



Role of the Family in Students' Awareness of National Security in Secondary Schools in Port Harcourt Metropolis

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Abstract

This study investigated the role of the family in students' awareness of national security in secondary schools in the Port Harcourt Metropolis. Three objectives, research questions, and hypotheses were formulated and guided the study. The study was anchored on social learning theory. The study's research design was a survey research design. The study's population was 25,022 students drawn from 34 senior secondary schools in Port Harcourt Metropolis. The sample size of 377 students was selected using simple random sampling techniques. Family Role in Students' Awareness of National Security Questionnaire was used to collect the required data for the study. The instrument was validated and tested for reliability, with a reliability index of 0.82 determined through the split-half method. The mean score and standard deviation were used to answer the research questions, while the independent t-test was used to test the hypotheses at the 0.05 level of significance. Findings from this study showed, among others, that there was no significant difference in the perceptions of male and female students regarding how national security

issues related to their family dynamics. The study concluded that there is a need for more education and awareness campaigns on national security issues among students and parents. The study recommended, among others, that families in the Port Harcourt Metropolis should incorporate national security issues into their daily conversations and activities to further enhance positive perceptions among students.

Keywords: Family, Awareness, National Security, Interaction, Metropolis.

Introduction

Family and national security are two of the most important aspects of our lives. Family provides us with a sense of belonging and support, while national security ensures our safety and protection from external threats. However, these two concepts are often intertwined, as the safety and well-being of our families depend on the security of our nation. This is why governments must prioritise both family and national security in their policies and decision-making processes. For example, governments can invest in programmes that promote education and job opportunities for citizens, as this can help reduce poverty and crime rates, ultimately contributing to a safer society. To achieve this, governments must invest in programmes that promote strong family values and

provide resources for families to thrive.

In line with the foregoing, Section 14 Sub-Section 2(b) of the Constitution of the Federal Republic of Nigeria says that the security and welfare of the people shall be the primary purpose of government (Federal Republic of Nigeria, 1999, cited in Nmom, 2013). Thus, one can say that the family unit is the basic foundation of society, and the government has a responsibility to ensure that families are safe and well taken care of. This includes providing access to quality healthcare, education, and housing. Additionally, the government must work to create an environment that promotes economic growth and job creation, as this is crucial for families to thrive.

A group of people who are related to one another through blood, marriage, or adoption and who live in the same

household can be considered a family as a social unit. The family is the basic unit of society and plays a critical role in shaping individuals' lives. It provides emotional support, socialization, and guidance to its members. Wokocho (2019) further explains that families come in different forms, such as nuclear, extended, blended, and single-parent families. Each type has its unique challenges and strengths. For instance, nuclear families typically consist of a married couple and their children and are known for their stability and closeness. On the other hand, single-parent families may face financial difficulties but can be resilient and supportive of one another. Regardless of the type of family, communication is crucial for maintaining healthy relationships. Open communication fosters trust, respect, and understanding among family members. Additionally, family traditions and rituals can strengthen the bond between family members and create a sense of belonging.

The role family can play in promoting students' awareness of national security can also be significant to their development. By teaching children about the importance of national security and encouraging them to be active participants in their communities, families can instil a sense of responsibility and patriotism in their children (Ogheneakoke, 2014). Furthermore, families can also support each other during times of crisis or hardship, providing emotional and practical support when needed. However, despite the prospect of the family as a source of strength and resilience, modern life has presented new challenges that have made it difficult for families to stay connected and supportive.

Edinyang (2012), which examined the function of the family in promoting peace in Nigeria, revealed that there is no gender disparity in the perception of family members on issues of national security, which is crucial to maintaining peace and stability in the country. This can be attributed to the fact that the family unit plays a vital role in shaping the values and beliefs of individuals, regardless of gender. The study also found that families that prioritize communication and mutual respect are more likely to contribute positively to the peace-building process. As such, the extent to which the family plays these roles and its impact on students' awareness of national security in Port Harcourt Metropolis is yet to be fully understood, as there seem to be no studies that have comprehensively explored this topic. It is based on the foregoing backdrop that

this study investigated the role of the family in students' awareness of national security in secondary schools in Port Harcourt Metropolis.

