of security education component of the NVE curriculum is not statistically significant is upheld. The conclusion drawn is that teachers' years of experience does not significantly determine their level of instructional competence in the implementation of security education component of the NVE curriculum.

Discussion

The study found that national values education (NVE) teachers are fairly competent in instructional delivery in the implementation of the security education component of the NVE curriculum. In other words, the teachers lack the necessary skills and abilities to utilize appropriate teaching methods and strategies that enhance the teaching and learning of the security education content of the NVE curriculum. To some extent, the finding is contrary to the outcome of the study by Ikoli (2013), which showed that the teachers are competent to a high extent in the content and subject matter as well as classroom communication and the use of evaluation tools; they have average competencies in the use of instructional methodologies but low competencies in the utilization of instructional materials. The finding is also consistent with that of Yusuf (2019), who found that the implementation of the security education curriculum has no significant impact on students' security consciousness. This could be so because the security education theme of the NVE curriculum is still new to many of the NVE teachers, they may lack, among other things, the ability to choose and use teaching and learning resources, prepare security education lessons appropriately, and explain more when students ask for further explanation in order to understand better.

The study also revealed that NVE teachers are fairly competent in terms of instructional competence in the implementation of the security education component of the NVE curriculum, irrespective of their level of qualification. Further analysis, showed that there is a significant influence of teachers' qualifications on their level of instructional competence in the implementation of the security education component of the NVE curriculum. The findings agree to some extent with some of the findings of previous studies. For instance, the finding is to some extent consistent with the finding of the study by Abba and Rashid (2020), which showed that teachers' qualifications have a substantial influence on their motivational, methodological, and evaluation competences for the implementation of the inclusive

education curriculum. The finding lends reasonable support to the finding by Boit (2020), who, after a study, reported that teachers' qualifications significantly impacted their competence in integrating emerging issues in curriculum implementation in secondary schools. The fair level of instructional competence demonstrated by NVE teachers in the implementation of the security education component of the NVE curriculum could be due to the newness of the security education theme in the curriculum. In essence, teachers would need to be adequately equipped with the necessary instructional competencies in order to ensure effective implementation of the new security education theme of the curriculum.

The findings of this study also showed that NVE teachers are fairly competent in terms of their level of instructional competence in the implementation of the security education component of the NVE curriculum, regardless of years of experience. However, it was further confirmed that teachers' years of experience do not significantly determine their level of instructional competence in the implementation of the security education component of the NVE curriculum. This implies that NVE teachers' years of experience may not be a strong determinant of their instructional competence in the implementation of the security education component of the NVE curriculum. This result is in disagreement with the finding of Abba and Rashid (2020), whose study found, among others, that teachers' years of experience have a substantial influence on their instructional competencies in terms of motivational, methodological, and evaluation competences for the implementation of the inclusive education curriculum. The finding is also inconsistent with the finding by Boit (2020), whose study reported that teachers' years of experience significantly impacted their competence in integrating emerging issues in curriculum implementation in secondary schools. The reason for the above disagreement could be due to the fact that instructional competence is not always dependent on how many years one has spent in teaching but on the teaching potential and capability of the individual teacher. This may be the case with the findings of this study, which show that the years of experience of NVE teachers do not matter in terms of determining their instructional competence in the implementation of the security education component of the NVE curriculum.

Conclusion

From the above findings of the study and discussions, it is therefore concluded that national values education (NVE) teachers have fair level of instructional competence in the implementation of the security education component of the NVE curriculum. Thus, the fair level of instructional competence have resulted in only fair implementation of the security education component of the NVE curriculum in Cross River State. Teachers' qualifications are a strong determinant of NVE teachers' instructional competence in the implementation of the security education component of the NVE curriculum, their years of experience are not a strong determinant.

Recommendations

Based on the findings of the study, the following recommendations are made.

1. In-service training should be organized for NVE teachers in Cross River State on the instructional competencies for the implementation of the security education component of the NVE curriculum.
2. Educational administrators should carry out a periodic assessment of NVE teachers' instructional competencies for proper guidance, especially when new topics or contents are integrated.
3. Teachers with higher qualifications should be given due consideration during the recruitment of new NVE teachers.
4. Newly employed NVE teachers should be adequately mentored by old teachers who have taught the subject for many years and, as such, have acquired a great deal of experience in teaching the subject.

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