

**THE RELEVANCE OF THE EDUCATIONAL
IMPLICATIONS OF METAPHYSICS TO
NATIONAL SECURITY**

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ABSTRACT

The paper examined the educational implications of metaphysics and its relevance to national security. This is done by looking into the metaphysical beliefs, of Nigerian society as regards the nature of God, the nature of man, free will and determinism and the moral stature of man. As well as the impact of the beliefs on Nigerian philosophy of Education as contained in our national policy on Education.

Since the National policy on Education serve as the guide and the major determinant of our educational practice, the paper endeavoured to emphasize the role that the school can play in the realization of national security through strict pursuance of our goals of education that serve as outlet for our philosophy of education. It is believed that the roles spelt out for the School, if dutifully attended to will go a long way in revamping the state of insecurity prevailing in Nigerian society.

THE RELEVANCE OF THE EDUCATIONAL IMPLICATIONS METAPHYSICS TO NATIONAL SECURITY

Introduction

Nigerian society cannot be said to be safe in its entirety when we call to mind the overflowing life threatening news reported in our dailies. Undoubtedly, our Ivory towers are becoming increasingly unsafe for peaceful and meaningful learning to take place. Killing for ritual purposes, armed robbery, corruption, ethnic rivalries and a host of other anxiety-prone situations have become the order of the day in our society.

Nigeria has for long been regarded as the giant of Africa but seems now that our giantcy is felt more within and without in the area of extreme insecurity. Expatriates are finding it difficult to extend their hands of business fellowship to Nigeria because of the prevailing problem of insecurity regarding lives aids properties. The home, the church, the Banks, the Offices, and the Tertiary Institutions are no longer safe for the usual operation that they are primarily meant for. Government properties are no longer safe but are easily siphoned into private pockets with no sign of consideration for the masses who are wallowing in object poverty. Such properties are diverted and locked up in secluded places by individuals who are supposed to be the custodians of such properties.

The pertinent question at this juncture is "where we going from here as a nation"? How do we redeem our dented image? What can we do to allow for the much clamored for security? Measures taken by our leaders to build a verily and well secured nation have been truncated because in most cases, it is those taking the measures that are also subtly negating such measures.

One of the strategies that seem to be solution-oriented is for the nation to emphasize or pursue with vigour the very salient aspects of the School curriculum and other educational practices that have stemmed out of Nigerian philosophy of Education. Emphasis on our metaphysical beliefs as regards the nature and existence of God, the nature of man, free will and determinism, the moral status of man with reference to their educational implications in our institutions of learning will help to some extent to experience the much needed security. Stiff nakedness, selfishness brutality, and devil-oriented behaviours prevailing in our society will also be checked.

For Justice to be done to the topic, the paper will among others:

- (a) Define the key concepts used such as security, national security, Philosophy, Metaphysics, and Metaphysical issues.
- (b) Analyze some metaphysical issues
- (c) Discuss briefly the metaphysical beliefs of Nigerians on the issues raised in (b) above as stated in our National policy on Education.
- (d) Highlight some features of insecurity in Nigerian society

- (e) State and explain the educational implications of the metaphysical issues discussed and how the pursuance of such implications can entrench the much needed security in Nigeria.

Definition of Terms

Security:-

The term security has been defined in a number of ways but for operational sake, security, according to Longman Dictionary of contemporary English refers to a stage of being protected from the bad things that could happen to someone or a group of people" it also refers to a danger-free atmosphere or when anxiety related experiences do not occur. It can also refer to how safe something is from being stolen or damaged. Security also refers to a state where unwarranted risks are not envisaged e.t.c.

National Security:

Simply refers to how safe a country is to live in. it means the existence of safety in a country such that both the foreigners and the indigenes will go about their businesses without envisaging any attack, or embarrassing situations whatsoever. A nation can be said to be secured if the news is being heralded within and outside that Nation are such that will make the place attractive to live in.

Philosophy:

(1) It will not be ideal to discuss metaphysical issues and their educational relevance to national security without making reference to philosophy. Philosophy can be regarded as a vine while metaphysics is one of its branches. The branch will not exist without the vine. Hence, the need for the consideration of the concept of philosophy.

