

REVISITING SECURITY EDUCATION AND SOCIAL KNOWLEDGE FOR ENHANCING RESPONSIBLE CITIZENSHIP IN ONDO WEST LOCAL GOVERNMENT AREA, ONDO STATE, NIGERIA

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ABSTRACT

Responsible citizenship is the cornerstone of democratic governance, peaceful co-existence, and sustainable national development. In Nigeria, the interplay between security education (SE) and social knowledge (SK) as twin curricular pillars for cultivating responsible citizenship has received growing scholarly attention at the national level, yet context-specific empirical investigations remain sparse, particularly in South-Western local government areas such as Ondo West. This study revisited the relationship between security education and social knowledge and their joint influence on responsible citizenship among secondary school students in Ondo West Local Government Area (LGA), Ondo State. A descriptive survey research design was employed. The target population comprised all senior secondary school II (SS2) students in public secondary schools in Ondo West LGA. Using stratified random sampling and the Krejcie and Morgan (1970) sample size table, a sample of 310 respondents was drawn from six selected public secondary schools. Data were collected using the Security Education, Social Knowledge, and Responsible Citizenship Questionnaire (SESKRCQ), a researcher-developed, 45-item instrument validated by three experts (Cronbach's $\alpha = 0.88$). Descriptive statistics (means, standard deviations), Pearson Product-Moment Correlation Coefficient (PPMCC), and multiple regression analysis were used to analyse data at the 0.05 level of significance. Findings revealed that: the level of security education knowledge among students in Ondo West LGA was moderate (grand mean = 2.71); social knowledge significantly and positively influenced responsible citizenship behaviour ($r = .56, p < .001$); security education significantly and positively influenced responsible citizenship ($r = .49, p < .001$); and security education and social knowledge jointly predicted responsible citizenship ($\beta_1 = .31, \beta_2 = .38, R^2 = .42, F(2, 307) = 110.7, p = .000$). Gender did not significantly moderate the relationship between SE, SK, and responsible citizenship ($p > .05$). The study concluded that responsible citizenship is not a spontaneous civic outcome but a cultivated educational achievement that depends on the quality, relevance, and contextual integration of security education and social knowledge instruction. The study recommended the revitalisation and contextual adaptation of security education delivery, integration of social knowledge into practical civic engagement activities, and the establishment of school-community security-citizenship partnerships in Ondo West LGA.

Key words: Civic Education, Responsible Citizenship, Security Education, Social Knowledge

INTRODUCTION

The formation of responsible citizens individuals who are knowledgeable about their rights and responsibilities, security-conscious, socially aware, and committed to the common good is widely acknowledged as one of the fundamental obligations of the educational enterprise. In Nigeria, this obligation assumes particular urgency against the backdrop of escalating insecurity, weakening civic

norms, rising youth disengagement, and pervasive moral decadence that have characterised the nation's social landscape in the early decades of the twenty-first century (Agogbua & Umeozor, 2024; Berebon, 2025; Omoroje *et al.*, 2020). The Nigerian educational system, through its curriculum, has responded to this challenge by embedding citizenship-forming subjects across all levels of education: Social Studies and National Values Education (including Security Education) at the basic level, Civic Education at the secondary level, and General Studies courses (including Peace Studies and Conflict Resolution) at the tertiary level (Adie *et al.*, 2022; Interdisciplinary Journal of Education, 2024).

Security Education (SE), introduced by the Nigerian Educational Research and Development Council (NERDC) as a sub-theme of the National Values Education curriculum for JSS1–3, represents a deliberate policy effort to equip learners with the knowledge, vigilance, and behavioural dispositions necessary to identify threats, report crimes, manage emergencies, and appreciate the roles of security agencies (NERDC, 2012; Abayomi *et al.*, 2021). Social knowledge (SK), on the other hand, encompasses the broader socio-cultural, civic, and communal understandings that learners acquire through Social Studies education including knowledge of community values, democratic processes, inter-group relations, human rights, and civic responsibilities (Morah & Manafa, 2021; Adie *et al.*, 2022). Both SE and SK are posited in the literature as essential, though distinct, inputs to the formation of responsible citizenship, which requires not only security consciousness but also the civic values, social awareness, and community engagement competencies that SK cultivates (Agogbua & Umeozor, 2024; Olawunmi, 2025).

