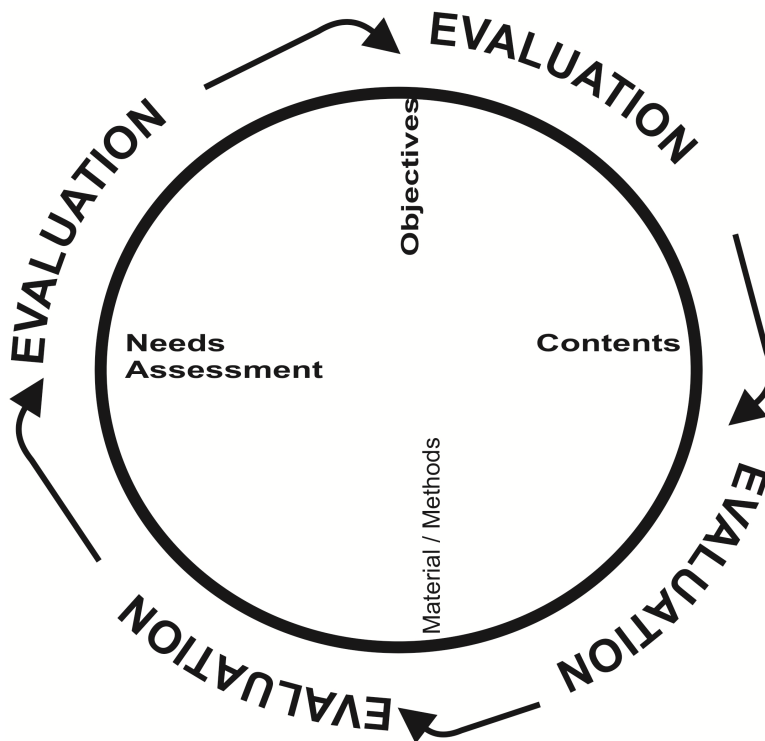


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This Journal is a forum for the dissemination of research findings and reports on curriculum development, implementation, innovation, diversification and renewal. In developing a curriculum, it is often necessary to use the experiences of the past and present demands as well as practices within and outside the system to design a desirable educational programme. Problems and issues in comparative education are relevant in shaping the curriculum. In the same vein, issues relating to the constant training and re-training of teachers are very relevant.

Articles which present the results of empirical educational research, discuss theoretical framework for innovation in education or advocate new ideas are welcome. The Journal accepts articles from scholars in all fields related to curriculum study from all parts of the world. However, particular interest is shown to papers in the following areas:

- * Curriculum content, learning experience, organization and evaluation.
- * Teacher preparation and re-orientation at all levels of education.
- * Teaching methods and teacher effectiveness.
- * Educational foundations and comparative education.
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- * Learners' achievement and programme evaluation.
- * Quality assurance, Information Communication and Technology.
- * Entrepreneurship education.
- * Gender issues and inclusive education.
- * Teacher preparation and climate change curriculum.
- * Assessment of curriculum and Sustainable Development Goals.
- * Innovations for effective education delivery.

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CURRICULUM DELIVERY AND SECURITY CHALLENGES IN NIGERIA

Prof. Sunday N. Agwu, *Ph.D, FCON, MNAE*

Presidential Address

Introduction

I welcome all participants to this conference and hope that at the end all participants will get greater insight into curriculum delivery from the basic to the tertiary education levels. I want to use this opportunity to reminiscence on the theme of the conference: *Curriculum Delivery and Security Challenges in Nigeria*. I will like to break it into three segments: education, curriculum, and security challenges.

Education is the bedrock of development in every society. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2013) articulated what the curriculum of the various levels of education in Nigeria should be. It is through education that countries all over the world compete favourably, socially and economically with one another. It is therefore a fertile ground on which laudable ventures such as a lasting culture of peace and care for planet earth can be achieved (Okonkwo & Agwu, 2014). Education is a process by which individuals are assisted formally through proper direction and guidance to develop their capacities for their own benefit and that of the society. Education is geared towards developing the individuals to live effectively and efficiently in the society and to contribute to its advancement and upliftment. It is through education that the behaviour patterns of the citizens could be changed in the desired direction. Put in another way, with sound education people will start to understand and appreciate one another better and try to restore the dignity of man. Hence, we have to recognize the role education plays in equipping individuals with requisite knowledge and skills for survival and societal progress.

Education helps to create informed citizenry which is vital to our democratic society, economic prosperity and national security. It increases the potential for individuals to perform as citizens. To be uninformed is to be deformed; to be uneducated is to be blind. Lack of education robs one of the ability to critically examine an issue and articulate a reasoned position about it. Nurturing critical thinking is a key component of education. Successive Nigerian governments

have evolved different policies and programmes to promote education and develop the nation's human resources. Often, these reforms fail to provide broad-based education for the development of the mind, in comprehending the environment and development of appropriate skills, abilities and competencies to co-exist with and contribute to the development of the society.

Sound and functional education can be implanted through the curriculum. Curriculum design in Nigeria is done by very good experts to meet acceptable world standards but the current security challenges and issues in the country as well as inadequate budgeting and some other issues such as teacher quality have made it impossible to fully realize the objectives of the education curriculum in Nigeria. This is why the quality of our education appears not to meet acceptable world standard. But how do we understand the term curriculum? As a concept, Curriculum is quite eclectic. This is because it has not been easy for educationists to arrive at a completely acceptable meaning of the word. Some people look at the term “Curriculum” as the totality of what teachers and their pupils do at school. Some others see it as all the related and relevant activities of teachers and their pupils in and outside the school. Still some others will prefer to see curriculum as all that happen to the child for which the school could be held responsible. In fact, educationists have tried to define the curriculum based on their own philosophies of education. In other words, their views of education have consistently influenced their interpretation of the curriculum. These divergent views notwithstanding, curriculum could be summarized as the content and process of learning and inculcation of educational values, (Agwu, 2009).

In this conference, we are concerned with curriculum delivery in the face of the current security challenges in Nigeria. In other words, what strategies do we use, what innovations do we adopt to ensure the implementation of the Nigerian school curriculum so as to achieve the objectives of education for the country. And as we know, curriculum is any document that exists in a school that defines the work of teachers by identifying the content to be taught and the methods to be used. Without a properly defined and implementable curriculum, education will hardly take place. The packaging of curriculum and its delivery go a long way in ensuring a resounding education system. Curriculum development has to be child-centred in order to produce beneficiaries who will be able to make use of both their heads and their hands.

Schools and other authorities vested with the burden of curriculum development

and implementation have to be wary of what has become known as the *hidden curriculum*. That is, the unintended curriculum. This is what students learn from the physical environment, the policies, and the procedures of the school. (Glatthorn & Jailall, 2009). Most teachers and administrators hardly recognize the hidden curriculum not to talk of factoring it into the curriculum because it represents the way, the actual way we do business. There are issues in every school that interferes with the written curriculum. The way that students are treated when they enter school is part of the hidden curriculum. The rules or lack of rules throughout the school send a message to students. In fact, the tone of the school has a lot of influence on the students even when they have graduated. As the students pass through the school, the school also has to pass through them for all round education to take place. Therefore, in delivering the curriculum at all levels, be it for basic, secondary, tertiary, special and inclusive as well as non-formal and literacy education, there is need for a total overhaul of the curriculum at all levels of education with a view to providing its recipients, broad based education in the development of the mind, soul and body. There is also the dire and compelling need in comprehending the environment and in the development of appropriate attitudes, skills, abilities and competences to co-exist with and contribute to the development of the society. This is extremely necessary at this time that the country is faced with severe challenges in terms of security and climatic changes.

The injection of Vocational and Entrepreneurship programmes into the curriculum at the various levels of education in Nigeria is a welcome innovation that goes a long way to strengthening the popular liberal education. What is required by the government at various levels now is to adequately provide the needed human and material resources to make these programmes effective and functional. It is no longer news that liberal education alone has failed to equip recipients, the youths, with requisite skills and attitudes for leading a productive life and for effectively coping with the problems of today's world. Educational development and curriculum delivery will be stillborn in the absence of security. In other words, insecurity in a nation is a threat to development.

Insecurity comes in different colourations and magnitudes among which include kidnapping, human trafficking, militancy, assassination, hunger, armed robbery, climate change, cultism, insurgency, bombings, herdsman-farmers clashes and other untoward acts now being experienced in the country. It also includes social disorder, insecurity, poverty, illiteracy, balance of payment deficit, poor health statistics, ethnic and religious conflicts, corruption, crime and political crises.

The Nigerian National Security Strategy 2014-Counter Terrorism recognizes that while the country must continue to focus on the persistent and evolving terrorist threats, it must at the same time address the full range of potential catastrophic events, including man-made disasters, due to their implications for national security. The people must not only be secured from external attacks but also from devastating consequences of internal upheavals such as unemployment, hunger, starvation, diseases, ignorance, homelessness, environmental degradation and pollution cum socio-economic injustices.

Unfortunately, an unintended security challenge not only to the education sector but to all other sectors in the country has arisen and if not properly handled will unleash ugly consequences. As a result of attacks and insurgency, displaced persons are settled in schools. What happens to the pupils/students who originally used these schools? Their education becomes truncated as these displaced persons may and usually turn these schools into a permanent abode since their return to their original homes is now indefinite. This is a major security challenge to education. The global disequilibrium and disorientation which was triggered off by the COVID-19 pandemic at the closing month of December 2019 has altered a lot of things. Nothing will remain the same again in all facets of human endeavour, and all of a sudden, an additional security burden, though unexpected, has been added to the already overstretched security problems in the country. Nigeria which has maintained a constant struggle with mediocrity in almost every aspect of its undertaking has been caught napping, just like even advanced democracies, by this pandemic. The advent of COVID-19 with political, educational, economic, social and health implications has challenged the way we do things and all will not be the same again. Indeed, COVID-19 has added a new angle to the security challenges in the education sector both in curriculum development and delivery and it definitely requires curriculum formulators and implementers to put on their thinking caps to refashion the education curriculum that will meet the unexpected current trend. For over six months running, schools at all levels have remained shut all over the country without any academic activities. The students will not remain at home indefinitely, therefore, there is need to re-design the curriculum so that students now forced into COVID-19 induced holidays, can have some benefit from the present situation. Technology has to be fully harnessed and brought into education delivery so that our children would not just idle away their time during forced holidays.

Conclusion

In conclusion, the implementation of security education earlier mooted by government in 2012 will help in creating in learners the awareness of and appropriate behaviour against threats to their personal and neighbourhood wellbeing and safety. Some of these security issues have been with us for some time now without fizzling out despite concerted efforts by various agencies of government. Education is the most neglected aspect of security instruction. Insecurity in the school is classified into environmental and man-made insecurity. Fear of personal harm, crime and violence could heighten the sense of insecurity among school administrators and school personnel. The insecurity suffered by school heads in some parts of the country may be linked to the high levels of poverty in those areas. Most of the public schools, especially primary and secondary are hardly fenced and without armed security, making it possible for criminals to invade the schools as was the case with the Chibok and Dapchi girls. It is on this note that I call on governments at all levels to urgently address the identified security problems enumerated and envisaged so that curriculum delivery in Nigeria will proceed unhindered.

It is on this note that I have the honour and privilege to declare this conference open.

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CURRICULUM AND NATIONAL SECURITY CHALLENGES IN NIGERIA

By

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Keynote Address

There Are Two Major Issues In The Above Topic Which Require Conceptualisation. These Are Curriculum And National Security. The Task Of Defining The Concept, Curriculum, Is Perhaps The Most Difficult Of All; As The Term Has Been Used With Quite Different Meanings. Throughout The History Of Education, Specialists In Curriculum Have Failed To Reach A Consensus About A General Acceptable Definition Of The Term. In Several Literature, Curriculum Has Been Variably Defined By Authors Depending On Their Personal Views And Personal Experiences. Some Scholars Perceive It As What Is Found In The Textbook Or The Teacher's Guide. Some Scholars Broaden The Definition To Mean Everything That Happens With The Support Of The School While Some Coin It Merely As A Course Of Study. Some Scholars Took A Step Further To Portray It As An Interaction Between Students And Teachers That Is Designed To Achieve Specific Educational Goals. Some Perceived It As A Means While Others See It As An End. To Some, It Is An End To A Means And Vice Versa.

Nevertheless, Curriculum Has Been Seen To Represent The Conceptual Material And Instructional Delivery Systems For Implementing Set Objectives And Goals Of Education (ehindero, 2014). According To Ehindero, There Is A Reciprocal Relationship Between The Curriculum And Education. Ehindero's Definition Sheds Light On The Fact That Curriculum Is A Means Through Which Formulated Objectives And Goals Of Education Is Being Delivered. In The Same Vein, The Indiana Department Of Education (2010) Perceives Curriculum As The Planned Interaction Of Pupils With Instructional Content, Materials, Resources, And Processes For Evaluating The Attainment Of Educational Objectives. This Is Partly In Line With Ehindero's (2014) Opinion Which Perceives Curriculum As A Representation Of Conceptual Materials And Instructional Delivery Systems For Implementing Set Objectives And Goals Of Education Because Both Definitions Perceive Curriculum As A Means Of Achieving Educational Objectives. The View Of Alade (2011) Is Partly In Agreement With That Of Ehindero (2014) And Indiana Department Of Education (2010) Views' Which Purport That Curriculum Is The Medium Through Which Educational Institutions Seek To Translate The Societal

Values Into Concrete Reality. Through It, Educational Institutions Actualize What The Society Considers As Desirable Learning.

Morris And Adamson (2010) Further See Curriculum Itself As A “planned Outcome”. This Definition Could Be Considered To Be Too Narrow Because Morris And Adamson Failed To Shed Light On What And Or How “planned Outcome” Came Into Being. Another Perspective Is That Of Oliva (1997) Cited In Wilson (2006) Which Provided A Multiple Definitions Of Curriculum. According To Olivia, Curriculum Is That Which Is Taught In Schools, A Set Of Subjects, Content, A Programme Of Studies, A Set Of Materials, A Sequence Of Courses, A Set Of Performance Objectives, A Course Of Study, Everything That Goes On Within The School. It Also Includes Extra-class Activities, Guidance, And Interpersonal Relationships; Everything That Is Planned By School Personnel, A Series Of Experiences Undergone By Learners In A School And That Which An Individual Learner Experiences As A Result Of Schooling. In The Opinion Of Olivia, Curriculum Means Different Things But Not A Certain Thing.

Similarly, Curriculum Is Conceived As An Interrelated Set Of Plans And Experiences Which A Student Completes Under The Guidance Of School (marsh & Willis, 1995 As Cited In The Open University Of Tanzania, Faculty Of Education, 2013). In The Same Vein, Marsh And Willis Posit That Curriculum Includes Interconnected Series Of Plans And Experiences In Terms Of Requirements Which A Student Fulfills Under The Auspice Of The School. In Addition, Kochhar, (2008:67) Defines Curriculum As “the Instructional And Educative Programme Through Which The Pupils Achieve Their Goals And Aspirations Of Life”. Kochhar Further Stresses That The Curriculum Consists Of Components/elements Such As The Curriculum Intent (aims), Content, Learning Activities, Learning Experiences And Lastly, Evaluation. All These Components Of The Curriculum Are Interrelated And Important For An Effective Curriculum Implementation.

These Are Only A Few Definitions Amongst Others. These Definitions However, Portray Contradictions On How Curriculum Can Be Viewed. Most Of These Definitions Stress On Content, Objectives, Learning Experiences And Methodologies. Some Have Incorporated One Or Another Element And Ignored Others. Moreover, Each Definition In Isolation From Others Has Limitations. For Instance, By Defining Curriculum As All Experiences Learners Have Under The Auspice Of The School, Or Content Or Objectives For Which A Student Is Held Accountable, It Does Not Depict A Clear Picture Of What Or How A Curriculum Should Be. If The Curriculum Is Perceived As A Written Plan Which Drives Instructions, We Realize That It Defines The Skills And Concepts Taught And Evaluated To Enhance Students' Achievement. A Cursory Look At Many Of The

Aforementioned Definitions Would Bring To Surface That What All Authors Give Is Important As Descriptions Of Curriculum But None Of Them Provides A Full Representation Of The Term.

The Summary Of The Perspectives On Curriculum May Reflect So Many Things Which Include:

1. Curriculum Entails Those Subjects That Are Most Useful For Living In Contemporary Society.
2. Curriculum Is All Planned Learning For Which The Institution Is Responsible.
3. Curriculum Is All The Experiences Learners Have Under The Guidance Of The Institution.
4. Curriculum Is The Totality Of Learning Experiences Provided To Students So That They Can Attain General Skills And Knowledge At A Variety Of Learning Sites.
5. Curriculum Is A Structured Series Of Intended Learning Outcomes And So On.

This Suggests That In Studying Curriculum, One Is Likely To Come Across Many Definitions Which He Or She Must Carefully Analyze Into Pertinent Elements To Later Synthesize Into Own General Definition. According To Naqvi (2012), Examples Of Common Misconceptions About The Curriculum Include The Following:

1. The Curriculum Is Just A Textbook Or List Of Topics From Which A Student Is To Be Taught And Assessed.
2. The Syllabus Is The Curriculum And Once The Syllabus Has Been Completed, The Teacher's Work Is Largely Finished.
3. Curriculum Should Be Developed By Offsite Experts, And Teachers Should Implement It As The Designers Intended.
4. The Curriculum Tells Teachers What To Teach, How To Teach It, And What Types Of Exercises To Assign To Their Students.

Thus, It Is Pertinent To State That As Far As Conceptualization Of The Term Curriculum Is Concerned, There Is No General Acceptable Definition Of Curriculum. Ehindero (2014) Supports This By Asserting That The Conceptualization Of Curriculum Is A Never-ending Inquiry. This Purports That The Achievement Of Consensus As Far As The Conceptualization Of Curriculum Is Concerned Is Eternal. He Further Buttressed This With The State Of Chaos Within The Field Of Curriculum Which Are Not Only Obvious In The Incapability Of Experts To Deal Efficiently With The Multiplicity That Exists Among Themselves But Also In The Confused Method In Which Other Educators And The

General Public Become Entangled In Puzzling And Self-defeating Hullabaloo Over Curricular Matters By Journals And Other Media. Nonetheless, According To My Personal View, It Could Be Perceived As The Totality Of Both Ever-changing Planned And Unplanned Series Of Learning Experiences Which An Individual Acquire Under The Guidance Of A School, Socialization Agencies And Or Other Environmental Factors In Order To Achieve Both Planned And Unplanned Learning Outcomes Which Would Make Such An Individual To Be Useful To Him/herself And To His/her Society And Or Whenever He/she Finds Him/herself. The Lack Of Consensus Among Curriculum Experts About A Generally Acceptable Definition Is As A Result Of Colliding Ideological Perspective Due To The Disagreement About Curricular Issues Among Scholars. This Is Supported By The View Of Ehindero (2014), Who Asserts That Curriculum As A Field Of Study Is In A State Of Anarchy And Disarray In All Its Ramifications Due To Issues Such As The Aims Of Education Approaches And Orientation As Well As Orientations To Curriculum Development, Amongst Others. He Further Buttressed This By Asserting That The Decay In The Education System Is A Deep Signal Of The Crises And Confusion In Curriculum Studies. This Connotes That Educational Issues Such As The Dichotomy Between The Quality And Quantity Of Education In Education System Is An Evidence Of The Lack Of Consensus Among Experts In Curriculum Studies. At This Juncture, It Is Not A Gainsaying To Affirm That There Is No Single Definition Of The Term Curriculum.

In Literature, The Following Represent The Many Different Types Of Curricula Used In Schools Today Amongst Others:

1. **Overt, Explicit, Or Written Curriculum:** The Overt, Explicit, Or Written Curriculum Is Simply That Which Is Written As Part Of Formal Instruction Of Schooling Experiences. It May Refer To A Curriculum Document, Texts, Films, And Supportive Teaching Materials That Are Overtly Chosen To Support The Intentional Instructional Agenda Of A School. Thus, The Overt Curriculum Is Usually Confined To Those Written Understandings And Directions Formally Designated And Reviewed By Administrators, Curriculum Directors And Teachers, Often Collectively (wilson, 2006).
2. **Societal Curriculum:** The Societal Curriculum According To Cortes (1981) Cited In Wilson (2006) Is The Curriculum That Is Perceived As The Massive, Ongoing, Informal Curriculum Of Family, Peer Groups, Neighborhoods, Churches, Organisations, Occupations, Mass Media, And Other Socializing Forces That Educate All Of Us Throughout Our Lives. This Type Of Curricula Can Be Expanded To Include The Powerful Effects Of Social Media (youtube; Facebook; Twitter; Etc) And How It Actively Helps

Create New Perspectives, And Can Help Shape Both Individual And Public Opinions.

3. **The Hidden Or Covert Curriculum:** The Hidden Curriculum Is A Vital Complementary Facet Of The Formal Curriculum School Curriculum (ehindero, 1986 As Cited In Ehindero, 2008). He Also Purports That It Is Logical For Educators To Assume That Teachers May Be Uninformed Of Some Facets Of The Curriculum Which Were Not Planned But Students Do Reveal A Number Of Attitudes, Values And Behaviour. This Connotes That Learners Stumble Upon Unplanned Experiences Which Are Not Highlighted In The Official Curriculum (school Curriculum) And Which Teachers Are Unaware Of, Which Can Be Utilized And Assimilated Through Socialization Agents Such As Family, Peer Group And Media. Examples Of The Hidden Curriculum, According To Wilson (2006), Might Include The Messages And Lessons Derived From The Mere Organisation Of Schools With Emphasis On: Sequential Room Arrangements, The Cellular And Timed Segments Of Formal Instruction. Others Include An Annual Schedule That Is Still Arranged To Accommodate An Agrarian Age, Disciplined Messages Where Concentration Equates To Student Behaviors Where They Are Sitting Up Straight And Are Continually Quiet, Students Getting In And Standing In Line Silently, Students Quietly Raising Their Hands To Be Called On, The Endless Competition For Grades, And So On. Wilson's View About Examples Of Hidden Curriculum Connotes That The Hidden Curriculum May Include Both Positive And Negative Messages, Depending On The Models Provided And The Perspectives Of The Learner.
4. **The Null Curriculum:** The Excluded Curriculum Is What Has Been Left Out, Either Intentionally Or Unintentionally. Eisner (1979) Terms This The "null Curriculum," Since It Is Not Readily Noticeable. For Example, U.s. History Curricula Often Have Omitted Or Covered Only Briefly Such Topics As The Labor Movement, The Importance Of Religion In American Life, Or The Internment Of Japanese Americans During World War Ii (patton, 2011). Rumpus And Whitlock (2008) Point Out That The Excluded Curriculum Is "powerful By Virtue Of Its Absence" (p. 53). This Connotes That Null Curriculum Refers To What Is Not Taught But Actually Should Be Taught In School According To The Needs Of Society. In Addressing "null Curriculum", Totten (2012) Asserts That Null Curriculum Is A Kind Of Vacant Phenomenon Between The Ideal Of Curriculum Value And The Actual Development Of Curriculum. For Example, Environmental Education, Gender Or Sex Education, Life Education, Career Planning Education, Local Culture And History Education Courses Are Still Empty In Some Schools.

Security

There Is No Consensus Or A General Definition Of Security. This Is Not Overwhelming Because As A Social Trend, It Is Always An Issue With Uncommon Understanding Because It Is Often Perceived From Different Angles. Some Security Experts Argued That The Concept Of Security Has Always Been Related With The Safety And Survival Of A Nation And Its Citizens From Destruction And Or Hazardous Threats. For Some Others, Security Measures The Absence Of Threats To Attain Values In A General Sense And The Absence Of Fear That Such Values Will Be Attached. Thus A Nation Is Secure To The Extent To Which It Is Not In Danger Of Having To Sacrifice Core Values If It Wishes To Avoid War, And Is Able, If Challenged, To Maintain Them By Victory In Such A War (moulaye, 2006; Eme & Onyishi; 2014). Those Conceptions Generally Hold That The Nation Is The Only Institution On Which Primary Responsibility And Power For The Safety Of Its Territory And Its Citizens' Reposes. Therefore, For Some Others, Security Entails A Functional And Interdependent Body Of Supervisory Facilities And Institutions. Also, Security Is A Situation Wherein A Person Or Thing Is Not Exposed To Any Form Of Danger Or Risk Of Physical Or Moral Aggression, Accident, Theft Or Deterioration.

Zabadi (2005) Conceptualises Security As A State In Which People Or Things Are Not Exposed To Danger Of Physical Or Moral Aggression, Accident And Theft. This View Is Associated With The Survival Of The Nation And The Preservation Of Its Citizens. Zabadi's View Corroborates The Standpoint Of Alli (2010) Which Asserts That Security Is A State Of Being Safe And The Absence Of Fear, Anxiety, Danger, Poverty And Oppression. It Is The Preservation Of Core Values And The Absence Of Threats To These Values. In Other Words, The Nation Has The Responsibility Of The Use Of Force And Power For The Safety Of Its Territory And Its Citizens. Conventionally, Security Was Defined As The Protection Of The Territorial Integrity, Stability, And Vital Interest Of States Through The Use Of Political, Legal, Or Coercive Instruments At The State Or International Level (international Peace Academy, 2004). In The Same Vein, Vincent (2016) Sees Security As The Act Of Keeping Peace Within The Governing Territories. Both Definitions Suggest The Existence Of A Government Marked With The Primary Responsibility Of Maintaining Stability And Protecting Interest Of All That Is Within Her Territorial Boundaries. Relating To This Is The Constitution Of The Federal Republic Of Nigeria Section 14(1) (b) Which Clearly States That The Security And Welfare Of The People Shall Be The Primary Purpose Of Government, Thus The First Responsibility Of A Nation Is The Capacity To Cater For The Protection And Defense Of Its Citizenry, Therefore The Inability Of The

Government To Grantee The Safety Of Life And Property Of Her Citizenry Most Especially Within Her Territory Negates The Very Existence Of The Government.