Etymologically, philosophy is derived from two Greek words which are Philo meaning Love and 'Sophia which means 'wisdom. Based on these words, philosophy (Philosophia) simply connotes love of wisdom. It implies love or a Zealous and rational search into the nature of reality regarding man, life, knowledge, the universe etc. It involves making rational investigations into the what, why and how of everything in life including man himself.

Philosophy involves making clarifications and value judgments that have direct sociological, economic, cultural, political and educational implications. It examines, analyzes, and criticizes issues and problems in order to bring to the lime-light a greater understanding of such issues and problems.

Education:

Education has been defined in several ways by educators and even lay men. Fafunwa (1974) defined Education as "the aggregate of all the processes through which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society where he lives.

Dewey, (1954) also defined education as a process of preparing and getting ready for the responsibilities and privileges of life.

It is the means through which individuals are equipped for life which involves exposure to society approved knowledge, skills, attitudes etc. necessary for man to

live comfortably and contribute meaningfully to the development of the society where he lives (Molagun, 2005).

Philosophy of Education:

Philosophy of education of a nation refers to the ideals of society about education. It involves the consideration of the ideals and practices of the society based on economic, cultural and the Political life of the people where education as an agent of stability and development takes a philosophical orientation for the attainment of such ideals.

Philosophy of education can also be seen as what education is striving at and the motives behind the establishment of Schools. It is also defined as the application of formal philosophy which includes the branches, views of leading philosophers etc. to the head of education. Hence, philosophy of Education can be seen as an analytical treatment of education along with the consideration of the relevance of the major branches of philosophy such as metaphysic, epistemology, logic and Axiology to education.

The above shows that there is a constant inter play between philosophical thinking and educational experiences. Both discipline looks into the question of life and man for the benefits of the individual and the society. For education to have its way as expected, the nature of man who is the focus of education must be known and be mastered, if not, education will not be effectively acquired.

Metaphysics:

Metaphysics is one of the branches of philosophy. The word metaphysics comes from the Greek word "Meta Physika" which literarily means things beyond the physical, i.e things beyond the sense perceptions. Issues considered under metaphysics are those which deals with ultimate concerns. It looks into things that have to do with ultimate and fundamental reality especially the nature of God, the nature of man, what is fundamentally real about the universe etc. Question often tackled metaphysically include. What is life, "is there God?; Where is God?; What is man? How free is the will of man? What is evil?, What is the origin of evil? Etc.

Philosophers belonging to different school of thought have responded to the metaphysical questions raised above. It should also be noted that society's metaphysical analysis and beliefs about those questions are equally different. However, the metaphysical posture of societies on those issues has to a large extent influenced and dictated their philosophy of life, their philosophy of education, the content of education and educational practice.

Some Metaphysical Problems and their Education Implications.

The general views of philosophers on some of the metaphysical questions raised above will be considered below along with their educational implications. Philosophers have better understanding of educational issues and problems. For education to have a better focus and become result orient. The philosophical undertone must be fully understood. The issues discussed below are metaphysical or

philosophical in nature, but they all have great relevance to education. Their educational implications, if fully considered, will go a long way in promoting the national security being clamored for in Nigerian society. The issues are:

- (1) The Nature and Existence of God
- (2) The Nature of man
- (3) Free will and determinism, and
- (4) The moral stature of man

Nature and Existence of God-Views expressed are summarized thus:

- (1) Theism- The idea that there is God, He is the creator, controller and Sustainer of all things (Leibniz, Augustine).
- (2) Deism-The idea or belief that though God in one, and He is alive he has little or no interest in the creation.
- (3) Pantheism-God and all things He created are said to be synonymous, inseparable, the same. (The Stoics, Spinoza).
- (4) Atheism-The ideal that there is no God and no accountability after death. (Paul Sartre, Nietzsche)
- (5) Polytheism-God has messengers, lesser gods who are serving as intermediaries between Himself and man. (African traditionalists).

Education Implication of the Nature of a God

The belief in the non existence of God will definitely disallow the promotion of anything religious in Schools. Societies that believe in the existence of God and all that He demands from man will:

- (a) Promote the teaching of religious and moral education in school
- (b) Promote the formation of religious associations and religious activities.
- (c) Religious tolerance will be taught and promoted.
- (d) Need to live acceptably before God will also be emphasized.

