PEACE EDUCATION ANDNATIONAL SECURITY FOR SUSTAINABLE DEVELOPMENT IN LAGOS STATE: IMPLICATION FOR ADULT EDUCATION

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Abstract
The need for peace andadequate provision of national security for people is crucial for sustainable development of any country. The tremendous changes and challenges in national security have brought about the need for structures to be put in place to achieve sustained peace in the society which leads to progress, development, and promotion of societal wellbeing. The study explores peace education and national security for sustainable development. The study was descriptive survey design. The population for the study was 150 respondents. There was no sampling due to the manageable size of the population. The instrument for data collection was a 15-item questionnaire titled Peace Education and National Security for Sustainable Development Questionnaire. (PENSSDQ).The instrument was face validated by three experts. A reliability coefficient of 0. 82 was obtained using Cronbach -Alpha Method. Mean and standard deviation was used to analyze the research questions. While, the hypothesis was tested at 0.05 level of significance using t-test statistics. The results of the study showed that the respondents indicated that peace education entails, Knowledge of human rights, use of friendly principles of mutual trust, tolerance, use of negotiation skills and cooperation. While national security involves providing security for lives and property of citizens, organizing sensitization programs to curb youth restiveness, provision of security education plans for citizens. While, flexibility, motivation, involvement and problem-solving skills are adult education principles that promote peace and national security for sustainable development.

Introduction
The peace of any society is paramount for sustaining economic, educational, social and political development of the people. Peace is a phenomenon that is desirable by people irrespective of different social, cultural, religious, educational inclinations and the context. What is important is that the programme is relevant for that society's context and local meanings of peace, and that normative or Eurocentric frameworks are avoided (Bajaj & Hantzopoulos, 2016). Nwakaire and Kobani (2022) stated that there are two key words which revolve around peace, namely, peaceful and peaceable, one may understand that it is not just enough for a person to be peaceful but more importantly peaceable which connotes activity, that can be perceived from the cultural, ethnic, racial, political or religious aspects, problems which often results in conflicts, violence, wars, environmental problems and crimes are the various manifestations of lack of peace. Hence there is need to tackle the above challenges through peace education.

Peace education is necessary to enable citizens develop the right perspective to handle issues on a daily basis. Ikwumelu, Oyibe and Eluu (2014) stated that it is directed to the full development of the human personality, strengthening of respect for human rights and fundamental freedoms. It promotes understanding, tolerance, and friendship among people, nations, racial and religious group and further the activities for maintaining peace and national security. Furthermore, peace education establishes cultures of peace by creating awareness of various forms of violence present in the society and teaching about alternative peaceful ways of being and doing to establish harmonious relationships among them (Gursel-Bilgin, 2022). That is why it is called solution -oriented atmosphere, where conflicted problems are resolved and violence and conflicts are eliminated (Salomon, 2002). Therefore, peace education enables people to acquire skills and knowledge for tolerance, equity, love, respect for the rights of other people and avoidance of violence in the society

Peace education as a process can be seen from the philosophical perspective in promoting sustainability in the society. According to Harris and Morrison (2003), peace education is both a

philosophy and a process that involves the acquisition of skills, attitudes and knowledge to create a safe world, to build a sustainable environment and to bring social change. As a philosophy, peace education is guided by a set of ideas, doctrines and principles which are centered on changing mindset, cultivating skills and attitudes conducive for peace, human rights, environmentalism, disarmament, and promotion of a culture of peace (Salomon, 2002). In this study, peace education involves acquiring values for attitudinal change in the society. This can be achieved by applying some basic principles in adult education.