The Concept Of “national Security” In Literature Is Often Misinterpreted And Indescribable. According To Eme And Onyishi (2014), It Is A Strange Phenomenon, A Subjective “feeling”, And Therefore Relational And Relative, Rather Than An Objective “thing” Than Can Be Seen And Handled. This Connotes That You Cannot Touch Security But You Can Only Feel Secure. This Also Implies That If Security Is Something That Can Only Be Felt, It Must Be Security From Something. This May Be From Threat Or Something Hazardous. For A Nation, The Most Obvious Threat Is That Posed By Another Nation Which May Be A Threat Of Invasion Of Control By Another Power Leading To Loss Of Liberty And Or Self-reliance. Scholars Are Yet To Agree On The Definition Of The Term “national Security”. This Is So Because; The Term “security” Is Hardly Precise As Earlier Stated In Aforementioned Discourse. Yet, Two Basic Viewpoints Have Emerged In The Attempt To Defend National Security. One Viewpoint Focuses On Tactical Definition And The Other, On The Non-tactical Definition By Reinforcing Socio-economic Factors. The Tactical Viewpoint Perceives National Security In Terms Of Self-defense By Accumulating Weapons To Deter Aggression. This Viewpoint Sees Conflict Between Human Beings And Nations As Being Common. To Buttress This, Eme And Onyishi (2014) Admonish That To A Great Or Lesser Degree, Therefore, The International Political System Can Be Seen As Anarchic, Power And The Struggle For Power And The Control Of Resources Is Central To This Manner Of Thinking. In This Environment, Nations Will Only Be Controlled By Agreements, Audiences, Treaties And Creeds Of International Law That They See As Being In Their Own Interests. Security In This Setting Focuses On Military Values, Strategies And Competencies And The Survival Of The Nation.

National Security Could Also Be Seen As The Ability Of A Nation To Protect Its Internal Values From External Threat. In The Opinion Of Oderemi (2012), It Is The Defense And Survival Of The State. The Risk Of Perceiving National Security From This Narrow Angle According To Omudiwe And Berwindart (2010), Is Three-fold. The First Is The Tendency To Liken “defense” With “security” And To Confer Unnecessary Duties To The Military As If The Armed Forces Alone Are The Custodians Of National Security. This Tendency, In Turn, Creates In The Minds Of The Armed Forces That It Is Only Through Them That Security, Stability And Progress Can Be Achieved. Secondly, National Security Has Been Used By Civilian Statesmen As Political Motto For Assembling The Citizens In The Face Of Perceived Internal And Or External Threats To The Governments In Power And For Strengthening Their Local Influence And Political Pedestal (oluwasegun & Anofi, 2007). The Third Is The Tendency To Equate

National Security With The Security Of The State. The State In A Capitalist State Like Nigeria Is An Instrument For The Preservation Of Capitalist Socio-economic Formation, Which Protects The Interests Of A Privileged Class Vis-à-vis The Entire Populace (Ake 1984).

According To Al-mashat (1985) Cited In Bekoe (2011), National Security Is More Than Territorial Defense And Should Focus On The Physical, Social And Psychological Quality Of Life Of A Society And Its Members, Both In The Domestic Setting And Within The Larger Regional And Global System. In Other Words, National Security Is Positively Correlated With The Increase In The Distributive Capability And Genuine Democratization Of A Given Nation. That Is, The Tranquility And Well-being Of A Society Are Pre-conditions For Security. By Well-being, This Means The Ability Of The Democratic Nation To Provide Its Populace With Social, Economic, And Political Conditions Conducive To Contentment And Relative Prosperity, Which Are Some Of The Basic Elements Of National Security. Held (1998) Cited In Adesoji (2011) Gives A Traditional Meaning Of National Security. He Describes National Security As “the Acquisition, Deployment And Use Of Military Force To Achieve National Goals”. Similarly, Eso (2011) Describes It As The Lack Of Danger Or Risk To Held Standards, Values And Ideals And The Absence Of Fear That Such Values Will Be Attacked Now Or In The Future. Thus, National Security Is The Preservation Of The Values A Nation Holds As It Relates To The Defense Of Its Territory From Human As Well As Non-human Threats And Guides In The Pursuit Of Its National Interest In The International System. In Recent Times, It Is Vivid That The Focus Of National Security Stresses Strategic-military Perspective Alone. This Has Breeds Pressure And Antipathy, Leading To Violent Conflicts, Civil Wars And Funded Terrorism All Over Nigeria And Africa At Large.

Insecurity In Nigeria Revolves Around Social, Religious, Economic And Political Spheres. Some Of The Most Destructive Insecurities Issues In Nigeria Are:

Ethno-religious Conflict: Ethnicity And Religious Crises Are Major Threats To Global Peace. Ethno-religious Conflicts Are Conflicts Arising From Groups Defined Along Ethno-religious Lines, Ethnic Identities Which Create Distinctions Between Conflicting Groups And Religious Beliefs/teaching Which Reinforces Actions Or Inactions Of Adherence. While Ethnicity Is Generally Regarded As The Most Potent And Politically Salient Identity In Nigeria (Abubakar, 2011), Religion Functions As A Unifying Force Capable Of Creating Moral Values. To Osabiya (2015), Some Of The Devastating Ethno-religious Conflict Experienced By Nigeria In The Last Decade Includes Among Others, 2008, 2010, 20011 And 2017 Clashes In Jos, Plateau State; 2008 Yelwa Massacre, 2009 Boko Haram Uprising,

2013 Baga Massacre, 2015-2016 Killings Of Biafran Protesters And 2016- 2017 Southern Kaduna Killings.

Militancy: Militancy Is Often Associated With A Group Active Willpower To Reach A Goal With The Willingness To Employ Extreme Force. The History Of Nigeria Is One Covered With The Activities Of Militants Around The Niger Delta Agitating Against Perceive Injustice By The Nigerian Government And Group Of Companies. These Groups Mostly Engage In Different Forms Of Violence And Criminal Activities Ranging From Hostage Taking, Vandalization Of Oil Pipes Lines And Installations, Illegal Oil Bunkering, Sea Piracy And Disruption Of Business Activities (ikein, 2009; Ojieh, 2010). Most Popular Among These Militant Groups Are; Movement For The Emancipation Of The Niger Delta (mend), Niger Delta Peoples Volunteer Force (ndpvp) Niger Delta Vigilante (ndv), Tombolo Boys (ttb), Joint Revolutionary Council (jrc), Martyrs Brigade (mb) And Icelanders Coalition For Military Action (icma) (ogege, 2011). It Will Be Recalled That On The 1st Of October 2010, During Nigeria's 50th Independence Anniversary Celebrations In Abuja, Eight People Were Killed By Suspects Sponsored By Mend, With An Extraordinary Series Of Car Bomb Attacks (alumona, 2016; Daily Post Newspaper, 2017).

Terrorism: Recently, The London-based Institute For Economics And Peace Ranked Nigeria Fourth On The Global Terrorism Index (gti) Also Noting That In 2013 More Than 80 Per Cent Of Lives Lost To Terrorism Occurred In Five Countries Namely: Iraq, Afghanistan, Pakistan, Nigeria And Syria (institute Of Economics And Peace, 2014). According To The Report, This Index Is Reached Having Considered Three Criteria: (1.) The Incident Must Be Intentional - The Result Of A Conscious Calculation On The Part Of A Perpetrator. (2.) The Incident Must Entail Some Level Of Violence Or Threat Of Violence, Including Property Violence, As Well As Violence Against People. (3.) The Perpetrators Of The Incidents Must Be Sub-national Actors. Also Considered As A Baseline Is That These Three Criteria Must Reflect Violence Act Targeted At Attaining A Political, Economic, Religious Or Social Goal. The Violence Act Must Include Evidence Of An Intention To Coerce Or Convey Some Other Message To A Large Audience Other Than The Immediate Victims (institute Of Economics And Peace, 2014). This Ranking Did Not Only Expose The Extent Of Damage Done To Nigeria Social Development But Also Exposes Nigeria's Contribution To Global Threats And Terrorism. Preceding This Ranking And The Listing Of Boko Haram As A Terrorist Group, Nigeria Had Been Faced With Series Of Violent Crisis And Insecurities Since The 60s That Tend To Reflect Some Of The Aforementioned Boundary Line. Isyaku (2013) Opines That The Level On

Which Domestic Terrorism Strives And Operates In Nigeria Relates To Acts By Persons Or Groups That Are External To The Affected State And Whose Objective Is To Advance A Cause, Either The Struggle For Political Leadership, Mobilization For Resource Control, Uneven Distribution Of National Wealth, Sentiment Across Religious Belief, Ethnic Marginalization, Calming Or Fighting Over Absolute Superiority Of Others.

Herdsmen/farmer Conflicts: The Conflict Between Herdsmen And The Farming Communities Has Become A Major National Crisis. Malcom And Adeleke (2016) Posit That The Combination Of A Growing Cattle Population, The Effects Of Climate Change On The Availability Of Water And Forage Crops, As Well As The Lack Of Access To North Eastern Foraging Grounds Due To The Boko Haram Crisis Are The Immediate Reasons Of The Increasing Tensions Between Farming Communities And Fulani Herdsmen. The Conflict Between The Fulani Herdsmen And The Farmers Mostly Begin When The Former Raid Community Farmland With Their Cattle And Let Them Graze On Cultivated And Uncultivated Lands, Destroying Food And Cash Crops Of The Host Communities (daily Independent Newspaper,2014).

Kidnapping And Abduction: Kidnapping And Abduction Is Another Insecurity Challenge That Has Also Continued Unabated Within Nigeria. The Act Of Kidnapping Is Described In Section 364, Chapter 77 Of The Nigerian Criminal Code Act Of 1990 As Unlawfully Imprisons Of Any Person In Such A Manner As To Prevent Him [or Her] From Applying To A Court For His [or Her] Release Or From Disclosing To Any Other Person The Place Where He [or She] Is Imprisoned, Or In Such A Manner As To Prevent Any Person Entitled To Have Access To Him [or Her] From Discovering The Place Where He [or She] Is Imprisoned. In The Opinion Of Oyewole (2016), Nigeria Has Been Associated With Kidnapping In The World, It Accounts For About Half Of The Kidnapping Cases In Africa With Thousands Of Cases Recorded Annually In The Last Decade. This Dreadful Crime Is Also Utilized By Militants, Hooligans And Ritualists In Nigeria. In 2014, Over 200 Girls Were Abducted In Chibok By The Renowned Boko Haram Group. Between 2004 And 2009, Over 600 Refugee Workers Were Kidnapped Within The Niger Delta Region By Militants (ikein, 2009). About 886 Reported Cases Of Kidnapping Were Recorded By The Nigeria Police In 2015 (sunday Punch Newspaper, August 28, 2016). Kidnapping For Ransom Has Not Only Become An Activity Of Armed Robbery But Also That Of Criminals Thriving Along Kaduna Express Way, Abuja-lokoja Okene Express, Lagos Ibadan Express Road And Within Major Cities. In June 2017, The Nigeria Police Arrested And Paraded One Of The Most Wanted Kidnap Suspects In Nigeria, Chukwudi Onuamadike A.k.a Evans, Who Made Millions Of Dollars Ransom Collected From His Kidnapped Victims (premium

Times, June 11, 2017).

Curriculum And National Security Challenges In Nigeria

The “socio-cultural” Philosophical Foundation Of Any Curriculum Emanates From The Society From Which Such Curriculum Evolved. That Is, Norms, Customs And Values Of Such A Society Are Embedded Into The Curriculum In Relation With The Nation's Educational Philosophy So As To Achieve Stipulated And Formulated Aims And Objectives Of Such Nation. Therefore, It Is Not A Fallacy To State That The Curriculum Is A Basic Tool For The Achievement Of A Nation's Goals. It Is Obvious That In Nigeria, Series Of Curricula Review And Or Reforms Have Taken Place In The Past In Order To Meet Contemporary Needs Of The Society And Also To Meet Up With The “competiveness” In The World Standards. In spite Of Several Attempts To Combat National Security Challenges In Nigeria, The Nation Continues To Witness Internal Insecurity Issues Such As Terrorism, Religious Conflicts, Militancy, Communal Clashes, Fulani Herdsmen/farmers Clashes, Kidnappings And Armed Robbery. These Have Not Only Hindered The Swift Development Of The Country But Have Continued To Degenerate The Stride Of Its Growth And Development, Thereby Threatening Her National Unity. One May Be Triggered To Ask That The Following Questions:

1. Are Our Educational Curricula Not Adequate To Produce Citizens Who Are Capable Of Sustaining Peace In The Society?
2. Are Educational Curricula In All Forms Of Education (formal, Informal, Nonformal) Lacks Our Societal Values?
3. Are We Paying Too Much Attention To The Cognitive Aspect Of Our Educational Curricula In The Formal Setting Than To Other Aspects Of Educational Domains (affective And Psychomotor)?

The Above Thought-provoking Questions May Draw One's Attention To The Implementation Of Our Educational Curricula In All Levels With Reference To What And What Should Be In Place. Scholars (Okoh, 2000; Offorma, 2005; Akinbote, 2007; Oghuvbu, 2011; Domike & Edward, 2014; Ali & Ajibola, 2015; Arise, 2015) Have Delved Into The Assessment And Evaluation Of Different Curriculum In All Educational Levels In Nigeria So As To Proffer Solutions To Poor Implementation Of Curriculum But We Need To Pay Keen Attention To Factors Affecting The Effective Implementation Of Curricula At All Educational Levels In Nigeria. This Is Pertinent In The Sense That If Educational Curricula At All Levels Of Education Are Well Implemented, National Security Challenges Will Be Curbed.

As A Nation That Believes In Using Education As A Tool For Peaceful

Society, Nigeria introduced emerging issues such as value re-orientation, peace and dialogue and human rights education into the basic education sector. All these are aimed at laying a firm foundation for fostering a peaceful scenario necessary for sustainable development (federal Ministry Of Education (fme), 2006). However, the pangs are issues in the education curricula which might be a huge challenge to effective national security in Nigeria. These issues are likely to impede effective implementation of education scheme (adokiye, 2013) which may also jeopardize the achievement of the “national security” tenets of 2030 global agenda of sustainable development goals in Nigeria. It is imperative to state at this juncture that the 2030 agenda for sustainable development goals according to United Nations Educational, Scientific and Cultural Organisation (2017) are:

- Goal 1: End Poverty In All Its Forms Everywhere;
- Goal 2: End Hunger, Achieve Food Security And Improved Nutrition And Promote Sustainable Agriculture;
- Goal 3: Ensure Healthy Lives And Promote Well-being For All At All Ages;
- Goal 4: Ensure Inclusive And Equitable Quality Education And Promote Lifelong Learning Opportunities For All;
- Goal 5: Achieve Gender Equality And Empower All Women And Girls;
- Goal 6: Ensure Availability And Sustainable Management Of Water And Sanitation For All;
- Goal 7: Ensure Access To Affordable, Reliable, Sustainable And Modern Energy For All;
- Goal 8: Promote Sustained, Inclusive And Sustainable Economic Growth, Full And Productive Employment And Decent Work For All;
- Goal 9: Build Resilient Infrastructure, Promote Inclusive And Sustainable Industrialization And Foster Innovation;
- Goal 10: Reduce Inequality Within And Among Countries;
- Goal 11: Make Cities And Human Settlements Inclusive, Safe, Resilient And Sustainable;
- Goal 12: Ensure Sustainable Consumption And Production Patterns;
- Goal 13: Take Urgent Action To Combat Climate Change And Its Impacts;
- Goal 14: Conserve And Sustainably Use The Oceans, Seas And Marine Resources For Sustainable Development;
- Goal 15: Protect, Restore And Promote Sustainable Use Of Terrestrial Ecosystems, Sustainably Manage Forests, Combat Desertification, And Halt And Reverse Land Degradation And Halt Biodiversity Loss;
- Goal 16: Promote Peaceful And Inclusive Societies For Sustainable

Development, Provide Access To Justice For All And Build Effective, Accountable And Inclusive Institutions At All Levels; And Goal 17: Strengthen The Means Of Implementation And Revitalize The Global Partnership For Sustainable Development.

The Issues Affecting Effective Implementation Of Education Curriculum Which May Also Jeopardize The Achievement Of The “national Security” Tenets Of 2030 Global Agenda Of Sustainable Development Goals In Nigeria Are Enumerated And Elucidated Below:

Fund: Ebong (2006) Indicates That Financial Resources Are Made Of Monetary Inputs Into A System Such As The Education System. They Act As A Lubricant For The System And Without These Financial Resources, Programmes Cannot Be Properly Planned And Policies Implemented. This Connotes That Without The Availability Of Funds And Proper Management To Carry Out Any Work At All Educational Levels, Any Plans Of Transformation Are Bound To Fail. In The Same Vein, Jayeoba (2007) And Amuchie, Asotibe And Christina (2013) Buttress The View Of Ebong. They Assert That Funding Issues At All Education Levels In Nigeria Plays A Crucial Role In Determining The Level Of Success, Development And Change. It Also Helps To Direct Attention Towards The Achievement Of Set Goals In All Levels Of Education. Therefore, Adequate Funding Entails A Timely Supply Of Funds, Qualified Teachers, Administrators And Infrastructural Facilities To Ensure Success In Any Organization. In Addition, Osokoya (2011) Cited In Adokiye (2013) Posits That The Success Of Any Education Enterprise Hinges On Adequate Funding. Provision Of Educational Infrastructure, Training Of Professionally Qualified Teachers, Procurement And Maintenance Of Ict Resources, And Production And Distribution Of Instructional Materials/resources Amongst Others Require Huge Amount Of Money. For Instance, To Add To This Financial Burden Is The Declaration By The Act That Established The Universal Basic Education (ube). The Act Asserts That Ube Is Free, Compulsory And Universal. Thus, An Education Enterprise Such As That Of The Ube Project Is A Huge Enterprise That Ought To Take A Substantial Chunk Of The Nation's Budget, If It Has To Be Well Implemented (universal Basic Education Curriculum, Ubec, 2010; Osokoya, 2011).

Educational Infrastructure: Educational Infrastructure Includes All Physical Facilities Needed To Make Schools Function As Intended And Attain Set Goals. These Include Classroom And Office Blocks, Laboratories, Furniture, Equipment And Materials, Toilet And Water Facilities. Okoh (2000), Okoh

(2002), World Bank (2003) And Akinbote (2007) Purport That Dearth Of These School Facilities In The Education Sector Does Not Promote A Pleasant Environment For Effective Teaching And Learning Process. Domike And Edward (2014) Further Posit That If Educational Facilities That Will Aid The Achievement Of Teachers' And Students/pupils Activities Stipulated In The Curriculum Are Grossly Inadequate, It Impacts Negatively On Human Resources Development. This Is In The Sense That Experiences Which Will Lead To Unveiling And Harnessing Human Potential And Talents Are Inhibited Due To Inadequate Educational Infrastructure. In Addition, It Has Even Become More Problematic To Maintain Existing Infrastructural Facilities In Schools (amuchie, Asotibe & Christina 2013). This Is Evident As Learners In Most Schools Across The Country Are Seen Learning In Dilapidated Buildings, Sitting On Broken Chairs And Desks Or Even On Bare Floor, And Carrying Out Practical Works Without The Necessary Equipment And Materials. These Conditions Are Capable Of Reducing Learners' Interests In Teaching And Learning Process In And Outside The Classroom. Oghuvbu (2011) Notes That There Is An Urgent Need To Provide These Facilities In Terms Of Adequacy, Appropriateness And Gender Sensitivity Because Their Use Maximizes The Benefits From Educational Programmes.

Professionally Qualified Teachers: It Is Often Said That No School System Can Rise Above The Quality Of Its Teachers. To This Effect, The Federal Republic Of Nigeria (2013) Via The National Policy On Education (npe) Articulates That All Teachers In Educational Institutions Shall Be Professionally Trained. Thus, Teacher Education Programmes Shall Be Structured To Equip Teachers For The Effective Performance Of Their Duties. However, It Is Worrisome To Note That Many Teachers In Both Private And Public Schools Are Graduates In Courses Other Than Education (tahir, 2006). The High Rate Of Unemployment In The Country Has Further Compounded This Situation. Following The Directives By The Federal Government That The Minimum Teaching Qualification Shall Be The National Certificate In Education (frn, 2013), Teachers Have Seized The Opportunities Of Part Time Programmes Offered By National Teachers' Institute (nti), And Sandwich Or Long Vacation Programmes Organized By Different Faculties Of Education In Tertiary Institutions To Improve On Their Academic Qualifications. Improved Qualification Notwithstanding Teachers Still Operate Under Very Pathetic Conditions Such As Overcrowded Classrooms, Wide Variations In Age And With Little Or No Materials For Teaching. Most Worry, Of Course, Is The Fact That Some Of These Teachers Are Still Ill Equipped To Cope With Such Situations. Teachers Need To Be Empowered With Skills Which Will Enable

Them Identify Their Own Problems (administrative Or Pedagogical) And Seek Solutions To These Problems (chimombo, 2008). Tahir (2006), Nwagwu (2000) Cited In Amuchie, Asotibe And Christina (2013) Also Assert That Lack Of Professionally Qualified Teachers Constitute Curricular Issues In Ube.

Information Communication Technology (ict): Ict Has Been Introduced Into Nigerian Education Programme. This Is In Recognition Of Its Prominent Position And Role In Advancing Knowledge And Skills Required For Effectively Functioning In A Global Village Occasioned By Modernity In Science And Technology. The Use Of Ict Has Proved Very Rewarding In Teaching And Learning, Agriculture, Health, Governance, Trade, Budgeting And Industries To Mention A Few, Hence It Was Integrated Into The Curriculum (jayeoba, 2007; Adeyemi, 2008). However, The Matters Arising From This Integration Have Been Very Overwhelming. The Computer Is One Primary Device For Ict Compliance, But Unfortunately, Majority Of Teachers Who Are To Teach Computer Education To Students Are Themselves Illiterates In The Field. There Is Also A Dearth Or Paucity Of Ict Gadgets, Materials And Equipment In Schools. Since Ict Relies On Electricity, Its Functionality Maybe Hampered Due To Unstable Power Supply In Schools Where They May Be Found.

Instructional Materials: Materials/resources For Instruction Are Very Critical To The Teaching And Learning Process. Instructional Materials Which Are Alternative Channels Of Communication Concretize Learning And Give Life To Concepts Being Learnt. Besides, Instructional Materials Give Direction As To The Achievement Of Set School Goals (oghuvbu, 2011). This Is True Of Curricula Documents Such As National Policy On Education, National Policy On Integrated Early Childhood Care And Education, National Minimum Standards, Curriculum For Early Childhood Education And The 9 Year Ube Curriculum. These Documents Are The Pivot Of The Entire Basic Education System, But It Is Disheartening To Observe That They Are Hardly Found In Teachers' Possession.

Infrastructural Issues: Physical Facilities Play Important Role In Teaching And Learning In All Educational Levels. (domike & Edward, 2014). The Availability Of Adequate School Building, Classrooms And Other Facilities Are Necessary To The Attainment Of Objectives Of An Educational System.

Other Issues According To Akinbote (2007), Akinsola And Abe (2006), Anaduaka And Okafor (2013) Includes The Following:

1. **Little Or No Involvement Of Teachers In The Curriculum Development:** Teachers Who Implement The Curriculum Have Little Or No Contribution During Curriculum Development Because Of The Top-down Approach Employed By Curriculum Developers In

The Country.

2. **Huge Disparity Between Expected School Enrolment And The Actual Enrolment Figure:** This Leads To Difficulties In Accurately Planning And Allocating Human, Material And Financial Resources Adequately To The Various Primary Schools In The Country.
3. Poor Implementation Strategy, Management And Lack Of Assurance As Responsible Factors That Contributed To The Failure Of Educational Curricula To Attain Its Goals.
4. Poor Quality Assurance, Delivery And Supervision In The Education System.

Conclusion

The Role Of Curriculum In Sustaining National Security In Nigeria Is Vital. It Is A Known Fact That, Education, Through The Curriculum, Aids In The Achievement Of A Nation's Stipulated And Formulated Goals. In Fact, The Curriculum Is The Vehicle Through Which Educational Goals Are Achieved. The Theory Of The Future For Sustainable Development Whose Tenets Spin Around "security" May Not Come Across Relevant Development And General Support, If Factors That Affect Effective Implementation Of Education Curriculum Still Persist At All Levels. Implementation Of Strategies For Sustainable Development Is A Result Of The Development Of Educational Curricula And This Is The Reason Why The Vision Of Sustainable Development Must Be Constructed Over The Way Of Education Because Education Is The Basic Tool For Change. Thus, For Nigeria As A Nation To Successfully Curb National Security Challenges, Best Measures Must Be Put In Place To Effectively Implement The School Curriculum/curricula (as The Case Maybe) In System Because No Matter How Adequate, Relevant Or Standard A School Curriculum Is, Poor Implementation Of Curriculum Goals Will Paralyze Its Aims.

Recommendations

1. National Security-related School Curriculum Contents Should Not Be Treated As A Theoretical And Conceptual Analysis But As Practical Training.
2. Incorporation Of The Principles Of National Security Sustainability Cannot Be A Special Subject, Since Some Of Its Element Is Incorporated In Subjects Such As Social Studies And Civics Among Others; They Must Be Reinforced At All Educational Levels.

3. Educational Programmes Related To National Security In All States Should Be Taught Via Other Means Of Socialization Apart From The School (i.e. Mass Media), In This Way, Others Will Imitate This, Regardless, The Disparity In Ethnicity, Social Affiliation, And National Borders Amongst Others. This Is To Enhance Security Consciousness, In Order To Be Abreast With Appropriate Security Measures And To Avert The Chances Of Being Unwittingly Manipulated To Propagate Any Destructive Act.
4. Excess Funding From The Government And Volunteers Should Be Tailored Towards Education Programmes For Sound National Security.
5. Curriculum Issues In All Educational Levels Should Be Tackled In Order To Address Not Only The “security” Aspect Of Sustainability Development Goals But Also To Effectively Achieve All The Goals Of The 2030 Global Agenda For Sustainable Development Goals In Nigeria.
6. A Joint Collaborative Effort By The Family, Schools, Religious Groups, And Mass Media Is Also Necessary To Revive Emphasis And Sustain Moral Values For The Eradication Of Moral Ills Such As Corruption, Ritual Killings And Other Illegal Activities That Are Capable Of Damaging The Safety And Survival Of Citizens.