Albert Bandura's social learning theory is the theoretical framework that sheds light on the phenomenon under investigation. This theory, developed in 1977, posits that individuals learn through observation, imitation, and modelling of behaviour (Bandura, 1977, cited in Banks & Mhunpiew, 2012). In the context of this study, it implies that students' awareness of national security can be influenced by the behaviour and attitudes of their family members. This makes this study timely and relevant, given the current global security climate. Thus, by understanding how family members influence students' awareness and preparedness for national security, educators and policymakers can better tailor their efforts to promote a culture of safety and security in schools and communities.

Conceptual Clarification

Concept of Family

Individuals who are related to one another by blood, marriage, or adoption make up the fundamental unit of society known as the family. It is a group of people who share a common history, culture, and tradition. The family plays a crucial role in the development of an individual's personality and character. It provides emotional support, guidance, and protection to its members. The family is also responsible for transmitting values and beliefs from one generation to the next. However, the definition of family has evolved, and it now includes diverse forms such as single-parent families, same-sex parent families, blended families, and extended families. Thus, as defined by Oladeji and Adeniji (2015), a family is a group of people who are related by blood, marriage, or adoption and who live together and share resources. Family members provide emotional support, care for one another, and contribute to each other's well-being. They also play a crucial role in shaping the values and beliefs of their children. As society changes, families adapt to new challenges and opportunities. The foregoing definitions acknowledge that families can take many different forms

and that the most important aspect of a family is the emotional connection between its members.

Concept of National Security

Security is a major concern in Nigeria, with various threats posed by terrorism, insurgency, and organised crime. Security can therefore mean different things to different people, depending on their location and occupation. For the government, it means ensuring the safety of citizens and protecting national assets from external threats. For businesses, it means safeguarding their investments and ensuring a stable environment for growth. For individuals, it means feeling safe in their homes and communities. However, national security is not just about physical safety. It also encompasses cybersecurity, economic stability, and diplomatic relations with other countries. Thus, according to Brown (2013), national security is defined as the ability to protect one's country from external threats, keep one's borders under control, and keep one's economic relations with the rest of the world on reasonable terms. Consequently, national security can be defined as the set of measures and policies that a country implements to safeguard its citizens, territory, and interests from external threats.

Role of the Family in Promoting National Security Awareness

The family is a fundamental unit of society and plays a crucial role in promoting national security awareness. Parents are responsible for instilling values and beliefs that promote respect for the rule of law, social justice, and human rights. They can teach their children to be responsible citizens who contribute positively to society. By nurturing a sense of community and social responsibility, families can create a culture of civic engagement that strengthens the fabric of society. According to Lauren (2012), families play a crucial role in shaping the values and attitudes of their children. When parents instil a strong sense of ethics and morality in their children, they are helping to create a society that is based on the principles of fairness, equality, and justice. This is especially

important in today's world, where issues such as poverty, discrimination, and environmental degradation are becoming increasingly prevalent.

By teaching their children to respect the rule of law, advocate for social justice, and to uphold human rights, families can help build a more just and equitable society for all. Furthermore, by modelling these values themselves and actively engaging in civic life, parents can inspire their children to become active participants in their communities and to work towards creating positive change. Moreover, families can also play an important role in promoting economic development and reducing poverty. In light of the foregoing, McGoey (2012) suggests that investing in education is a crucial step towards achieving sustainable economic development and reducing poverty. Education can lead to higher productivity, increased innovation, and better job opportunities. It also helps individuals develop critical thinking skills, which are essential for making informed decisions and solving complex problems. Moreover, education can empower women and girls, who often face barriers to accessing education and participating in the workforce.

Another way in which families can promote national security is by fostering intergenerational dialogue and understanding. By sharing stories about their experiences, older generations can help younger generations understand the importance of preserving democratic values and protecting human rights. This helps to create a shared sense of history and identity that strengthens national unity. According to Osakwe (2013), intergenerational dialogue is also crucial for addressing security challenges such as terrorism and violent extremism. By engaging in open and honest conversations, different generations can work together to identify the root causes of these issues and develop effective solutions.

Statement of the Problem

The family is the basic unit of society and plays a crucial role in shaping the attitudes and beliefs of individuals. In recent times, there has been a growing concern about the level of awareness of national security among secondary school students in the Port Harcourt metropolis, following the increase in the

rate of kidnapping of schoolchildren, particularly in urban areas of the state. This is particularly worrying given the current security challenges facing Rivers State and Nigeria as a whole. There is a possibility that secondary school students' lack of awareness about national security issues can be attributed to several factors, including inadequate education and training on security matters, a lack of exposure to real-life security situations, and limited access to information on national security threats.