Adult Education

Adult education provides diverse skills and competencies for people to cope adequately and function well in society to achieve set out goals for sustainable development. The European Association for Education of Adults (EAEA) (2018), stated that adult education contributes to individual and collective development of societies by providing knowledge, skills and competencies for professionals and private life. It also promotes transversal and generic skills, that is social, communication and analytical skills that can trigger sustainable development. Consequently, adult education fosters the use of flexibility, creativity, self-discovery skills to meeting the needs of people and a decisive role in a globally interconnected world. According to Knowles (1984), adults have strong motivations to learn from internal things such as job satisfaction, self-esteem, self-actualization, and quality of life are the main priorities. While for solution-oriented aspects, adults are eager to learn what will help to solve problems by absorbing new knowledge and skills for application to real-life situations. In this work, adult education refers to avenues for people to learn by acquiring new knowledge to solve problems that occur in daily interaction with others in the society. This can be achieved by developing peace ideals, enlightening people on cultural understanding, social awareness, self-confidence, communal harmony and national security.

National security

The government is saddled with the responsibility of providing the people within its territory with adequate security. Onuabuchi, Krukrubo, Ohakwem, Echeonwu & Silas (2022) maintained that security is protection against all sorts of social, physical, economic, and psychological threats or harm. National security entails the proper regulation of the international boundary lines which defines the land area of a sovereign nation. Likewise, Rajan (2022) noted that the key responsibilities of national security are the detection of prospective threats and the planning of the proper response. Thus, national security sector provides defenses against hazards to territorial security which could be threatened by a military occupation, prolonged flooding, economic security, ecological security, physical security, social and political stability, disruptions to online financial transactions due to major internet or electrical outages, damage to the environment caused by pollution, extreme heat or drought, in addition to citizens and national institutions' financial stability is protected by national security. In this study national security means putting in place proper safety measures to protect people living within the territorial boundary of a nation against various forms of threat in a sustainable way.

There are new perspectives and approaches to national security in terms of sustainability of resources, technology and the environment. According to Abdulahi, Ogbole and Esoso (2022), banditry, armed robbery and theft, are threats to national security as these violent crimes aggravate unemployment, food shortage, loss of lives and properties. Sahara reporters (2021) noted that Lagos State have experienced repeated clashes between locals and Hausa-speakers in which hundreds of people died. Also, fighting between community members and gangs armed with bottles, swords and clubs resulted to the scores of people wounded, loss of lives and burning of properties. In essence, there is need for modification of psyche; reorientation, sensitization, national rebirth and rebranding of the various sectors to provide ways for attitudinal change in developing the much-desired true patriotic spirit for fundamental peaceful co-existence (Umo 2014). Hence the need for peace education to aid security and socio-economic growth for sustainable development.

Sustainable development

The environment needs to be protected by encouraging activities that support practices for healthy living of people in order to avoid pollution and other activities which affect sustainable development. According to Omoruyi and Abey-Fashae (2015) sustainable development can be seen in terms of change in growth process leading to a more enduring process of development for the future. The International Institute for Sustainable Development (IISD) (2019) stated that sustainable development is development that meets the needs of the present without compromising the ability of

the future generations to meet their own needs. In this context, sustainability is viewed as the priority of effectively meeting the security, education, social, cultural, economic and environmental needs in a systematic way that promotes wellbeing for people. It is evident from the foregoing, that clear relationships of frameworks,values, and principles enables people to adopt broad perspectives on issues that improves knowledge base. This orientation has positive influence for empowerment and is a link between peace education, national security, adult education and sustainable development.

Statement of the problem
The need for people to live in peace and safety is vital due to the positive effects on economic and social development in any society. Thus, any danger and threat to life of people and property indicate lack of security and peace. This is because violence in some communities led to loss of lives, loss of human capital, disruption of activities, apprehension and many others were displaced. The activities of 'Omonile' and land grabbers also contribute to disrupting peace in Lagos State. This situation calls for efforts to educate people to promote peace within the society which will lead to sustainable development.Therefore, the study seeks to investigate peace education and national security for sustainable development in Lagos State The purpose of this study is to investigate peace education and national security for sustainable development in Lagos State: Implication for adult education.