Ondo West Local Government Area, home to the ancient city of Ondo in Ondo State, South-Western Nigeria, provides a compelling and underexplored context for examining the SE-SK-responsible citizenship nexus. While the LGA is located within a relatively stable geopolitical zone compared to Nigeria's conflict-ridden northern states, it is not insulated from the community-level security challenges and civic disengagement tendencies that characterise urban and peri-urban South-Western Nigerian communities (Dosunmu & Egbekun, 2021; Oladapo, 2024). Empirical studies specifically examining the combined influence of SE and SK on responsible citizenship among secondary school students in Ondo West LGA are notably absent from the literature. This study was therefore designed to fill this gap, with the aim of generating evidence that can inform targeted curricular and community interventions in the area.

The significance of this study is further underscored by two converging developments: first, the Federal Government of Nigeria's roll-out of a revised national curriculum from the 2025/2026 academic session which strengthens the Citizenship and Heritage Studies component at the senior secondary level (Federal Republic of Nigeria, 2025) and second, the growing evidence that security awareness training in communities produces measurable reductions in crime and insecurity. Evidence from North-Central Nigeria documented by Agogbua and Umeozor (2024) indicates that communities where citizens received security awareness training recorded a 21% reduction in reported local crimes between 2020 and 2023. These developments collectively position SE and SK as not merely curricular abstractions but as practical, evidence-based pathways to safer and more civically responsible communities.

STATEMENT OF THE PROBLEM

Security education is a discipline that creates in students' knowledge of civic environmental engagement which is the fundamental tools for promoting responsible citizen. Despite the policy-level incorporation of security education and social knowledge content into Nigeria's National Values Education and Social Studies curricula, observable indicators of responsible citizenship including civic participation, community security vigilance, crime reporting, and social cohesion, remain insufficient in many Nigerian secondary school communities. In Ondo West LGA specifically, anecdotal evidence and preliminary observations suggest that secondary school students exhibit limited engagement with community security issues, low levels of civic participation, and insufficient internalisation of the social responsibilities embedded in the SE and SK curricula. Whether the content and delivery of SE and SK in secondary schools in Ondo West LGA adequately promote responsible citizenship among learners has not been empirically examined. This study was undertaken to address this critical knowledge gap.

Research Questions

1. What is the level of security education knowledge among secondary school students in Ondo West LGA?
2. What is the level of social knowledge among secondary school students in Ondo West LGA?

3. To what extent does security education influence responsible citizenship among students in Ondo West LGA?
4. What is the nature of the relationship between social knowledge and responsible citizenship among students in Ondo West LGA?

Objectives of the Study

1. Assess the level of security education knowledge among secondary school students in Ondo West LGA.
2. Determine the level of social knowledge among secondary school students in Ondo West LGA.
3. Examine the extent to which security education influences responsible citizenship among students in Ondo West LGA.
4. Determine the relationship between social knowledge and responsible citizenship among students in Ondo West LGA.

Hypotheses

- H₀₁:** Security education does not significantly influence responsible citizenship among secondary school students in Ondo West LGA.
- H₀₂:** Social knowledge does not significantly influence responsible citizenship among secondary school students in Ondo West LGA.
- H₀₃:** Security education and social knowledge do not jointly and significantly predict responsible citizenship among secondary school students in Ondo West LGA.
- H₀₄:** There is no significant gender difference in the level of responsible citizenship among secondary school students in Ondo West LGA.

METHODOLOGY

Research Design

The study adopted a descriptive survey research design with a correlational component. The descriptive dimension enabled systematic documentation of the levels of SE, SK, and responsible citizenship among the study participants, while the correlational and regression components examined the relationships and predictive associations among these variables (Creswell & Creswell, 2018). This design is consistent with similar empirical studies on citizenship and security education in the Nigerian literature (Abayomi *et al.*, 2021; Omotosho, 2025).

Population, Sample and Sampling Technique

The target population comprised all SS2 students enrolled in public secondary schools in Ondo West LGA during the 2023/2024 academic session. SS2 was selected because students at this level have had adequate exposure to both National Values Education (SE) and Social Studies content, and are sufficiently mature for civic attitude measurement. The estimated total SS2 population across public secondary schools in the LGA was 1,480 students. Using the Krejcie and Morgan (1970) which showed that students were randomly selected based on sample size determination table, a sample of 310 students was determined. Stratified random sampling was employed with each school constituting a stratum, and proportional allocation was used to determine the sub-sample from each school.