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Information Technology: A Viable Tool for Effective Curriculum Delivery amidst Insecurity Challenges in Nigeria

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Abstract

The Nigerian education system is deep into crisis on multiple fronts, including the areas of funding, infrastructural deficit, the politicization of education, lack of teaching materials, and access to quality education. The recent spate of killings by bandits and mass kidnappings of school children for ransom in some parts of the country arguably represents the gravest threat and crisis to the educational system. Despite several claims to checkmate this spate of insecurity, much attention has not been given to technology as alternative means of implementing the curriculum. This study discussed the state of insecurity with a brief history of insecurity cases and learning in schools. The study also focused on the significance of Maslow's theory with special attention on the second level of its hierarchy of needs as an essential aspect of human life for the actualization of educational goals. The study accentuates the importance of technology in the teaching and learning process and concludes by providing some simple information technological measures for education stakeholders and curriculum planners to redesign the process of implementing educational programs through technology that may enhance curriculum content delivery in Nigeria, especially in areas affected by insecurity crisis and conflict.

Keywords: Information technology, Education, Insecurity, Curriculum delivery

Introduction

Globally, information technology has completely changed the way the curriculum is developed and implemented at all levels of education hence enhancing the quality of instructional delivery (Park & Choi, 2014; Nicol, Owens, Le Coze, MacIntyre & Eastwood, 2018). With the rapid growth and

development of learning technologies around the world, the process of education has become seamless, thereby making knowledge transmission and dissemination easier, cheaper, and faster. The growth in technology has brought remarkable changes in the twenty-first century, as well as affected the demands of modern societies (Buabeng-Andoh, 2012; Agbatogun, 2012). Technology is becoming increasingly important in our daily lives and our educational system. As a result of this, there is an upsurge in demand for educational institutions to use technologies to teach the skills and knowledge required for learners to function in the 21st century. Realizing the roles and efficacy of information technology in effective curriculum planning, development, and delivery, today's educational institutions are quickly aligning their curricula and classroom facilities within the ambit of technology, to bridge the existing technology gap in teaching and learning (Buabeng-Andoh, 2012). This realignment process thus requires effective adoption of technologies into existing curricula and redesign of such curricula to provide learners with the requisite knowledge to promote meaningful learning and enhance their productivity. Similarly, Ghavifekr & Mohammed (2015) opined that technology has the potential to support education across the curriculum and provide opportunities for effective communication between teachers and learners in ways that have not been possible before. An indication that information technology adoption in education has the prospective to be influential in bringing about changes in the process of content delivery (Zindi and Rugaranganda, 2011).

Information technology has become a channel for enhancing better communication between teachers and learners. Schools have begun implementing technologies such as using media and devices in the classroom to create a better learning experience (Raja & Nagasubramani, 2018). It has also been noted that the process of teaching and learning has experienced improvement with the integration of different technologies in the classroom. Similarly, the advancement in information technology has led to the emergence of different learning materials and platforms that are technology-based, giving learners the independence to learn at their own pace. Unquestionably, (Stephen, 2009; Park & Choi, 2014) opine that the use of information technology is not seen only as an opportunity to deliver an innovative programme to school children, but also as a means to achieve broader reform of a complex educational system right from the stage of curriculum design to when it is implemented in the classroom. This statement implies that the curriculum planners and the stakeholders should have diversified curriculum delivery strategies in such a way that the technology used to disseminate the curriculum content is in line with the views of Scholars

such as (Park & Choi, 2014; Nicol et al, 2018) who argued that educational technology, when appropriately applied in viable context and relevant ways, has been shown to enable positive learning experiences and improve student's learning outcomes, including the regions affected by crises and insecurity challenges.

Insecurity connotes the state or quality of being insecure with a mindset characterized by fear (Iredia, 2011). It is a state of unstable mindset with either physical or emotional torture which may destabilize the structure of an organization. The organizational structure including the schools' programme is often altered and disrupted in the face of instability leaving the scares in the mind of people irrespective of age and gender. Although the conceptual understanding of insecurity is not only seen from the simple perspective of war and adoption of learners, other areas like natural disasters, school violence, the outbreak of diseases, sexual harassment ethnic and religious conflict to mention but a few are within the insecurity circle. However, this concept may vary from country to country perhaps with the kind of insecurity situation experienced by the country, but the fear remains the same in the mind of the people (be it, teachers or students). Iredia (2011) averred that security challenges are wider than military might, defense, or law enforcement. In this, the spate of insecurity generates a kind of fear which may likely affect the level of individual concentration and the ability to effectively implement any curricular programme. Therefore, owing to the insecurity challenges in the world today, and with the recent threat of Covid-19, a situation where all schools were forced to close, educational institutions and curriculum planners in Nigeria like their counterparts all over the world have started paying more attention to the alternative mean of passing across curriculum content via the technology platform as a safety measure that will help students to understand the complex and multi-dimensional nature of insecurity, particularly within the school system.

Synopsis of insecurity in Nigeria and learning in schools

Insecurity is a global phenomenon and has plunged the world economies into crises, not leaving out the education sector and schooling system. Consequently, this has been a major concern to all and sundry, thus requiring strict measures to ensure the safety of lives and properties. In recent years, schools as an organisation had witnessed various high-profile attacks in many countries. Researchers reported that in USA Colorado (2006), Wisconsin (2006), in Russia, Beslan (2004) (Fairburn and Grossman, 2006); in Finland, Tuusula (2007) (Telegraph, Sept. 2008), Azerbaijan, Baku (2009) (msnbc, April 30, 2009). Presently in Nigeria, since the infamous kidnapping of 276 girls from a school in

Chibok, Borno State, in 2014 by Boko Haram, school attacks and kidnapping have steadily increased. Recently, the incidences have risen sharply. In October 2016 and May 2017, four children were adopted and another six were seized in a model college in Lagos State. 110 schoolgirls were kidnapped in Dapchi, Yobe State in Feb 2018, on December 11, 2020, armed men kidnapped 300 boys from Government Science Secondary School in Kankara, Katsina State. On February 17, 2021, 27 students were taken from the Government Science Secondary School in Kagara, Niger State. Less than a month after the attack, hundreds of schoolgirls were abducted from Government Girls Science Secondary School in Jangebe, Zamfara State, on February 27, 279 of the schoolgirls were released after four days. Similarly, two different schools were attacked in Kaduna State in March, including the Federal College of Forestry Mechanization where 30 students were taken to unknown locations. Also in March 2021, three primary school teachers were adopted in Kaduna State, and in June 2021, 8 students and 3 teachers were rescued by the Nigerian security forces from several people adopted in Kebbi State. Also to avoid further adoption, 13 schools were shut down in July 2021 when 140 students were kidnapped from Baptist High School, Kaduna State, Nigeria. Some of these violent attacks result in emotional trauma for both parents and students with severe wounds and even deaths. O'Malley (2007) recounted that “schools that should be safe for children, have increasingly become the prime target of attacks by armed parties”. Iheamnachor (2015) had also reported that five secondary school teachers were abducted at gunpoint from a school in Rivers State which left the people in the area in total fear and tension. There were recorded cases of religious-induced crises which affected some schools and hindered learning.

In addition, Insecurity has become a social problem in schools, and it is presently affecting all parts of the world and Nigeria in particular (Onifade, Imhonopi & Urim, 2013; Murray-Bruce, 2013; UNHCR, 2019). According to Akintunde and Musa (2016), Nwangwa, (2014) opines that insecure school environments and insecurity crises affect students' learning and make the educational programme incomplete. Although the crisis of insecurity is beyond war, kidnap, killing but also associated with any situation that may trigger traumatic disorder and toxic stress that affects not only learning but also school enrollment, and attendance and in some extreme cases led to the closure of schools as seen in event of Covid-19. It is hard for learners to concentrate on learning tasks when they are vulnerable. To this extent, Han, Moon & Lee (2019) claims that safety and security concerns are fast becoming an important part of any dialogue about

improving school-wide academic performance as the physical school environment also constitutes factors that affect student performance and satisfaction. Consequently, the indices of insecurity in Nigeria have generally hindered the teaching and learning process thereby creating difficulties in the instructional delivery process (Onifade, Imhonopi & Urim, 2013). The fear or threat of insecurity has been separating teachers and students from the classroom because life can't wait but learning can still wait. Although there have been suggestions from the various quarter on how to ensure that learners are not completely kicked out of the classroom but should be reconnected through technology devices. In line with this, technological models have been suggested as viable tools to bridge the gap and help to ensure that despite our challenges, teaching and learning are not disrupted. This is corroborated by OECD (2016) that the potential of digital technologies in education today is to bring the curriculum content closer to the learners barring any challenges.

Maslow's Theory of safety and learning.

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. According to Maslow, needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are physiological, safety needs, love and belongingness needs, self-esteem needs, and self-actualization as described in the diagram below.



Fig 1: Maslow's Hierarchy of Needs.

As illustrated in figure 1, the first level of physiological needs such as food, water, shelter rest, etc. are an essential element of human existence, nevertheless, the second level of safety/security needs are of greater significance to human survival as proposed by psychologists. Although, following the proposition of Abraham Maslow's hierarchy of needs, the lower needs of a man like food, shelter, and security must be met before other higher needs like education or

intellectual/cognitive needs (Akintunde, 2015). Maslow's hierarchy of needs theory cited in Manga (2015), highlighted that security is a basic need of man if a man must survive. Going by the deteriorating state of insecurity in Nigeria, it is obvious that there is a wide gap between Maslow's theory which emphasizes the need for security, and the extent to which security is provided in schools. Admittedly, security/safety needs are perceived as basic human need that contributes to effective learning (Akintunde and Musa, 2016). From the diagram above, every stage of the hierarchy depends on one another, and as well critical to human life. Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. This means that security is not only limited to protection from physical harm but also the protection of one's physiological and psychological well-being (Santrock, 2011). Safety needs or security needs in the hierarchy deal with protection and survival from chaotic situations, social disorder, social disturbance, and physical dangers in the human environment. Santrock (2011) states that the emphasis of Maslow's safety needs by is to ensure the survival of people in such a situation as protection from war and crime. Indeed, chaotic situations, social disorders, social disturbance, and physical dangers are characterized by a lot of uncertainties that threaten the peaceful co-existence of people in various communities in the society where school existed.

Security in simple terms means the protection of lives and properties from destruction. According to Onifade, Imhonopi & Urim (2013) security is the dynamic condition which involves the relative ability of a state to counter threats to its core values and interest and its primary beneficiaries are the citizens. Arisi (2011), security is described as the existence of a relatively stable environment in which individuals, feel protected. It means that school security is the establishment and sustenance of a peaceful school environment in which staff and students perform their activities without fear or apprehension of impending threats or attacks on schools. Conversely, the inability to satisfy the need for security may cause stress in individuals and hinder them from pursuing higher-level needs. On a general note, security can be seen as the state of safety, freedom from danger, and protection from physical harm. By nature, human beings thrive better in a secured environment and are instinctively driven by the need to maximize available resources to ensure their physical, physiological, and psychological well-being. Arisi (2011) remarks that when human beings are frightened by social or physical disturbance, they hardly concentrate on anything else other than their safety. This tends to indicate that uncertainties and insecurity about the future of people in the participating communities cause a lot of concern

in making them not be worried about anything regarding their well-being including educational programme. Although, the second level of Maslow's hierarchy of needs might look insignificant in the hierarchy of needs considering its position it determines the actualization of the other three levels. However, when considering the economist perspective, human needs are insatiable, but safety can never be compromised for learning. It should be noted that when life (existence) is threatened, learning cannot take place, and achieving the peak of one's career becomes difficult. Integrating an element of technology into the curriculum would be necessary to salvage the learning situation in a risky environment. By implication, technology may bridge the gap of learning at one's place, at one's convenience and thereby bring the classroom closer to the learners.

Information Technology and Learning

Information technology is not only seen as a tool but also a catalyst for societal change. This saying means that technology has ushered in change and thus become a tool that is integral to productivity in the 21st century. This relatively comes with the potential to enhance and promote meaningful learning; hence this role cannot be overemphasized. By integrating technology into the process of education, teachers aim to engender pedagogical change and address fundamental issues that affect learners and learning (Muir-Herzig, 2004; Mukuna, 2013). The use of technology as a tool to support learning is not new in our educational systems today, this is attributed to the fact that technology in its various forms has been deployed in teaching, learning, and also in the assessment of learners (Okuntade, Aremu & Ebimomi, 2020). Similarly, (Stenhouse, 2010; Buabeng-Andoh, 2012; Ge, Yang, Liao, 2015) reported that the use of technology has become an effective vehicle for educational delivery in this era. Hence, Presky (2010) submits that technology is transforming classroom practices and helps students learn better by providing a learning environment that is interactive, collaborative, and engaging. According to him when technology is appropriately used, different technological tools have the capabilities to help expand access to education. It is also capable of strengthening the relevance of education to the increasingly digital workplace and raising educational quality by making teaching and learning more accessible beyond the classroom setting.

In the words of (Buabeng-Andoh, 2012; Shieh, 2012; Park & Choi, 2014), with the incorporation of technology into schools, there is a change in how teachers implement the curriculum and the ways learners grasp content. Muller (2008) in a similar fashion, related technology adoption to its successful integration in the classroom. Today, technologies are used to improve and facilitate effective learning which could be initiated everywhere. The use of technology for learning

beyond the classroom as a result of insecurity crises is critical to maximizing the educational potential of such technology. It is a fact that teachers are at the center of curriculum implementation, and they control the teaching and learning process (Agatha, 2014). A key opportunity for technology's use in support of learning lies in the teacher's potential to support and develop students' learning, and the ability of the school to provide learning materials to the learners via the use of technology that can often serve as a surrogate to the learning in the four walls of the classroom (Muller, 2008). Though it has been argued that efficient and effective use and integration of technology in curriculum implementation depends on the availability of hardware and software and the equity of access to resources by teachers, and students. Inadequate access to technology and not having enough time to access technology to be familiar with it affects teachers' competency and comfort level for ICT use (Divaharan & Ping, 2010). Consequently, technology has over time proved to have the potential to make learning plans more flexible, personalized, and to assist in making students' learning and teacher's teaching as effective as possible while the insecurity situation last.

Although technology usage across the country is growing, there's still a lot of resistance to change at every level. Even though many schools today are privileged to have access to technology, trained teachers, and a favourable policy environment, the use of technology in the classroom is low (Buabeng-Andoh, 2012). Some scholars (e.g. Ozden, 2007; Afshari, 2009; Mumtaz, 2000; Bingimlas, 2009; Ilaonisi and Osuagwu, 2010; Sam, 2011) attributed low levels of technology usage in the educational system to the pedagogical beliefs of teachers, lack of confidence and competence of teachers, paucity of technology infrastructure and lack of access, inadequate funding, lack of computer facilities or insufficient appropriate software and related information, and insufficient budget to support the use of technology integration. This low level and difficulty in the integration of technology into the curriculum is perhaps attributed to high costs of hardware and software coupled with the cost of data subscription on the part of the teachers and as well as the students.

Information technological measures in curriculum delivery amid insecurity challenges.

In many contexts, information technology can provide learning continuity when students cannot be physically present in their classrooms. In the areas where these attacks were carried out, implementing the curriculum becomes a major challenge, and there is a need to turn the use of technology to deliver content. As a result of the ravaging security challenge facing us, Learning management

systems (LMS), e-learning modules, and online learning platforms are being suggested to aid learning. With this, learning should continue while the fight and struggle for stability in the affected area are sustained. Interestingly, the alternative forgone to the benefits realizable from the education of the young ones is now the needed alternative. In the same vein, technology-mediated education has become an integral part of modern teaching/learning instruction amidst the security situation we found ourselves in, where digital technologies have consequently become an inevitable and indispensable part of learning. The use of distance learning programs and open educational applications (AIESAD, 2020; Chick, Clifton, Peace, Propper, Hale, Alseidi, & Vreeland, (2020); LALA, 2020; OECD, 2017) have inevitably been the most effective platforms through which the schools and teachers can remotely reach the learners and to limit the educational disruptions (Setiawan, 2020; UNESCO, 2020). For those with access to appropriate technology, there are several possibilities for leveraging existing teacher practice and supporting students during school closures. Some of the simple and easily available measures include the use of Whatsapp and Zoom platforms among others.

WhatsApp Platform

WhatsApp is a smartphone application for instant messaging. WhatsApp is a smartphone application that allows for instant message sending to either individuals or groups. Pictures, Audio-Visual files attachments, and websites links can be sent through it. It also allows for files sharing. After its invention in 2009, by Jan Koum and Brian Acton. WhatsApp use grew rapidly: it gained over 350 million users, between 2010 and 2013. This is also evident in the use of WhatsApp in the healthcare industry (Wani, Rabah, AlFadil, Dewanjee, & Najmi, 2013; Boyinbode, Agbonifo, & Ogundare, 2017). Among the reasons for the popularity of WhatsApp is its ability to allow for an almost fluent conversation, creating a sense of belonging, low cost, accessibility, and ease of use for communication purposes. In the opinion of Church, & de Oliveira (2013), WhatsApp allows for academic information sharing through conversations between and among students using the application. According to Mistar & Embi (2016), when WhatsApp is implemented in academics, students' motivation to learn, making performance increase. It also creates a more engaging environment Abaido & El-Messiry (2016). WhatsApp enhances the interaction between students and lecturers. It also enhances interaction amongst students. It also increases teaching and learning intimacy between lecturers and students and also amongst students.

Zoom Platform

Online teaching plays a significant role in education nowadays because of the lack of access to the conventional classroom. One such platform that can be deployed in this situation is ZOOM. Zoom combines video conferencing, online meetings and in-conference group chat into one easy-to-use tool that is ideal for online class use, and group work” thus enabling learners to learn remotely (Learning Technology Center, 2018 p.1). ZOOM is a very useful platform and effective for both teachers and learners because learners work together and improve their language skills appropriately. The ZOOM platform is a tool that makes the teaching process easier and allows teachers and learners to expand their knowledge better through technology.

Chick, Clifton, Peace, Propper, Hale, Alseidi, & Vreeland, (2020) propose the use of several other innovative solutions; ranging from flipped classroom models to teleconferencing in place of in-person lectures, online practice questions to procedural simulations and virtual videos that are used to facilitate the learning process. They mentioned that innovative solutions such as the aforementioned technologies could help bridge the educational gap between teachers and students during this unprecedented time of insecurity.

Conclusion

From the foregoing, insecurity in schools is real and it constitutes a threat to human survival. As earlier discussed, some of the indicators of insecurity in Nigeria include ethnoreligious conflicts, violence, kidnapping, terrorism, and other internal factors which emanate from school management, students conduct, inadequate facilities, and lack of adequate security apparatus has in one way or the other affected the school educational programme. The consequence of insecurity in schools leads to an increased rate of school dropout as well as poor school enrollment with consequential effects on attendance and academic performance among others. Nevertheless, the fear of insecurity in an environment such as the school may be reduced if technology devices are used to support learning and can as well as serve as a surrogate in the process of implementing the school curriculum content outside the four walls of the classroom. Though it has been argued that efficient and effective use and integration of technology in curriculum implementation depends on the availability of hardware and software and the equity of access to resources by teachers, and students.

Recommendations

The following recommendations were made:

- i. There should be enlightenment on the importance of technology adoption in the teaching and learning process.
- ii. There should be enlightenment on security consciousness for both students and teachers through seminars and workshops
- iii. School security guards should be well trained to perform their duties efficiently and effectively.
- iv. School administrators should identify various forms of insecurity in their schools and provide preventive measures to protect the lives of staff and students in their schools
- v. Technology garget should be used to check cases of insecurity in schools
- vi. Government should encourage the use of technological platforms such as Zoom, WeChat, and WhatsApp to facilitate learning in schools.

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The Roles Of Non-formal English Language Teaching In Enhancing Cyber Security Literacy Among Market Women In Nigeria

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Abstract

This paper examined the roles of non-formal English language teaching in enhancing cyber security literacy among market women in Nigeria. The study which was carried out in Enugu State, Nigeria employed analytic survey research design. 20 market women were purposively sampled for the study using convenience sampling. Four research questions guided the study. A 27- item structured questionnaire was used to collect data. The instrument yielded a reliability coefficient of 0.87. Data collected was analysed using percentage, mean and standard deviation. The results revealed among other things that a great number of market women experience cyber insecurity. It was also revealed that phishing was the most common cyber scam used on market women. It was also found that conversation domination, question deference, topic control as well as continuous questioning are some of the linguistic features of the scam used on market women. Based on these findings, a strong link between language use and cybercrime was established. Hence, it was recommended that text book writers should infuse these realities in the language teaching materials so that language teachers will in turn be armed with adequate materials to teach with. It was also recommended that language teachers should be mobilized to hold a bi-weekly seminar in market places to enlighten market women on the linguistic features of cyber criminals.

Keywords: Cyber security, English language teaching, literacy, non-formal education, phishing

Introduction

Globally, the Nigerian society is characterized as one where a greater percentage of its citizens are constantly on the look-out for means to make ends meet. This is chiefly due to the constant economic hardship facing the country. This struggle for greener pasture has regrettably put Nigeria on the world map as a crime prone zone. It is commonly believed that Nigerians employ any means (legitimately or illegitimately) to amass wealth for themselves. This identity is so

severe that the scam technique popularly known as 4-1-9 is now known as the “Nigerian Fraud” (Goldstein, 2003; Gleick, 2003; Schaffer, 2012; United States Secret Service, 2002). More so, Nigeria is recognized as the second most corrupt and crime prone country in Africa (Ogunsayo, 2021). They further reported that with the advent of social media and increased affordability of internet-enabled mobile phones in Nigeria, cyber related crimes have become the most common crime in the country. Thus, cyber insecurity is one of the gigantic national security problems. And as such must be critical issue constantly

What then is cybercrime? Karspersky (2021) defined cybercrime as a criminal activity that either targets or uses a computer, a computer network or a networked device. Similarly, Okeshola (2013) defined cybercrime as any criminal activity which involves the computer or the internet network. Cyber crime is, therefore, any incriminating action that is perpetuated using a computerized or network-enabled device such as mobile phones, tablets, laptop computers and so on. These crimes can take different forms. Omodunbi, Odiase, Olaniyan and Esan (2016) categorized cybercrime broadly into two namely; crimes that affect computer networks and devices directly and crimes facilitated by computer networks or devices. Examples of crimes in the first category are malicious code, computing viruses, malware and so on, while for the second one however; the primary targets are often independent of the computer networks or device. The fact is that those who fall victim of cybercrimes are those who may never have cause to use internet. Scammers now use mostly the second category. In other words, they target just any vulnerable user of a computing device such as mobile phone. They do this through cyber stalking, information warfare and other identity thefts such as phishing scams (Omodunbi, Odiase, Olaniyan and Esan, 2016).

In times past, victims of these cybercrime relied on scientific means to safeguard themselves against cyber threats. In general, intrusion detection systems, firewalls and other internet security devices were used to stop the average hacker. However, new forms of phishing such as fake invoice scam, BVN scam, ATM scam, use stealth techniques that these defenses cannot detect on their own. Thus, there is need to explore other non-technological means of sensitizing the public on ways to ensure cyber security. Supporting this, Tabron (2016) suggests that helping people identify social engineering attempts over the phone will be cheaper and more effective than yet another technological implementation. The author further asserted that at minimum, it will add an important and necessary layer to the depth of defense against cyber-crime.

One of the means of identifying phone scams may be through

understanding the nature of the language used by the scammers. This is true because these crimes are carried out mainly using surreptitious text-messages which are of course written by means of a language. Responding to and ultimately being scammed is also as a result of the convincing effect the language used by the scammer may have had on the victim. This explains why the National Communication Commission has been employing text message measures to sensitize the public on how to recognize a cyber-scam threat by the way these sects communicate.



Fig1: Screenshot of NCC cyber protection SMS for August, 19th, 24th and September 11th 2021.

It is important to state here that the bulk of research on applying language to crime has been on the area of using forensic linguistics to improve outcomes of justice. However, it may be safer and less resource consuming to use linguistic knowledge to avert falling victim of cybercrime in the first place than waiting to do so in the court of law. This can be done through English language teaching and learning.

The English language is a language spoken and widely understood by most countries of the world. With a percentage rank of 43%, English is regarded as the language used in scam activities (Klavan, 2015). This puts in perspective the fact that the English language teacher/teaching has enormous roles to play as far as using language to curb cyber insecurity is concerned. Language teaching primarily involves instruction on the skills of language such as listening, speaking, reading and writing. Since these cyber-crimes are often transported through calls (speaking) or texts/e-mails (writing), describing the typology of cyber-crime language to learners through instructions on language skills may be

of significance in the war against cyber-crime. As an instance, for cases where a speech act is used to commit crime, examining the spoken language with special focus on accent, dialect, pronunciation, tone of voice, speed and rhythm of speech will be of immense help. Similarly, when the act is in written form, it could be investigated by looking at language features such as spelling, sentence construction, word-choice, and punctuation, etc. Tabron (2016) identified some features of scam language. They include the use of polar tag questions, topic control, question deferral, violation of narrative structure. On the messages that are intended for crime like the one below, one may notice poorly constructed sentences. Indicating that the message may be sent from a fraudulent source.

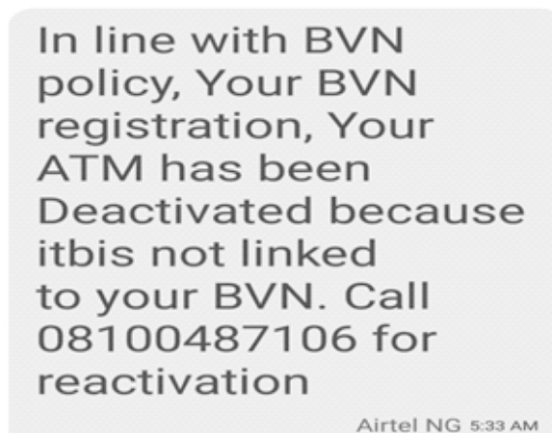


Figure 2: A fraudulent text message from scammer disguising as “CBN”

Exploring the useful roles language can play in curbing cyber-crime prevention is even more germane to a society such as Nigeria where the target of cyber-crimes are often the vulnerable and semi-illiterate market women who possess little to no ability of reading and writing. This is in line with the view of Blommaert and Omoniyi (2006) that it is possible that receivers with restricted knowledge of English do not recognize the linguistic signals of fraud because of their not being native speakers of English and in extreme cases illiteracy. Reaching this set of people is often through non-formal language education.