Research questions
1.   What are the values that can promote peace education for enhancing sustainable development in Lagos State?
2.   What are the strategies that can promote national security for enhancing sustainable development in Lagos state?
3.   In what ways can adult education promote peace for enhancing sustainable development in Lagos State?

Hypothesis
1.   There is no significant difference between the mean responses of male and female respondents on what are the values that can promote peace education for enhancing sustainable development in Lagos State
2..   There is no significant difference between the mean responses of male and female respondents on the strategies that can promote national security for enhancing sustainable development in Lagos state
3.   There is no significant differences between the mean responses of male and female respondents on what ways adult education can promote peace for enhancing sustainable development in Lagos State

Methodology
Descriptive survey research design was adopted for the study. The population for the study was 150 respondents. There was no sampling as the size was manageable. A structured questionnaire titled Peace Education and National Security for Sustainable Development Questionnaire (QPENSSD) was the instrument used for data collection. The questionnaire was divided into two sections, A and B. Section A was structured to obtain the general personal information about the respondents such as status (Male and Female) while section B of the questionnaire was divided into three clusters, clusters A - C in respect to the three specific objectives of the study. Cluster A items (1-5) provided data on the values that can promote peace education for enhancing sustainable development in Lagos State, cluster B items (1-5) provided data on strategies that can promote national security for enhancing sustainable development in Lagos State. and cluster C, items (1-5) provided information on the ways adult education can promote peace for enhancing sustainable development in Lagos State. Items from clusters A to D were structured on a 4-point rating scales of Strongly Agree (SA) 4, Agree (A) 3, Strongly Disagree (SD) 2, and Disagree (D) 1. The instrument was face validated by three experts. To ensure the reliability of the instruments, it was pilot tested, and data obtained from the pilot test was analyzed using Cronbach alpha method. Thus, a reliability coefficient of 0.82 was established signifying that the instrument is reliable.

Direct delivery and retrieval method was used by the researchers and two research assistants for distributing and collecting the questionnaire from the respondents at their various locations used for the study on the spot. This ensured that the respondents appropriately completed the questionnaire. Thus, there was 100% return of the questionnaire, and these were duly used for data analysis.

The data analysis employed in this study was both descriptive and inferential statistics. Descriptive statistics (mean and standard deviation) were used to answer the research questions. A Mean of 2.50 was used as the benchmark for decision making for the Mean score, since a four-point rating scale was used for the study. Thus, any item with a mean of 2.50 and above was considered as accepted by the respondents, while any item with a mean below 2.50 was considered as unaccepted by the respondents. T-test statistics was used to test the differences in the Mean responses of respondents at P < 0.05. All computations were carried out using the Statistical Package for Social Science (SPSS) version 22.

Results
One hundred and fifty respondents completed the questionnaire. The responses of the respondents on each of the items in the questionnaire were computed. Results are presented in Tables.

Research question 1: *What are the values that can promote peace education for enhancing sustainable development in Lagos State?*

Results of Research Question one, are presented on table 1

Table 1: Mean responses of the respondents on the values that can promote peace education for enhancing sustainable development in Lagos State

S/N	Item statements:		SD	Decision
1	Develop ability to cooperate enhances peace for sustainable development	2.85	0.92	Accepted
2	Knowledge of human rights helps to promote peace for sustainable development	2.86	0.93	Accepted
3	Strengthening friendly principles of mutual respect enhance peace for sustainable development	2.70	0.87	Accepted
4	Utilizing negotiation skills in resolving violent conflicts helps to enhance peace for sustainable development	2.89	0.92	Accepted
5	Developing awareness towards acceptance of different ethnic bias enhance peace for sustainable development	2.93	0.89	Accepted

Note: =Mean, SD=Standard Deviation, N = Number of Respondents=150

The results presented in Table 1 showed the mean and standard deviation of respondents' responses on the values that can promote peace education for enhancing sustainable development in Lagos State. The results showed the respondents identified item statements 1-5 as values that can promote peace education for enhancing sustainable development in Lagos State (> 2.50).

