

History Education as a Veritable tool for Sustainable Management of Security Challenges in Nigeria

Salihu Ibrahim Ph D¹, MAM Sameem²

¹*Department of History ,Niger State College of Education, Minna, Nigeria*

Salhuibrahim123@gmail.com

²*Department of English Language Teaching, South Eastern University of Sri Lanka*

risameem@seu.ac.lk

Article Info

Volume 83

Page Number: 26845 - 26852

Publication Issue:

May - June 2020

Article History

Article Received: 11 May 2020

Revised: 19 May 2020

Accepted: 29 May 2020

Publication: 12 June 2020

Abstract:

Knowledge of History is imperative for the development of human society being it ancient, modern, colonial or post-colonial or even digital. History education transmits the tenets, ethos, values, internal and external relationships, established structural security network and socio-economic and political systems from generation to generation. It is the discontinued habit of providing such kind of knowledge that this article attributes to as one of the sources of the security quagmire in the country. The article aim at modelling the utilization of History education in the management of security challenges in the country. Existing works on security management have employed several models to tackle the menace yet, non have attempted the utilization of history education as a means of managing security challenges in our society. The paper benefits from desk review of literature and utilization of electronic media as sources of data. The research is significant especially in these periods of rampart security threats. Policy makers, security agencies, institutions, traditional rulers and the academia will find it valuable.

Keywords: History, History education, Management, Sustainable, Security challenges

1. INTRODUCTION

The management of any situation be it medical, administrative, military, security, economic or political depends largely on the knowledge of its past. The initial questions doctor ask a patient are usually historical (how, when, where) in nature. The military will always need the history and social

formation of a people before launching any attack similarly administrators and investors necessarily need adequate background knowledge of the people and environment

before any meaningful investment, action or step can be taken. Therefore, events of the past, present and future live of man in every

dimension is a product of history. Security challenges of all dimensions have characterized global history. There is the persistence of conflicts in India/Kashmir region, Israel, Palestine, Lebanon, Yemen, Iraq, Venezuela, Sudan, South Sudan, Mali, Nigeria and many more. Cases of terrorism of all magnitude such as; Kidnapping, religious extremists (ISIS, Al-Qaeda and Al-Shabab) have constituted security challenges to humanity and need to be managed. All these crises have both remote and immediate causes which are historical in nature. The neglect of the discipline of history in our institutions, public conduct/gatherings and even homes no doubt has close relationship with the colossal failure in the security systems of our societies. History education is therefore important to human society since the past is a necessary part of the present and strong determinate of the future.

The application of History education in the sustainable management of security challenges in the society as a model is the central focus of this paper. Management implies the application of available resources to achieve set goals and these involves planning, organizing, leading and controlling (Fleet, 1994). History has been defined as the continuous intercourse between the historian and his facts and an unending dialogue between the past and the present (Carr, 1980). Thus, history education keeps the society alive by keeping it abreast with the present and past events so as to make prognosis for the future (Marwick, 2001; Salihu, 2014).

Existing literature (Audu and Lukeman, 2014; Oikpe, 2013; Omede, 2011; VanSledright, 2010) on history education, management and security issues seem more concerned about the challenges than how to mitigate it. Non-have attempted to elucidate on employing the knowledge of history in the management of security challenges in Nigeria. It is therefore based on such background that this article sees the utilization of history education as an antidote for our persistent security challenges. The paper benefited from the use of available related literature both as printed and the internet sources to marshal arguments. The information collected is critically examined so as to arrive at acceptable judgement. The significance of the research is that; it would have been impossible to understand how we arrived at our present predicament and what the trends are for the future without the knowledge of history (Rodney, 1972). History education is therefore paramount in understanding and management of our security challenges. The research is equally significant especially in these periods of rampart security threats. Policy makers, security agencies, institutions, traditional rulers and the academia will find it a valuable reference point.

2. CONCEPTUAL CLARIFICATION

History like other disciplines is wrongly conceived partly due to inadequate knowledge of the subject matter. To many it is majorly concerned about the past which is believed to have already gone and should be forgotten. Historical happenings are not

detachable from us because they are always with us. Thus, history is alive and constantly impact on our subsequent course of actions. It is what man does over time and space that have produced significant impact on the society. The study of such activities of man is referred to as historical studies and it implies the collection of relevant information about the past, critical examination of its sources and an objective interpretation of the findings. Furthermore it has to do with the transmission from generation to generation of people's doctrines, values and general ways of living. Education is the formal inculcation of skills to individuals to develop their capacities that are beneficial to them and the society (Azubike, 2013). History education therefore is the generation of such knowledge from historical studies and its proper transmission to (learners) others to enable the development of capacities through guide from the past against the future. Knowledge is wisdom as it also provides the power that helps man live a happy life. History education once acquired saves both individual and society the pain of going into doom which must have been occasioned by ignorance. Such opportunity offered by historical knowledge makes it possible to manage any situation including security challenges.