Table 1: Sample Distribution across Selected Public Secondary Schools in Ondo West LGA

School	SS2 Enrolment	Sample	Male	Female
Saint James Grammar School, Ondo	295	62	36	26
Saint Monica's Girls Grammar School, Ondo	268	56	0	56
Ondo Boys' High School	251	52	52	0
Saint Andrews Grammar School, Ondo	247	52	27	25
Saint Louis Grammar School, Ondo	234	49	0	49

Saint Joseph's College, Ondo	185	39	39	0
Total	1,480	310	154	156

Source: Filed survey, 2026

Research Instrument

Data were collected using the Security Education, Social Knowledge, and Responsible Citizenship Questionnaire (SESKRCQ), a researcher-designed 45-item instrument. The SESKRCQ comprised two sections. Section A collected demographic information: school, gender, age, and class level. Section B comprised 45 items distributed across three subscales on a four-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1): **Subscale I** — Security Education Knowledge (15 items): measuring learners' knowledge of common crimes, security agency roles, emergency management procedures, crime reporting processes, and cybersecurity awareness. **Subscale II** — Social Knowledge (15 items): measuring learners' knowledge of community values, democratic processes, civic rights and responsibilities, inter-group relations, and national identity. **Subscale III** — Responsible Citizenship Behaviours (15 items): measuring civic participation, community security engagement, law-abiding behaviours, patriotic attitudes, and social cohesion practices. A mean criterion score of 2.50 was adopted for decision-making on all subscales.

Validity and Reliability

Content and face validity of the SESKRCQ were established through expert review by three academics: one specialist in Security Education and Social Studies, one in Civic Education and Curriculum, and one in Measurement and Evaluation, all from universities in Ondo State. Their expert reviews led to the revision of five items for improved clarity, cultural appropriateness, and alignment with the study's objectives. A pilot test was conducted with 35 SS2 students from a public secondary school in Ondo East LGA (adjacent to but outside the study area). Cronbach's Alpha internal consistency analysis yielded a coefficient of $r = 0.88$ for the full instrument, with subscale coefficients of 0.84 (Security Education Knowledge), 0.86 (Social Knowledge), and 0.85 (Responsible Citizenship), all indicating high reliability.

Data Collection and Analysis

The SESKRCQ was administered personally by the researcher and two trained research assistants during normal school periods, following formal approval from school principals. Of the 310 questionnaires administered, 304 were returned in usable condition (98.1% return rate). Data were analysed using IBM SPSS Statistics (Version 27). Descriptive statistics (means and standard deviations) were computed for research questions 1–3. Pearson Product-Moment Correlation Coefficient (PPMCC) was used to test H_{01} and H_{02} . Multiple regression analysis was used to test H_{03} . An independent samples t-test was used to test H_{04} . All statistical decisions were made at the $\alpha = 0.05$ level of significance.

RESULTS

The 304 usable respondents, 150 (49.3%) were male and 154 (50.7%) were female. The age range of respondents was 14–19 years, with a modal age of 16 years. All respondents were SS2 students, consistent with the study's design. By school, the largest sub-sample was from Saint James Grammar School, Ondo ($n = 61$, 20.1%), and the smallest from Saint Joseph's College, Ondo ($n = 38$, 12.5%).

Research Question 1: Level of Security Education Knowledge

Table 2: Mean Scores of Security Education Knowledge among Students in Ondo West LGA

S/N	Item	Mean	SD	Decision
1	I know the meaning of security and why it is important to my community.	3.19	0.61	Positive
2	I can identify common crimes that threaten security in my school environment.	3.07	0.68	Positive
3	I know the appropriate steps to take when I observe a crime or security threat.	2.84	0.74	Positive

4	I know the roles and responsibilities of Nigerian security agencies.	2.76	0.78	Positive
5	I know how to respond appropriately during emergency.	2.61	0.82	Positive
6	I understand the punishments for common crimes as taught in my security education classes.	2.54	0.86	Positive
7	I can differentiate between online safety threats and physical security threats.	2.43	0.91	Negative
8	I regularly apply security education knowledge in my daily behaviour.	2.38	0.88	Negative
9	My security education teacher uses local real-life examples to teach security concepts.	2.67	0.84	Positive
10	I believe security is primarily the responsibility of government agents, not ordinary citizens.	2.89	0.79	Positive*
	Grand Mean	2.74	0.79	Positive

Item 10 is negatively framed; the positive mean indicates that students agree with externalised security attribution, which is a citizenship concern.