This study presumes that inadequate education and training on security matters among students, especially by their parents and family members, is a major contributing factor to the overall lack of preparedness when it comes to national security threats. This situation has made many students even more vulnerable to kidnapers, money ritualists, and other criminal elements who prey on their ignorance and vulnerability. For example, in recent years, there have been several cases of students being kidnapped either while going to school or returning home, with some even losing their lives in the process. This is a clear indication that the issue of security in schools needs urgent attention.

Secondly, the lack of exposure to real-life security situations by many students as a result of their family's ignorance can also lead to a lack of confidence in handling security challenges. When the family that is supposed to be the first line of defence is not adequately prepared, it puts the entire school community at risk. This situation can have a range of negative consequences for students who become victims of security breaches. It can lead to physical harm, emotional trauma, and even the loss of life. In addition, it can have a detrimental effect on their academic performance and overall well-being. For example, students who are constantly worried about their safety may have difficulty focusing on their studies and participating in extracurricular activities. This can lead to a decline in grades and a lack of engagement with the school community.

Lastly, limited access to information on national security threats by students implies that the family has failed to educate them on the importance of staying informed about potential dangers. It is the responsibility of the family to ensure that their children are equipped with the necessary knowledge and skills to

succeed in school and life. Unfortunately, many families have neglected this responsibility, leading to a generation of young people who are ill-prepared for the challenges of the world. For many families, national security is not their business; they tend to focus solely on their own personal interests and daily struggles. Thus, it has become increasingly important for schools and other institutions to step in and provide the necessary education and training to prepare young people for the future. It is against this backdrop that this study investigates the role of the family in students' consciousness of national security in secondary schools in Port Harcourt Metropolis.

Aim and Objectives of the Study

The study investigated the role of the family in students' awareness of national security in secondary schools in Port Harcourt Metropolis. Specifically, the objectives of the study will include to:

1. Explore the extent to which male and female students perceive national security issues as relating to their family dynamics.
2. Examine the extent to which male and female students interact with their parents on issues of national security.
3. Ascertain the influence of the family on male and female students' attitudes towards national security.

Research Questions

1. What are the perceptions of male and female students regarding how national security issues relate to their family dynamics?
2. To what extent do male and female students interact with their parents on issues of national security?
3. How does the family influence male and female students' attitudes towards national security?

Hypotheses

1. There is no significant difference in the perceptions of male and female students regarding how national security issues related to their family dynamics.

2. There is no significant difference in the extent to which male and female students interact with their parents on issues of national security.
3. There is no significant difference in the influence of the family on male and female students' attitudes towards national security.

Methodology

Research Design: The study adopted a survey research design. The survey research design allowed for the collection of data from a large and diverse sample of participants, providing a comprehensive understanding of the research topic. As a result, this study is concerned with the description of the role of the family in students' awareness of national security in secondary schools in Port Harcourt Metropolis.

Population of the Study: The study's population consisted of 25,022 students drawn from 34 senior secondary schools both in Obio/Akpor and Port Harcourt local government areas of Rivers State (Source: Planning, Research, and Statistics Unit, 2022).

Sample and Sampling Technique: A sample size of 377 students was used. This was based on the recommendation of Krejcie and Morgan's sampling determination table. Out of the 34 schools in the area, 10 schools (5 schools per LGA) from the area were used for the collection of the required data for the study. A simple random sampling technique was employed to select the schools and the students who participated in the study.

Instrument of Data Collection: The Family Role in Students' Awareness of National Security Questionnaire (FRSANSQ), was used to gather data on respondents' perceptions of the role of family in students' consciousness of national security in secondary schools in Port Harcourt Metropolis. The instrument was an 18-item questionnaire scale on a 4-point Likert scale of Very High Extent (VHE) = 4 points; High Extent (HE) = 3 points; Low Extent (LE) = 2 points; and Very Low Extent (VLE) = 1 point, with a 2.5 criterion mean. The instrument was validated by research experts from the field of measurement and evaluation and tested for reliability through the split-half method, with a

reliability coefficient of $r = 0.82$, indicating good internal consistency of the questionnaire scale.