Hypothesis 1: There is no significant difference between the mean responses of male and female on the values that can promote peace education for enhancing sustainable development in Lagos State.

The Results of Hypothesis 1 are presented on table 2

Table 2: t-test analysis of difference in respondents on the values that can promote peace education for enhancing sustainable development in Lagos State

Respondents	N		SD	t-cal	df	P-value	Decision
Male	83	2.93	0.54	2.19	148	0. 03	Sig.
Female	67	2.74	0.47				

= Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample t-test by comparing respondents' views on on the values that can promote peace education for enhancing sustainable development in Lagos State. There was a significant difference in the mean response for male (= 2.93, *SD* = 0.54) and female (= 2.74, *SD* = 0.47), *t-cal* (148) = 2.19, *p* = 0.03 at 0.05 level of significance. Following this result, the null hypothesis was rejected. Hence, the responses of respondents on the values that can promote peace education for enhancing sustainable development in Lagos State differ by the various respondents.

Research question 2: *What are the strategies that can promote national security for enhancing sustainable development in Lagos State?*

Results of Research Question two are presented on table 3

Table 3: Mean responses of the respondents on the strategies that can promote national security for enhancing sustainable development in Lagos State

S/N	Items statements:	X	SD	Decision
1	Increased safety sensitization programs will enhance national security for sustainable development	2.80	0.88	Accepted
2	Provision of security equipment for personnel will enhance national security for sustainable development	2.67	0.93	Accepted
3	Conducting capacity building programs for security staff will enhance national security for sustainable development	2.65	0.81	Accepted
4	Provision of safety information network will help to enhance national security for sustainable development	3.21	0.66	Accepted
5	Providing solar powered CCTV in public places will help to enhance national security for sustainable development	3.11	0.69	Accepted

Note: =Mean, SD=Standard Deviation, N = Number of Respondents=150

From Table 3, it can be seen that all items had mean scores above 2.50 indicating item statements 1-5 were identified by the respondents' strategies that can promote national security for enhancing sustainable development in Lagos State.

Hypothesis 2: There is no significant difference between the mean responses of male and female on the strategies that can promote national security for enhancing sustainable development in Lagos State.

The Results of Hypothesis 2 are presented on table 4

Table 4: t-test analysis of difference in respondents' views on the strategies that can promote national security for enhancing sustainable development in Lagos State

Respondents	N		SD	t-cal	df	P-value	Decision
Male	297	2.94	0.37	1.92	148	0. 06	NS
Female	101	2.82	0.36				

= Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample t-test by comparing respondents' views on the values that can promote peace education for enhancing sustainable development in Lagos State. There was no significant difference in the mean response for male (= 2.93, *SD* = 0.54) and female (= 2.74, *SD* = 0.47), *t-cal* (148) = 2.19, *p* = 0.03 at 0.05 level of significance. Following this result, the null hypothesis was not rejected. Hence, the responses of respondents on the values that can promote peace education for enhancing sustainable development in Lagos State do not differ by the various respondents.

Research question 3: *In what ways can adult education promote peace for enhancing sustainable development in Lagos State?*

Results of Research Question three are presented on table 5

Table 5: Mean responses of the respondents onthe ways adult education can promote peace for enhancing sustainable development in Lagos State

S/N	Item statements:		SD	Decision
1	Increased skills on flexibility promotes peace for sustainable development	3.31	0.61	Accepted
2	Involving people in enlightenment programme on tolerance will promote peace for sustainable development	2.91	0.84	Accepted
3	Increased problem-solving skills will promote peace for sustainable development	2.69	0.72	Accepted
4	Motivating people on the need for social integration will promote peace for sustainable development	2.89	0.83	Accepted
5	Building skills on creativity will promote peace for sustainable development	2.61	0.89	Accepted

Note: =Mean, SD=Standard Deviation, N = Number of Respondents=150

Result in Table 5, suggest that item statement 1-5 were identified as ways adult education can promote peace for enhancing sustainable development in Lagos State (> 2.50).