Non formal education is the opposite of formal education. In other words, non-formal education is an education gotten outside the conventional school system. For Odimoye (2019), it is about an additional, alternative and complementary way of education for people of different age groups but especially adults. This kind of learning may be either brief or lifelong, of low or

high intensity. It is usually provided in the form of a course, workshop or seminar. As stipulated in the programme component of Nigeria's non-formal education policy, the non-formal education programme will encourage flexibility, inclusiveness, problem solving and self-reliance (National Commission for Mass Literacy, Adult Education and Non-Formal Education, 2017). The guideline further stipulates that this will be made possible through basic literacy, post literacy, functional literacy and so on. Going by this, market women in Nigeria can be sensitized through non-formal education literacy programmes. However, there is no research to the best of the researchers' knowledge that has suggested ways on how this can be achieved. Therefore, the problem of this study is: what are the roles of English language teaching in enhancing cyber security literacy among market women in Nigeria? The main purpose of the study is to identify the roles of English language teaching in enhancing cyber security literacy among market women in Nigeria. The four research questions that guided the study are

- a. What percentage of market women have been victims of cyber-crime?
- b. What are the prevalent forms of cyber security threat among market women?
- c. What are the linguistic features of cyber-crimes used on market women?
- d. How can English language teaching be used to enhance cyber literacy among market women?

Method

The study employed analytic survey research design. Four research questions guided the study. The study was carried out in Nsukka Urban, Enugu State, Nigeria and 20 market women were purposively sampled for the study. Four research questions guided the study. Instrument for data collection was a 27- item structured questionnaire was used to collect data. The first part of the instrument contained a single item used to elicit data on the respondent's experience with cyber crime. The second part of the instrument had three clusters. The first cluster had 12 items, the second had 8 while the third cluster had 6 items respectively. The questionnaires were delivered by hand to the respondents by the researchers. This made it possible for the researchers to interpret the items in questionnaire to some of the respondents that were not literate enough. Data collected was analysed descriptively using percentage, mean and standard deviation. The real limits for the mean scores used for decision making in this study were set thus: 3.50 – 4.00 = Strongly Agree, 2.50 – 3.49 = Agree/ True, 1.50 – 2.49 = Disagree and 0.50 – 1.49 = Strongly Disagree.

The cumulative mean score was used in answering the research questions.

Results

Research Question One: What percentage of market women have been victims of cyber-?

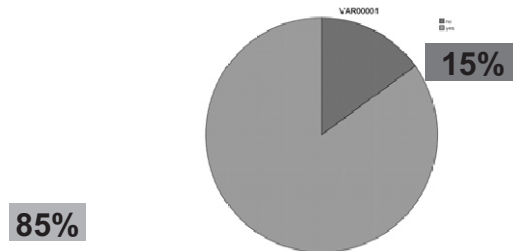


Figure 3: *Percentage of market women that had been victims of cyber-crime (nm=20)*

Result in figure 3 above shows percentage of market women who had been victims of cyber-crime. It can be observed that from the responses 85% of the women agreed to having experienced cyber-crime, while 15% did not agree. The result indicates that a great number of market women have experienced one form of cyber-crime or the other.

Research Question Two: What are the prevalent forms of cyber security threat among market women?

Table 1: *Mean and standard deviation of responses of market women on the prevalent cyber threat among market women (nm=20)*

S/N	Questionnaire items on phishing	X	SD	DEC
Phishing				
1	Messages from unsaved numbers to disclose my BVN for proper connection to my bank	3.40	.50	SA
2	Message requests to change my ATM pin before it is blocked	3.30	.47	A
3	I get calls from persons I don't know before and are not from my part of the county	3.20	.41	A
4	Grammar and spelling errors in my messages from unsaved numbers	3.60	.50	SA
5	Different numbers call me to request for some of my personal details	3.40	.68	A
6	Some call me and want me to tell them things about me quickly/urgently	3.70	.47	SA
7	An unsaved number calls and does not allow me to talk but keeps asking me questions	3.40	.50	A
8	I receive messages to partake in bank system dialing a number	3.50	.51	SA
Cluster for phishing		3.43	.25	A

S/N	Questionnaire items on cyber stalking	X	SD	DEC
9	Texts to send money for my sick relative who I do not know	1.70	.47	D
10	I get messages bearing my friend's name asking me to join an online trading platform	1.40	.50	SD
11	A friend asking me to send money but refusing to come to the shop to collect it	1.40	.50	SD
12	Whatsapp calls from numbers I did not save	1.30	.47	SD
Cluster mean for cyber stalking		1.45	.29	D
Overall mean		2.77	.11	A

Keys: Nm= number of market women, x=Mean, SD= Standard Deviation, SA= Strongly Agree, A=Agree, Dec=Decision

Data in Table one above shows the responses of market women on the prevalent cyber threat they face. The result showed that the sub-cluster mean of (M=3.43 and SD=.25) belonged to Phishing threats while (M=1.45 and SD=.29) belonged to cyber stalking. This indicated that the cyber threats faced were mostly of the phishing typology. The standard deviations also show that the response patterns were similar as they were not far from the mean.

Research Question Three: What are the linguistic features of cyber-crimes used on market women?

Table 2: Mean and standard deviation of responses of market women on the linguistic features of cyber-crimes used on market women? (nm=20)

S/N	Questionnaire items	X	SD	DEC
1	Saying one thing and later changing it because of my response (contradictory information)	3.25	.63	A
2	Does most of the talking and only allows me to respond (dominating the conversation)	3.20	.61	A
3	Does not give room for another topic except the one already initiated (topic control)	3.50	.68	SA
4	Request to call immediately or 'now' (Urgency in tone)	3.20	.52	A
5	Keeps on convincing me with facts(Persuasion)	3.45	.60	A
6	Offering to help me by several ways in order to get information he may need (Offering to help)	3.20	.52	A
7	Lack of comma, full stop or misspelling of words (Poor mechanics)	2.15	.48	D
8	Wrong diction in the text messages received	1.55	.60	D
Cluster Mean		3.06	.32	A

Keys: Nm= number of market women, \bar{x} =Mean, SD= Standard Deviation, SA= Strongly Agree, A=Agree, Dec=Decision

The result in table two above contains the mean and standard deviation of responses of market women on the linguistic features of the cyber-crime used on them. From the table, items 1-6 had high mean scores of (M = 3.20 to 3.50) while items 19 and 20 had low mean scores of (M = 1.55 to 2.15). The cluster mean score of (M = 3.06) signifies that there are some predictable linguistic features that characterize the cyber-crime that market women experience. The standard deviations ranged from (SD = .32 to .68) showing that the responses were not also far from the mean

Research Question Four: How can English language teaching enhance cyber literacy among market women?

Table 3: Mean and standard deviation of responses of market women on the ways language teaching can enhance cyber literacy (nm=20)

S/N	Questionnaire items	\bar{x}	SD	DEC
1	Language education should be taken to the grassroots by holding seminars in open places	2.90	.55	A
2	Stories on cybercrime should be integrated into reading comprehension activities so as to unravel patterns of crime to students	2.90	.85	A
3	Mass literacy jingles on radios and television that market women will listen to should be organized	3.00	.45	A
4	During teacher training, language teachers should be made aware of linguistic features of cyber -crimes by including cyber -crime corpus data analysis into language teacher training programmes	3.40	.50	A
5	Dummies of fraudulent texts messages with incriminating linguistic features highlighted should be placed in strategic places in the market place	3.60	.50	SA
6	Encourage the use of mobile phones at learning centers (with moderation) to ensure the language teacher can help victims in real-time	3.60	.50	SA
7	Make sure educational material integrate cyber -crime literacy	3.50	.51	SA
	Cluster mean	3.27	.35	A

Keys: Nm= number of market women, \bar{x} =Mean, SD= Standard Deviation, SA= Strongly Agree, A=Agree, Dec=Decision

Data in table three above shows the responses of market lecturers on ways they think English language education can enhance cyber security. The mean score of the items were high and ranged from ($M = 2.90$ to 3.60). The cluster means of ($M = 3.27$) this indicates that there are viable ways of promoting cyber security literacy through language teaching. The standard deviations which range from ($SD = .40$ to $.50$) also show that the response patterns were similar and they were not far from the mean.

Discussion

From the findings of the study, it is clear that a great number of market women experience cyber insecurity. This is understood from results in figure 3 where 85% of market women agreed to have been victim of cyber threat whereas only 20% said they have never experienced it. This corroborates the assertion of Ogunsayo (2021) who reported that a great number of Nigerians have been victims of cyber-crimes. It is also clear that the phishing type of cyber-crime is more common among market women. This is because the respondents agreed to being phoned by unsaved numbers and requesting their bank details or other personal information. This is in line with the findings of Vidwans (2021) which reported that Nigerian scammers are fond of using phishing mechanisms to con their victims into revealing details to them.

The findings further reveal a preponderance of question deference, misspellings, poor punctuations, hasty conversations and topic control as the common linguistic features of the language used by scammers on market women. However, other linguistic features that had to do with writing were not identified as being common. This corroborates the findings of Blommnaert and Omoniyi (2006) which stated that most vulnerable users are not very literate and as such may not recognize grammatical errors that may point them to think a message is fraudulent.

Furthermore, the results of the study also show clearly that there are ways non-formal language teaching can enhance cyber security literacy among market women. The respondents agreed that, language education should be taken to the grassroots by holding seminars in open places. They also agreed that mass literacy jingles on radios and television that market women will listen to should be organized. Lastly, they agreed that stories on cybercrime should be integrated into reading comprehension activities so as to unravel patterns of crime to students. These are in tandem with the suggestion made by Klavan (2015) that organized and well implemented language teaching may aid in curbing the menace of cyber insecurity.

Conclusion

From the findings of the study, the following conclusions are hereby drawn about the roles of English language teaching in enhancing cyber security literacy among market women in Nigeria. Firstly, the prevalent cyber security threat faced by market women in Nigeria is phishing. The common linguistic features of cyber-crime used on market women include questioning, topic control, and conversation domination among others. Furthermore, non-formal language education can play significant roles in enhancing cyber security through the organization of language seminars and production of informative radio jingles that will educate these women properly.

Recommendations

In line with the findings of this study, the following recommendations were made:

1. Non-formal education literacy curriculum should factor in linguistic features of cybercrimes such as phishing
2. The Federal government should enforce the implementation of bi-weekly seminars in markets through the market leaders
3. Language teachers in training should be made aware of the linguistic features of cyber-crimes so that they can equip themselves on ways to teach adults
4. Since non-formal education can be got through other means aside the teacher, stories on cyber-crime should be included in reading comprehension in formal schools because children of these women that are in schools can learn about them and in turn educate their parents at home.
5. In the non-formal education centres, teaching of the writing skill should be emphasized and not watered down.

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Bridging The Inequality In Secondary School English Language Curriculum Delivery For Enhanced Security Consciousness Among Special Needs Learners In Enugu State, Nigeria

By

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Abstract

Contrary to the United Nations Sustainable Development Goals four and ten which advocate for inclusive and equitable quality education, as well as reducing inequality of any kind, the English Language curriculum delivery in Nigeria has remained exclusive and inequitable. Thus, this paper is aimed at identifying ways of bridging the inequality in English Language curriculum delivery for enhanced security consciousness among special needs learners. To achieve this objective, descriptive survey research design was adopted. Thirty special needs learners were sampled for the study. Data were collected using a 54-item questionnaire. Face validity and reliability of the instrument were determined. Methods of data analysis were mean and standard deviation. Result showed that English Language teaching in Nigeria does not accommodate the needs of special needs learners especially the hearing and visually impaired, in areas such as method, material and mode of assessment. It also revealed that bridging the inequality in English Language curriculum will lead to enhanced security consciousness among special needs learners. Hence, it was recommended, among others, that sign language should be made compulsory for all teachers, and that methods, materials and assessment measures should be adapted to suit the special needs learners.

Keywords: Inequality, English Language Curriculum Delivery, Security Consciousness, Special Needs Learners.

Introduction

Globally, insecurity has taken various dimensions. These include, terrorism, cybercrime, inter and intra national conflicts, as well as, personal insecurity, including self-doubt and other emotional disorders (Ndubuisi-Okolo, 2019). In Nigeria, the security challenges have reached an alarming stage. It cuts across the different sections of the country manifesting in various forms, including, farmers- herders conflict; Boko Haram insurgencies, armed robbery, kidnapping,

political/religious crisis, murder, militancy, child abduction (Ndubuisi-Okolo, 2019; Ojewole, 2021). The most worrisome is the recent abduction of school children by the terrorists, in the North, and the clash between the Nigerian Army and the Indigenous People of Biafra in the South East. These have put fear in parents as well as school children themselves. This becomes more complicated among the special needs learners, who as a result of their disability, may not have access to the necessary information needed to stay safe. On a more serious note is the fact that education which is meant to close this information gap, has not been very inclusive and equitable (Hayes & Bulat, 2017). This is contrary to the sustainable development goals four and ten which advocate for inclusive and equitable quality education, as well as reducing inequalities of any kind (United Nations General Assembly, 2015). The English Language curriculum delivery in Nigeria as stipulated in the curriculum is not left out in this trend. From the contents, materials, methods, assessment measures up to the way teachers are trained, inequality abounds. This has resulted in poor achievement, low sense of self, and above all, insecurity among the special needs learners. Hence, the need to find out ways of bridging the inequalities in English language curriculum delivery for enhanced security consciousness in special needs learners. Special needs learners are those group of learners/students who for one reason or the other have needs uncommon to others. The Federal Republic of Nigeria has two major classifications of special needs learners: first are learners with disabilities and second are those with special talents, that is, the gifted and talented learners (FRN, 2013). One major weakness with this classification is that even among learners with disabilities, there are those with special talents. These two set of learners are vulnerable to insecurity, both internally and externally, hence the need to raise their security consciousness.

Security is the state of physical, social and mental wellbeing and stability. It can be personal or national. According to Abah (2014), security is today used to refer to personal or national issues such as financial crime, information protection, burglary etc. Abah further sees security as those problems where people act deliberately to gain profit at the expense of others or, for other reasons such as inflicting harm on people. From the definition above, it can be seen that security can be personal or national and absence of either of them can result in insecurity, which is the state of physical or psychological instability. According to Choosing Therapy (2021), insecurity manifests as lack of confidence, anxiety and uncertainty. For the purpose of this paper, insecurity refers to those internal and external factors that can make one feel unsafe. Studies have identified peer/teacher attitude, poverty, unsafe learning environment, among other things

as causes of insecurity among special needs learners (Ojukwu, 2017; Pijl & Minnaert, 2012). However, instances of insecurity that special needs students in secondary schools in Enugu State experience and their possible causes are yet unknown. Thus, this study investigated instances of insecurity that special needs students in secondary schools in Enugu State may experience as well as the causes of insecurity among special needs learners. The study further explored the areas of inequality in English language curriculum delivery, with a view to finding ways of bridging it as this may likely influence learner's security. Inequality in English language exist when there is lack of equity and inclusion in its curriculum contents and pedagogical requirement. Equity is one of the ways of ensuring quality in education, and reducing failure (OECD, 2012; Chepngetich, 2015) To reduce inequality, The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) suggests the use of alternative means of communication such as sign language, text, Braille, tactile communication, big print, accessible multimedia as well as written, audio, plain-language, accessible information and communication technology, among others, in an inclusive classroom (2006). However, in Nigeria, teachers, including the English language teachers, do not seem to include these in their lessons, as adequate training is not provided, (Okereke, 2019). Hence, to provide quality English language education for special needs learners, there is need to bridge the inequality in English language curriculum delivery.

To bridge the inequality in English language curriculum delivery is to ensure that every component of English language teaching and learning is inclusive, qualitative and equitable. In other words, it accommodates the need of every learner, without compromising quality. A study by Egbe, Okereke, and Agbo (2020) shows that the Oral English curriculum does not accommodate the needs of students with visual impairment, which most of the time makes them to depend on others. Over dependence, on its own, is one of the leading causes of insecurity. Also, poor academic performance and self-doubt can also result in insecurity (Choosing Therapy, 2021). Hence, it becomes pertinent for teachers to adopt method/strategies that suit learners needs. Studies have shown that special needs learners perform better and believe more in themselves when strategies, materials and classroom are adapted to accommodate their learning needs (Bishaw, 2013; Maingi-Lore, 2016; Okereke, 2019). Therefore, English language teaching and learning in an inclusive classroom should be equitable to improve their academic performance and self-worth, which invariably would enhance their self-security and raise their security consciousness. Security consciousness is the state of being aware of security challenges and how to stay away from them. To be

security conscious, one requires adequate information about the forms of insecurity prevalent in one's surroundings. To make this information available and accessible to special needs learners, especially those with visual/hearing impairments, some of this information has to be integrated into the English language curriculum and ensure that its delivery is inclusive and equitable. In view of the above, therefore, this study is aimed at identifying the instances of insecurity that special needs students experience, their causes, areas of inequality in English language curriculum delivery, ways of bridging the inequalities, and how to enhance security consciousness among the special needs learners through English Language teaching and learning.

English language is a vital tool in the 21st century. It opens up a platform for the weaving of the contents useful for survival in today's world, and so, must be equitable. In other words, its teaching and learning should put into consideration the learning needs of all learners. However, this is not the case in Nigeria. A close look at the English language curriculum shows that most learners are not considered in its planning, development and delivery. The exclusion of sign language and braille in the curriculum and the inclusion of 90% visual oriented materials show that learners with hearing and visual impairments are not duly accommodated. This may have resulted in their poor achievement and low sense of self, which are likely causes of insecurity. Thus, this study seeks to find out ways of bridging the inequality in English language curriculum delivery for enhanced security consciousness among special needs learners, especially the visually and hearing impaired.

The study was guided by five research questions. They are as follows:

- 1) What are the instances of insecurity every special needs learner in secondary school experiences?
- 2) What are the causes of insecurity among special needs learners?
- 3) What are the areas of inequality in English Language curriculum delivery in secondary schools?
- 4) How can the inequalities in secondary school English language curriculum delivery be bridged?
- 5) How can the security consciousness among the secondary school special needs learners be enhanced through English language teaching and learning?

Method

This study adopted descriptive survey research design. This design allows for the behavior's, perceptions, state of affairs, to be described as they currently exist (Okwo, 2021). Using purposive sampling technique, this study sampled thirty

special needs learners across secondary schools in Enugu State. The instrument for data collection was a structured questionnaire titled “English Curriculum Delivery and Insecurity among Special Needs Learners' Questionnaire”. The questionnaire, which was developed by the researchers, consisted of five clusters numbered 1-5. The clusters were structured in line with the research questions. The questionnaire was made up of 54 items. The number of items in each cluster included: 9, 13, 8, 14, and 11, for the five clusters respectively. The items were arranged in four-point Likert scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). These were assigned weight as follows: SA = 4, A = 3, D = 2, SD = 1. The instrument was face validated by three experts from Language Education Unit, Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka. The internal consistency of the instrument was determined using Cronbach alpha, which yielded an overall reliability index of 0.93. The questionnaire was administered personally by the researchers. The data collected were analyzed using mean and standard deviations to answer the research questions. The real limits for the mean scores used for decision making in this study were set thus: 3.50 – 4.00 = Strongly Agree, 2.50 – 3.49 = Agree, 1.50 – 2.49 = Disagree and 0.50 – 1.49 = Strongly Disagree.

Results

Research Question One: What are the instances of insecurity every special needs learner in secondary school experiences?

Table 1: Mean and Standard Deviation of responses of visually impaired students on instances of insecurity every special needs learner in secondary school experiences

S/N	ITEM STATEMENT	\bar{X}	SD	DEC
1	I always want to be alone	2.33	1.02	D
2	I feel I am not as important as others without disabilities.	2.46	.97	A
3	I feel unsafe whenever I am with others	2.13	1.04	D
4	I cannot trust anybody.	2.06	.78	D
5	I lack confidence in myself.	1.80	.76	D
6	I always feel nervous.	2.40	.96	D
7	Nobody has ever done something to my satisfaction.	1.73	.69	D
8	Sometimes I feel like committing suicide.	1.60	.81	D
9	I am most times depressed.	2.66	1.09	A
	CLUSTER MEAN	2.13	.51	D

Keys: NS= Number of Students, \bar{x} =Mean, SD= Standard Deviation, D= Disagree, A=Agree, Dec=Decision

Table 1 presents the mean and standard deviation of responses of students on the instances of insecurity every special needs learner in secondary school experiences. The result shows that all items had low mean values except for items 2 and 9. The overall mean value of $M= 2.13$ shows that there are few instances of insecurity that special needs learners in secondary school experience. The standard deviation that ranged from ($SD = .51$ to 1.04) also supports the idea that special needs learners have less instances of insecurity.

Research Question Two: What are the causes of insecurity among special needs learner in secondary school?

Table 2: Mean and standard deviation of responses of special needs students on the causes of insecurity among special needs learner in secondary school

S/N	ITEM STATEMENT	\bar{X}	SD	DEC
10	Poor performance in English language.	2.06	.78	D
11	Unfair treatment by teachers	2.86	.73	A
12	Difficulty accessing reading materials	3.13	.89	A
13	Lack of assistive technologies	3.33	.60	A
14	Relationship with my English language teachers	2.60	.49	A
15	Lack of family support	2.80	.99	A
16	Difficulty accessing the classroom	3.13	1.04	A
17	School stress.	3.40	.49	A
18	Teachers' attitude.	3.33	.71	A
19	Denial of right	3.33	.88	A
20	Difficulty as a result of my disability	3.40	.81	A
21	Level of crime in the society.	3.21	.78	A
CLUSTER MEAN		3.05	.38	A

Keys: NS= Number of Students, \bar{x} =Mean, SD= Standard Deviation, D= Disagree, A=Agree, Dec=Decision

The result in table 2 contains the mean and standard deviation of responses of special needs students on the causes of insecurity among special needs learners in secondary school. The result shows that apart from item 1, all items had high mean values that ranged from ($M = 2.80$ to 3.40). The standard deviation that ranged from ($SD = .38$ to 1.04) also shows that the responses were similar and were not also far from the mean. The cluster Mean of 3.05 shows that there are several causes of insecurity for special needs learners in secondary schools

Research Question Three: What are the areas of inequality in English language curriculum delivery in secondary schools?

Table 3: Mean and standard deviation of responses of special needs students on the areas of inequality in English language curriculum delivery in secondary schools

S/N	ITEM STATEMENT	X	SD	DEC
22	English language curriculum objectives are planned without considering the needs of all learners, especially, those with special needs.	3.33	.80	A
23	English language lesson Contents do not include braille and sign language	3.40	.89	A
24	Learners with special needs are not allowed to participate in English language class activities.	2.06	.69	D
25	Materials meant for the teaching of Oral English do not accommodate the needs of special needs learners especially those with visual/hearing impairments.	3.46	.62	A
26	Methods of teaching English language do not accommodate the needs of all learners, especially the special needs learners.	3.33	.71	A
27	Mode of assessing English language is mostly through paper and pencil which makes visually impaired students to depend on others to access the questions.	3.46	.62	A
28	English language teachers are not trained on how to teach learners with disabilities, especially those with hearing and visual impairments.	3.46	.62	A
29	Assistive technologies are not integrated in English language lesson.	3.60	.49	SA
CLUSTER C MEAN		3.26	.46	A

Keys: NS= Number of Students, x=Mean, SD= Standard Deviation, SA= Strongly Agree, A=Agree, Dec=Decision

Table 3 shows the mean and standard deviation of responses of special needs students on the areas of inequality in English language curriculum delivery in secondary schools. The result shows that apart from item 24 which had a mean score of M=2.06, all items had high mean values that ranged from (M = 3.26 to 3.46). The standard deviation that ranged from (SD = .62 to .80) also shows that there is inequality in English language curriculum delivery. The cluster mean of 3.26 indicates that there are areas of inequality in English language curriculum delivery in secondary schools

Research Question Four: How can the inequality in secondary school English language curriculum be bridged?

Table 4: Mean and standard deviation of responses of students on how the inequality in secondary school English language curriculum be bridged?

S/N	ITEM STATEMENT	X	SD	DEC
30	In planning and setting lesson objectives, English language teachers should consider the needs of all learners.	3.66	.47	SA
31	English Language lesson contents should be planned, developed and delivered by teachers and learners to ensure that learners needs are met.	3.73	.44	SA
32	Every learner should participate in class activities, including learners with disabilities/ special needs.	3.66	.47	SA
33	Materials should accommodate the learning needs of every learner.	3.86	.34	SA
34	Methods are to be modified to suit every learner, including those with special needs.	3.80	.40	SA
35	Teachers of English language should be trained to practice inclusiveness in their class.	3.86	.34	SA
36	Modes of assessing English language should be adapted to suit the needs of every learner, including the special needs learners.	3.73	.44	SA
37	Teaching and learning of English language in secondary schools should be participatory.	3.66	.47	SA
38	Teachers attitude towards learners should be positive.	3.73	.44	SA
39	Inclusive English language classroom should be promoted.	3.86	.35	SA
40	ICT should be integrated into English language curriculum delivery.	3.60	.49	SA
41	Tactile materials should be made available, as much as visual and auditory materials.	3.80	.40	SA
42	Text books should be made available in braille, audio and digital formats for those who cannot read prints.	3.80	.40	SA
43	Learning environment should be adapted to meet the needs of all learners, especially those with special needs.	3.86	.34	SA
	CLUSTER D MEAN	3.76	.25	SA

Keys: NS= Number of Students, x=Mean, SD= Standard Deviation, SA= Strongly Agree, A=Agree, Dec=Decision

Data presented in table four shows the mean and standard deviation of responses of students on how the inequality in secondary school English language curriculum can be bridged. All items had very high mean scores that ranged from (M=3.60 to 3.86). The cluster mean value of M=3.76 shows that students strongly agreed on the ways that inequality in secondary school English language curriculum can be bridged

Research Question Five: How can the security consciousness among the secondary school special needs learners be enhanced through English language teaching and learning?

Table 5: Mean and standard deviation of responses of students on how security consciousness among the secondary school special needs learners can be enhanced through English language teaching and learning.