The Nature of Man

Addressing the issue of the origin and the composition of man, metaphysicians have expressed the fact the God is the creator of man, while some said man came into being through the process of evolution (Herbert Spencer).

To some metaphysicians like Plato and other idealists man has a dual existence, He is both spiritual (having a soul) and Biological i.e. he is having a body. All these views have serious educational relevance.

Relevance of the Nature of Man to Education

The fact that man is spiritual, having a soul, will lead to the following in schools:

- (1) Teaching of religious and moral education for the nurturing of the soul for acceptability before God after death
- (2) Promotion of religious activities in schools.
- (3) Discipline to curb all bad behaviours that can nauseate God.

(4) Teachers living acceptably for learners emulate.

The fact that man by nature is biological or physical, having a body will equally necessitate the following in Schools:

- (1) Inclusion of all that will aid the physical development of the child in the curriculum
- (2) Catering for the emotional development of the child.
- (3) Teaching (content) and methods should be within the level of development of learners.
- (4) As a rational being, learners should be helped to develop the ability to reason rationally and make rational decisions in life.
- (5) As a physical being that interacts with the environment, positive and rich environment should be created for the learner to interact with.
- (6) As a social being the child should be exposed to all that are socially approved and acceptable to the society (social norms, ethics etc.)

Free will and Determinism:

The question addressed here is "what is responsible for the will of man? Or what determines the will of man? Some philosophers especially the Existentialists expressed that the will of man is completely free, man is free and he is responsible for the choices he makes in life and the consequences of such actions (Emmanuel Kant). To some other metaphysicians, the will of man is only free to some extent, there are factors (seen and unseen) that influences or determines man's will.

The above views have Educational implications. If at all it is believed that man in free to some extent then

- (1) Freedom of expression, exploration, creativity, criticism cherished in the society should be promoted through education.
- (2) Freedom should also be allowed within the room provided for it by the laws of the land and the school rules and regulations.
- (3) Learners ought to be taught the need to operate their freedom based on the laws guiding the school activities.
- (4) Discipline should always be meted out to offenders to curb their excesses.
- (5) Freedom to make contribution to the formation of school policies.
- (6) The no-go-areas and all societal values are to be made known to learners through the educational contents such as citizenship education and social studies etc.

The Moral Stature of Man:

The question addressed by metaphysicians under these topics is "what is responsible for evil in man? Some of the views expressed on this Question are:

- (1) Man is morally good, but he goes into evil things as a result of obstacles and hindrances standing on his way.
- (2) Man is a mixture of both evil and good, hence he has to exhibit the two sides as occasion demands.
- (3) Man is said to be morally sick and needs to be attended to for healing.

- (4) Man has fallen from the stage of being good after his creation. For him to be good again there is the need for a re-visitation from God. (Omoregbe, 1990)

Educational Implications of the Views expressed above:

- (1) Schools and the society should remove everything that can constitute obstacles or hindrances in the way of the students.
- (2) If evil is deeply rooted in man, before it degenerates and leads to the destabilization of the school and the society, efforts should be made to combat it with vigour. It should be singled out before it leads to the detraction of vital things in the society.
- (3) Rules and regulations should be formulated and strictly followed in schools.
- (4) Religious and moral education should be taught to prevent evil from thriving in the lives of learners and to draw them closer to God.
- (5) Every acceptable behaviours exhibited by the students should be sustained
- (6) Guidance and Counselling services should be made available to guide them in the choice of actions and the development of good character.
- (7) The acceptable values of the society should be taught in school.

Nigerian Metaphysical Beliefs on the Issues above as Contained in the National Policy on Education.

Most of the educational implications itemized above have been seriously considered by our educational planners and Nigerian Government as shown in our policy document and educational practice. For instance, the philosophical aspects of the policy document, section 1 subsection 8 of our national policy on education presents the following metaphysical statements: that education at all levels in Nigeria should emphasize the following educational values which to a large extent reveals the nations metaphysical belief on some of the issue discussed under metaphysics above.