Hypothesis 1: There is no significant difference between the mean responses of male and female on the ways adult education can promote peace for enhancing sustainable development in Lagos State

The Results of Hypothesis 3 are presented on table 6

Table 6: t-test analysis of difference in respondents' views on ways adult education can promote peace for enhancing sustainable development in Lagos State

Respondents	N		SD	t-cal	df	P-value	Decision
Male	83	2.87	0.44	1.67	148	0. 10	NS
Female	67	2.99	0.47				

= Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

This hypothesis was tested by carrying out an independent sample t-test by comparing respondents' views on the ways adult education can promote peace for enhancing sustainable development in Lagos State. There was no significant difference in the mean response for male (= 2.87, *SD* = 0.44) and female (= 2.99, *SD* = 0.47), *t-cal* (148) = 1.67, *p* = 0.10 at 0.05 level of significance. Following this result, the null hypothesis was not rejected. Hence, the responses of respondents on the values that can promote peace education for enhancing sustainable development in Lagos State do not differ by the various respondents.

Discussion of findings

The results of this study showed that the values of peace education for enhancing sustainable development includes ability to cooperate with people, knowledge of human rights, strengthening the use of friendly principles on mutual trust, utilizing negotiation skills in resolving violent conflicts, developing awareness, towards acceptance of different ethnic bias. Thefindings are in line with Harris and Morrison (2012) which indicated that peace education is a medium for building a more tolerant world based on mutual respect, nonviolence, justice, and sustainability. Also, Umo (2014) highlighted the need for the formulation of a framework that is responsive to human rights-based, that will enable development planners and programmers bridge the gaps that account for much of the negative impact of development activities on peace and conflict.

The findings of the study revealed that strategies of national security for enhancing sustainable development include;developing increased safety sensitization programmes, Provision of security equipment for personnel, conducting capacity building programmes for security staff, provision of safety information network, providing solar powered Close Circuit television in public places. This is in resonance with the work ofRajan (2022) that national security is important in maintaining domestic order. It also extends to the health and prosperity of the people as well as the relationships between all nations. Finally, the study identified adult education principles that promote

peace for enhancing sustainable development to include; increased flexibility skills, involving the people in enlightenment on tolerance,increased problem-solving skills, motivating people on social awareness, building creativity, critical thinking, skills. This is in line with Ugwuoke, Agboeze and Onu (2014) that identified psychology, sociological principles of adult learning,creativity, problem solving, critical thinking, team building, conflict resolution and innovative skills for emerging knowledge economy and transformation. Also, University of Mumbai (2022) that adult education plays a crucial role in supporting society's capacity for adaptability and change, creating a competitive workforce for competing and surviving in the global economy. As the capacity and potential of adult education enables people to recognize human potential fully by relating individual experiences to things that are happening around the environment.

Conclusion

Based on the findings, it was concluded that peace education and national security for enhancing sustainable development entails making provisions for sensitizing and educating people on positive attitude, good values and living in harmony.The government can create and utilize different platforms to cater for security of lives and property which is a complex issue that involves monitoring, of the environment and reporting any threat promptly to security agencies in other to sustain peace for sustainable development.

Recommendation

The government and community-based organizations can sponsor talks and programmes on peace that could help to avert national security challenges, maintain peace and empower people to ensure a sustainable environment.

Administrators should have good decision-making plans in the system to cater for exigencies on security issues. Security managers should be equipped with necessary equipment and skills for tackling national security issues which pose serious threat to peace in the society.

NGOs should support funding adult education programmes geared towards mobilization and enlightenment of people on peace for sustainable development using various forms of electronic media.

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