S/N	ITEM STATEMENT	\bar{X}	SD	DEC
44	Integration of sign language in the English language curriculum content	3.66	.47	SA
45	Training teachers to use sign language	3.46	.50	A
46	Inclusion of IPA braille in English language curriculum.	3.53	.50	SA
47	Reengineering English language curriculum to accommodate passages, such as, security and nation building	3.40	.62	A
48	Introducing activities that will promote security consciousness in learners.	3.66	.47	SA
49	Giving learners projects that will require them to investigate the state of insecurity in their locality.	3.20	.99	A
50	Using technology in teaching as a way to expose learners to different crimes in the cyber space and how to identify them.	3.66	.47	SA
51	Making learners aware of safety measures using role plays.	3.53	.50	SA
52	Teaching English language through content based instruction.	3.60	.49	SA
53	Integration of security issues in content areas such as, Reading comprehension and vocabulary.	3.53	.50	SA
54	Talking special needs learners into believing in their ability to perform well in English language.	3.53	1.04	SA
CLUSTER E MEAN		3.52	.36	SA

Keys: NS= Number of Students, \bar{x} =Mean, SD= Standard Deviation, SA= Strongly Agree, A=Agree, Dec=Decision

Result on table five contains the mean and standard deviation of responses of students on how the security consciousness among the secondary school special needs learners be enhanced through English language teaching and learning. With mean values ranging from (M=3.20 to 3.66), it is clear that all items had high mean values. The cluster mean of M=3.52 shows a high agreement to the ways security consciousness among the secondary school special needs learners can be enhanced through English language teaching and learning. The standard deviation that ranged between (SD=.36 to 1.04) indicates that the responses were similar and was also not far from the mean.

Discussion

The study shows that every special needs learner in secondary school experiences one form of insecurity or the other especially at the personal level. The high mean score recorded by items 2 and 9, indicates that low sense of self and depression are the mostly experienced forms of insecurity among special needs learners. This is worrisome because it shows that their emotional and mental well-being is poor. This result agrees with the study of Egbe, Okereke and Agbo (2020) which found that the non-integration of IPA braille in Oral English Curriculum leads to low self-efficacy and self-esteem among learners with visual impairment. Also, it corroborates the view of Choosing Therapy (2021) that every person experiences insecurity resulting in self-doubt, anxiety, and other psychological disorders. The good news is that, as shown by the findings of this study, the level of insecurity among special needs learner is minimal.

Furthermore, the study found that a number of factors, such as teachers' attitude, school stress, difficulty accessing reading material and the classroom, lack of assistive technologies, crime in the society, among other things, are responsible for the insecurity being experienced by special needs learners in secondary schools. These findings do not differ with the findings of Ojukwu (2017) and Pijl & Minnaert (2012) which found attitude of peers and that of the teachers, as well as unsafe learning environment as having negative influence on special needs learners. This reveals that although special needs learners are included in mainstream schools, not much effort is being made to accommodate their learning needs. This agrees with the study of Maingi-Lore (2016) which showed that lack of reasonable accommodation and adaptation are major factors that affect students with disabilities in schools. Again, the study found that special needs learners do not consider poor performance in English Language as one of the causes of insecurity for them. The finding disagrees with Choosing Therapy, which believes that poor academic performance is one of the causes of insecurity. The findings of the study also revealed the various areas of inequality in English Language curriculum delivery in secondary schools. It indicates that special needs learners are allowed to participate in class activities, including tests and assessment, but their needs are not considered in the planning, development and delivery of English Language Curriculum. This has made the English Language curriculum delivery to be exclusive and inequitable. Thus United Nations Convention on the Rights of Persons with Disabilities suggests that alternative means of communication, such as sign language, be adopted by teachers to ensure full inclusion of all learners (UNCRPD, 2006). This shows that special

needs education in Nigeria is still at the segregated and integrated stages. In other words, inclusive education is still more of a policy than a practice.

To bridge these inequalities, the study found that special needs learners strongly agreed with the suggestions made in table 4. This indicates that methods, materials, learning environment as well as teacher quality are made to suit and reasonably accommodate special needs learners, especially the hearing and visually impaired (Bishaw, 2013; Maingi-Lore, 2016; Okereke, 2019). This is based on the study by Okereke (2019) which reveals that instructional strategies, when modified, do not only improve special needs learner achievement in English Language, it also improves their self-efficacy. The Descriptive Illustrative Strategy, as adopted by Okereke, is a modified strategy, which combines oral description and tactile material, with the aim of helping visually impaired students to have a mental picture of English phonetic symbols. This by implication means that teachers are to modify existing methods and strategies depending on the needs of learners in the class.

Finally, the findings of the study reveal that the security consciousness in special needs learners can be enhanced through English Language curriculum delivery. This is evinced in their unanimous agreement on how this can be made possible. The special needs learners agreed with UNCRPD (2006) which identified sign language, braille, large prints, information and communication technology, as alternative means of communication which must be made available in an inclusive classroom. Again, the result of the study showed that inclusion of security information in English Language content and talking special needs learners into believing in themselves are possible ways of raising their security consciousness.

Conclusion

In line with the findings of this study, the following conclusions are hereby drawn: First, low sense of self and depression are instances of insecurity most special needs learners in secondary school experience; second, causes of insecurity among special needs learners in secondary schools are multifaceted; third, there is inequality in almost every component of secondary school English Language curriculum delivery; fourth, the inequality in secondary school English Language curriculum delivery can be bridged by ensuring that all learners are accommodated, and finally, security consciousness among special needs learners can be enhanced through English Language teaching and learning. These by implication, means that security challenges in Nigeria

especially among the special needs learners can be mitigated by raising their security consciousness through English Language curriculum delivery. Hence, the need to bridge the inequality in secondary school English Language curriculum delivery for enhanced security consciousness among special needs learners, especially the hearing and visually impaired.

Recommendations

Based on the findings, the following recommendations were made:

1. Inclusive education as stipulated in the National Policy on Education, should be practised.
2. Teacher preparation institutions should integrate sign language in their teacher training contents.
3. Sign language should be made compulsory for all teachers, including the English Language teachers.
4. Methods, materials and assessment measures should be adapted to suit the special needs learners.
5. Braille assistive technologies, and other ICT facilities should be provided in inclusive schools.
6. Mental health of special needs learners should be monitored by ensuring that their academic needs are met.

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Roles of Classroom Teachers in Combating Security Challenges in Nigeria.

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Abstract

The ravaging occurrence of cases of insecurity in Nigeria today have become a nightmare in such a way that combating it has gone beyond what national and local security operatives can handle. This study took the classroom/school environment as a micro environment where security challenges can be tackled or managed. It investigated security challenges in secondary schools, and the role classroom teachers can play to reduce or even curb these challenges. The study adopted a descriptive survey design, and guided by three research questions and three hypotheses. It sampled 120 classroom teachers from Owerri Educational Zone I of Imo State using self-constructed questionnaire for data collection. The study also employed mean and T-test for data analyses. From the analyses, classroom teachers affirmed that cultism, in-take of hard drugs, vandalism, theft among others were prevalent in secondary schools. Teachers also acknowledged they have unalloyed responsibilities in maintaining a safety/positive school climate. The study recommended that classroom teachers should be proactive in identifying misbehaviours among students early enough, and building a warm and positive school climate as well as mentoring and nurturing students as their surrogate parents. School managements together with teachers should take counseling and discipline as part of curriculum and ensure that sanity and orderliness become a part of school ethos.

Introduction

Insecurity in Nigeria has become so alarming that there is no day the media would not report multiple cases of crimes at different locations of the country. The number of violent crimes such as kidnappings, ritual killings, carjacking, suicide bombing, religious killings, politically motivated killings and violence, ethnic

clashes, armed banditry and others has increasingly become the regular signature that characterizes life in Nigeria since 2009 (Imhonopi & Urim cited in Onifade, Imonopi & Urim, 2013). In the bid to localize these security threats, Agaptus cited in Nweke and Nwachukwu (2014) declares that the country's nascent democracy is being tested by rampant crime and an unprecedented campaign of terror such that in the south, civil unrest threatens safety and stability; to the east, gangs who kidnap expatriates for ransom lie waiting on the roads, in bars and cities; and to the north, the Islamic terrorist group called Boko Haram is growing both in number and brutality, hence the group has posed brazen challenges to the government and issued ultimatum "leave or die" to Christians living in the north, and the confidence that the government can protect the people is at all-time low. There is no part of the country that is not known for a particular dominating crime against humanity.

The devastating effects of these social problems are immeasurable. Onifade et.al (2013) observe that security threats have assumed formidable dimensions forcing the country's political and economic managers and, indeed the entire nation to rue the loss of their loved ones, investments and absence of safety in most parts of the country. The nation's integration is not only jeopardized, insecurity has created the ecology of fear, disquietedness and anxiety, and has also truncated industrial and infrastructural development. Other consequences identified by Usman and Matthew (2014) are: close down and low operation of existing companies leading to unemployment; close down and reduction of admission to educational institutions in some part of the country; reduction of National Youth Service Corps members to some parts of the country which is unhealthy to the objectives of the scheme; reduction of direct foreign investment in tourism; discouragement of entrepreneurial development in many parts of the country, and loss of respect for Nigerians.

It may not sound true to say that efforts are not being made to combat these vicious traits to security of lives and properties in Nigeria. The truth is that a commensurate and proactive approach has not been adopted. Nweke and Nwachukwu (2014) affirm that the government's supposed superior force has not rolled back the menace of insecurity which creates the impression that the government is not doing enough to secure the people. In other words the use of security operatives in combating insecurity in Nigeria has not yielded the desired result. The chauvinism, injustices and insincerity observable among crime fighters and the judiciary system in prosecuting those who perpetrate these crimes against security of lives and properties, sometimes reveals the government's lukewarm attitudes towards fighting crimes. Thus, criminals

sometimes are no longer scared of security operatives. They even prefer handing them over to crime fighters to jungle justice meted on them by angry mob. Invariably, the congruous rise in insecurity has continued to be a routine worry to every patriotic citizen. The different instance of insecurity in Nigeria have thrown up the need for all and sundry to be more retrospective, introspective, and proactive on issues of national security so as to arrest the negative drift currently impacting our national psyche (Orikpe, 2013).

Conspicuously, the alarming rate of insecurity in Nigeria has made it a common worry that every citizen is obliged to make an input towards remedying it irrespective the citizen's ethnic, religious and gender biasness. The citizens' gender, unlike ethnicity and religion which may be assumed prejudicial, should be insignificant in the fight against insecurity. Mathias (2013) asserts that there is nothing in the definition of national security that makes it strictly man's affairs. It will be more proactive if gender mainstreaming approach is adopted at any established medium of fighting against insecurity in Nigeria. This approach according to the United Nations (1997) makes women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally. Relatively, since the devastating effect of insecurity is not determined by the citizens' gender, the fight against it should not be gender bias. Thus, impartial cognisance of the physiology, strength, ability and human resources that can be harnessed from gender should be objectively weighed towards combating national and individual insecurity.

Lending credence to the inefficacy of military forces in combating insecurity in Nigeria, there is a dire need to understand that education has a symbiotic relationship with security. Alemika (2015) states that insecurity undermines education and absence or poor quality education for citizens constitute a constraint on capacity for sustainable security in multifaceted dimensions encapsulated in human security framework. The writer further explains that education empowers individuals and liberates citizens from ignorance, prejudice, bias, superstition, manipulation by people who claim to have superior knowledge. In Nigerian context, majority of crime committed against human such as religious and ethnic unrest, are induced by perpetrators' ignorance, prejudice, superstition, and manipulation by vicious and selfish leaders. Therefore, drawing stance from this function of education, the onus lies on the teacher's dispositions, manipulation of skills and materials, as well as approaches/methods of teaching to bring about a change in the learners' behaviour. It behooves on the teacher as the learner's surrogate parent to design his/her curricular and non-curricular activities to engender moral values, respect

for one another and opinions, tolerance and ability to live together etc. Onifade et.al (2013) add that regenerating the moral value and codes that should guide the actions and behaviour of citizens is an urgent task that must be done to safe-guard the future of the country and raise passionate and ethical citizens committed to the welfare and betterment of Nigerian and Nigeria. The class teacher is expected to create awareness of most of the social vices or cases of insecurity in the class. Oyeleke and Aluko (2013) assert that awareness about these evils should be created through classroom teachings with attendant possibility of eliminating social problems. Thus, the classroom teacher has tremendous roles to play. This study pays attention to those roles of the class teacher which are expected to promote security of lives and properties within the school environment and outside the school. Also, the concepts of national security and roles of teachers in the school and in the society are reviewed for readers' discernment.

National Security

Security of a nation is determined by safety of her citizens against any form of threat that undermine their wellbeing. It is any mechanism deliberately fashioned to alleviate the most serious and immediate threats that prevent people from pursuing their cherished values (Audu, Ajibola & Muhammed, 2014). Wolfer (1962) asserts that security measures the absence of threat to acquire values; in subjective sense, the absence of fear that such values will be attacked. According to Adebakin (2012), security is seen as freedom from danger or threats, and ability of a nation to protect and develop itself, promote and cherish values and legitimate interests and enhance the well-being of its people. Sobola and Sotoyinbo (2011) identify these threats by defining security as protection or safety of people against all kinds of molestation from external/military attacks, economic want, poverty, illiteracy, disease, ill-health, political humiliation or suppression, social exploitation and criminal acts. This definition sees security of a nation beyond military/external attacks on the nation; security to them encompasses safety and freedom from physical, political, economic, socio-economic or psychological dangers or attacks. Invariably, a nation's security is dependent on the ability of her government and stakeholders to contend those threats inimical to her citizens' freedom to live and fulfill their desired and legitimate goals in life. Aliyu cited in Nweke and Nwachukwu (2014) affirms that a nation's security is determined by her state of reduced or contained threats and tension in which her stability is not in an imminent danger of disruption from within and without. Therefore, effective security in Nigeria determined by her citizens' protection and safety against kidnappings, ritual killings, carjacking, suicide bombings, religious killings, politically-motivated killing and violence,

ethnic clashes, armed banditry and others.

Teachers' Role and Responsibility

Roles of teachers are multifaceted as long as the society philosophizes that education would bring a change in human behaviours. Leaning on most nations' philosophies of education, and the fact that education is the process of learning to live as a useful and acceptable member of the community to which he belongs (Farrant cited in Onyemerkenya, 2002), the teacher who is ineluctably instrumental to the actualization the supposed philosophies and objectives has a tremendous roles to play. The teacher plays different roles including such sub-roles as those of instructor, judge, moralist, legislator, policeman, counselor, agricultural officer, friend, priest and many more (Hoyle, Kelly & Datta cited in Banda & Mutambo, 2016). In the school, the teacher according to Onyemerkenya (2002) is an academic specialist, a methodologist, a character trainer, a counselor/confidant, a curriculum developer/director of learning, a diagnostician, a facilitator, a manager/administrator, a motivator and reinforcer, an evaluator, a public relation officer, and a professional. In the community, teachers are seen as moralist, a mass communicator, a community reliable representative. Banda and Mutambo affirm that a teacher is a community representative acting on behalf of the same community in the development and formation of next generation of adults. The public image of a teacher in most society is of a pedantic, sober, and morally impeccable person (Hoyle, 1969). The totality of the roles teachers play is anchored on bringing about a change in learners or citizens behaviours.

Lending credence to the enormous roles of the teacher, as well as acknowledging the fact that education is the aggregate of all processes by which a child or a young adult develops the ability, attitudes, and other forms of behaviours which are of positive value to the society, the teacher has a remarkable function to groom and inculcate healthy habits, moral values and codes into the learners/citizens. UNESCO (2017) acknowledges that many potential threats to students' emotional, cognitive and physical safety can be lessened through proper classroom management and consistent procedures. In other words, a teacher who realizes this, would know that it behooves on him/her to maintain safety classroom/school environment, which if sustained at all levels of education would metamorphose into safety society. UNESCO (2011) affirms that the classroom is the best place for students to learn to share and respect other students. Thus, engaging students in safety process within and outside the classroom is vital in creating proper safety procedures, and helps to ensure that procedures are sustained, even when teachers are not present. Most of the classroom management and consistent procedures tend to crystallize the roles of

the teacher in a maintaining safe learning environment, which propagate a secured society:

- Proactive discipline that helps to avoid behavioural issues before the start,
- Re-active discipline that conveys caring and promotes understanding,
- Building relationship with and getting to know your students,
- Discipline issues must be handled in a positive manner,
- Corporal punishment should be avoided,
- Discussion of issues such as violent extremism in community can also help to ease tension or fear among students,
- Being kind and polite to students and staff,
- Being enthusiastic about your subject and patience with your students as they learn. If a teacher loses his or her patience with students, they will lose patience with each other and may engage in conflict, and
- Being gender and ethnically balanced to avoid favouritism (UNESCO, 2011).

The procedures above are sole responsibilities of the class teacher because among other stakeholders in education, it is only the class teacher that systematically develop and cultivate the natural powers of students through communication of ideas, skills and knowledge.

The increasing rate of violent crimes in Nigeria seems to defy the measures put in place by both past and present government. Aside kidnapping, ritual killing, ethnic classes and other crimes against humanity, Boko Haram crisis alone has claimed more lives than the current world pandemic COVID-19. Bankong-Obi cited in Nweke and Nwachukwu (2014) affirms that the sheer number of death arising from bomb attacks orchestrated by the Boko Haram far outstrips any other cause of death in Nigeria including pandemic. The worries about how to fight against these ugly situations threatening safety of lives and properties of Nigerian citizens, as well as economic, infrastructural, and socio-economic developments, has subjected every patriotic citizen of the country to critical a brainstorm with the view to finding a more productive approach to curb the menace. From educational stance some efforts have been made though significant result has not been observed. Apart from the structural changes in the system of education 6-3-3-4 to 9-3-4, there were fundamental restructuring in the content. Topics such as women trafficking, drug abuse, corruption, poverty, HIV/AIDs were articulated into the curriculum (Oyeleke & Aluko, 2012). It is on the basis of all these that this

study investigated the position of a class teacher as a crime fighter, since the desired transformation in learners' behaviours is determined by his/her roles and responsibilities in the class. This investigation is therefore, a quest to find a more proactive and productive approach to reducing the rate of insecurity in Nigeria. Specifically, the study seeks to determine:

1. prevalent security challenges in secondary schools.
2. the roles classroom teachers can play to curb security challenges in secondary schools.
3. classroom teachers' dispositions in taking up the responsibility.

The study is guided by the following questions:

1. What are the threats against safety of staff and students in secondary schools?
2. What are the roles and practices expected of a class teacher to curb these safety threats?
3. What are the dispositions of class teachers in promoting safety in schools?

The following hypotheses were also tested

Ho1: There is no significant difference between the mean ratings of male and female teachers on the threats against safety of students in secondary.

Ho2: There is no significant difference between the mean ratings of male and female teachers on the roles expected of the classroom teacher in curbing these safety threats.

Ho3: There is no significant difference between the mean ratings of male and female teachers on the dispositions of class teachers in promoting safety measures in secondary schools.

Methodology

The study adopted a descriptive survey design. 120 classroom teachers formed the sample size of this study. The sample size was drawn using stratified and simple random sampling techniques. 1240 teachers in the 68 secondary schools in Owerri Educational Zone I were stratified into two: male and female. Out of each stratum, 10% of the population was sampled using a hat and draw method to get 57 male teachers and 67 female teachers. The researchers used a self-constructed questionnaire to collect data. The instrument was designed using Likert 4-points structure (Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1)), it was validated by two experts from departments of Educational Foundation and Measurement and Evaluation. Also a reliability coefficient of 0.85 was established through Pearson Product Moment Correlation after a two-time administration done at two weeks' interval. Data collected were analyzed a criterion mean score of 2.5 to determine acceptance

and rejection of a response (accept > 2.4 < reject). The research hypotheses were analyzed using T-test.

Findings and Discussion

R.Q. 1: What are the threats against safety of staff and students in secondary schools?

Table 1: Means of Threats against safety of staff and students in secondary schools

S/N	Statements	\bar{x}	Decision
1	Secret cult activities are prevalent in our school.	3.0	Accepted
2	Some of my students take hard drugs	2.9	Accepted
3	Cases of bully are regular in our school.	3.0	Accepted
4	Some students quarrel or fight as a result of interfaith/religious discrimination.	2.4	Rejected
5	Some students discriminate other due to social class distinction.	2.7	Accepted
6	Some of our students use to vandalize school properties	2.9	Accepted
7	Several cases of theft are reported at interval in our school.	2.9	Accepted
8	Cases of disobedience to school signs, safety rules and regulations are reported daily in my school.	2.8	Accepted
9	Sometimes cases of rape are reported by students in our school.	2.6	Accepted
10	Incidents of homosexuality or lesbianism are sometimes recorded.	2.6	Accepted

Note: N – 120, \bar{x} = mean

Data in table 1, with the exception of statement 4 whose mean score is below 2.5 indicates that teachers' responses to other statements confirmed that secondary schools in Nigeria are threatened by secret cult activities, consumption of hard drugs, bullying of students, vandalism, theft, disobedience to certain safety rules and signs, rape, and homosexuality and lesbianism. Teachers' observation of interfaith/religious discrimination is not significant as shown in the mean score of 2.4 which is below the criterion mean. Their responses on statement 4 could be determined by the location of the study which is mainly dominated by one religion (Christianity). Invariably, judging by the average mean (2.8) of the classroom teachers' responses which is also above the criterion mean, all the identified threats against safety are evident in Nigeria secondary schools.

R.Q.2: What are the roles expected of the classroom teachers in curbing these safety threats?

Table 2: Means of Roles of classroom teachers in curbing safety threats

S/N	Statements	\bar{x}	Decision
1	I am supposed to communicate the dos and don'ts of my class on the first day I enter a new class.	3.1	Accepted
2	I am expected to set goals and foster values like cooperative learning, group cohesion, mutual trust and respect among students within and outside the classroom.	3.1	Accepted
3	I should contribute meaningfully towards making proper plans for emergencies in my school.	3.1	Accepted
4	I am expected to maintain gender and ethnic balance in my classroom.	2.8	Accepted
5	It behoves on me to watch out for warning signs of negative behaviours among students within and outside the classroom.	2.9	Accepted
6	I am expected to be aware of environmental risk factors surrounding my students and draw instances from their causes and consequences during class instructions.	2.8	Accepted
7	I am expected to foster positive relationship: student – teacher, student– student and student – staff.	3.0	Accepted

8	I am expected to maintain kindness, politeness and empathy while interacting with my students.	2.9	Accepted
9	I am supposed to carryout psychoanalysis of students in my class to determine their dispositions during class instruction.	2.4	Accepted
10	For any reoccurring negative behaviour in a student, I am expected to partner with the student's parents, other teachers and classmates to ensure that adequate check is given.	2.9	Accepted
11	It is my duty to invite students who erred in my class lesson to ascertain why they misbehaved and counsel them or refer them to the school counselor.	2.8	Accepted
12	Before administration of punishment (corporal should be avoided), I am supposed to give the erring student convincing reasons for punishing him/her.	2.8	Accepted

Note: N – 120, \bar{x} = mean

Data in table 2 above has 12 statements indicating roles and responsibilities of classroom teachers towards ensuring good learning environment devoid of threats against safety of students and members of the school community. With the exception of statement 9 which its mean score is slightly below the criterion mean (2.5), teachers' responses to other statements as indicated in their respective mean scores show that they acknowledge the various roles as a part of their classroom activities.

R.Q3: What are the dispositions of classroom teachers in promoting safety measures in secondary schools?

Table 3: Means of Dispositions of classroom teachers in promoting safety measures in Secondaryschools

S/N	Statements	\bar{x}	Decision
1	I feel satisfied and fulfilled when my students drop bad habits	3.0	Accepted
2	I neglect some negative behaviours exhibited by students especially when they are not meted on me.	3.1	Accepted
3	I feel disgust and carefree at unruly attitudes of some students, and always blame their parents.	2.6	Accepted

4	I feel dutiful reproaching or counseling a notorious bad student.	3.1	Accepted
5	Students who consistently err deserve kindness and sympathy, they should be expelled.	2.6	Accepted
6	I do bother how students feel about or react to my attitude towards them	2.8	Accepted
7	I always give attention to my students' emotional states in my class	2.8	Accepted
8	Only the bright students in my class gain my attention and are regularly rewarded	2.7	Accepted
9	Discipline and reproaching of erring students should be every teacher's concern.	2.6	Accepted
10	I feel free to relate certain cases of students' disorderly behaviours with my colleagues	2.8	Accepted

Note: N – 120, \bar{x} = mean

Table 3 inquired about classroom teachers' dispositions to carrying out certain responsibilities that will bring about a positive classroom/school climate. Teachers' responses on the table seems contradictory. They tend to show empathy and care on students' negative behaviours in statements 1, 4, 5, 6, 7, 8, 9, 10 but their responses to statements 2 and 3 negate their earlier positions. They tend to be mindful and selfish with the extent of commitment they make towards correcting badly behaved students. This could be due to the amount of satisfaction they get from the job or the institutional commitment in maintaining positive school climate.

Test of hypotheses

Ho1: There is no significant difference between the mean ratings of male and female teachers on the threats against safety of students in secondary.

Table 4: Mean and Standard deviation on the threats against safety of students in secondary

Gender	N	Mean	Sd	df	-t cal	P(0.005)	Decision
Male	53	5.76	0.56	118	1.00	1 < 2.01	Accept
Female	67	5.48	0.52				

The result in table 1 shows the calculated t-value is less than the table value (t-cal= 1.00 and table = 2.10). Hence it is concluded that there is no significant difference between male and female teachers' responses on the presence of threats against safety of students in secondary schools.

Ho2: There is no significant difference between the mean ratings of male and

female teachers on the roles expected of the classroom teacher in curbing these safety threats

Table 5: Mean and standard deviation on the roles expected of the classroom teacher in curbing these safety threats

Gender	N	Mean	Sd	df	t-cal	P(0.005)	Decision
Male	53	5.96	0.58	118	1.09	1.09 < 2.01	Accept
Female	67	5.72	0.56				

The result in table 2 shows the calculated t-value is less than the table value (t-cal= 1.09 and t-value= 2.01). This implies that there is no significant difference between male and female teachers' responses on the roles expected of the classroom teacher in curbing these safety threats.

Ho3: There is no significant difference between the mean ratings of male and female teachers on the dispositions of class teachers in promoting safety measures in secondary schools.

Table 6: Mean and standard deviation on dispositions of class teachers in promoting safety measures in secondary schools

Gender	N	Mean	Sd	df	t cal	P(0.005)	Decision
Male	53	5.42	0.47	118	1.09	1.09 < 2.01	Accept
Female	67	5.37	0.43				

The result in table 3 shows that t-value is less than t-cal (1.15) and t-value (2.01). This shows that there is no significant difference between male and female teachers' responses on the dispositions of class teachers in promoting safety measures in secondary schools.