Administration of Instrument: The copies of the questionnaire were administered to and retrieved from the students in their respective classrooms with the aid of the school teachers, who were instructed on how to properly administer the questionnaire to ensure consistency in the data collection process. Out of 377 copies of the questionnaire administered, 369 were properly filled out and thus used for further analysis, which showed a response rate of 97.88%. This high response rate indicates a good level of engagement and interest from the target population in the research topic.

Method of Data Analysis: The collected data was analysed in the Statistical Package for Social Sciences (SPSS, Ver. 22) using descriptive and inferential statistics. The mean score and standard deviation were used to answer the research questions, while the independent t-test was used to test the hypotheses at the 0.05 level of significance.

Data Analysis and Discussion

Research Question 1: What are the perceptions of students regarding how national security issues relate to their family dynamics?

Table 1: Mean and Standard Deviation of the Perceptions of Students Regarding how National Security issues related to their Family Dynamics

S/N	Items	Male (n=178)			Female (n=191)		
		\bar{x}	SD	ision	\bar{x}	SD	ision
1.	The impact of government policies on their daily lives	3.05	0.70	VHE	3.12	0.66	VHE
2.	The potential threat of terrorism and its effects on their sense of safety	3.29	0.63	VHE	3.19	0.75	VHE
3.	The role of military service and sacrifice in protecting the country	3.28	0.50	VHE	3.26	0.58	VHE
4.	The importance of cultural diversity and understanding in promoting national unity	3.09	0.47	VHE	3.18	0.50	VHE

5.	The responsibility of citizens to participate in democratic processes to ensure a strong and secure nation	3.16	0.50	VHE	3.17	0.54	VHE
6.	The level of trust and confidence in government and its ability to protect citizens	3.10	0.63	VHE	3.15	0.59	VHE
Grand Mean		3.16			3.18		

(Criterion Mean = 2.5, Mean: 1.0-1.99 = VLE, 2.0-2.49=LE, 2.5-2.99 = HE, 3.00-4.00=VHE).

Table 1 shows the perceptions of students regarding how national security issues related to their family dynamics. The result revealed that the majority of the male respondents indicated VHE for items 1-6, with their mean scores greater than or equal to the criterion mean (2.50) and within the range of 3.00–4.00. Also, the majority of the female respondents indicated VHE for items 1-6, with their mean scores greater than or equal to the criterion mean (2.50) and within the range of 3.00–4.00. The grand mean of 3.16 for male respondents and 3.18 for female respondents implied that the perceptions of students regarding how national security issues related to their family dynamics are generally positive and do not differ between male and female students.

Research Question 2: To what extent do students interact with their parents on issues of national security?

Table 2: Mean and Standard Deviation of the Extent to which Students Interact with their Parents on Issues of National Security

S/N	Items	Male (n=178)			Female (n=191)		
		\bar{x}	SD	ision	\bar{x}	SD	ision
7.	Discussing the importance of being vigilant and aware of their surroundings	2.75	0.92	HE	2.61	0.97	HE
8.	Sharing information about potential threats and suspicious activities	3.34	0.62	VHE	3.18	0.77	VHE

9.	Collaborating with local authorities to report any security concerns	1.08	0.76	VLE	1.05	0.73	VLE
10.	Participating in community watch groups and volunteering for security patrols	2.03	0.74	LE	2.05	0.82	LE
11.	Advocating for improved security measures in their schools and neighbourhoods	2.28	0.83	LE	2.21	0.85	LE
12.	Educating themselves and others on ways to stay safe in times of crisis	2.97	0.53	HE	3.04	0.57	VHE
	Grand Mean	2.41			2.36		

(Criterion Mean = 2.5, Mean: 1.0-1.99 = VLE, 2.0-2.49=LE, 2.5-2.99 = HE, 3.00-4.00=VHE).

Table 2 shows the extent to which students interact with their parents on issues of national security. The result revealed that the majority of the male respondents indicated VHE for item 8 and HE for items 7 and 12, with their mean scores greater than or equal to the criterion mean (2.50) and within the range of 3.00–4.00 and 2.50–2.99, respectively. Furthermore, the male respondents indicated LE for items 10 and 11 and VLE for items 9, with their mean scores less than the criterion mean (2.50) and within the range of 2.00–2.49 and 1.00–1.99, respectively.

