EDUCATION FOR DEMOCRACY, SECURITY AND NATIONAL DEVELOPMENT IMPLICATIONS EDUCATIONAL PSYCHOLOGY

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Abstract
Education is a continuous process of all round development of the human person. It is the highest source of empowerment an individual can acquire. Since this is so there is the necessity for education for democracy and security to be put in place as part of human development effort. It is not necessarily the teaching of government in schools nor how to combat thieves or armed rubbers, it is education which will make people aware of their rights, privileges and obligations and how to act within the confines of these provisions in relation to the people around them. It is also education that can guarantee security, confidence, assurance and hope for a better future. It is a process that promotes self-esteem positive concept and affords the individual opportunity to cultivate and promote good mental health that makes a person a psychologically balanced individual.

Introduction
In the National Policy on Education (FRN, 2004), education has been described as an instrument par excellence for effecting national development. It is also envisioned that through education, Nigeria can achieve one of the objectives articulated in the NPE which can make Nigeria a free and democratic society.

Education for democracy, security and national development is what Nigeria requires now that it is riddled with democratic, security and governmental crises. This kind of education will aim at producing people who are conversant with democratic process and their rights, obligations and privileges and how to act within the confines of these provisions that will assure people of security and a promise of better tomorrow, improve income distribution, increase savings, encourage more rational consumption and promote adaptability to technological change. Unfortunately the present system does not fully offer

opportunity for the implementation of the kind of teaching and learning envisaged by education for democracy, security which disposes recipients toward patriotism, thereby paving the way toward national development.

It is the type of education that can prompt the teaching of basic security principles in the areas of physical, home, financial security, among others. To ensure that these principles are practiced, people will be helped to cultivate and maintain good mental health that will help them recognize and attune themselves to living out the security principles. These principles among others include maintenance of existing physical facilities, basic precautions to be taken at home and offices to avert danger, threat, frustration and stress and how financial security both private and public should be managed. It is expected to emphasize human security involving protection of people from danger, safety from violent conflict, crime and abject poverty.

Democracy

Democracy is derived from two Greek words; demos, meaning people and Kratia meaning rule and this literally means "the rule of people". It is a system of government where every eligible adult is expected to contribute to the decisions and policies concerning how a country should be governed. The word democracy is as confusing as it is profuse. There are so many definitions of it because of differences in the perception of the word by various schools of political thought.

Nevertheless, some definitions of the concept are attempted here to help understand its meaning. Shively (1991) defines democracy as a state in which all fully qualified citizens vote at regular intervals to choose, among alternative candidates, the people who will be in charge of setting the state's policies. It is (country with principles of) government to which all adult citizens share through their elected representatives. It is also seen as a country with government which encourages and allows rights of citizenship such as freedom of speech, religion, opinion, association, right to education, assertion of the rule of law, majority rule, equal treatment of each other without class feeling (Oxford Advanced Learners Dictionary 1981) Lincoln thought it to be "the government of the people by the people and for the people". All the definitions of democracy are pointing in one way or the other toward freedom of eligible adult members of a given country to participate in and contribute to the running of the affairs of their government. How far democracy is practiced in Nigeria is a bit challenging and problematic.

Most of the characteristics of democracy have not been part of what this country labels democracy. Do we talk of all aspect of human rights free and fair elections, guarantee of rule of law, personal and material safety, equity and social justice among others.

Education for democracy should be a process of education whereby people are taught and prepared for job that is both socially useful and a means of earning a living. It also entails educating individuals to realize and appreciate their rights, privileges and obligations, a process that should open up opportunities for them to make genuine demands of these rights, carry out their own obligations toward their country and be aware of those privileges bestowed on them by the nation and how best to demand for the privileges. It is education that should challenge learners and afford them the freedom to ask questions, contribute to the debate, discussion of issues bordering on education policies and practices and other issues that affect their well being.

Education for democracy should start from the home, the first school of the child. In the home there should be what is called democratic leadership which allows children the freedom to express their own opinion, ideas and to make input into the discussions being taken. Parents therefore have to start from the very beginning to train their children allowing them some measure of freedom in certain areas of parental activities. The measure of autonomy and freedom should spill over from the home to the primary school up to tertiary levels. This should be done so that by the time the children transit to secondary school they should have internalized the "dividends" of education for democracy.

