

Integration of Security Education in the Secondary School Curriculum in Gombe State, Nigeria

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Abstract

This study, adopted a descriptive survey design, to examine the integration of security education in secondary school curriculum in Gombe State, Nigeria. Three research questions and three hypotheses guided the study. The sample for this study consisted of 244 respondents made up of 200 teachers and 44 principals selected from public secondary schools in Gombe State, Nigeria. The instrument for data collection was researcher-developed questionnaire. Data collected was analysed using mean scores, standard deviation and t-test. The findings of this study identified the need for integrating security education in the secondary school curriculum in the northeast. The findings of the study revealed that the challenges of integrating security education in the secondary school curriculum in northeast include: apathy for security education, lack of funds for security education, among others. The findings of the study also unveiled the measures to tackle the challenges of integrating security education in the secondary school curriculum in northeast to include creating awareness on the significance of security education, employment of competent teachers for security education, among others. The study recommended, among others, that security education should be enshrined in the school curriculum in Nigeria.

Keywords: integration, security, education, curriculum, challenges, measures.

Introduction

In a world of perceived uncertainty and danger, the desire for security becomes a central concern of political thought and action. Against the threatening forces of unpredictability, rapid transformation and complexity, it appears to channel a diffuse longing for greater reliability, stability and tangibility. Security is taken to be about the pursuit of freedom from threat and the ability of states and societies to maintain their independent identity and their functional integrity against forces of change, which

they see as hostile. The bottom line of security is survival, but it also reasonably includes a substantial range of concerns about the conditions of existence. Rogers (2010) defined security as the state of being or feeling secure; freedom from fear, anxiety, danger, doubt, etc.; state or sense of safety or certainty. Gee (2016) defined security as freedom from, or resilience against, potential harm or other unwanted coercive change caused by others. Beneficiaries of security may be persons and social groups, objects and institutions, ecosystems or any other entity or phenomenon vulnerable to unwanted change. According to Wikipedia (2021), security mostly refers to protection from hostile forces, but it has a wide range of other senses: for example, as the absence of harm (e.g. freedom from want); as the presence of an essential good (e.g. food security); as resilience against potential damage or harm (e.g. secure foundations); as secrecy (e.g. a secure telephone line); as containment (e.g. a secure room or cell); and as a state of mind (e.g. emotional security). In securing lives and property of every nation, education is an essential tool.

Security education sets the security tone for the employees of an organization. Assenza (2019) defined security education as an educational programme designed to reduce the number of security breaches that occur through a lack of employee security awareness. Schneier (2020) stated that security education is about gaining knowledge about principles, concepts, and facts to develop analytical and problem-solving skills. Al-Sakran (2008:52) defined security education as “the teaching and learning of the security concepts and experiences necessary to achieve the national security”. Udin (2014) defined security education as a set of methods, activities, experiences and preventive measures that lead to the protection from falling into the crime of all kinds. According to Edozie (2014), security education is a cooperative, dynamic and lifelong process through which a society generates knowledge, values and skills for its survival, sustenance, enlightenment and empowerment against all forms of danger and threats to its wellbeing and coexistence. Al-Edwan (2016) sees security education as “the teaching and learning of the security concepts and experiences necessary to achieve the national security”. Security education is the knowledge and attitude members of an organization possess regarding the protection of the physical, and especially informational, assets of that organization.

Security is a fundamental need for individuals, communities, businesses and governments. Security of life and freedom from harms of all kinds are fundamental rights of all people. Children deserve to understand at the earliest age what potentially could lead to crime, violence and breakdown of law and order as well as human rights abuses. They should be taught how to avoid unlawful and/or abusive behaviours; and to seek non-violent measures to resolve problems. Children by their nature are exposed to different kinds of activities in school such as sports, wimming, play, quarrel and

fight. They are also exposed to various objects in the school. Some of these objects are harmful, some are not. In recent times, terrorists have targeted and attacked schools, as was the case of several bombing of schools in northeast by Boko Haram. A lot of activities go on in the school that involves the children. Therefore, they deserve to be closely watched. Unfortunately, the teachers in the school that are supposed to watch over these children lack basic knowledge of security. Some do not know what constitute security threats and opportunity of victimizations or criminalization that need to be eliminated. While others lack the basic knowledge of security rules and regulations necessary to keep the school environment safe and secure for pupils, staff, visitors and the general public.