- (1) Respect for the worth and dignity of labour.
- (2) Faith in man's ability to make rational decisions (Man is rational; he has the ability to reason and make good decisions)
- (3) The guarantee of fundamental human freedom in the social, economic and political spheres.
- (4) Moral and spiritual values in interpersonal human relations (safety as we relate together in school and everywhere).
- (5) Shared responsibility for the common good of society
- (6) The promotion of emotional, physical and psychological health of all children.

The above shows that Nigerian metaphysical stand on the four major issues discussed above has not been lopsided in any way. Having understood the nature of man, God, the issue of freedom, morality and the like, the country through the educational policy made provisions for the development of the society through the pursuance of the values entrenched in those metaphysical areas. Why then is our society still clamoring for peace, security and the like? Could it be that our schools that are suppose to implement the policy is not doing much in this regard? Nigerian society today has been bettered and almost collapsing as a result of problems that are associated with insecurity.

Myriad nauseating features of insecurity engulfing the Nigerian Society

The fabric of national security in Nigeria has almost broken up. Our society cannot be said to be safe for many reasons. The news that are heralded in our news papers, the Television and the radio are not in any way complimentary. News read are not heart-lifting, but head bowing. Some of such features of insecurity are highlighted below:

- (1) The menace of armed robbery. Unwanted bandits break into homes in the broad day light, night, or even when people are away to the church or mosque for worship.
- (2) People live in their personal houses as if they are in the prison. As a result of the work of the men of the underworld, houses have to be heavily fortified with high walls
- (3) Ladies are often rapped and made to face the risk of transmission of HIV related diseases.
- (4) People can hardly sleep comfortably in some places because of the fear of armed robbers' attack.
- (5) The idea of buying nice cars for the sake of comfortability has been dismissed by many because such cars can disappear as soon as they are bought.
 - ❖ **The Banking Sector:** This sector was collapsing until recently when measures were taken to revamp the situation. People were finding it difficult to keep their money in some banks because of the problem of bankruptcy.
 - ❖ **Cultism and Student Unrest:** our higher institutions of learning are fast becoming lions dens where fierce looking devil incarnates tagged as cultists are butchering fellow students as if they are killing goats. There are also reported cases of student's unrest in our campuses which involved the destruction of properties and lives. Recently students of Bayero University beat up their student union presidents to a point of coma when protesting over water and electricity shortage. (Panch May, 16 2005.)
 - ❖ **Religious Crises:** for some years now Nigerian society has been facing by serious religious crises. Religious tolerance is no longer displayed, love of fellow citizens is based on factors like ethnicity, religious and political affiliations. The crises has led to destruction of lives in places likes Kaduna, Kafanchan, Kano, Ilorin etc. people are no longer keen in the unity and the common destiny of our country.

- ❖ Job Security: jobs are no longer secure as a result of unwarranted victimization and selfishness.
- (6) Examination malpractices: related problems are mounting daily. In some cases, teachers or lecturers who refuse to cooperate with the students are threatened with axes, knives machetes, or even stoned or beaten up.
- (7) Entering into agreement with business partners these days has to be done with utmost caution because of several fake 419 men who parade themselves, as genuine business big guns.
- (8) The Health Sector: Free-blown in security is experienced in this sector. There are many dieing of simple ailments because of low immunity resulting from lack of adequate nutritional meals. Many cannot afford simple medication and have to wait painfully and slowly for death.
- (9) The Problem of Corruption: This seems to be the greatest canker worm eating into the very fabric of Nigerian security. There has been the incessant looting of Government treasury by the Local, Government State, and Federal officers. Nigerian callous thieves have forgotten that corruption is inimical to the economic growth the nation, unethical and aids instability lack of peace and unity. The impact of Nigerian wealth is not really felt at the grass root level. Imagine a nation that earned about 330 billion in the least 32 years from crude oil and yet remained one of the 20 poorest countries in the world. A country that is rated as the 6th largest producer of oil and yet more than 58% or its people are below the poverty line. All these are as a result of mindless looting of the nations' treasury. Our people have vehemently pursued and stolen things that are nothing but ephemeral in all ramifications. Heartless, callous, selfish men have continued to grab what belong to all. Thereby throwing the live of others into danger of poverty.
- (10) Lives are also insecure on our roads: Our roads have become death traps, and travelers have to hold their breath in their hands as they are driven by careless, reckless, carefree, uniformed and impatient drivers. Vibrant lives have been prematurely terminated as a result of such carelessness.
- (11) Ritual Killings: Innocent babies', children, and adults declared missing are often used for rites purpose in our society. We can go on and on listing these features of insecurity enveloping out nation. Several measures have been taken. Economies financial crime commission is trying as regards the stoppage of corruption but this will not bring lasting solution. Where do we go from here? Nigeria is our country, we have no other place to go. The much needed security must be reached and sustained. One avenue that we have explored which we should still reconsider with much effort is education. Greater consideration should be given to the metaphysical aspect of our education much more than we have done in the past.