Management though a most commonly mentioned and used term daily. Traditionally it is put to imply the application of "planning, organizing, leading and controlling in order to achieve results with people" (Grunde, 2019). However this

definition is limited with flaws on the borders of human resource management as according to Boddy (2017) it is a universal human activity in domestic, social and political settings, as well as in organisations. On the other hand management has been defined as: To manage is to forecast and plan, to organize, to command, to coordinate and to control. To foresee and provide means examining the future and drawing up the plan of action Fayol (1916). It is this definition in view of many others that is found fit into the context of this paper as it talk of "forecast and plan" which are central to the lessons of history education. History may not teach nor is it concerned with future-telling or predictions but out of its wealth of knowledge about the past, it becomes easy to make prognosis about the future.

Ban Ki-moon (2008), maintained that security and sustainability are dependent on each other. Sustainability literarily means to maintain something to a certain level. It is also to continue at the same capacity or pace while standard is maintained (BBC English Dictionary). It is the ability of a system to remain constant. In this light security as averred by Ighomereho (2013) implies stability and continuity of livelihood, predictable situation of living, safety from crime and freedom from economic, psychological and physiological needs. The twenty-first century history of mankind seems to be quite loaded with records of security challenges across the globe. Some of the challenges are military which most people think is the only security problem, other areas of the challenge are; food,

environmental, physical, psychological and socio-economic.

3. SECURITY CHALLENGES IN HISTORICAL PERSPECTIVES

Generally human history is that of challenges and the efforts to surmount them. To make an outline of security challenges that have bedevilled man since the emergence of human society would mean an over stretch on this paper however, Rosegrant (2003); Wang (2012); Daniel (2004); Ighomereho, (2013) Ibrahim (2017) like many others wrote on different aspects of security challenges. Man since creation is first and still contending with food security, he struggles day and night in the search for means of livelihood. While in some parts (developed) of the world food question have been fully addressed in (underdeveloped and developing) world it is still a major challenge (Smith, 1992; Maxwell, 1996; Schmidhuber, 2007) and that is a major constituent of security challenge.

Closely related is the economic security which to a large extent also encompasses the food question. Economic security is the stage of having attained stability of income and resources to support living for a predictable period of time (Wikipedia). One of the major challenges that man face is the issue of poverty which is the major source of economic insecurity. Cable (1997) posited that it is the necessity for economic security that at times leads to confrontation between nations. It was in the struggle to attain economic security that Japan embarked on an aggressive industrial and foreign policy measures that culminated in to her

involvement in the WW11 (Bamhart, 2013). Hacker et al (2014) argued that insecurity rose increasingly since the mid-1980s for almost all segments of American society, although in a recurring up and down trends. The team also found that there is a reasonable disproportion in the degree to which various groups are exposed to economic risk. For the third world nations like Nigeria, economic security is still a mirage as millions live below a dollar per day. Guarantee for the next meal remains an illusion in many homes and so it is paying for other services such as medical care, gas, school fees and other essentials of life,

The aspect of security challenge that is most disturbing and horrendous is that of armed and to some extent natural threats. These challenges bother man and are most discussed as they attempt at the destruction of cooperate existence of life and property. These challenges are physical, practical with both physiological and psychological implications. They claim life or lead to bodily and material damages. Security challenges that produce these kinds of havoc arise from the activities of terrorist groups, kidnapers, and armed robbery, religious and ethnic violence, and environmental challenges resulting from erosion, flood, plaque and famine. In 2017 alone, 55,945,000 persons died from terrorism related activities globally (<https://ourworldindata.org/terrorism>). In the same year terrorist activities by Boko Haram claimed not less than 1,500 lives (<https://www.diplomatie.gouv.fr/en/country-files/nigeria/events/article/nigeria-terrorist-attacks-01-05-18>). It is even more worrisome as the dimension of insecurity in the country continues to change hence newer forms of security challenges such as cattle

rustling, kidnapping, communal, ethno-religious crisis, sectarian and other vices have remained on the increase. The frequency of violent crime has reached a level of national emergency as far as the nation's security is concerned. These include instances of militancy, insurgency and banditry. Banditry includes cattle rustling, armed robbery and kidnapping for ransom. Kidnapping has remained the most potent form of banditry in Nigeria. It has become the most invasive and obdurate violent crime in the country (<https://www.diplomatie.gouv.fr/en/country-files/nigeria/events/article/nigeria-terrorist-attacks-01-05-18>). The level of security challenges in Nigeria has gotten to an alarming rate deserving every concerted effort and resources hence, the employment of history education as a means to realise the root cause of the challenges, where we are coming from and where things went wrong with the view to changing the situation.