Discussion

Responses from teachers reveal that most secondary schools in Nigeria experience safety threats. Leaning on the saying that the immediate problem that confronts Nigeria today is that of relating her educational system to her own environment (Olaitan, 2007), it becomes obvious that some of the threats against safety of classrooms and school environment transform to insecurity in the larger society. Most students leave school with some of these negative behaviours to the larger society. Thus, a reduction or containment of these threats in schools would significantly bring about relative peace, stability and terror-free society. Teachers consented to the roles/practices to curb insecurity as a part of their classroom activities. Most of these practices, if effectively done will not only enhance pedagogy, it will also promote positive school climate which suggests a desirable pattern of norms, goals, values, interpersonal relationships, teaching

and learning practices, and organizational structures that work together to create a general “mood” on a school campus (UNESCO, 2017). Also, UNESCO affirms that such positive school climate will serve as a method of risk prevention and lessen effects of socio-economic disparities, lesson violence and harassment, and achieve greater academic outcome. Significantly, Teachers should realize that apart from teaching knowledge to children, it behooves on them to set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. By so doing, education in Nigeria will take its course of producing tolerant and civil citizens who are able to understand and live with people from different economic, religious, ethnic and cultural backgrounds and other forms of identities (Alemika, 2015).

Classroom teachers' dispositions as reflected in their responses in table 3 seem to be dependent on job satisfaction and institutional commitment to maintenance of positive school climate. This is related to the assertion of Almeida, Faisca and Jesus (2012) that job satisfaction and organizational commitment are important attitude for success of organization because they influence certain individuals' positive behaviours that have positive repercussions for the organization. Thus, if a positive school climate is maintained and teachers find their jobs satisfactory, teachers' positive dispositions in promoting safety measures in secondary schools are guaranteed.

In summary, the position of classroom teachers in molding learner's character is ineluctable. In view of that, they are expected to be religious and judicious in taking up responsibilities toward learners' all round development. Hoyle (1967) affirms that the public image of a teacher in most societies is of a pedantic, sober, and morally impeccable person. Therefore, every classroom teacher is expected to take up indefatigable responsibilities towards producing individuals who would live effectively and efficiently in the society and contribute to its growth and development.

Conclusion

From the findings of this study, secondary schools in Nigeria are challenged by insecurity, and classroom teachers are aware of positive practices that can combat the situation at that level of education. But teachers' dispositions towards taking up the fight against insecurity are dependent on job satisfaction and schools authorities' commitments in maintaining positive school climate. Classroom teachers should know that security challenges in the society is a collective responsibility of all and sundry. They should embrace the

responsibility and judiciously work towards maintaining a safe and positive school environment which will certainly metamorphose into a safe society.

Recommendations

The following should be taken into considerations:

1. Classroom teachers should take their school responsibilities beyond communication of knowledge, and be more proactive in identifying misbehaviours among students early enough before such behaviour would be a way of life.
2. Adequate and sustainable counseling and disciplinary measures should be put in place by combined efforts of the classroom teachers, school management, ministry of education and parents.
3. Secondary school managements and classroom teachers should take students' counseling and discipline as a part of the curriculum, and ensure that sanity and orderliness become part of school ethos.
4. Classroom teachers should tenaciously uphold the responsibilities of building a warm and positive school climate, mentoring and nurturing students as their surrogate parents. They should be enthusiastic about their job and be patient with their students as they learn.
5. The school managements should put in place proper plans for emergencies in case of unforeseen threats against school security.

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The Nature and Potency of Senior Secondary School Civic Education Curriculum in Curbing Security Challenges in Nigeria

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Abstract

For more than a decade, Nigeria has been facing serious security challenges. In an effort to set the country free from the shackles of insecurity, it has become very urgent to cultivate a culture of peace and security consciousness through education so as to inculcate and promote civic virtues among Nigerian citizens. Recognizing the importance of Civic Education as a vital tool for peaceful and security development of Nigeria, the federal government in 2007, directed that the teaching of Civic Education should be re-introduced in schools. Against this background, this paper, examined the nature and potency of senior secondary school Civic Education curriculum in curbing security challenges in Nigeria. It discussed the concept of Civic Education, security and national security. It also examined the nature, structure and contents of Civic Education curriculum in Nigerian secondary school. The paper also discussed the potency of Civic Education in curbing security challenges in Nigeria. It was concluded that Civic Education curriculum if effectively implemented is a very potent tool for curbing security challenges in Nigeria. It was recommended that teachers of Civic Education should be made to update their knowledge and skills on how to effectively translate the content of security and peace education through in-service trainings, seminars, workshops and conferences; government should provide adequate teaching-learning resources to strengthen the current teaching-learning process; Civic Education curriculum should be restructured for effective promotion of value reorientation in Nigeria.

Key Words: Civic Education Curriculum, Security Challenges and Senior Secondary School.

Introduction

It is a known fact that the Nigerian nation has been for years caught in a web of security challenges of different dimensions. The situation have assumed varying forms of violence, assassination, kidnapping, abduction and hostage-taking, election violence, ethno-religious crises, cattle rustling, herdsmen/farmers conflicts, gunrunning, armed banditry, oil bunkering, pipe-line vandalization, militarization, violent agitation for self-determination, attacks by insurgents and terrorists with accompanying casualties and the host of many other crimes. The predisposing factors accountable for the present security challenges, according to Edet (2018), include joblessness, corruption, poverty, hunger and diseases, illiteracy, social inequality, poor leadership, inadequate infrastructure, skewed allocation of resources, marginalization, porous border, weak security systems and attitude of security personnel, loss of socio-cultural and communal value system etc. Nwafor (2012) argued that the present security situation has adversely affected the psyche of the nation, slowed down its development strides, and rendered many citizens socially and economically hopeless and helpless. In similar manner, Egor (2014) affirmed that the issue of security challenges in Nigeria has its root in the cultural and political set up of the country. The ideology of different ethnic groups based on their historical background plays a major role. The colonial masters were more interested in the economic gains that could be derived from the country rather than fashioning a united nation that evolved from different background. According to Edet (2018), education is needed at all times to address these security challenges in Nigeria.

Education is vital for socio-economic and political development. It is an instrument par excellence for national development. Education is a vehicle through which citizens can learn the right attitudes and value system of their country (National Policy on Education, 2013). Education is presented to the beneficiaries through its goals, objectives, contents and learning experiences which are all embedded in the curriculum. Curriculum is, therefore, fundamental to education and serves as an instrument for guided instruction. The curricula content of an education must be tailored towards appreciating the critical security challenges in the country. The curriculum must also be designed in such a way that citizens who are exposed to behavioral modification under curriculum would become patriotic and committed citizens (Sani, 2014). Thus, curriculum is viewed as a vehicle for achieving the educational goals or aspirations of the society. These objectives and more can only be achieved if the curriculum is properly designed and effectively delivered. One viable way of achieving this is through the Civic Education curriculum which inculcates sound moral values in

the citizens. Civic Education is a deliberate preparation of citizens to be aware of their social, civil and political rights in the state; as well as their duties and responsibilities towards the state. It is a systematic and orderly method of transmitting knowledge, skills, and dispositions, positive political, economic, social and administrative cultures to the citizens of a state for peace, security and national development (Ebo, 2018). With education being the key instrument for promoting peace and national security in Nigeria, it means that the Nigerian Civic Education curriculum needs to be carefully examined for effective implementation. In the light of the above, the crux of this paper is to examine the nature and potency of Nigerian Senior Secondary School Civic Education Curriculum in curbing security challenges.

Conceptualizing Civic Education

Authors, writers, commentators and many others define Civic Education differently: all of them define it in line with their academic background, exposure to wide reading, and personal experiences. It is worthwhile, therefore, to note that there is no single definition of Civic Education that is universally accepted. For example, The Stanford Encyclopedia of Philosophy (2007) defined Civic Education in its broad perspective as “all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities”. Civic Education in this sense is not limited to school curriculum or schooling experience. Finkel and Ernst (2005) viewed Civic Education as a formal mechanism for attempted attitude, values and behavioural changes in newly democratizing societies through the means of classroom instruction for students. To Oladele (2009), Civic Education is the type of education given to the citizens of a particular country in order to make them to be active and functional citizens. Owen, Soule and Chalif (2011) states that Civic Education is the process of educating citizens on their rights, responsibilities and duties to empower and motivate them to identify what areas of political and governance processes they can effectively participate in. Oyelami, Abayomi, and Olatunde (2011) defined Civic Education as a type of educational and learning process that is pertinent to expose and create awareness in students at all levels of education (formal or informal), to the right values, attitudes and behaviour that are acceptable in the society where they live in. Civic Education can further be defined as a subject that exposes individual to the need for imbibing positive attitudes such as patriotism, peaceful co-existence, hard work, diligence, honesty, mutual respect, love, tolerance and self-discipline (Enu & Odey, 2017). From the definitions above, one can deduce that Civic Education is designed to

help people learn how to become active, informed, and responsible citizens. Furthermore, these definitions clearly portray Civic Education as “citizenship education” designed to equip learners with effective problem-solving and decision making skills, knowledge and dispositions to solving the nagging social, political and economic issues.

Civic Education has been described as one of the innovative curricular offerings at Basic and Secondary Education levels in Nigeria (NERDC, 2007). According to Idowu (2017) the advent of Civic Education into the Nigerian school curriculum was a result of the decline of civic virtues among citizens in all spheres of life of the country. This prompted the Federal Government of Nigeria to re-introduce Civic Education as a curricular subject in the educational system in 2007. It was first introduced to be offered at the lower, middle and upper Basic Education levels and was later introduced at the Senior Secondary School level in 2011 (Ezegbe, Oyeoku, Mezieobi & Okeke, 2012; Eskay, Ezegbe, Okeke & Ikwumelu, 2014). Moreover, in the year 2012 Civic Education was made a core subject in the senior secondary schools in Nigeria. Today, Civic Education is one of the compulsory cross cutting subjects that all students irrespective of their field of study are to take.

According to Yusuf, Bello, Ayub and Balogun (2018), the philosophical and psychological foundation for the introduction of Civic Education reflects the Nigerian national goals and objectives as contained in the National Policy on Education. Thus, the goals of Civic Education are derived from the general goals of UBE meant to address young Nigerian learners in their formative educational stage. That is, to tackle issues which are germane to developing young Nigerians into responsible, informed and effective citizens. The curriculum is meant to develop knowledge and skills which will equip young learners to deal with various social, political, economic and personal issues and challenges arising from their society. Furthermore, Civic Education is to enable learners imbibe the values, norms, attitudes and actions which will empower them to attain the Millennium Development Goals (MDGs) now Sustainable Development Goals (SDGs), in addition to accomplishing the critical elements of the National Economic Empowerment and Development Strategies (NEEDS) (Idowu, 2017). Meanwhile, the main purpose of Civic Education teaching at the Nigerian secondary education level is to enable students to achieve the following:

- i. acquiring and learning to use the skills, dispositions, knowledge and values which prepare learners to be competent and responsible citizens throughout their lives;
- ii. attaining the Millennium Development Goals and the need to implement

- the critical element of National Economic Empowerment and Development Strategies;
- iii. creating awareness on the provisions of the Nigerian constitution and the need for democracy;
 - iv. creating adequate and functional political literates among Nigerians;
 - v. sensitizing Nigerians on the functions and obligations of government;
 - vi. inculcating in the child the spirit of self-discipline, hard work, cooperation and respect for authority;
 - vii. promoting the understanding of the inter-relationship between man/woman, the government and the society;
 - viii. highlighting the structure of government, its functions and the responsibilities of government to the people and vice-versa;
 - ix. enhancing the teaching and learning of emerging issues; and
 - x. inculcating in students their duties and obligations to society (NERDC, 2007).

The Nature and Structure of Civic Education Curriculum in Nigeria

Civic Education by nature is an important component of education that encourages citizens to participate in the lives of democratic societies to exercise their rights and release their responsibilities with the necessary knowledge and skills. It is an inter-disciplinary programme with a contemporary orientation incorporating some aspects of Social Studies, Government and Political Science that are taught as separate subjects in the Nigerian school curriculum. The Nigerian Educational Research and Development Council (2007) states that Civic Education aims at developing the ability to understand and appreciate the moral, social and civic values as well as to interpret positively the political, social and civic issues as they relate to everyday life. However, the broadest possible description of Civic Education curriculum would be that it is aimed to make good citizens equipped with appropriate knowledge, skills and traits of good characters (Galson, 2005; Yusuf, Bello, Ayub & Balogun 2018). Civic Education curriculum in Nigeria covers all aspects of school life, including extra-curricular activities such as activities inside and outside the classroom discussion and organizational activities of learners (Azebamwan, 2010). The nature of Civic Education according to Sa'ad (2016) is primarily concerned with man and governance. It includes the study of the purpose of government, the nature of law and human rights, the way private behavior affects the public order, the political system of a country and the international context of politics. Civic Education curriculum by nature deals with emerging issues in society such as corruption,

human trafficking, drugs abuse, HIV/AIDS, youth restiveness, security challenges, peace and conflict resolutions.

In most countries of the world (Nigeria included), Civic Education has been interpreted narrowly as preparation for patriotism and largely included learning about the structure and functions of government and citizens' rights and responsibilities (Branson, 1998). Civic Education focuses on the knowledge that emphasizes the development of skills of inquiry, critical thinking, decision making, problem solving, conflict resolutions, social and interpersonal skills, and also reinforce dispositions such as commitment to equality, determination to act justly, respect for the rule of law and working for the common good so as to prepare students for responsible participation in the improvement of their societies (Simfukwe, 2010). According to Enu and Odey (2017) Civic Education curriculum in Nigeria as a body of knowledge is designed on a structure, based on the needs of the Nigerian child reflecting the national ideals and values the children are expected to acquire. The Nigerian Civic Education curriculum across school levels therefore, set out the civic knowledge, civic skills and civic dispositions and civic actions to be developed in young Nigerians by setting the standards that must be met (Bugaje, Yakasai & Muhammad, 2018). According to Gibson (1998), the curriculum content of Civic Education is broad, descriptive and qualitative in nature which represents a set of expectations (learning experiences) about what all students should know, be able to do and the values/attitudes they should hold/imbibe in the subject area at the end of the schooling.

Civic Education consists of three basic elements or essential components as Finkel (2003), described it. These are; the *civic knowledge* which is concerned with the content or what citizens ought to know; and understanding of the working of the political systems and of their own political civic rights and responsibilities. The *civic skills* refer to citizens' ability to analyse, evaluate, take and defend positions on public issues and participation in civic and political process. The civic skills to be developed in Civic Education includes the way of thinking, working, communication, listening, reasoning, decision making and investigating issues that characterize the subject. The third essential component of Civic Education is *civic dispositions*, which refers to the citizen's traits of private and public character essential for the maintenance and improvement of constitutional democracy. The civic dispositions (values/attitudes) include feelings, conscience, tolerance, honesty, obedience, cooperation, contentment, commitments, patriotism, devotion to duty, respect for the rule of law, respect for freedom, equality of human beings, respect for human rights and other values that

are developed through the Civic Education.

The Civic Education curriculum content in Nigeria contains issues germane to developing effective citizenship as indicated in the National curriculum for junior and senior Secondary Schools. According to NERDC (2007), the contents of Civic Education curriculum has for long been limited to the following major themes: Values, Emerging issues, Citizenship, Democracy, Human Rights awareness, Law and order, Interpersonal relationship/international understandings, Civil Society and Popular participation, Constitutional democracy and rule of law and Responsible parenthood. The Civic Education curriculum content was structured and organized in a thematic approach in which the major themes were selected and topics were arranged under them in a spiral manner to sustain the interests of the students. Also the format of the themes includes the topic, performance objectives, teachers' and students' activities, suggested teaching methods and materials as well as suggested evaluation guide. Furthermore, the thematic and spiral structure of the Civic Education curriculum exposed learners to the total learning experiences which reflect depth, appropriateness, and inter-relatedness of knowledge, skills and dispositions. That means civic and citizenship issues are presented in logical and sequential order of themes which ensures continuity of citizenship issues. Similarly, the curriculum shows flexibility by enabling the Civic Teacher to introduce creativity and adaptability into civic content, which will make the Civic Education lessons interesting, active, interactive and very engaging to the Nigerian students. The themes covered in the Senior Secondary School Civic Education curriculum package in Nigeria are shown in Table 1.

Table 1: Breakdown of the Major Themes of Civic Education Curriculum at SSS Level

Grades	Themes
SS One	Our values, Emerging Issues in the Society, Citizenship and Nationalism, Representative Democracy, Pillars of Democracy, Human Rights, Cultism, Law and Order.
SS Two	Citizenship, Democracy and National Development, Dangers of Political Apathy, Achieving Popular Participation in Politics, Limitation of Human Rights, Drugs and Drug Abuse, Responsible Parenthood, Traffic Regulations and Inter-Personal Relationships.
SS Three	Characteristics of Human Rights, Dangers of Political Apathy, Public Service in a Democracy, Civil Society and Popular Participation, Constitutional Democracy and the Rule of Law, and Human Trafficking.

Source: NERDC (2007). *Senior Secondary School Curriculum in Civic Education for SSS 1-3.*

From the above table, we can deduced that the senior secondary school Civic Education curriculum adopts a conceptual approach whereby each class is required to study certain concepts, which have been carefully organized into Themes/units of study.

The Concept of Security

Security is ambiguous and elastic in its meaning. In most fundamental sense, to be secured is to feel free from threats, anxiety or danger. Several schools of thought have tried to define the concept of security since the end of the Cold War but ended up with different concepts of security. The meaning of security has evolved since it is dependent on the nature and importance of such threat to security at that point in time (Rothschild, 1995). In this sense, Ajibewa (2004) define security to mean a political order both domestic and international, which protects both individuals and states against the immediate threat of physical violence. Security is the main things that hold all sectors of the nation parts together, be it historical, political, economic, social, religious, educational and cultural (Gbadamosi & Yinusa 2015 cited Jekayinfa and Mofoluwawo, 2010). As noted by Alemika (n.d) recent international debates have also raised the need to see security in the broader sense as the struggle to secure the most basic necessities of life: food, fuel, medicine and shelter. This broader human security is important for the attainment of physical and national security and overall peace and development as social unrests arising from the absence of such basic human security can indeed lead to security problems and conflicts. Security is understood, here, as freedom from the prospect of a sudden or violent attack on one's life or property.

National security is a measure taken by a country to ensure survival and safety. National security is a state or condition where our most cherished values and beliefs, our democratic way of life, our institutions of governance and our unity, welfare and well-being as a nation and people are permanently protected and continuously enhanced. The threats, vulnerability, or the collapse of the national security in the country normally jeopardizes both the nation and the citizens resulting in a devastating and colossal consequences. There are seven fundamental elements that lie at the core of, and therefore further amplify our definition of national security, and at the same time, they constitute the most important challenges we face as a nation and people. They are; socio-political stability, territorial integrity, economic solidarity and strength, ecological balance, cultural cohesiveness, moral-spiritual consensus and external peace (Floyd, 2011). Likewise, Gbadamosi and Yinusa (2015) citing Glesitsch's (2001) provided a checklist of what may constitute a comprehensive notion of national

security. These include:

1. Political security: freedom from domination and other external affairs.
2. Economic and social security: freedom from poverty and wants.
3. Cultural security: freedom from ethnics and cultural domination.
4. Environmental security: freedom from environmental destruction and resource scarcity, and
5. Food security: access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for active and healthy life.

Therefore, for the Senior Education Civic Education curriculum to train students that would be security conscious, the checklists above must be reflected in its contents and objectives. Since Civic Education deals with problems of incivility and restoring civic virtues among citizens, and as a subject that studies man and governance and his unending challenges of life. It must, therefore, train the youth; to know their rights, to be self-sufficient, to tolerate and respect other people's culture, to take adequate care of their environment, to deliver the youth from poverty, to produce adequate and nutritious food for them and to live a healthy life.

Potency of Civic Education Curriculum in Curbing Security Challenges in Nigeria

Rufa'i (2018) notes that curriculum is the bedrock of the society and central to the success of the education process. It is her view that “as education has to do with total needs of society in the quest for development, the curriculum must articulate those elements that will lead to quality education outcome in line with national goals...” Curriculum, is therefore, the bedrock of the education system. An effective curriculum will ensure that developmental needs and aspirations of the society are integrated in the learning process. Civic Education is such subjects that has been identified as an effective tool to achieve these needs and aspirations of the society. In Nigeria, Civic Education was introduced into the secondary schools curricular to solve the problem of ethnicity, religious divide etc., as a result of incivility among youth and restore civic virtues in the society. The place of Civic Education, therefore, in curbing security challenges in Nigeria cannot be over emphasized, considering its aims, objectives and methodologies in relation to the Nigeria's philosophy of education which is based on “the development of the individual into a sound and effective citizen as well as promote a full integration of the individual into the community...” (Federal Republic of Nigeria, 2013). Civic Education if effectively implemented would provide a positive framework for collective civil identity, and can be a stabilizing factor in

societies suffering from various security challenges. For this reason, Levine and Bishai (2010) advanced that Civic Education seeks to give citizens the understanding and the habit of engaging in such a nonviolent contest to participate constructively in civic life and service to community. This implies that Civic Education can help stabilize societies affected by violence. Civic Education by nature is saddled with the responsibility of educating children within the basic and secondary education levels on how to internalize and sustain the virtues of tolerance, respect for human rights, equality of people, and elimination of all forms of discrimination and violence. This implies that Civic Education emphasis teaching of values, attitudes and modes of behaviour that promotes non-violence and respect for fundamental human rights. Also, Civic Education helps citizens to understand local, national and global problems with requisites knowledge and skills of conflict management and the pursuit of justice and non-violence. This is based on the fact that much of the content of the knowledge in Civic Education will help sensitize learners on the dangers of conflicts and violence in society.

Alemika (2011) noted that education produces and enhances knowledge, skills, productivity, governance, civility and status in society. He further stated that knowledge produced and acquired through education is the most vital and sustainable basis of national development and security. Thus, curriculum contents of Civic Education which include among others; patriotism, peaceful co-existence, hard work, dedication, commitment, contentment, diligence, honesty, humility, mutual respect, love, tolerance and self-discipline would aptly confront the current security challenges in our society. Civic Education teaches the citizens the importance of free and fair elections. The need for free and fair elections is predicated upon democratic principles and social justice (Onwuasoanya, 2012). Therefore, Civic Education empowers citizens to participate in the democratic process of the country and understand their political rights of voting and being voted for in an election. The implication of this is that knowledge acquired through Civic Education prevent citizens (students) not to engage in any political and election related violence such as rigging, thuggery, multiple voting, under-age voting, ballot box snatching etc, and also will drastically reduce the rate at which the politicians buy people's conscience, employ thugs and rigging of elections. The inculcation of appropriate attitudes, values and beliefs among students has a serious role to play in curbing security challenges in Nigeria. For instance, through the study of Civic Education one is made to have feeling of concern and love for one another. It is believed that when positive attitudes, values, beliefs and love for one another are inculcated into the

students, they should not involve themselves in anything that will infringe on another person's happiness (Onwuasoanya, 2012). For instance, when you have feeling of concern for your neighbour, you will do everything to protect his interests. You will not rob, kill, kidnap, gossip, lie, conspire, or even plot against him.

In the same vein, Civic Education plays a vital role in the attainment of peace and security in society. Given the fact that students come from different homes and backgrounds to meet and interact in school, this provides an opportunity for the inculcation of the right values and norms. By so doing, such attitudes of peaceful coexistence are established thereby seeing themselves as brothers' keepers. This will enable students to have a better understanding of their ethnic composition of the nation and the link between them, and this will help to maintain peace and security in our societies. Since Civic Education is seen as an avenue for the inculcation of values of democracy, patriotism, tolerance, courtesy, honesty, orderliness, disciplines, respect for the dignity of labour, respect for the constituted authority, etcetera. Thus, through the teaching of Civic Education students are made to understand the evils associated with act of vandalization and destruction of public properties and infrastructures such as oil bunkering, electricity grid and facilities vandalization, setting offices on fire, riots, protest etc. This makes students aware that all these are forms of security challenges and have great effect on society.

Conclusion

The current insecurity challenges facing Nigeria such as terrorism, kidnapping, armed banditry, ethnic and religious violence, rape, political mugging and other social vices are results of the abandonment of Civic Education by successive governments. In an effort to correct this poor orientation, the government of Nigeria found it pertinent to introduce Civic Education to inculcate knowledge, skills and right dispositions for the purpose of producing effective citizenry. Civic Education is all about citizen's transformation through the acquisition of appropriate skills, values and attitudes which will empower them to seek, protect and maintain security in society. Civic Education curriculum if effectively implemented is a very potent tool for curbing security challenges in Nigeria.

Recommendations

The following are recommendations were made:

- i. For effective implementation of Civic Education curriculum in Senior Secondary Schools, government should provide adequate teaching-

- learning resources to strengthen the current teaching-learning process.
- ii. The teachers of Civic Education at Senior Secondary Schools level should be made to up-date their knowledge and skills on how to effectively translate the content of security and peace education through seminars, workshops, and conferences organized by governments and professional bodies.
 - iii. Teachers of Civic Education should make use of student-centered approach in teaching the subject. This could be done through teaching techniques such as writing reflections or research papers based on student experiences, class discussions or presentations, dramatization etc.
 - iv. The Civic Education curriculum should also cover more practical skills that enable young learners to participate effectively in public life and prepare them to be full citizens.

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Impact of Insecurity on Curriculum Delivery and Students' Learning in Senior Secondary Schools in Nigeria

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Abstract

Insecurity is a major problem influencing humans and school activities hence this study investigated the forms and impact of insecurity on curriculum delivery and students' learning in senior secondary schools in Batsari Local Government Area, Katsina State, Nigeria. Three research questions and two null hypotheses guided the study using a mix model approach involving a descriptive survey design. Participants were 200 students and 20 teachers that were randomly and purposively selected from four schools. Questionnaire and interview schedule used for the study were face validated and tested for reliability using Cronbach alpha. Reliability indices of 0.87 and 0.77 respectively were obtained. Data were analyzed using Mean analysis to answer the research questions; oral interview was transcribed and interpreted accordingly; while an independent sample t-test was used to test the null hypotheses. Results showed that the major forms of insecurity affecting school activities include: cultism, banditry, sexual assaults, Kidnapping, robbery, and farmers/herders clashes; and insecurity affected curriculum delivery as well as students' learning. Result of the hypotheses indicated that there was no significant difference in the mean response of students and teachers on the impact of insecurity on curriculum delivery and students learning. It was concluded that disruptive society impedes school activities.