At home, these children also engage in activities ranging from house chores to answering telephone calls, ushering visitors into the house and manning the residence in the absence of adults. They deserve basic security education to equip them for participation in their own security both at school and at home. Dagogo (2019) is of the view that if security education is included in the secondary school curriculum, it would make a whole lot of difference. Students would know what security is all about; why they should be aware of their surroundings; know their neighbours, friends, aunties and uncles and what they say or do that could lead to security breach and how to report same and to whom; and adhere to simple security rules and regulations; what crime prevention and loss prevention are; types of adversaries and risks/ threats; target hardening and basic prevention measures necessary to contain them would also be known and social decay would be solved. They would grow to know primary security procedures and imbibe security tenets which would have become part of them when they start working as it would be applied at home and at work and while travelling. However, Al-Sultan (2019) stated that the government is skeptical about the advice of security experts and major players in education sector to approve and fund the teaching of security education in primary and secondary schools across the nation. But this government insensitivity does not rule out the fact that there is need to integrate security education in the secondary school curriculum in Gombe State of Nigeria.

Curriculum refers to the total learning experiences of individuals not only in school but society as well. It is seen as all the learning experiences which are planned and guided by the school whether carried out in groups or individually. Doll (2016) supposed that curriculum of a school is the formal and informal content and process by which learners gain understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school. Kelly (2014) refers to it as all courses offered at a school explicitly and takes into cognizance their contents taught by a school or college. Lotus (2016) alleged that the term curriculum is the lessons and academic content taught in a school or in a specific course or programme. Macho

(2016) typically referred to it as the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate students' learning. Curriculum is a planned sequence of instruction designed to encourage all students to achieve their spiritual, intellectual and social potential as well as to understand the relevance of learning in their daily lives. The integration of security education in the secondary school curriculum in Gombe State of Nigeria is very necessary as this will inculcate security consciousness in students. It will teach them how to react or escape in any critical situation and ensure their all-round protection from any form of danger or external aggressions, considering the high rate of insecurity in the geopolitical zone.

Gombe State since the attainment of the country's independence from the British in 1960 used to have a relative level of peace and security. Different ethnic groups in the area lived harmoniously and lives and property were well secured due to the alertness of the security agencies especially the native and national police, and different societal vigilante groups. People conducted themselves well because of an effective judicial system and community policing in the areas. However, this relative level of security began to deteriorate in the 1980s with the outbreak of Maitatsine riots in Bulunkutu, now Gombe State and Jimeta in Adamawa on 26th October 1982 and 27 February 1984 respectively. In Bulunkutu alone, four days of fierce fighting between 26th to 29th October 1982 led to the death of 3,350 persons while estimates for the dead in Yola ranged from 700 - 1000 persons. This level of insecurity continues to escalate since then until the present state of insecurity. The most prominent include the insurgency in the North-East, attacks across the nation, herdsmen crisis, kidnappings and killings. These, unfortunately are compounded by new forms of unconventional threats to security, as exemplified by the activities of armed bandits and proliferation of dangerous weapons (Gadzama, 2019). The condition in Gombe State continues to deteriorate and escalate to other parts of the Northeast. Government's reaction has been haphazard and generally ineffective. It is against this backdrop that the researcher was motivated to examine the integration of security education in the secondary school curriculum in Gombe State, Nigeria.

Statement of the problem

Gombe State of Nigeria used to have a relative level of peace and security since the attainment of the country's independence from the British in 1960. Different ethnic groups in the area lived harmoniously and lives and property were well secured due to the alertness of the security agencies especially the native and national police, and different societal vigilante groups. People conducted themselves well because of an

effective judicial system and community policing in the areas. But for over a decade, Nigeria has struggled to address devastating jihadist insurgencies and terrorism by Boko Haram and the Islamic State. Victory against both groups remains elusive and security in Gombe State of Nigeria has significantly deteriorated since 2017. Insecurity has also spread to other parts of northeast Nigeria with the farmers-herders' conflict, which is compounded by the intensifying effects of global warming. Proliferating of militia groups across the country adds another complex dimension to the security challenge.

Security situation in Gombe State of Nigeria has continued to be precarious, volatile and highly unpredictable. The increased level of criminality in the area over the past few years has created untold hardship on the civilian population, exacerbated the food crisis situation, sexual molestation/slavery, and increasing wave of Internally Displaced Persons. Government's response to the challenges has generally been ineffectual, uncoordinated and poorly executed. However, no research has been carried out in the past to determine the integration of security education in the secondary school curriculum in Gombe State, Nigeria. In order to cover this gap in literature, this researcher decided to examine the integration of security education in secondary school curriculum in Gombe State, Nigeria.