Security

Security is a sine qua non for any home, organization and for any country. It is highly prized by, people and nations all over the world. Without security, an organization, a home or a country is at risk and is vulnerable and susceptible to danger or attack. Before a country is secure gadgets for infusing inner security and peace for the individual citizens must be provided. The inner security of the individuals will pave way for national security and peace for it is a person who feels secure that can help generate security. Security has diverse connotations depending on what the object of security. Security is the degree of protection against danger, loss and criminals.

The concept of security is therefore defined based on what is being secured from danger, risk or loss and criminals. Hornby and Cowie (1981) wrote that security is something (structure) that provides safety, freedom from danger or anxiety. Children who lack the security of parental care tend not to feel safe and they are anxious. According to Oxford English Dictionary (1978) security is the condition of being protected from or not exposed to danger. It is freedom from doubt, care, anxiety, apprehension and feeling of unsafely. it generates confidence and assurance. The dictionary also describes security as freedom from care anxiety or apprehension and a feeling of safety.

Types of security, these include (a) information technology realm across which there are application security, computing security data security etc (b) physical security made up of food security, home security, infrastructure security etc (c) political security which includes; home land security, human, international, national and public security (d) monetary, involving financial security. (e) Psychological security which has to do with maintenance of good mental health and achieving a reasonable state of equilibrium (f) human security which is characterized by freedom from danger, aggression, fear, want and it assures empowerment and adequate control against diseases, poverty and crime.

What then is education for security? It is a process of education that guarantees safety, freedom from danger, anxiety and doubt and generates confidence of a better tomorrow. Education for security should start informally in the home through the provision of basic needs which generate positive physical interaction that is consistent, continuous and has sameness of experience. This is where sense of trust emerges in this first stage (Erikson, 1963) For Maslow it results where deficit needs are met in form of physiological needs, safety, love and belongingness and esteem needs. When there is crises of trust, (Erikson) and deprivation of physiological needs (Maslow) the individual tends to fixate resulting in mistrust and insecurity. The provision of the above needs in form of care, love, food, shelter and clothing should start from home. This will give the individual the assurance, security and hope. When the children transit to school, they should be faced with functional curriculum that is designed in such a way that it seeks to guarantee hope, assurance of a better future at the end of academic activities. In school, the class room should be infused with the culture of human rights, social justice, equality, and respect for human person.

Education for security should produce people who are emotionally balanced and psychologically secure. It is education that ensures self-directed school work, some measure of autonomy especially at the post primary and post secondary levels and teachers act as facilitators of learning. This is important because this kind of education will put the learners in a good stead for better and constructive choice that will help them contribute their own quota to the society.

National Development

Development is the act or process of developing; a state of being developed, new situations that emerge. For Chaturvedi (2006), it is a process of social, economic and political change, usually associated with the 3rd world. National development comprises of all efforts undertaken by any government to develop the nation economically, politically, socially, educationally, technologically in order to improve the monetary and infrastructural base of the country and so improve the living condition of the people of that contrary. Some of the strategies used to boost national development include;

a) Massive investment in human capital
b) Industrialization - to be able to meet the economic, social and employment needs of the people
c) Having a sound vision of the future of the up coming generations vis-à-vis what is presently on the ground.
d) Movement of the education system away from grammar to a system that encourages scientific and technological development.

9-3-4 System of education forms part of the movement. This is designed and meant to pave away for individual development and overall economic and technological progress of Nigeria, if it is directed towards the needs of the nation and properly implemented.

It is a process that encourages guided self-direction of learning and autonomy which advocates management of one's own affairs, freedom to contribute his own opinion to education matters and other issues that concern him. The process also advocates knowledge of rights, obligations and privileges and what to do with them.

Manpower development and generation of jobs are viable measures towards nation building and the onus lies on the government to take up

the challenge. To achieve national development education for democracy, security is an imperative.