Keywords: Curriculum delivery; Insecurity; Nigeria; senior secondary school; Students' learning

Introduction

Insecurity has become the major headlines in most media in Nigeria and many other countries in the world. Hardly does a day pass by without reports of one form of insecurity act or the other in Nigeria and the world over. Insecurity is the opposite of security and Achumba, Ighomereho, and Akpan-Robaro (2013) defines insecurity as the state of being open or subject to danger or threat of danger or a state of being exposed to risk or anxiety. Similarly, Nwosu, Ukwunna, Ebokaiwe, and Ukwunna (2019) defined insecurity as a feeling of uncertainty, danger or threat to life, or a negative feeling involving fear, anxiety, uncertainty and injustice, among others. The foregoing definitions reflect the fact that

insecurity is a negative state of affairs which possess major concerns to individuals because their health, life, properties among others is at stake.

The heinous act that cause insecurity is perpetrated by its actors in different forms. According to Ibrahim and Igbuzor (2002), Nigeria is at present faced with different kinds of threats including armed robbery, kidnapping, political thugs, ethno-religious conflicts, organized violent groups, economic based violence, gender-based violence, sexual abuse, trafficking and Boko Haram. As noted by Onifade, Imhonopi and Urim (2013), violent crimes such as kidnappings, ritual killings, suicide bombings, religious killings, politically-motivated killing and violence, ethnic clashes, armed banditry and others has increased in Nigeria since 2009. Similarly, Omede and Omede (2015) states that Nigeria is witnessing unprecedented series of agitations in form of kidnapping and abduction, armed robberies, bombing, Boko Haram and carnages of all forms whose magnitude has increased in the past decade and a half. This situation is more frequent and has intensified recently which cuts across cities, towns and villages. These assertions are supported by Nigerian newspaper reports; For instance, Premium Times reported that bandits kill 18 persons in attacks on Katsina community (Abubakar, 2021). Omede and Omede further explained that lives and properties are not safe for both urban and rural dwellers because people live in apprehension almost every day. The education sector is not spared from these attacks. This therefore could have an impact on curriculum delivery and students' learning. The curriculum has been defined by many as the total activities that take place in the learning environment to change the behaviour of the learner (Offorma, 2018); as an embodiment of the totality of the experiences of learners which take place in the process of learning (Okeke & Wenenda, 2019). From the above definitions, it could be deduced that the curriculum could include a number of technical and non-technical courses that are required to complete a specific degree which includes everything that takes place and everything that does not take place, within the school. Hence, a curriculum is a framework that sets expectations for student learning and serves as a guide for teachers which establishes standards for students' performance and teacher accountability. All the educational objectives of the country are implemented through the curriculum which is aimed at modifying the behaviours of the learners. It is therefore hoped that the curriculum should be effectively implemented or delivered to ensure that the stated objectives are attained.

Curriculum delivery is seen as the interaction between the teacher, the learner and the environment known as the interaction process usually in the classroom setting. At this stage, the learner interacts with the contents and

materials in order to acquire the necessary skills, attitudes and abilities prescribed for them. According to Ukpong and Udoh (2012) curriculum delivery is the process of putting all the planned curriculum activities into practice in the classroom through the combined effort of the teachers, learners, school administrators, parents and the interaction with physical facilities, instructional materials, psychological and social environment. The curriculum delivery stage is an important stage because the objectives of education cannot be achieved without effective delivery.

Effective delivery of the curriculum requires that all conditions must be rightly put in place. However, with the plethora of security problems bedeviling Nigeria at the moment, one doubts if the curriculum could be well delivered. Nwakpa (2017) contended that learning can only take place in a conducive environment devoid of distraction of any kind or noise, or interference that could disrupt learning activities. The author explained further that where all these ingredients are found wanting, curriculum implementation will be hindered and the teacher will not be able to carry out their duties effectively and efficiently. It can boldly be asserted that the learning environment in Nigerian schools especially the secondary schools is not conducive due to different forms of security challenges Nigeria is facing at the moment. Hence, Manasseh (2018) noted that school children and staff are among the victims of terrorist attack, a situation that has recently been made worse by frequent strikes. This has serious effect on students' learning which could be due partly to the inability of schools to complete the course work or academic calendar or students' inability to stay and concentrate in class due to fear of attacks. In addition, Oluyomi and Selzing-Musa (2016) contends that school security is vital to effective teaching and learning because school activities thrive in environments that support protection of lives and properties. They explained further that a well secured learning environment devoid of security threats is perceived to enhance learning. In the absence of a secured school environment, students and teachers are bound to stay away from schools and may not concentrate on the teaching and learning process due to fear, apprehension and anxiety which could lead to a non-completion of the curriculum course work and inadvertently affect students' learning. Accordingly, Isokpan and Durojaye (2016), stressed that insecurity can affect education in many ways which include, among others, school closure due to targeted attacks; collateral damage, death and injury to teachers and students; the fear of sending children to school and teachers' fear of attending school due to attacks.

Research has also confirmed that insurgency affect the teaching and

learning in secondary schools in north central, Nigeria (Manasseh, 2018). Okorie (2011) also affirms that there have been constant fears of attacks by extreme groups in Nigeria. Fasan (2011) reported that hostage taking, bomb throwing and violent crimes are now part of the daily life of Nigerians. Another study by Obiechina, Abraham and Nwogu (2018) posits that insecurity of school environment disrupts effective teaching and learning and also affects teachers' level of productivity. A study by Ojukwu (2017) revealed that insecurity of school environment significantly affects the academic performance of secondary school students since students' form gangs, smoke Indian hemp, abuse drug, join cult and related violent activities which constitute insecurity in schools. So also, Eric (2012) posits that both pupils or students and the teachers are affected by insecurity, which has resulted to a drop in school enrolment to 28 percent in Northern Nigeria. In Nigerian Guardian newspapers, Akubo and Otaru (2021) stated that insecurity was taking toll on the education of the younger Nigerians, while Adejumo (2021) in Premium Times stated that the security situation in Nigeria is deteriorating, with every part of the country affected including farms, religious places and schools among others.

The foregoing points to the fact that insecurity as being experienced in most parts of the country especially Katsina state could impede curriculum delivery and of course affect students learning negatively. In Katsina and other vulnerable areas, Jibrin and Musa (2020), states that insecurity have a negative impact on young boys and girls, and their school activities. The few existing schools find it unable to operate properly for fear of kidnap, attacks and killing by bandits. This report is worrisome to the government, parents, stakeholders, researchers alike among others as it could negatively affect the developmental stride of government and students' future achievement in schools. This state of affairs calls for more research on the impact of insecurity on school activities. This therefore necessitated the present study to investigate the impact of insecurity on curriculum delivery and students' learning in secondary schools in Nigeria. Specifically, the following research questions were posed:

1. What are the major forms of insecurity affecting school activities?
2. What is the mean response of students and teachers on the impact of insecurity on curriculum delivery?
3. What is the mean response of students and teachers on the impact of insecurity on students' learning?

The following null hypotheses were also formulated and tested at 0.05 level of significance:

HO₁: There is no significant difference in the mean response of students and

teachers on the impact of insecurity on curriculum delivery
HO₂: There is no significant difference in the mean response of students and teachers on the impact of insecurity on students' learning.

Method

The study adopted the descriptive survey research design. It was limited to all the public senior secondary schools in Batsari LGA, Katsina State, Nigeria. The content of the study covered forms of insecurity and impact of insecurity on curriculum delivery and students' learning. There are five public secondary schools with a population of 1518 students within the area. Out of the five schools, simple random sampling was used to select two schools. The reason for using simple random sampling technique is to ensure that all schools have equal chances of been selected. Simple random sampling technique was also used to select 100 students from each school chosen for the same reason. Purposive sampling technique was used to select 20 teachers because the teachers available were few. The total sample for the study was 220 respondents. Three research questions and two hypotheses guided the study. Data were collected using one instrument titled: Insecurity, Curriculum Delivery and Students' Learning Questionnaire (ICDSLQ). The instrument had two sections (A & B). Section A contains the demographic information of the respondents such as status (student or teacher). Section B consists of three clusters I, II and III and was generally made up of 22 items. Cluster I elicited information on the major forms of insecurity affecting school activities using 10 items. Cluster II elicited information on the effect of insecurity on curriculum delivery with six items while cluster III elicited information on the effect of insecurity on students' learning and also had six items. The instrument was rated on a four point scale with response options of Strongly Agree (SA) =4; Agree (A) =3; Disagree (D) =2; and Strongly Disagree (SD) =1.

An interview schedule was also designed to support all the three research questions to make the data robust. The instruments were face validated for credibility by three experts in the Department of Arts Education, University of Nigeria, Nsukka. Trial-testing of the instruments was carried out using 20 students and 10 teachers in Danja LGA of Katsina State. Danja LGA shares boundary with Basari LGA and is also affected by insecurity challenges. Cronbach's Alpha method was used to determine the reliability or dependability of the instrument which yielded reliability coefficients of 0.79, 0.91 and 0.84 for cluster I, II and III respectively. The overall reliability index for the instrument was 0.87. Thus the reliability coefficient indicated that the instrument was

reliable.

The instrument was administered to the respondents with the help of the research assistants recruited to ensure fast data collection. The interview was also carried out using a tape recorder of all responses which was later transcribed and used for analysis.

Questionnaire data was analyzed quantitatively using mean scores and standard deviation to answer the research questions; while independent samples t-test was used to test the null hypotheses at 0.05 level of significance. A decision Mean score of 2.5 and above were regarded as agreed to questionnaire responses; While Means scores below 2.5 were regarded as disagreed. The interview was transcribed and reported qualitatively based on the common themes from the respondents.

Results

Research question 1: what are the major forms of insecurity affecting school activities?

Table 1: Mean response of students and teachers on the major forms of insecurity affecting school activities

S/N	Item Statement	Teachers			Students		
		Mean	SD	Decision	Mean	SD	Decision
1	Cultism related activities	2.95	.95	Agree	3.26	.65	Agree
2	Kidnapping	3.45	.61	Agree	3.23	.35	Agree
3	Banditry	3.15	.59	Agree	3.11	.60	Agree
4	Communal clashes	2.70	.80	Agree	2.99	.06	Agree
5	Farmers/herders clashes	3.15	.75	Agree	2.94	.79	Agree
6	Rape	2.85	.75	Agree	3.04	.65	Agree
7	Sexual assault	1.75	.64	Disagree	3.07	.61	Agree
8	Terrorism	2.70	.87	Agree	2.94	.43	Agree
9	Armed robbery	2.80	.84	Agree	2.14	.76	Disagree
10	Harassment by security personnel	3.10	.64	Agree	2.87	.49	Agree
Grand Mean		2.78	.25	Agree	2.96	.20	Agree

Data in Table 1 indicate that the Mean response of students and teachers on the major forms of insecurity affecting school activities ranges from (M= 3.45-2.70, SD= .95-.35) for item 1 to 6, 8 and 10. This indicates that the respondents (teachers & students) agreed that cultism, banditry, kidnapping, rape, terrorism, communal clashes, farmers/herders clashes, and harassment from security personnel are perceived major forms of insecurity affecting school activities. This was also supported by the interview. The respondents were unanimous that the above items were the major forms of insecurity. On the other hand, teachers

and students have diverse view based on item 7 and 9. Teachers disagreed that sexual assault was a form of insecurity influencing school activities with a Mean score of (M=1.75, SD = .64); while students agreed to this item with a Mean score of (M=3.07, SD= .61). Also contrary in response is item 9 with teachers accepting that armed robbery is a form of insecurity that affects school activities with a Mean of (M=2.80, SD=.84); while students had contrary opinion to this item with a Mean of (M=2.14, SD=.76). The respondents interviewed did not also see armed robbery as a major form of security challenge affecting school activities in the state.

Research question 2: What is the Mean response of students and teachers on the impact of insecurity on curriculum delivery?

Table 2: Mean response of students and teachers on the impact of insecurity on curriculum Delivery.

S/N	Item Statement	Teachers			Students		
		Mean	SD	Decision	Mean	SD	Decision
11	Teachers run away from school for fear of attacks	3.05	.61	Agree	3.05	.51	Agree
12	Schools are abruptly close due to attacks	3.10	.64	Agree	2.95	.72	Agree
13	Curriculum contents are not properly delivered as a result of attacks	2.95	.69	Agree	2.87	.69	Agree
14	Course work is often not completed	3.06	.61	Agree	3.00	.73	Agree
15	Teachers express fear while teaching	3.11	.91	Agree	2.83	.87	Agree
16	Lessons are delivered in a rush	2.75	.85	Agree	2.84	.73	Agree
Grand Mean		3.00	.30	Agree	2.92	.31	Agree

Data in Table 2 show that the Mean response of teacher and students on the impact of insecurity on curriculum delivery ranges from (M=3.11-2.75, SD= .91-.30). Both teachers and students have common views on the impact of insecurity on curriculum delivery. This is an indication that they all agreed to all the items on insecurity influencing curriculum delivery. This position was supported by the views of teachers and students interviewed as well. The interviewees agreed that these forms of insecurity impact negatively on curriculum delivery. In order to determine a significant difference between the respondents' responses, hypothesis was tested as reflected in Table 3.

Hypothesis: 0₁: There is no significant difference in the Mean response of students and teachers on the impact of insecurity on curriculum delivery

Table 3: Independent Samples t-test analysis of the difference between teachers and students perception of the impact of insecurity on curriculum delivery

Respondents	Mean	SD	N	Df	Std. Error	t-cal	p-value	Decision
Teachers	18.00	1.81	20	218	.437	1.041	.299*	NS
Students	17.55	1.87	200					
Total	35.55	3.68	220					

*Key: S = significant, NS = not significant, $\alpha = .05$

From the data on Table 3 an independent sample t-test analysis of the significant difference in the Mean response of students and teachers on the impact of insecurity on curriculum delivery showed that $t(218) = 1.041, p > .05$. Since the associated probability value of .299 is greater than 0.05 set as level of significance, the null hypothesis was retained. Thus, inference drawn is that there is no significant difference in the Mean response of students and teachers on the impact of insecurity on curriculum delivery. This shows that students and teachers do not differ significantly in their responses on the impact of insecurity on curriculum delivery in Nigeria.

Research question 3: What is the Mean response of students and teachers on the impact of insecurity on students' learning?

Table 4: Mean response of students and teachers on the impact of insecurity on students' learning.

S/N	Item Statement	Teacher			Students		
		Mean	SD	Decision	Mean	SD	Decision
17	Students abandon their lessons for fear of attacks	3.05	.61	Agree	3.07	.51	Agree
18	Students feel uncomfortable in classes due to insecurity	3.10	.64	Agree	2.95	.72	Agree
19	Students are absent from schools because of insecurity	2.70	.92	Agree	2.99	.81	Agree
20	Students have emotional traumas as a result of attacks	2.90	.85	Agree	2.91	.87	Agree
21	Students performance drop due to fear and apprehensions	2.75	.85	Agree	3.03	.71	Agree
22	students do not concentrate in class because of fear	2.85	.81	Agree	2.88	.85	Agree
Grand Mean		2.89	.29	Agree	2.96	.32	Agree

From Tables 4 Mean responses of teachers range from (M= 3.10, -2.70, SD=.92-.61); while the Mean responses of students range from (M=3.07-2.88, SD=.87-

.51). The overall Mean and standard deviations for teachers were (M=2.89, SD .29) and students (M=2.96, SD=.32). This means that both the teachers and the students agreed that the variables listed all affect students' learning. A result from views reported from the interview schedule also reveals that insecurity in the area affects students learning negatively. To determine whether a significant difference exists in their responses, hypothesis was tested as reflected in Table 5.

Hypothesis 0₂: there is no significant difference in the mean response of students and teachers on the impact of insecurity on students' learning.

Table 5: Independent Samples t-test analysis of the difference between teachers and students perception of the impact of insecurity on students' learning

Respondents	Mean	SD	n	Df	Std. Error	t-cal	p-value	Decision
Teachers	17.35	1.725	20	218	.441	-1.043	.298*	NS
Students	17.81	1.895	200					
Total	35.16	3.620	220					

Key: S = significant, NS = not significant, $\alpha = .05$

The result in Table 5 shows that $t(218) = -1.043, p > .05$. Since the associated probability value of .298 is greater than 0.05 level of significance, the null hypothesis was retained. Thus, there is no significant difference in the mean response of students and teachers on the impact of insecurity on students' learning. This shows that students and teachers do not differ significantly in their responses on the impact of insecurity on students' learning in Nigeria.

Discussion

The findings of the study revealed that cultism related activities, kidnapping, banditry, communal clashes, farmers/herders clashes, rape, sexual assault, terrorism, arm robbery and harassment by security agents are major insecurity that affect schooling activities. This findings collaborate with previous finding from Ibrahim and Igbuzor (2002) who reported that Nigeria is at present faced with different kinds of threats including armed robbery, kidnapping, political thugs, ethno-religious conflicts, organized violent groups, economic based violence, gender-based violence, sexual abuse, trafficking and Boko Haram. This is true because these insecurity challenges make major headlines in news in Nigeria of recent. For instance, Danjuma (2021) of the Guardian newspaper stated that gunmen kill 21 persons rustle dozens of cattle in Katsina state. Collaborating with the above, Abubakar (2021) of premium times states that

bandits kill 18 persons in attacks in Katsina state.

The findings further revealed that insecurity affect curriculum delivery. For instance teachers and students run away from school during attacks, schools are shut down abruptly, some teachers and students do not come to school regularly for fear of attacks. All these factors affect curriculum delivery and learning. Further findings from the hypothesis tested, indicates that there was no significant difference in both teachers and students perspectives as far as this agenda under discussion is concerned. The findings are in line with previous findings from Obiechina, Abraham and Nwogu (2018) who posits that school environmental insecurity disrupts effective teaching and learning and also important school activities which somewhat affects teachers' level of productivity.

Finally, it was also revealed that insecurity affect students' learning. The teachers and the students do not differ significantly on their response on the impact of insecurity on students' learning. This is because students abandon their lessons for fear of attacks, they also feel uncomfortable in classes due to insecurity, they are absent from schools because of insecurity, have emotional traumas as a result of attacks and they do not concentrate in class because of fear. This could be so because teachers work with students' influences students' learning. Also, the students are direct victims of some of the insecurity, and as such understand its impact on their learning. The findings are in line with previous findings from Ojukwu (2017) whose findings revealed that insecurity of school environment significantly affects the academic performance of secondary school students; and Manasseh (2018) report that insurgency affect the teaching and learning in secondary schools in north central, Nigeria. The above findings also collaborates with Guardian newspapers report from Akubo and Otaru (2021) that insecurity was taking toll on the education of the younger Nigerians; as well as Adejumo (2021) of premium newspaper who reported that the security situation in Nigeria is deteriorating in schools and others places. Due to these attacks, both teachers and students may fear for their lives and may not come to school or even pay attention to school activities. This could in turn have a negative effect on students' learning because continuous absence from school or lack of concentration in school activities may affect learning.

Conclusion

This study has shown that cultism related activities, kidnapping, banditry, communal clashes, farmers/herders clashes, rape, sexual assault, terrorism, arm robbery and harassment by security agents are major insecurity that affect

schooling activities. The study has also shown that insecurity has a negative impact on curriculum delivery and students' learning. The implication is that if adequate security measures are not put in place, present day schools would become battle grounds and this could disrupt school activities which will definitely affect the quality of education as well as national development.

Recommendation

Based on the findings of this study, the following recommendations were made

1. Government should put all measures in place to checkmate the state of insecurity in schools.
2. Schools within volatile areas should be properly fenced and computerized with CCVT to monitor and capture the culprits.
3. Virtual learning should also be introduced by the school authority to minimize in-school attack by terrorists.

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IMPERATIVE OF EDUCATION FOR SUSTAINABLE NATIONAL SECURITY IN NIGERIA

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Abstract

Security is the fundamental objective of every institution and nation's leadership. For Nigeria as a nation, the problem of insecurity has remained the most intractable challenge in has history. This paper examines how education can be used as a weapon to confront the challenge. It examined the concept of security and its various dimensions. The various causes of insecurity in Nigeria were examined. The paper considered such cases of insecurity as the Niger Delta militancy, kidnapping in the south-east of Nigeria, Jos crisis, Boko-Haram insurgency in the North, Herdsmen aggression and so on. The consequences of insecurity were examined, and the use of education to combat insecurity explored. The paper posited that many cases of insecurity derived from ignorance and so argued that education of the formal and non-formal types could solve the problem in the long run. A broad range of content areas which curriculum workers would have to structure into existing school or out-of school subjects in order to teach both children and adults to prepare them for a more productive livelihood in the contemporary world were listed. Some of the prescribed content areas include entrepreneurial education, democratic/voter education, family-life education, economic independence, modest living, sound moral values, contentment, dignity of labour and productivity, religious education, rudiments of martial arts for the girl child, and rudiments of community policing among others. Curriculum workers are called upon to weave these content areas into existing school subjects as appropriate.

Keywords: *Education, National Security and Insecurity.*

Introduction

Nigeria in recent times has witnessed an unprecedented level of insecurity. Since independence, security challenges has also been the most recurring problem in Nigeria. It also remains the most intractable and most embarrassing debacle and has made security threat to be a made major issue for the government, resulting in huge allocation of the country's budget to addressing security issues. In order to deter the incidence of crime and other vices, the Federal government has embarked on criminalization of terrorism by passing the Anti-terrorism Act in 2011, installation of Computer-Based Closed Circuit Television Cameras (CCTV) in some parts of the country, enhancement of surveillance as well as investigation of criminal-related offences, heightening of physical security measure around the country aimed at deterring potential attacks, strengthening of security agencies through the provision of security gadgets and the development of broadcast of security tips in mass media (Azazi, 2011). Despite these momentum put forward, the level of insecurity in the nation is still on the increase.

In addition, Nigeria has been consistently ranked low in the global peace index (GPI, 2012), signifying a worsened state of insecurity in the nation. Thus; Adagba, Ugwu and Eme (2012), Uhunwangho and Aluforo (2011) are of the opinion that, the efforts of the government have not yielded enough positive result. With the lingering security challenges and the inability of the security agents of the government to guarantee safety and security in the country, the question that bothers everyone in Nigeria today is “can we not be secure”? Apparently, the security challenges in Nigeria appear to have remained insurmountable and many people have argued that government, at all levels has not done enough by not confronting the situation head on and dealing with it decisively.

Concept of Security and Insecurity

There is no single universally accepted definition of security. Scholars have defined it to suit their purposes. The word 'Security' derives from the Latin noun '*securitas*' which is a combination of two Latin from words-*Sine* and *Cura*. *Sine* from Latin means 'without' whereas *Cura* means 'Concern', 'Fear or 'Anxiety'. Thus; the term originally translates as 'no concern' fear or anxiety'. (Urbanek, 2012) Viewed from this perspective, security is one of the most fundamental needs of both the individual and the state. In Maslow's hierarchy of needs, it is ranked second to physiological needs (Maslow, 2006). The need for safety is complex and provides for such other elements as: certainty; stability; support; care; freedom from fear, anxiety and chaos; structure; order; law borders

etc. In trying to satisfy the need for security, Maslow noticed that satisfying the needs which are lower in the hierarchy is a condition for opening the need for satisfying further needs. Yet, if a fundamental need is not satisfied, the development of the individual is blocked and his striving for satisfying this particular need is limited.

Security is a political issue on account of the key decisions that need to be made by state authorities to regard a particular issue as a priority. Ensuring security is regarded as one of the most fundamental objectives and functions of the state. It encompasses the following: provision for the biological survival of the population, nation as an ethnic group and state as an institution, territorial integrity of the state, its independence and sovereignty internal stability and complex, socio-economic sustainable development Potrzyszcz, (2013). Security becomes the core fulcrum on which revolves all other developmental indices of a state or nation. The economic, social, political and indeed every other dimension of development are all anchored on security. In realization of this fact the Nigerian constitution regards security as the fundamental objective of state policy.

Security is the state of being free from danger or threat. The safety of a state or organization against criminal activity such as terrorism, theft or espionage, (Oxford Dictionary 2015). According to Ani (2010) security is the condition of being protected physically, emotionally, psychologically as well as from harm, attack, terror which could be considered as unsafe to life and property. Omade, (2012) as cited by Onifade, Imhonopi and Urim, (2013) defined security as a “dynamic condition which involves the relative ability of a state to counter threats to its core values and interest”. Nwolise, (2006) also cited by Onifade, Imhonopi and Urim, (2013) had opined that security is an all-encompassing condition which suggests that a territory must be secured by a network of armed forces; that the sovereignty of the state must be guaranteed by a democratic and patriotic government which in turn must not only be secured from external attacks but also from devastating consequences of internal upheavals such as unemployment, hunger, starvation, disease, ignorance, homelessness, environmental degradation and pollution cum, socio-economic injustices. From these definitions one can state that security involves protection for persons, state organizations and property, making them free and safe from danger of theft and criminal activities. Security is a degree of resistance to protection from harm. It applies to any vulnerable and valuable asset, such as a person, dwelling, community, nation or organization. As noted by the Institute for Security and Open Methodologies (ISECOM), security provides “a form of protection where a

separation is created between the assets and the threat". These separations are generally called "control" and sometimes include changes to the asset or the threat (Wikipedia retrieved 24/05/2015).

Insecurity on the other hand can be described as the presence of fear and absence of economic or physical protection for persons, buildings, organizations or countries against destruction or threat like crime, attack (Chinedu, 2012). Insecurity implies absence of security which directly means there is no protection from harm or threat to any of the vulnerable and valuable assets. There is no separation and control to make lives and property safe from theft, harm or attacks from criminal activities. Equally, Achumba, Ignomeroho and Akpo-Robar (2013) in Onifade, Imhonopi and Urim (2013) noted that, insecurity is the antithesis of security and has affected such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others. They consider insecurity to be inability to take defensive action against forces that portend harm or danger to an individual or group, or that make them vulnerable.