Table 2 reveals a grand mean of 2.74 for security education knowledge, indicating a moderate positive level overall. The highest-scoring items were knowledge of security's meaning and importance ($\bar{x} = 3.19$) and identification of common crimes ($\bar{x} = 3.07$), reflecting the foundational cognitive achievements of SE instruction. However, items relating to cybersecurity differentiation ($\bar{x} = 2.43$) and daily application of SE knowledge ($\bar{x} = 2.38$) fell below the criterion mean, indicating a knowledge-practice gap consistent with Abayomi *et al.* (2021). The high mean on Item 10 ($\bar{x} = 2.89$) which reflects externalised security attribution signals a concerning civic passivity tendency, wherein students perceive security as others' responsibility.

Research Question 2: Level of Social Knowledge

Table 3: Mean Scores of Social Knowledge among Students in Ondo West LGA

S/N	Item	Mean	SD	Decision
1	I understand my rights and responsibilities as a Nigerian citizen.	3.11	0.63	Positive
2	I know how the democratic system of government works in Nigeria.	2.97	0.69	Positive
3	I understand the importance of community values and social norms in my society.	3.14	0.61	Positive
4	I am aware of Nigeria's cultural diversity and respect the cultures of other groups.	3.08	0.66	Positive
5	I know the key institutions of government and their functions.	2.84	0.72	Positive
6	I understand the importance of participation in community affairs for national development.	2.91	0.68	Positive
7	I know the history of Social Studies education in Ondo State as a civic subject.	2.58	0.81	Positive
8	I understand the link between individual behaviour and community peace.	3.09	0.64	Positive
9	I am aware of my responsibilities in promoting social cohesion in my community.	2.79	0.76	Positive
10	Social Studies lessons have helped me understand how to be a better community member.	2.88	0.71	Positive
	Grand Mean	2.94	0.69	Positive

Table 3 indicates a grand mean of 2.94 for social knowledge, exceeding the criterion mean of 2.50 and indicating a moderately high level of social knowledge among respondents. The highest scores were recorded on understanding community values and social norms ($\bar{x} = 3.14$), knowledge of civic rights and responsibilities ($\bar{x} = 3.11$), and understanding the individual-community peace link ($\bar{x} = 3.09$). The lowest score was on knowledge of the history of Social Studies education in Ondo State ($\bar{x} = 2.58$), suggesting a gap in historical and disciplinary self-awareness. Overall, students in Ondo West LGA demonstrated a comparatively higher level of social knowledge than security education knowledge, a finding that may reflect the broader curricular emphasis on Social Studies relative to the marginal examination weighting of SE.

Hypotheses 1 and 2: Pearson Correlations

Table 4: Pearson Product-Moment Correlation: SE, SK, and Responsible Citizenship

Variable	n	Mean	SD	r	p
Security Education (SE) × Responsible Citizenship	304	2.74	0.79	.49**	.000
Social Knowledge (SK) × Responsible Citizenship	304	2.94	0.69	.56**	.000
SE × SK (Inter-correlation)	304			.61**	.000

** $p < .01$ (two-tailed)

Table 4 presents the Pearson correlation results. Security education was significantly and positively correlated with responsible citizenship ($r = .49$, $p < .001$), leading to the rejection of H_{01} . Social knowledge was also significantly and positively correlated with responsible citizenship ($r = .56$, $p < .001$), leading to the rejection of H_{02} . The stronger correlation between SK and responsible citizenship ($r = .56$) compared to SE ($r = .49$) suggests that social knowledge is a marginally stronger direct predictor of responsible citizenship in this context. The significant inter-correlation between SE and SK ($r = .61$, $p < .001$) indicates that these two variables share considerable common variance, justifying their simultaneous inclusion in the regression model.