Recommendations:

Education should help the recipients to contribute their quota towards the security of the nation and aid the development of the society in all ramifications. The

impact of our school as regards the promotion of national security has not been gallantly felt but there is still room for improvement if the educational implications of our metaphysics are seriously attended to as explained below.

Metaphysically, we believe in the existence of the supreme God hence our philosophy of education has stressed the need to emphasis through educational our moral and spiritual values in interpersonal and human relationship.

- a. The Teaching of Religious Studies will have to be taken up in our Schools with all seriousness. Our children are not God fearing, that is why they kill at will. Religions education should also be made compulsory up to the senior secondary school level.
- b. The Moral Undertone of topics under religions education should always be emphasized rather than merely concentrating on how to cover the syllabus for the sake or passing SSCE exams at credits level.
- c. Religious Association in Schools contributes immensely to the moulding of student's lives in the past, our Government should allow religious associations to strive. In our Schools. If our children are occupied with spiritual programs permitted by the school, there will be less occurrences of cultism, armed robbery and the like in our society.
- d. The School should be responsible for the more for moral training, character training and citizenship training for the promotion of good leadership. All these will eventually help to reduce the problems witnessed in our society.
- e. Apart from the formation of religious association, social associations such as Brigade, man o war etc. where some of the social values such as tolerance, unity, love, and good inter-personal relationship are acquired should be allowed.
- f. Man by nature man is rational, he can make decisions hence, the school through the guidance counsellor should help learners to know what is right from what is wrong, they should be exposed to the basic truth about the society and be made to know the need to rationally consider issues and other people feelings before actions are taken. Learners should be helped to know the dangers of behaving irrationally.
- g. Man by nature has needs. Effort should be made by the school for such needs to be met. Teachers should give the needed security, love and acceptance to the child.
The school should also aim at providing economic efficiency for the child. While at school the child should be exposed to viable courses likes vocational, science etc. and how best to use his time and material possessions.
- h. Metaphysician have explained that evil in rooted in man hence, heavy discipline should be meted out to offenders to stamp out all evil-oriented behaviours like cultism, armed robbery and the like.
- i. Students should be trained to develop a sense of self discipline and responsibility to know the meaning of group membership and how not to pose or live as a threat to one's neighbours.

- j. Virtue should be taught in our schools. Plato, Aristotle even Socrates saw virtue as the only source of happiness in the society. A virtuous person will not be a threat to anyone. He will not kill, mutilate or be destructive. The goal of life according to Socrates therefore is happiness and the only path that lead to this goal in virtue,
- k. Finally, for national security to be attained through the school, learners should be brought up with the following principles for us to produce future efficient and selfless leaders as well as enlightened and virtuous individuals. There should be:
- Awareness of strong sense of group loyalty.
 - A strong devotion to our national ideals (love, tolerance, unity shared responsibility, cooperation, respect for other people's opinion, properties and lives).
 - Love for and admiration of our past as a nation
 - A sense of obligation to the services of the State
 - Appreciation of our culture and willingness to promote it. Fear of God to permeate all the activities and lives of learners. They should be helped and made to see the need to live according to what they are taught in their religious classes.

Conclusion

It has been emphasized over and over again in this paper that national security is close to nill in our society. Several efforts have been made towards this but not much has been realized. The school as explained above can still do much by laying emphasis on the educational implications of metaphysics as earlier explained. It is believed that such steps if seriously considered will help in revamping the ugly situation of insecurity witnessed in Nigerian society.

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