Education is a generic word embracing all aspects of school learning. It is however more than that because school is just one of the social institutions that are concerned with education. Western missionaries introduced formal education in Nigeria. Before the advent of formal education; informal education was used as a means of nurturing and developing the child. It was learning by living and doing. It is still being used along with Western education to transmit learning and nurturing the individuals through the transmission of skills, beliefs, values, knowledge, norms and attitude of the society. Education is offered by the society to the individual so that the society will reap the fruits of education. Thus education whether traditional or western aims at producing individuals who obey the laws, respect and conform to the norms of the society, relate well with other people, respect those in authority and promote the culture of that community. Western education goes further than the traditional education in that it trains people to work in offices both public and private. By implication it is carrying out the function that is beyond the scope of traditional or informal education. Education has diverse definitions from diverse authors of various disciplines. Lockheed and Verspoor (1994) wrote that education is a corner stone of economic and social development of any nation and that primary education is its foundation. Odo (2001) Ottaway (1962) defined education as a process that is concerned with the development of the personality of an individual. To them, it aims at preparing the individual to become a useful member of the society in which he finds himself. Being useful to the society and to one self is not exclusively achieved by those who went through formal education. Those who went through apprenticeship to learn a trade can succeed in life too. They can also achieve self actualization.

Ojnaka, Unachukwu and Obiajulu (2000) described education as the greatest force that can be used to bring about redress and it is also the greatest investment that Nigeria can make for the quick development of its economic, political, social and human resources. To Ukeje (1981) education can heal or kill, it can become a constructive or destructive weapon, and much depends on what type of education is provided and who provides it. Successive governments that have

piloted the affairs of Nigeria (from 1960 to data) have tried to evol'
various education systems, all in the bid to find a more functional ar
better system. The education stake holders are aware of tl
importance of a viable system to national development. In the context
this paper, education for democracy, security and national developme
is the education process built into the general education system whi
makes its recipients aware of their rights, obligations and privilege
which guarantees the security of individuals inner personal securil
hope, confidence and assurance of a better future and which will in tu
dispose them to contribute to the development of Nigeria.

What are the implications of education for democracy, security ar
national development for educational psychology? The implications a
many and varied.

'Psycho democratic' Implications:

A look at the National Policy on Education (FRN, 2004) shov
that the objectives and philosophy are well articulated but broad base
How far are the learners especially at the tertiary level involved in tl
interpretation of the objectives and philosophy of education? They ha\
their own values and what they see as the objectives of educatio
They have questions of how they think education works or how tl
aims and objectives are accomplished. The education stakeholde
should involve the students in any decisions being taken in the abo\
areas. They become part of the system and this gives them self wort
To screen them off tends to make them suspicious of the system ar
any little problem in the system triggers off riot, demonstration ar
destruction of the structures in the system.

When the students along with the education policy make
project policies, prepare or develop curriculum and take decisions c
them, the decisions are binding on them and they should make effort
protect and defend them student. They make sure that such areas ?
their right, obligations and privileges and how to teach them are w
spelt out. Learners should therefore be taught their rights, obligatior
and privileges. They should be taught the limits of each person's rigt
what to do with the rights, how to demand for the rights and how to a
when there is denial of any of the rights. They are denial of any of tl
rights. They should be made to know the obligations they owe Nigeri
what the obligations entail.

In education for democracy, andragogy is very vital. The concept is built on a conception of learners being self-directed and autonomous which is the right to manage one's own affairs and the related rights of capable citizens to participate in the politics of the day. Younger children have potentials for autonomy and right which their parents will nurture to the full. (Knowles 1968) For the author guided androgogy is advocated whereby teachers act as facilitators of learning process for fruitful learning outcomes.

'Psycho security' Implications: Reference is once more made to the National Policy on Education in respect of the national objectives and philosophy of Nigerian education. What has been enunciated in them is sufficient to guarantee education for security. The system of education that sets out the objectives should endeavour to help the learners achieve what Maslew refers to as "peak of experiences" which he termed self actualizing. Since those who have self actualized are growth motivated, the system should therefore offer them opportunity to enjoy the security of their "peak of experience". Self actualization cannot be achieved if the basic or primitive needs are not met. The implication is that the process has to motivate the learners to achieve autonomy and depend less on the environment.

Rogers maintained that man is capable of developing and growing into a fully functioning individual. Education for security (and its implications) is supposed to be functional, attuned to the interest, ability and disposition of the individual it is designed for. It should guarantee job opportunities, job satisfaction and upward movement of its recipients. This in turn ensures confidence and assures hope of a better future. The system will help the adolescent learners in their search for identify (Erikson, 1968). Therefore intrinsic learning should be encouraged by the education system which will encourage the strengthening of the characteristics of formal operation there by enabling the adolescent to differentiate between what is possible to achieve and what is real but unachievable. (Paiget 1972). This ensures security because he can do analysis of a combination of factors and draws meaning to the solution of his problem, make choices of what he can do to achieve his self fulfillment. This will ensure balance of emotion and maintenance of good mental health.