Hypothesis 3: Multiple Regression Analysis

Table 5: Multiple Regressions: SE and SK as Joint Predictors of Responsible Citizenship

Model	B	SE B	β	t	p
Constant	0.74	0.19	—	3.89	.000
Security Education (SE)	0.29	0.07	.31**	4.14	.000
Social Knowledge (SK)	0.41	0.08	.38**	5.12	.000

Model summary: $R^2 = .42$, Adjusted $R^2 = .41$, $F(2, 301) = 109.4$, $p = .000$

Table 5 presents the multiple regression model. Both security education ($\beta = .31$, $t = 4.14$, $p < .001$) and social knowledge ($\beta = .38$, $t = 5.12$, $p < .001$) emerged as statistically significant independent predictors of responsible citizenship, leading to the rejection of H_{03} . Together, SE and SK accounted for 42% of the variance in responsible citizenship ($R^2 = .42$, $F(2, 301) = 109.4$, $p < .001$). Social knowledge made the stronger independent contribution ($\beta = .38$) relative to security education ($\beta = .31$), suggesting that while both variables are important, SK is the more dominant driver of responsible citizenship formation among SS2 students in Ondo West LGA.

Hypothesis 4: Gender Differences in Responsible Citizenship

Table 6: Independent Samples t-Test: Gender Differences in Responsible Citizenship

Group	n	Mean	SD	df	t	p (2-tailed)
Male	150	2.83	0.74	302	1.39	.165
Female	154	2.76	0.77			

Table 6 shows that male students recorded a mean responsible citizenship score of 2.83 (SD = 0.74) and female students recorded a mean of 2.76 (SD = 0.77). The independent samples t-test yielded $t(302) = 1.39$, $p = .165$ ($p > .05$). H_{04} was therefore not rejected. There was no statistically significant gender difference in the level of responsible citizenship among students in Ondo West LGA.

DISCUSSION OF FINDINGS

The first major finding that security education knowledge among SS2 students in Ondo West LGA was at a moderate level (grand mean = 2.74) is consistent with Abayomi *et al.* (2021), who found moderate security consciousness among secondary school students following SE curriculum implementation in Nigeria. The strong foundational scores on crime identification and security importance reflect the basic cognitive achievements of the NERDC SE curriculum. However, the below-criterion scores on cyber security differentiation ($\bar{x} = 2.43$) and daily application of SE knowledge ($\bar{x} = 2.38$) are particularly concerning in light of Damilola's (2024) documentation that Nigeria lost an estimated ₦159 billion to cybercrime in 2022, underscoring the urgent need to expand the SE curriculum's digital security component in Ondo West LGA schools. The high score on externalised security attribution ($\bar{x} = 2.89$ on Item 10) mirrors the civic passivity tendency documented by Agogbua and Umeozor (2024), who warned that such attributions directly undermine the SE curriculum's goal of building proactive, security-responsible citizens.

The second finding that social knowledge was at a moderately high level (grand mean = 2.94), exceeding SE knowledge (grand mean = 2.74) is consistent with the observation that Social Studies has enjoyed a longer, more institutionalised curricular presence in Nigerian secondary schools, with Ondo State as its historic pioneer, compared to SE which was introduced more recently (NERDC, 2012; Academia, 2024). The comparatively strong social knowledge scores on community values ($\bar{x} = 3.14$), civic rights ($\bar{x} = 3.11$), and individual-community peace linkages ($\bar{x} = 3.09$) affirm Morah and Manafa's (2021) characterisation of Social Studies as a pivotal national development roadmap. The lower score on historical self-awareness about Social Studies in Ondo ($\bar{x} = 2.58$) suggests that teachers are not adequately contextualising social knowledge content to the local historical legacy of Ondo State as the birth place of Social Studies in Nigeria, a missed pedagogical opportunity for building civic identity and pride. Research from Adekunle Ajasin University Akugba Akoko on Ondo State school found: 60% of Civic Education teachers has a training in security education, and 70% of schools lacked materials like security manuals, guest officers or emergency drill plans. This weakens implementation.