Also, the result revealed that the majority of the female respondents indicated VHE for items 8 and 12, and HE for items 7, with their mean scores greater than or equal to the criterion mean (2.50) and within the range of 3.00–4.00 and 2.50–2.99, respectively. Furthermore, the female respondents indicated LE for items 10 and 11 and VLE for items 9, with their mean scores less than the criterion mean (2.50) and within the range of 2.00–2.49 and 1.00–1.99, respectively. The grand mean of 2.41 for male respondents and 2.36 for female respondents implied a low extent of interaction between students and parents on issues of national security, and the responses do not differ between male and female students.

Research Question 3: How does the family influence students' attitudes towards national security?

Table 3: Mean and Std deviation of the Influence of Family on Students' Attitudes towards National Security

S/N	Items	Male (n=178)			Female (n=191)		
		\bar{x}	SD	Decision	\bar{x}	SD	Decision
13.	The family instil a sense of patriotism and loyalty to the country through education and upbringing	3.26	0.68	VHE	3.17	0.78	VHE
14.	The family teaches the importance of security measures and precautions	3.29	0.60	VHE	3.25	0.63	VHE
15.	The family encourages participation in community-based security initiatives	2.94	0.63	HE	2.89	0.71	HE
16.	The family promotes a culture of vigilance and awareness	2.94	0.63	HE	2.89	0.71	HE
17.	The family discourages involvement in criminal activities or extremist groups	2.97	0.53	HE	3.01	0.59	VHE
18.	The family fosters respect for law enforcement agencies and their role in maintaining national security	3.26	0.68	VHE	3.17	0.78	VHE
	Grand Mean	3.11			3.06		

(Criterion Mean = 2.5, Mean: 1.0-1.99 = VLE, 2.0-2.49=LE, 2.5-2.99 = HE, 3.00-4.00=VHE.

Table 3 shows how family influences students' attitudes towards national security. The result revealed that the majority of the male respondents indicated

VHE for items 13, 14, and 18 and HE for items 15–17, with their mean scores greater than or equal to the criterion mean (2.50) and within the range of 3.00–4.00 and 2.50–2.99, respectively. Also, the result revealed that the majority of the female respondents indicated VHE for items 13, 14, 17, and 18, and HE for items 15–16, with their mean scores greater than or equal to the criterion mean (2.50) and within the range of 3.00–4.00 and 2.50–2.99, respectively. The grand mean of 3.11 for male respondents and 3.06 for female respondents implied that the family influences students' attitudes towards national security to a very high extent. Also, both genders had a positive perception of the items assessed.

Hypothesis 1: There is no significant difference in the perceptions of male and female students regarding how national security issues relate to their family dynamics.

Table 4: Summary of Independent t-test on the Difference in the Perceptions of Male and Female Students regarding how National Security Issues related to their Family Dynamics

Gender	n	\bar{x}	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	178	18.96	1.81	367	0.55	1.96	0.59	Retain: H ₀₁
Female	191	19.07	2.14					

Table 4 indicates that $t_{cal} = 0.55$, $df = 367$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} < t_{tab}$ and $P > 0.05$, there is no significant difference in the perceptions of male and female students regarding how national security issues related to their family dynamics. Hence, the null hypothesis one is retained at the 0.05 level of significance.

Hypothesis 2: There is no significant difference in the extent to which male and female students interact with their parents on issues of national security.

Table 5: Summary of Independent t-test on the Difference in the Extent to which Male and Female Students Interact with their Parents on Issues of National Security

Gender	n	\bar{x}	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	178	15.35	2.00	367	1.39	1.96	0.17	Retain: H ₀₂
Female	191	15.04	2.28					

Table 5 indicates that $t_{cal} = 1.39$, $df = 367$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} < t_{tab}$ and $P > 0.05$, then there is no significant difference in the extent to which male and female students interact with their parents on issues of national security. Hence, null hypothesis two is retained at the 0.05 level of significance.

Hypothesis 3: There is no significant difference in the influence of the family on male and female students' attitudes towards national security.