Purpose of the study

The main purpose of this study is to examine the integration of security education in the secondary school curriculum in Gombe State, Nigeria. Specifically, the study sought to:

1. Ascertain the need for integrating security education in the secondary school curriculum in Gombe State.
2. Determine the challenges of integrating security education in the secondary school curriculum in Gombe State.
3. Find out the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State.

Research questions

The following research questions guided the study.

1. What is the need for integrating security education in the secondary school curriculum in Gombe State?
2. What are the challenges of integrating security education in the secondary school curriculum in Gombe State?
3. What are the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State?

Hypotheses

The following null hypotheses formulated guided the study, and were tested at 0.05 level of significance.

Ho1: There is no significant difference between the mean ratings of principals and teachers on the need for integrating security education in the secondary school curriculum in Gombe State.

Ho2: There is no significant difference between the mean ratings of principals and teachers on the challenges of integrating security education in the secondary school curriculum in Gombe State.

Ho3: There is no significant difference between the mean ratings of principals and teachers on the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State.

Methodology

The study adopted a survey design. The population for this study was 4,361 respondents made up of 66 principals and 4,295 teachers from the 66 public secondary schools in Gombe State (Source PPMB, Gombe, 2019). The reason for choosing principals and teachers was because they were the categories of people that can give correct information with respect to the subject matter in this study. The sample of this study was drawn from principals and teachers in the public secondary schools through a stratified random sampling technique. The state was stratified along the 11 local government areas and four public secondary schools were randomly selected from each local government area, thus, making a total of 44 secondary schools. From the 44 secondary schools, all the 44 principals were selected and 200 teachers were randomly selected for the study. The instrument for data collection was a questionnaire titled “Integration of Security Education in the Secondary School Curriculum Questionnaire” structured on a 4 – point rating of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point.

The instrument was face validated by two experts from the Department of Educational Foundations, and one expert from Measurement and Evaluation, Federal University Kashere, Gombe State. The reliability of the instrument was established using the Cronbach Alpha formula. The reliability coefficient value yielded 0.92 on average which was considered adequate for the study. The instrument was administered to the respondents by the researcher and three research assistants. A total of 244 copies of the questionnaire were administered and collected on the spot from the respondents. Data obtained were analysed using mean score and standard deviation. In addition, the null hypotheses were tested using t-test statistics at 0.05 level of significance. Any mean score lower than 2.50 implied disagreement while equal to or higher than 2.50 implied agreement with the items. For the testing of null hypotheses, if the t-calculated

values are less than critical t-value, null hypotheses were accepted, but if the t-calculated values are more than critical t-value, null hypotheses were rejected.

Presentation of results

The results of the data analyses were presented in tables based on research questions and hypotheses.

Research question one: What is the need for integrating security education in the secondary school curriculum in Gombe State?

Table 1: Mean ratings on the need for integrating security education in the secondary school curriculum in Gombe State

S/N	Items	Principals			Teachers		
		\bar{x}	SD	Rem	\bar{x}	SD	Rem
1	It inculcates security awareness among students	3.13	0.80	A	3.08	0.77	A
2	It equips the students with massive security knowledge about them and their environments	3.14	0.86	A	3.09	0.89	A
3	It teaches students how to track risky movements and detect crime even before they occur	2.67	1.12	A	2.71	1.08	A
4	It teaches students how to protect themselves and other people around them	2.79	0.95	A	2.76	0.84	A
5	It is very helpful in reducing crime, fight against drug abuse, rape and other security risks.	2.84	0.94	A	2.77	0.49	A

\bar{x} = Mean, SD = Standard Deviation, rem = Remark

The result in table 1 shows that the mean ratings of the principals for item numbers 1-5 are 3.13, 3.14, 2.67, 2.79, and 2.84 with the corresponding standard deviation of 0.80, 0.86, 1.12, 0.95, and 0.94 respectively. On the other hand, the mean ratings of the teachers on the above items are 3.08, 3.09, 2.71, 2.76 and 2.77 with the corresponding standard deviation of 0.77, 0.89, 1.08, 0.84 and 0.49 respectively. This shows that the respondents agree that items on table one are the need for integrating security education in the secondary school curriculum in Gombe State.