Recommendations

To achieve education for democracy, security and national development, the following points must be taken care of by the government and other education stakeholders in order to:

1. Eliminate certificate syndrome where students read for the acquisition of certificate instead of reading for self development. Governments, shareholder should emphasize and encourage skill acquisition and the relevance of knowledge acquired through education.

2. Muster political will to eliminate examination malpractice in all its forms. Offenders should be severely and adequately punished according to law guiding the conduct of examination.

3. Grade or categorize secondary schools in the areas of grammar, technical and comprehensive. Students should be admitted into these categories on the basis of each student's potential ascertained through intelligence tests that give an idea of their various intelligence quotients.

4. Put in place a well articulated and guided examination system for both internal and external examinations.

5. Exhibit will power to genuinely determine to achieve the educational objectives enshrined in the NPE to work toward the realization of the philosophy of education and inculcate the values of education that are meant to enhance the quality of instruction and the behaviour of the learners. The objection should be specific, operational observable, and measurable.

6. To come up with the system of education that focuses on the academic, social/personal and psychomotor domains, emphasises curriculum that is knowledge centered, skill oriented and so make for the fulfillment of the learners. (Joyce, 1969; Gill, 1976). This system will enhance the learner's participation in classroom activities, facilitate engagement in inquiry and socialization for a position in the society and strengthen the students ego outside the classroom (Thelen,. 1967).

7. Make provisions that will help equip the school so as to make the environment conducive for academic work. The weather of the classroom should be healthy so that the activities of the class will be effectively carried out. This borders on the provision of well qualified and hardworking teachers, computers, instructional materials, good seats, well ventilated classrooms etc.

8. Emphasise science and technology which form the basis for meaningful progress in the production of basic needs of the society in the area of food and nutrition, health and family planning, agricultural productivity, water and sanitation well equipped laboratories, workshops. These are in part some of the basic needs provided by the home.

9. Generate employment to beat down the unemployment syndrome which is very high in the country. If this happens, and people are assured of employment after graduation, the people will be happy, feel secure, have hope and can look up to the future with certainty and confidence.

10. Avoid discrepancies in the provision and allotment of facilities to government owned post primary schools. This is glaringly noticed in the case of "Unity Schools" where every possible amenities, attention and care are given to them. This negates the principle of equal educational opportunity to all children as enshrined in the NPE

11. Make sure that the products of this kind of education should be well integrated persons that are socially, morally, scientifically, physically and mentally alert and developed

12. Enact law that will make it compulsory for parents to send their children/wards to school at six years failing which they are prosecuted by the appropriate law court.

13. Civics as a subject should be revived or the contents subsumed into social studies and effectively taught from primary level. This may help to revive the spirit of patriotism which is virtually lacking in majority of Nigerians.

14. The education system has to try and experiment on andragogy and deemphasize pedagogy so that students may be given opportunity to air their views, make some contributions and take some decisions about what to learn and how they are to learn.

15. Enough budgetary allocation should be made to the education sector. Every effort should be made that such allocation is not corruptly handled, that is, not stolen out-rightly or misappropriated or mismanaged; it should be utilized as stated in the budget.

16. Produce individuals who can stand and defend their rights, have a good knowledge of democratic process and who cannot be

intimidate by anybody in relation to elections and electoral practices.

17.   Train up people who are personally, fully adjusted and psychologically balanced to the point of avoiding the 'prompting' of his ego through cultism, armed robbery, violence and intimidation.

Conclusion

It should be noted that the points and suggestions raised above should be seriously looked into. Unless all efforts are geared towards their implementation, education for democracy, security and national development will remain a mirage. There is therefore the need for the governments (state, federal and local) to put in place structures, curriculum and other educational gadgets that will help in the achievement of the aims and objectives of this kind of education. There is the need for mutual cooperation between the governments and other educational agencies so that they can meaningfully put all the machinery at their disposal in place for the purpose of achieving education for democracy, security and national development.

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