Table 6: Summary of Independent t-test on the Difference in the Influence of the Family on Male and Female Students' Attitudes towards National Security

Gender	n	\bar{x}	SD	df	t_{cal}	t_{tab}	Sig.	Decision
Male	178	18.66	2.46	367	1.00	1.96	0.32	Retain: H_{03}
Female	191	18.38	2.90					

Table 6 indicates that $t_{cal} = 1.00$, $df = 367$, and $t_{tab} = 1.96$. Therefore, since $t_{cal} < t_{tab}$ and $P > 0.05$, then there is no significant difference in the influence of the family on male and female students' attitudes towards national security. Hence, null hypothesis three is retained at the 0.05 level of significance.

Discussion of Findings

The study investigated the role of the family in students' awareness of national security in secondary schools in the Port Harcourt Metropolis. However, the results in Table 1 showed that the perceptions of students regarding how national security issues related to their family dynamics are generally positive and do not differ between male and female students. Furthermore, the results of Table 4 showed that there is no significant difference in the perceptions of male and female students regarding how national security issues relate to their family dynamics. These findings imply that students in Port Harcourt are aware of the importance of national security and how it affects their families. This is a positive development, as it suggests that they are more likely to take an active role in promoting peace and security in their communities. Additionally, the fact

that there were no significant differences between male and female students' perceptions is encouraging, as it suggests that both genders are equally invested in national security issues.

Table 2 showed that the grand mean of 2.41 for male respondents and 2.36 for female respondents implied a low extent of interaction between students and parents on issues of national security, and the responses did not differ between male and female students. Furthermore, the results of Table 5 showed that there is no significant difference in the extent to which male and female students interact with their parents on issues of national security. These findings imply that the current education system needs to place a greater emphasis on promoting open communication and dialogue between students and their parents regarding national security issues. This could involve implementing programmes that encourage parents to engage in discussions with their children about current events and national security concerns, as well as providing students with the necessary tools and resources to better understand these issues. Additionally, the fact that there was no significant difference in the extent to which male and female students interact with their parents on issues of national security implies that both male and female students are affected by the lack of interaction between parents and their children on this topic.

Table 3 showed that the grand mean of 3.11 for male respondents and 3.06 for female respondents implied that the family influences students' attitudes towards national security to a very high extent. Also, both genders had a positive perception of the items assessed. Furthermore, the results of Table 6 showed that there is no significant difference in the influence of the family on male and female students' attitudes towards national security. These findings imply that families play a crucial role in shaping students' attitudes towards national security. The study suggests that parents and guardians should be more involved in discussions about national security with their children. It is important to note that the positive perception of the items assessed indicates that students are receptive to learning about national security and are willing to engage in discussions on the topic. Additionally, the lack of a discernible gender difference in the impact of family members on students' attitudes towards

national security suggests that both male and female students are equally susceptible to this influence. This is a positive sign, as it indicates that families can play an important role in shaping students' attitudes towards national security.

The study by Edinyang (2012), which examined the function of the family in promoting peace in Nigeria, supports the conclusions of the findings of the study. The study revealed that both male and female family members play crucial roles in promoting peace and security in their communities. However, the study also highlighted some gender-specific challenges that need to be addressed. For instance, female family members were found to face more barriers to participating in peacebuilding activities due to cultural norms and societal expectations. This underscores the importance of addressing gender inequalities to fully harness the potential of both male and female individuals in promoting national security.

Conclusion

The study investigated the role of the family in students' awareness of national security in secondary schools in the Port Harcourt Metropolis. The study discovered, among other things, that the perceptions of students regarding how national security issues related to their family dynamics are generally positive and do not differ between male and female students. Also, the study revealed a low degree of interaction between students and parents on issues of national security, and the responses did not differ between male and female students. Based on the findings, the study concludes that there is a need for more education and awareness campaigns on national security issues among students and parents. It is important to bridge the gap between students and parents in discussing these matters, as it can lead to a better understanding of the importance of national security.

Recommendations

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. Families in the Port Harcourt Metropolis should incorporate national security issues into their daily conversations and activities to further enhance positive perceptions among students.
2. Families should be encouraged to actively engage in discussions about national security with their children. This can be achieved through the inclusion of national security topics in family conversations and the provision of relevant information on current security issues.
3. Families should be actively involved in promoting national security awareness among their children. Parents should educate their children on the importance of being security conscious and vigilant at all times.

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