Ho1: There is no significant difference between the mean ratings of principals and teachers on the need for integrating security education in the secondary school curriculum in Gombe State.

Table 2: t-test of the two groups on the need for integrating security education in the secondary school curriculum in Gombe State

Group	N	Mean	SD	DF	t.cal	t-value	Decision
Principal	44	2.91	0.93	242	1.61	1.96	Not significant
Teacher	200	2.88	0.81				

In table 2, the t-calculated value of all the items was obtained; the degree of freedom of all items was 242, while the critical t-table of 1.96 was obtained at 0.05 level of significance. From the table, it can be seen that the t-calculated value for all items was less than critical t-value. Therefore, the null hypothesis of no significant difference between the mean ratings of principals and teachers on the need for integrating security education in the secondary school curriculum in Gombe State was accepted. This position indicates that there is no significant difference between principals and teachers on the need for integrating security education in the secondary school curriculum in Gombe State.

Research question two: What are the challenges of integrating security education in the secondary school curriculum in Gombe State?

Table 3: Mean ratings on the challenges of integrating security education in the secondary school curriculum in Gombe State.

S/N	Items	Principal			Teacher		
		\bar{x}	SD	Rem	\bar{x}	SD	Rem
6	Apathy for security education	2.99	0.71	A	3.33	0.19	A
7	Lack of funds for security education	3.13	0.67	A	3.26	0.14	A
8	Lack of competent teachers for security education	3.11	0.15	A	2.84	0.17	A
9	Inadequate supply of instructional materials for security education	3.43	0.17	A	3.23	0.13	A
10	Overcrowding in the classrooms	2.20	0.24	D	2.09	0.48	D

\bar{x} = Mean, SD = Standard Deviation, rem = Remark

The result in table 3 shows that the mean ratings of the principals for item numbers 6-10 are 2.99, 3.13, 3.11, 3.43 and 2.20 with the corresponding standard deviation of 0.71, 0.67, 0.15, 0.17 and 0.24 respectively. On the other hand, the mean ratings of the teachers on the above items are 3.33, 3.26, 2.84, 3.23 and 2.09 with the corresponding standard deviation of 0.19, 0.14, 0.17, 0.13 and 0.48 respectively. This shows that the respondents agree that all the items on table three, except item no. 10, are the challenges of integrating security education in the secondary school curriculum in Gombe State.

Ho2: There is no significant difference between the mean ratings of principals and teachers on the challenges of integrating security education in the secondary school curriculum in Gombe State.

Table 4: t-test of the two groups on the challenges of integrating security education in the secondary school curriculum in Gombe State

Group	No.	Mean	SD	DF	t.cal	t-value	Decision
Principal	44	2.97	0.39	242	1.75	1.96	Not significant
Teacher	200	2.95	0.22				

In the table 4, the t-calculated value of all the items was obtained; the degree of freedom of all items was 242, while the critical t-table of 1.96 was obtained at 0.05 level of significance. From the table, it can be seen that the t-calculated value for all the items was less than critical t-value. Therefore, the null hypothesis of no significant difference between the mean ratings of principals and teachers on the challenges of integrating security education in the secondary school curriculum in Gombe State was accepted. This position indicates that there is no significant difference between principals and teachers on the challenges of integrating security education in the secondary school curriculum in Gombe State.

Research question three: What are the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State?

Table 5: Mean ratings on the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State

S/N	Items	Principal			Teacher		
		\bar{x}	SD	Rem	\bar{x}	SD	Rem
11	Creating awareness on the significance of security education	3.50	0.50	A	3.31	0.47	A
12	Employment of competent teachers for security education	3.51	0.50	A	3.34	0.48	A
13	Avoidance of overcrowding in the classrooms	2.00	0.04	D	2.25	0.11	D
14	Provision of adequate supply of instructional materials for security education by the government	2.61	1.51	A	2.68	0.47	A
15	Provision of adequate funds for security education by the government	3.54	0.50	A	3.34	0.48	A

\bar{x} = Mean, SD = Standard Deviation, rem = Remark

The result in Table 5 shows that the mean ratings of the principals for item numbers 11-15 are 3.50, 3.51, 2.00, 2.61 and 3.54 with the corresponding standard deviation of 0.50, 0.50, 0.04, 1.51 and 0.50 respectively. On the other hand, the mean ratings of the teachers on the above items are 3.31, 3.34, 2.25, 2.68 and 3.34 with the corresponding standard deviation of 0.47, 0.48, 0.11, 0.47 and 0.48 respectively. This shows that the respondents agree that items in the table five are the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State.