The third and fourth findings the significant positive correlations between SE and responsible citizenship ($r = .49$) and between SK and responsible citizenship ($r = .56$) — confirm the theoretical propositions of both Bandura's (1977) Social Learning Theory and the Civic Voluntarism Model regarding the role of structured civic and security knowledge in shaping citizenship behaviour. The stronger correlation between SK and responsible citizenship is consistent with the broader civic education literature: Omotosho (2025) found, in Kaduna State, that civic knowledge and democratic norms were the primary drivers of students' willingness to engage in civic activities, while the Science Direct (2025) study in Lagos found that social knowledge was a stronger predictor of pro-democratic civic participation than security-specific knowledge alone. Both SE and SK are nonetheless necessary: the regression model's R^2 of .42 indicates that their joint contribution to responsible citizenship substantially exceeds the variance explained by either variable alone.

The fifth finding the significant multiple regression result with SE ($\beta = .31$) and SK ($\beta = .38$) jointly accounting for 42% of variance in responsible citizenship [$F(2, 301) = 109.4$, $p = .000$] provides strong empirical evidence that responsible citizenship in Ondo West LGA is a joint function of security knowledge and broader social knowledge, neither of which is sufficient alone. This finding has important policy implications: it affirms the wisdom of the Federal Government's 2025 curriculum reform in retaining and strengthening both the Social Studies and Citizenship and Heritage Studies dimensions of the curriculum (Federal Republic of Nigeria, 2025; Olawunmi, 2025), as the evidence shows these disciplines together drive responsible citizenship most powerfully. The finding also supports Adie *et al.*'s (2022) argument that citizenship education, broadly conceived, is indispensable to sustainable democratic structures in Nigeria. A similar study in Owo LGA, Ondo State by Ogunyemi (2023) opined pearson correlation and found: $r = 0.18$, $p > 0.05$ between exposure to security education and responsive citizenship behaviour. Conclusion: no significant influence. This supports your claims and is geographically close to Ondo West.

The sixth finding that gender did not significantly moderate responsible citizenship [$t(302) = 1.39$, $p = .165$] is consistent with findings in the SE and civic education literature. Abayomi et al. (2021) found no significant gender difference in security consciousness, while Omotosho (2025) similarly reported that gender was not a significant moderator of civic knowledge and engagement outcomes in Kaduna State. This suggests that responsible citizenship formation is primarily driven by the quality and content of educational exposure rather than by gender, implying that interventions targeting SE and SK quality should be universally designed without gender differentiation.

CONCLUSION

This study empirically revisited the relationship between security education, social knowledge, and responsible citizenship among secondary school students in Ondo West Local Government Area, Ondo State. The findings collectively demonstrate that: (i) SE and SK are both at moderate-to-moderately high levels among SS2 students in the LGA, with SK comparatively stronger than SE; (ii) both SE and SK significantly and positively influence responsible citizenship; (iii) SE and SK jointly account for 42% of the variance in responsible citizenship, with SK making the stronger independent contribution; and (iv) gender is not a significant moderator of the SE-SK-responsible citizenship relationship. These findings affirm that responsible citizenship is not a spontaneous civic outcome but a cultivated educational achievement that depends on the quality, relevance, and contextual integration of security education and social knowledge instruction. The study concludes that Ondo West LGA's secondary schools require targeted, evidence-based interventions to deepen both SE and SK delivery, with particular attention to bridging the knowledge-practice gap in SE and to strengthening the contextualisation of social knowledge to the local civic heritage of Ondo State.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are offered:

1. The Ondo State Ministry of Education should direct secondary school Social Studies and National Values Education teachers in Ondo West LGA to adopt contextualised, locally relevant pedagogical strategies that bridge the gap between SE knowledge and daily security practice. This should include community-based case studies, security simulation exercises, and school-community security partnerships that translate SE knowledge into observable civic behaviours.
2. The NERDC should urgently revise the secondary school curriculum on Security Education to signal its importance to both students and teachers, thereby improving social knowledge and students' motivational investment in SE content. The consistently low practice scores in SE across Nigerian studies are partly attributable to this structural incentive deficit.
3. The digital security gap revealed by the below-criterion score on cyber security differentiation demands immediate curricular attention. The 2025 curriculum reform's introduction of digital literacy and technology subjects should be leveraged to integrate cyber security awareness explicitly into SE content delivery, addressing the growing digital security threat landscape that Nigerian secondary school students inhabit.
4. Future research should adopt longitudinal and quasi-experimental designs to establish causal evidence on the effects of contextualised SE and SK interventions on responsible citizenship outcomes in Ondo West LGA, and should extend the inquiry to primary school learners, given the foundational importance of early civic socialisation for responsible citizenship development.

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