4.MODELLING HISTORY EDUCATION FOR MANAGEMENT OF SUSTAINABLE SECURITY CHALLENGES

History is a holistic discipline that touches every aspect of human endeavour and its lessons are inspiring. It is only through a sense of history that human societies establish their identity, socialize themselves, appreciate their interrelationship to the past and to other communities and societies (Marwick, 2001). As rightly put by Rodney (1972) a society without history (knowledge of the past), is one adrift on an endless and featureless sea of time. What happened in the past profoundly affects all aspects of our lives in the present and will, indeed, affect what happens in the future. Therefore

knowledge of history in managing security challenges is integral hence its persistent nature.

History is a necessity as individuals, societies and communities may not exist if knowledge of the past is wiped out. History functions to human society in the same way memory does to the individual. It is the recollection of the past that facilitate continuity of the present and determinate of future interaction.

From our histories we are able to know the kind of relationship that existed between communities, explains why previous generations have lesser complications in terms of security threats. Mutual intercourse existed among the various peoples culminating into inter-tribal; jokes, marriages and other forms of social interactions. For example: Katsina/Nupe, Kambari/Gwari, Fulani/Yoruba, Tiv/Fulani Yoruba/Bagobiri (Gobir) relationships all have ages of play and mutual association which if properly utilized through teaching of history will go along in improving the security status. Our traditions of origin teaches that most of the ethnic groups in the Nigerian area have very close ties with each other for instance the Nupe, the Igala and the Yoruba were one group that only dispersed about 2000 years ago (Abayomi, 1980). History education where properly employed teaches how such neighbours have quarrelled, fought battles either against each other or together against common enemy. Examples of such abound in human history, Africa like Europe is not an

exception as it was demonstrated in the two European wars (1918/19 and 1939-1945) whereby their forces continued to ally and re-ally against perceived enemies (Goucher, Guin and Walton, 1998). American forces and her allies against the poorly equipped Iraqi forces Lomax (2019); Russia, America, Turkey and Saudi Arabia are all in different alliances in the fighting in Syria (Ahmed and Roman, 2019; Schmidt, 2020).

Global, continental and regional as well national war against terrorism has become pandemic yet; the root causes of the problems are rooted in history. It is through the knowledge of history that we understand what actually are the reasons behind the wars fought, weather it was for economic, religious, diplomatic or political. The ancient histories which talk about the chaotic formative years of such states and entities like the Hausa, Yoruba Nupe and Benin for instance explained how the states secured their territories from any form of such internal and external aggression. Asiwaju (1984) maintained that the EtsuNupe sought advice from Balogun of Abeakuta and that the Sultan mediated in the nineteen century Yoruba civil wars. Thus, it implies that mutual understanding has been in existence among the different peoples of Nigeria and that corporations where offered when the need arise.

The states (Nigerian) see themselves as one not as Yoruba, Hausa, Igbo or Nupe thus making it easily possible for the people to withstand any security challenge. It used to be that in pre-colonial societies irrespective of tribe, people are treated as the same and a

stranger is easily identified. Every member of the society's place of origin is known thus making it difficult for any criminal to harbour or act to be carried out. Although globalization and urbanization are majorly working against such traditional arrangements, however it is the neglect of history that has made it possible for our societies to become porous for any kind of persons to cause havoc.

It is gainful to mention that migration from one place to another in the Nigeria area is also responsible for the location and settlement of communities wherever they occupy today. The point here is that every people migrated from somewhere and in the course of that a lot of historical happenings took place which culminated in making the people. Thus, inter-marriages, social and economic intercourse as well as diplomatic affiliations were cemented. Through history education Pre-colonial, Colonial and the Post-colonial economic systems are understood. Trade routes and patterns as well as items of exchange are explicit aspect of economic history. To a very large extent it features the dependability of the people on each other.

The utilization of history education gain credence when the historically and politically established means of communication and interaction is maintained. Traditionally, both elders and the youths play great role in the maintenance of the security of their community. The community head and his members do not know who is stranger again thus making it difficult to identify undesirable elements in

the society. The reversal to this old method by the state police with the practice of community policing has become a welcome idea in many quotas.