Ho3: There is no significant difference between the mean ratings of principals and teachers on the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State

Table 6: t-test of the two groups on the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State

Group	N	Mean	SD	DF	t.cal	t-value	Decision
Principal	44	3.03	0.61	242	1.48	1.96	Not significant
Teacher	200	2.98	0.40				

In the table 6, the t-calculated value of all items was obtained; the degree of freedom of all items was 242, while the critical t-table of 1.96 was obtained at 0.05 level of significance. From the table, it can be seen that the t-calculated values for all items were less than critical t-value. Therefore, the null hypothesis of no significant difference between the mean ratings of principals and teachers on the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State was accepted. This position indicates that there is no significant difference between principals and teachers on the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State.

Discussion of the findings

The result with respect to research question one and hypothesis one shows that both principals and teachers have similar views on the need for integrating security education in the secondary school curriculum in Gombe State. They agreed that security education will inculcates security awareness among students, equip the students with massive security knowledge about them and their environments, teach students how to track risky movements and detect crime even before they occur, teach students how to protect themselves and other people around them, and it is very helpful in reducing crime, fighting against drug abuse, rape and other security risks. This finding is in consonance with the view of Dagogo (2019) that if security education is included in the secondary school curriculum, it would make a whole lot of difference. Students would know what security is all about; why they should be aware of their surroundings; know their neighbours, friends, aunties and uncles and what they say or do that could lead to security breach and how to report same and to whom; adhere to simple security rules and regulations; and what crime prevention and loss prevention are.

The findings with respect to research question two and hypothesis two show that principals and teachers have similar view on the challenges of integrating security education in the secondary school curriculum in Gombe State. They agreed that the challenges of integrating security education in the secondary school curriculum in northeast include: apathy for security education, lack of funds for security education, lack of competent teachers for security education and inadequate supply of instructional materials for security education. This finding is in line with the statement credited to Al-Sultan (2019) that the government is skeptical about the advice of security experts and major players in education sector to approve and fund the teaching of security education in primary and secondary schools across the nation.

The findings with respect to research question three and hypothesis three show that the principals and teachers have similar view on the measures to tackle the challenges of integrating security education in the secondary school curriculum in Gombe State. They agreed that the measures to tackle the challenges of integrating security education in the secondary school curriculum in northeast are: creating awareness on the significance of security education, employment of competent teachers for security education, provision of adequate supply of instructional materials for security education by the government and provision of adequate funds for security education by the government.

Conclusion

It is very pertinent for security education to be taught in schools because it will make the students to be aware of the security threats around them. It is not possible for the students and teachers to protect themselves against security threats when they are not even aware of the security threats around them. Security education is important since it will unravel the enormous physical security threats as well as information threats. Security awareness is the first step to preventing danger. Security awareness cannot be achieved without security education. Security education is important in schools and society because it will equip the citizen with massive security knowledge about them and their environments. With this, they can protect themselves against attack and danger. They can also advise people around them on how to protect their selves against security risks. With in-depth knowledge about security, the number of victims from insurgency will reduce. Young students who are taught security education can protect themselves from various forms of risk. They know what to do and where to run to in cases of danger and insurgency. Also, they will be able to protect and prevent themselves from undue exploitation such as rape, drug abuse and other crimes. Security education is also very important for schools to offer quality security education to their students. Although some factors have posed challenges in the integration of security education in the secondary school curriculum in northeast, some credible measures can be put in place to tackle these challenges.

Recommendations

The following recommendations were made based on the findings of this study:

1. Security education should be enshrined in the school curriculum in Nigeria.
2. Government should adequately fund security education in all the schools across the nation.
3. Government should make instructional materials and infrastructural facilities readily available for security education.
4. Government should employ only competent teachers to teach security education.

5. The federal government should post security personnel to guard all schools from primary to tertiary institutions in Nigeria; Free bus services should be available for children in the urban areas to take them to and from school under tight security.
6. Government should embark on building standard classrooms with suitable number of students to avoid overcrowding in the classrooms.
7. Security apparatuses in the country should be equipped with adequate human and non-human resources.

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