CONCLUSION

Management of security challenges call for the application of diverse methods and means in view of its current level of deterioration. Management principles entails; planning and foreseeing the future (Fayol, 1916) which history provides ample opportunity. The application of knowledge of history in the management of security issues will go a long towards mitigating the situation. The teaching of history in our schools if seriously undertaken will foster more understanding of our society. It will expose people to more areas of our interdependence, interrelationship and intercourse. It will also bring to bear the traditional ways things are done especially the management of security issues.

REFERENCES

1. Abayomi, A. States and Peoples of the Niger-Benue Confluence Area in ObaroIkime (ed), (1980), Groundwork of Nigerian History. Heineman, Ibadan, Nigeria.
2. Achumba, I. C., Ighomereho, O. S., & Akpor-Robaro, M. O. M. (2013). Security challenges in Nigeria and the implications for business activities and sustainable development. *Journal of economics and sustainable development*, 4(2).
3. Ahmed, E., & Raman, N. M. (2019). The Russian Factor in the Syrian Civil War. *FOCUS: Journal of International Business*, 6(1), 93-104.
4. Anyadike, N. O., & Nkechi, O. (2013). Boko Haram and national security challenges in Nigeria; causes and solutions. *Journal of Economics and Sustainable Development*, 4(5), 12-23.
5. Asiwaju, A.I. History and National Awareness in Nigeria in Erim O. Erim and Okon E. Uya: Perspectives and Methods of Studying African History (1984). Fourth Dimension Publishing Co. LTD, Enugu, Nigeria.
6. Audu, C. T., Lukeman, A. A., & Mohammed, N. N. (2014). A nexus between higher education, security. Challenges and sustainable development in Nigeria. *Journal of Research and Methods in Education* 4 (4), 16, 22.
7. Barnhart, M. A. (2013). *Japan prepares for total war: The search for economic security, 1919–1941*. Cornell University Press.
8. BBC English Dictionary, (1992). Dictionary for the World. Harper Collins Publishers, London
9. Cable, V. (1995). What is international economic security?. *International Affairs*, 71(2), 305-324.
10. Hacker, J. S., Huber, G. A., Nichols, A., Rehm, P., Schlesinger, M., Valletta, R., & Craig, S. (2014). The economic security index: A new measure for research and policy analysis. *Review of Income and Wealth*, 60, S5-S32.
11. Ibrahim, S. (2014), History and Philosophy of Science: An Approach. Easy Point. Minna, Nigeria.
12. https://en.wikipedia.org/wiki/Economic_security
13. <https://ourworldindata.org/terrorism>

14. <https://www.diplomatie.gouv.fr/en/country-files/nigeria/events/article/nigeria-terrorist-attacks-01-05-18>
15. <https://www.diplomatie.gouv.fr/en/country-files/nigeria/events/article/nigeria-terrorist-attacks-01-05-18>
16. Kaufmann, D. (2004). Corruption, governance and security: Challenges for the rich countries and the world. Available at SSRN 605801.
17. Lomax, D. (2019). *Gulf War Journal-Book One: Desert Storm*. Caliber Comics.
18. Marwick, A. (2001), *The New Nature of History (Knowledge, Evidence, Language)*. Palgrave, Great Britain.
19. Maxwell, S. (1996). Food security: a post-modern perspective. *Food policy*, 21(2), 155-170.
20. Maxwell, S., & Smith, M. (1992). Household food security: a conceptual review. *Household food security: Concepts, indicators, measurements, 1*, 1-72.
21. Ren, K., Wang, C., & Wang, Q. (2012). Security challenges for the public cloud. *IEEE Internet Computing*, 16(1), 69-73.
22. Rodney, W. (1972), *How Europe Underdeveloped Africa*. Bogle-L' Ouverture Publication, London.
23. Rosegrant, M. W., & Cline, S. A. (2003). Global food security: challenges and policies. *Science*, 302(5652), 1917-1919.
24. Omede, A. J. (2011). Nigeria: analysing the security challenges of the goodluck Jonathan Administration. *Canadian social science*, 7(5), 90-102.
25. Orikpe, E. A. (2013). Education and national security: Challenges and the way forward. *Journal of Educational and Social Research*, 3(10), 53.
26. Schmidhuber, J., & Tubiello, F. N. (2007). Global food security under climate change. *Proceedings of the National Academy of Sciences*, 104(50), 19703-19708.
27. Schmidt, S. (2020). The Middle East Security Complex and the Syrian civil war.
28. VanSledright, B. A. (2010). *The challenge of rethinking history education: On practices, theories, and policy*. Routledge.
29. Voigt, C. (2009). Sustainable security. *Yearbook of International Environmental Law*, 19(1), 163.