Concept of Education

Several definitions exist on what should be regarded as education. To avoid entering into controversies, education should be seen as a socialization process whose aim is to enable an individual realize and actualize his potentials so as to be useful to himself and contribute to the development of his/her society. Education is the act or process of imparting or acquiring general knowledge, developing the power of reasoning and judgment and generally preparing oneself or others intellectually in formative life. It is the act or process of imparting or acquiring particular knowledge or skills, as far as a profession. Education, therefore, aims at total development of an individual where skills are acquired to enable the individual function properly to be useful to himself and the society in which he lives. This is why Nigeria considers education as a tool for excellence for national development (NPE, 2004). It is also believed that education can foster the worth and development of the individual for each individual's sake, and for the general development of the society. The NPE, (2004) states that every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability. Insecurity has however denied millions of Nigerian children the right to education.

Types of security

Security may be categorized into different segment/dimensions, these include: political, military, economic, ecological, social, cultural and ideological:

1. **Political Security:** This implies certainty and possibility of developing a political system in a country or a group of countries, and it concerns stability of governments and an internal stability of the countries themselves.
2. **Military Security:** This is related to a lack of military threats and in the event of an occurrence of such threats it is associated with the ability to counter the said threats with own armed forces.
3. **Economic Security:** Is linked to the protection of a nations or states economic development. It implies putting in place economic conditions necessary for the survival of the wellbeing of the society. It also implies the deliberate policy design and implementation aimed at confronting situations and conditions that inhibit economic development.
4. **Ecological Security:** This aims at the preservation of the natural environment to guarantee the survival of the present and future inhabitants of the land.
5. **Social Security:** Is concerned with the protection and development of the national or religion identity of a given society that inhabits a given territory.
6. **Cultural Security:** This pertains to cultivation, protection and preservation of cultural values which define national identity. It is also the insulation of a people's cultural heritage from the invasion of external values and traditions from other countries.
7. **Ideological Security:** This concerns the creation and consolidation of the community of viewpoints as one pursues the implementation of national interests. It also seeks to counteract some extreme ideologies such as: fascism, nationalism, conservatism, liberalism and communism; including to protection against concepts which justify the activities that are inimical to national interest.

Causes of Insecurity in Nigeria

Some of the causes of insecurity in Nigeria are discussed below.

Corruption: Corruption in leadership and followership is a major cause of insecurity. When, through corrupt practices, leaders and other privileged persons misappropriate or steal public funds to such a degree that the masses are

impoverished, the result is the precipitation of actions that lead to insecurity. Such practice leads to unpaid salaries, wages, and retirement benefits to workers, inability of Government to maintain public infrastructure,(bad roads, no electricity, water scarcity, inferior facilities, lowered standards of education, and so on). When unemployment prevails and infrastructure cannot be guaranteed, businesses are interrupted and profits are hard to come to businessmen. The result is that people see politics as the only sure means of economic survival. They then go all out to strive for political power. Corrupt electioneering practices prevail as a result. Violence becomes the order of the day. Those who cannot make it in government resort to kidnapping, armed robbery and other social vices that culminate into insecurity.

In 2019, Transparency International placed Nigeria on the 146th position out of 198th countries in the World's Corruption Perception Index with a score of 26 out of 100. Corruption has become a culture in the country and part of the result of the corrupt practices at all levels of government is insecurity.

Socio-Economic Imbalance: When different parts of the country feel that there are inequity, imbalance and unfavorable skewedness in the distribution of the nation's resources, the result is crisis. The Niger Delta Militancy clearly portrays this fact. The feeling in that region is that the oil resources are exploited in the Niger Delta and in spite of the environmental degradation occasioned by the oil exploitation, not much is done by the Federal Government to placate the people. The environments remain in very deplorable conditions. The people of the Niger Delta in reaction to this felt exploitative tendency of the Federal Government, have often embarked on pipeline vandalization, training and deployment of their own militia that has often confronted the Nigerian army, thus converting the Niger Delta region into a war-zone characterized by kidnapping of workers of oil companies, and general insecurity.

In a related political scenario the South-East Nigerian youths feel that there has been a consciously planned and orchestrated political marginalization of the region. They believe that it is unfair and inexplicable to observe that no South-Easterner is appointed by the Federal Government as a Service Chief- in the Nigerian armed forces. They feel that top juicy political appointments are deliberately skewed in favour of other ethnic nationalities than the Igbo. They still feel the pains of the Nigerian civil war that ended in 1970. They cite as examples the unjustifiable neglect of federal road, infrastructure in the country, the failure to balance out the number of states, in the country, noting that it is only in the south-east that there are five states while other geopolitical zones have more than five states. They believe that population figures are consciously

manipulated in favour of the Northern parts of Nigeria. As a result, resources, distributed on the basis of population figures leave the South-East in a disadvantaged position, among other complaints. These verifiable and orchestrated policies have ignited convulsive reaction and the feeling of insecurity among the youths who have unrelentingly ventilated their frustration with, and objection to these consciously implemented objectionable policies by ways of calls for separation, referendum and the like. Groups such as Indigenous Peoples of Biafra (IPOB) have not relented in their agitation against the situation.

In the Western part of the country calls for the creation of Oduduwa Nation have persistently resonated, again as a reaction to the perceived political marginalization of the West by the Federal Government. All their feelings of political imbalance and inequity have made Nigerian an unsafe political environment at the present.

Porous or “Open” Borders: There are porous borders around the North-East, North Central and North West of the country from where illegal immigrants infiltrate the country. These illegal immigrants suspected to be insurgents from other countries, who are nomadic in their cultural behaviour, roam the desert lands seeking places of settlement. They find the Nigerian unguarded borders veritable avenues through which to penetrate the county and carry out their agenda of militant occupation and religious conversion. In most cases, they believe they are undertaking a religious mandate and so feel justified in their actions. Unfortunately the Federal Government appears incapable of controlling this influx of dangerous persons. The result is insecurity.

Influx of Illegal Arms: The issue of porous borders is aggravated by the uncontrolled influx of illegal arms with which hoodlums perpetrate terrorist activities that culminate in insecurity in the country. Smugglers pass very easily through the porous borders to introduce varieties of weapon types into the country. Shotguns, pistols, rifles, assault-rifles, grenades and other explosives are usually illegally introduced into the country and used for terrorist activities. The Federal Government appreciates the need to curb the influx of these arms into the country but appears incapable of dealing decisively with the challenge.

Weak Internal Security: Internal security disorder is often the cause of insecurity in parts of the country. When the police and other security agencies are unable to handle crisis situations, when the security agencies are ill-equipped to confront insurgents, when there is sabotage among the ranks of the security agencies, when the armed forces are reluctant to take needed risks to save crisis situations and when nobody is prepared to make sacrifices for the sake of the communities, then insecurity will prevail (Lygeal, 2012). Sometimes, also, the

information gathering processes are weak, leading to inadequate intelligence reports and /or unreliable information. These will obviously lead to insecurity of the environment.

Religious Fanaticism and Ethno-Religious Conflicts: The challenge of religious extremism is known to have preponderated in the Northern parts of Nigeria where several sects with their various orientations have tried to lord it over the rest of the nation in an effort to convert or compel others to change to or accept their own beliefs. The Boko-Haram group which objects to the formal/western type education seems to have created the greatest security challenge in Nigeria, especially in the North-East. The group has killed many Nigerian troops, destroyed villages, abducted students and other civilians and caused students to flee the schools. Many of the Chibok girls are still in their captivity while many Nigerians are still in camps taking shelter for their lives. People are afraid to travel to places of their interest for fear. Ethno-religious conflicts prevail when the social relations between members of one ethnic or religious group and another of such group in a multi-ethnic or multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation to settle grievances. These conflicts which often revolve around who gets what in the distribution of resources, opportunities, positions and influence often result in massive killings and violence among ethno-religious groups in the country. (Adagba et al 2012).

Some cases of Insecurity in Nigeria

In recent times, insecurity in Nigeria has manifested in various forms and in various regions. They include but not limited to:

The Niger Delta crisis in which the minority ethnic groups of the region felt exploited as they were not adequately compensated for the oil wealth, of the nation that was being drilled from their area with its attendant pollution and devastation of the environment (Osungade 2008). The crisis which began in the 1990s as a mild agitation metamorphosed into a formidable and near uncontrollable militancy that engaged the Nigeria military to attempt to subdue. Details of the crisis, the scale, the component groups in the Niger Delta, the amnesty that calmed the situation after the negotiated unconditional pardon and surrender of weapons by the militants were chronicled by Aderoju (2008) and Nwagbaoso (2012) among others.

Kidnapping in the South east was another case of insecurity in Nigeria. This challenge could be traced to the Niger-Delta crisis. When the militants of the Niger-Delta were being systematically decimated by the Nigerian troops, they fled in their numbers to the Abia and Imo State areas and ignited the terror of

kidnapping as a means of livelihood Innocent people were abducted and huge sums of money were demanded by the captors. It is also believed that when in 2007, politicians in the general elections engaged many youths as thugs, it became difficult to retain them at the end of the elections, such men and women resorted to kidnapping as a survival means. The extent to which this terrorized the lives of people in the two states - (Abia and Imo) Imo was alarming. Wealthy men and women and highly placed individuals all fled the states as huge amounts of ransoms were extorted from unsuspecting and innocent citizens. Youths soon were recruited and the unemployed, unemployable and under-employed ones found a lucrative engagement in this booming but potentially dangerous engagement. They kidnapped even traditional rulers, school children, priests, and all categories of persons.

The Jos Crisis: Oladoyinbo, (2010) reported that the Jos crisis which began as a sectarian violence mutated into radical and ugly shapes in 1999, and claimed many lives of innocent Christians. It is estimated that between 2007 and 2010 over 10,000 Christians were slaughtered (Onifade, Imhonopi and Urim 2013). The root cause according to Nwagboso (2012) was the in ordinate ambition of Muslims to forcefully convert Christians into Islam. Some claim that the crisis was as a result of cultural and land disputes. Whatever the causes, it cannot be denied that the crisis has taken its toll on the nation's economic, social and political development

The Boko-Haram and others: Although the North East of Nigeria is the main base of the group, the effect of the group's nuisance has affected all other parts of the country including the national economy, lives and property of people, educational aspiration of people especially the girl-child in the Northern parts of the country. Many persons reside almost permanently in the Internally Displaced Persons' (IDP) camps while villages are deserted as homes are destroyed by fire. Terror prevails as no one is sure of his/her lives the next day. Educational institutions are shut down for fear of the invading insurgents with their more formidable fire power. Extra budgetary provisions are made to accommodate the ever-expanding needs of the displaced persons while Nigeria becomes the focus of the world- community when the subjects of militancy, insurgency and insecurity are being discussed.

Other threats to the nation's security include other sectarian crises, – the armed bandits who block roads in various parts of the country killing and maiming innocent persons. The herdsmen and their cattle are at war with land owners as they move their cattle southwards in search of greener pastures following the desertification of the former grazing areas of the Northern region of

the country. Clashes which are often bloody have resulted from such conflicts as the herdsmen allow their cattle to feed on and destroy crop of innocent Nigerian farmers in the Middle Belt regions and the South-East and South-West and even North-West of the country. The sophisticated arms of the herdsmen remain a great threat to the unarmed Nigerians who in many cases have been displaced from their legitimate homes for fear of being killed. The threat from the herdsmen is aggravated by the fact of alleged covert or overt protection by the Nigerian military. Questions arise as to the source of the assault rifles the herdsmen are said to carry and why they are not disarmed by the Nigerian military who obviously see them with those weapons.

Consequences of Insecurity in Nigeria

Threat to life and property: Human lives are threatened and often destroyed. The number of persons who lost their lives as a result of the crises that have engulfed the various parts of the country is incalculable. These are lives of potential medical doctors, engineers, and other scientists, agriculturalists, religious leaders and so on, through whose efforts and contributions the nation would have become greater.

Economic losses: When insurgents strike a community they leave a trail of destructions of property which when they are replaced, create huge losses and wastage of funds to the country. The cost of rebuilding ravaged towns and villages could have been invested in other vital parts of the life of the nation. When farmers and others workers are threatened, when oil workers are abducted when school children are held hostage, there is an obvious sabotage on the nation's gross domestic product (GDP).

Strained relationships among ethnic groups: When the Boko-Haram insurgents attack villages occupied by other ethnic groups, the tendency is for bad-blood to be injected into the relationships that had hitherto prevailed prior to the attack. Mutual hatred, mutual suspicion and mutual antagonism are the results.

Reduced social development: Insecurity diminishes a nation's social development. When, as a result of insecurity, medical doctors are kidnapped, other medical staff are afraid and the hospitals are shut down. Innocent people die in their numbers as a result. When school children are kidnapped or schools are attacked, schools close down and the education system suffers. This will ultimately affect the future of the nation's economic development. When fear and killings are the order of the day, virtually every other thing – markets, religious centers, sporting activities, the banking sector, agricultural products, indeed everything would be negatively affected.

Negative image of Nigeria: It presents a negative image of the country to be known the world over as an insecure environment. Such a portrait of the nation will lead to a dangerous isolation from other civilized nations. Embassies and consulates will be closed down and any potential political, social and economic benefits from other nations will be lost.

Solution to the problem of insecurity challenges through Education

The inability of any nation to achieve security of lives and properties of its citizenry is a signal of failure of governance. Citizens therefore need political education to be able to elect credible leaders. They badly need:

Realistic democratic education: (Voter Education) where people are taught their rights and how to elect leaders who would provide democratic dividends and defend the democratic process as well as how to vote and dangers of voter apathy.

Curricular re-orientation: The curriculum should; gear all learning to productivity, not theory. Emphasize science and technology; teach moral and spiritual education so that people learn the need to lead disciplined lives rather than reckless and dangerous lives.

Teach the need for modest living rather than ostentatious living: People should learn that one needs only one room to sleep in, one bed to lie on and one car to travel in at a time, if one lives a decent life, one will have no need for elaborate security arrangement, **one** can only take a plate of food at a time and not more.

Teach the need for controlled family size. The benefits include reduced financial stress that compels people to act insatiably, thus being tempted to indulge in criminal activities that result in insecurity. Reduced scope of one's need to cheat to provide for large families for example. no need for many houses to accommodate large families, no need for many cars for each child in the family.

Teach the need for economic independence and self-confidence: This will make it possible for Children can fend for themselves when they become adults rather than depend on their parents to provide all their needs. Children can engage their thoughts constructively towards making money by themselves rather than hoping on parents or others to provide for them. Children can face the unknown tomorrow with greater confidence and optimism.

All religions in Nigeria have contents in their religious books that emphasize the need to: Work hard and be diligent, be honest, truthful and straight forward, be contented with what one has, be conscious that there is life after earthly life and how one life here on earth determines where and how one will be over there. Beware of the consequences of each action one takes on earth. The good is

rewarded while the bad is punished.

In the primary and secondary schools, security studies need to be taught with greater vigour than is the case at the moment. One is pleased that there is an attempt to teach the content although it is only a theme in the subject called “Religion and National Values”. This subject is made up of the following themes: Christian Religious Studies, Islamic Studies, Civic Education, Social Studies, and Security Education.

Conclusion

Security is about the most important goal that any nation's government must strive to achieve. It is the fundamental objective of every government, and institution. A good deal of acts of insecurity results from ignorance. That is why education is the most important and potent instrument for combating insecurity in Nigeria.

It is ignorance that makes rebellious groups believe that force is the answer to their perceived problems. Ignorance makes a religious group believe that it must use force to impose its doctrine on other unwilling groups. Yes, ignorance, because no true religious leaders or founder of any religion preached or use of force on other peaceful religions. It is ignorance that makes people intolerant of the next person, and to be negligent of the rights or interests of the next person. Education is therefore the most potent instrument that has the capacity to re-orient the psyche of Nigeria people towards more disciplined thought processes that result in peaceful coexistence of all Nigerians.

Recommendations

To achieve the aims of education in the present situation of insecurity in the nation, this paper recommended that:

1. The newly introduced subjects such as civic education, security education and trade/entrepreneurship need specialized teachers. There is urgent need to train and retrain more teachers for effective delivery of their topic contents. However, retraining programmes should not be limited to public school teachers since security is not meant to be a person's business but everybody's business.
2. Textbooks on security education need to be developed, existing ones should be reviewed in line with the new arrangement in the curriculum structure.
3. There is the need to sustain teachers, parents, students and the general public on security matters. This would help to prevent child abuse and other forms of terror acts in the Nigeria societies

4. The government of states in the North should work towards sensitizing their people towards placing high premium on Western education that will liberate the mind so as to douse radical religious ideology that constitute insecurity in the country.
5. Government should as a matter of urgent need put in place social security programmes in the form of unemployment benefits as one method of extending a small part of the nations' resource to maintain those who have been temporarily removed from the productive streams of the nation's economy.

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Security Challenges Of Attacks On Schools And Curriculum Delivery In Tertiary Institutions: Roles Of Stake Holders, Students

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Abstract

This paper centred on security challenges of attacks on schools and its implications on curriculum delivery in tertiary institutions: the roles of school administrators, and stakeholders. The paper x-rayed the various challenges of curriculum delivery in tertiary institutions as a result of insecurity. The paper discussed the concept of security and its opposite insecurity, sources and causes of insecurity in tertiary institutions, the impact of insecurity in universities, the roles of the administrator, and stakeholders, towards the handling of security challenges in tertiary institution. Conclusion and suggestions were given.

Keywords: *security, insecurity, curriculum implementation, stakeholders, tertiary*

Introduction

The political, economic and social systems of a country create the conditions for security and insecurity. Security is a first-order or necessary precondition for the development of human beings and society. Therefore, security is the most basic need of human beings and societies. Recognizing the significance of security as the precondition for the survival of the Nigerian people and nation, the Constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that “the security and welfare of the people shall be the primary purpose of government”. The duty conferred on the government by this provision has not been substantially and substantively discharged as the prevailing high level of human insecurity in the country demonstrates. According to Wulf (2016) the “state's most basic function is ensuring security by exercising the monopoly of force. This entails the protection of human rights, from physical threats and

violence within the state's territory". If a government is unable to guarantee and promote the security and welfare of citizens and their property, it loses legitimacy and its ability to demand and command obedience from the citizens is significantly weakened.

The deteriorating security situation in Nigeria is worrisome. Recently, Nigeria has witnessed unprecedented level of insecurity ranging from intra-communal, inter-communal and inter-ethnic clashes; religious violence; armed robbery; assassination, kidnapping and "boko haram" insurgency, banditry and unknown gunmen. (Abubakar, 2011). Insecurity in Nigeria is causing developmental challenges such as endemic penury, high rate of unemployment, inured corruption, low industrial output, unstable and deteriorating exchange rate, high inflation rate, inadequate physical and social infrastructure, large domestic debt, and rising external debt profile (Ewetan, 2013). These problems have posed severe threats to socio-economic development in the country in that it stifles business and economic activities and discourages local and foreign investors (Ewetan & Urhie, 2014).

Oladikpo, Awoyinfa and Adefarakan (2018) define security as the degree of protection against danger, damage, loss, and criminal activity. In the same vein, Oni cited in Oladikpo, et al (2018) considers security in the university as the protection of tangible and intangible assets of the institution from all forms of danger. The tangible assets as indicated by the author include; the physical structures, books in the libraries, electronic gadgets, all stakeholders, the players involving the regular and occasional visitors to universities. On the other hand, intangible assets include intellectual property, research data, classified information, integrity, peace of mind, the image of the university and so on.

The main aim of security according to Tari (2004) is to ensure safety and security of staff, students and visitors, protecting the property and assets of the university, investigating and detecting crime, reducing incidence of reported crimes and the apprehension and prosecution of offenders. Globally, there is a rising wave of insecurity and the universities are not spared from this problem. The university is a learning organization and as such attracts students, staff and other stakeholders who have one thing or the other to carry out in the university environment. The university exists as a complex organization with heterogeneous identity comprising people from different backgrounds with distinct views and divergent goals that make it susceptible to varied security threats. The rising wave of insecurity in universities has been a source of great concern recently. In the 60s, 70s and up to 80s, educational environments were relatively peaceful for teaching-learning process to go on without hindrance. However, the situation has

changed since in the 90s. Recent happenings have shown that university environments are not so safe for the students and for the school personnel any more due to some threatening security challenges.

In line with this Mensah, Baafi, Arthur, Somuah, and Mprah cited in Human right watch (2018) observed that university campuses are no longer safe havens. Similarly, Enang (2019) noted that university communities in recent times have been infested with all manner of criminalities which, quite sadly, paint an opaque and rather disheartening picture. Abdullahi and Orukpe (2016) and Enang (2019) observed that theft, cultism, kidnapping, rape, room break-in, office break-in, cell-phone snatching, stealing, violent demonstration by students, vandalism and other forms of assaults are major security challenges on campuses. Caleb (2013), also noted that cultism has proved to be a major concern for even existing security agencies on campuses.

In the same vein, Oladipo, Awoyinfa and Adefarakan (2018) observed that the existence of cultist groups on campus have made life unsafe and scary to both staff and students. It is asserted that the cultists possess, in many cases, more deadly and functioning weapons than campus security agencies and often use supernatural and mystical powers in their activities. Besides, many cult members are users of hard drugs, and can act in unthinkable ways when they are under its influence. Cultists are implicated in robbery, killing of innocent students, as well as academic and non-academic staff, arson, rape, extortion, kidnapping, blackmail and all kinds of inhumane practices. According to Badiora (2017), “the varieties of crimes on the campuses of tertiary institutions in Nigeria have grown to an alarming rate and level, that it has remained a permanent issue in national discourse.

Dimensions of insecurity

Insecurity can be classified into several dimensions. The most significant dimensions are:

- a. Physical insecurity – violent personal and property crimes,
- b. Public insecurity - violent conflicts, insurgency and terrorism
- c. Economic insecurity – poverty, unemployment,
- d. Social insecurity - illiteracy, ignorance, diseases or illnesses, malnutrition; water borne diseases, discrimination and exclusion,
- e. Human rights violations - denial of fundamental rights by state and non-state actors in different states,
- f. Political insecurity – denial of good and social democratic governance

Education and Insecurity in Nigeria

Dambazau (2014) quoting Act 26 of 1948 on the Universal Declaration of Human Rights, sees education as not only a public good, it is also a human right that is essential for the exercise of all other human rights, especially in promoting individual freedom and empowerment. Zukang cited in Dambazau (2014) links education acquisition of genuine wealth and happiness whereas lack of it exacerbates one's level of ignorance and leads to blunders, poverty, unhappiness, and sometimes the commission of crimes. To him, the relationship between lack of education, poverty and poor health conditions diminishes opportunities to social and economic advancement which often leads to criminality. Education is also essential in the military and para-military organizations which include the police that is saddled with the security of the nation. Dambazau (2014) stresses that education is used more as a strategic tool for advancement of technology needed for nation's economic and socio-cultural development. In the military, it helps the armed forces to appraise situations; to estimate the battlefield; to examine the courses of action; to interpret the 5 international environments; to project future warfare and design the battlefield; and requirement to analyze security threats. Education in the military is not all about warfare; it also contributes to national development, and at the same time enhances national security.

Dike (2003) submits that the socio-political and economic developments of a nation and or her health are in many ways determined by the quality and level of educational attainment of the population. He, however, laments that the state of education in Nigeria cannot produce the critical and creative minds Nigeria needs to guide and manage democratic system and survive as a viable nation. Lack of quality education and unemployment in Nigeria would contribute to many social ills, including crime, prostitution, and the breakdown of law and order. He suggested that education in Nigeria should be treated as a public-health issue, thus: without treating education as a public-health issue that requires serious attention, the youths will continue to receive inferior education; they will continue to suffer mass unemployment and armed bandits will continue to rise; the society will continue to have illiterates and mediocre as political leaders; the society will continue to have political parties without ideology, and Nigeria will continue to fall behind economically, socially and politically.

From the foregoing, it is neither exaggeration nor understatement to say that the higher a nation attains education, the stronger the nation's security. Hence, education contributes to the security of the nation. It is vital at this point to examine the development and mismanagement of education which lead to insecurity.

Development and mismanagement of university education in Nigeria

The Western-type formal educational system was introduced in Nigeria by Christian Missionaries and colonial authorities in the nineteenth century. It was primarily aimed at equipping individuals with varying levels of competence in literacy and numeracy that were required for the promotion of the interests of the Missionaries and the colonialists. It had residual benefits for the indigenous peoples. It provided knowledge and skills that improved health, productivity and opportunities for employment in colonial, mission and commercial organisations.

Tertiary education in Nigeria consists of the universities, polytechnics, colleges of education and different post-secondary professional training institutions. The University of Ibadan, which was established in 1948 as a College of the University of London, admitted students from different parts of the country. After independence, the three regional governments established universities to provide tertiary level of education. They provided adequate fund for facilities and recruitment of staff from all over the globe, thereby developing a cosmopolitan and internationally competitive tertiary educational institutions. Sadly, these achievements of the Nigerian universities in the country between 1950 and early 1980s have been eroded by factors that are internal and external to the system.

The Nigerian university system is currently plagued by several problems that hinder it from serving expected roles in promoting national security and development. Some of the factors that have negatively impacted on university education in the country according to Phenson, Ojie and Atai (2014) include:

1. anti-intellectual attitudes and policies of military regimes toward education generally and the university level in particular led to the introduction of some policies since 1976 that led to systematic erosion of the value, standard and impact of education at all levels in the country;
2. erosion of the autonomy of the decision-making structures within the education sector by government, supervisory ministries and agencies and the principal officers of the educational institutions;
3. absence of vertical and horizontal oversight and accountability within and across the education sector, resulting in poor oversight of admission policies and capacity as well as admission and employment in flagrant violations of the constitution and federal character policy, thereby turning universities into enclaves of ethnic and religious groups instead of universal and globally competitive centres of learning, research and scholarship;
4. Absence of effective oversight of incompetent and unaccountable management officials and organs (principal officers, Senate, A&PC;

committees, faculty and departments boards and heads) due to weak oversight and primordial considerations;

5. Impunity, flagrant violations of the university laws and rules; exercise of arbitrary powers and usurpation of powers of statutory committees and boards by university principal officers, especially administrators and or the vice-chancellors; and many more.
6. Loss of universalistic and cosmopolitan character of the university in terms of staff recruitment and student admission due to poor funding and inappropriate policies and practices, and poor conditions of service etc.

Thus, these conditions are just a sample of factors that erode the standard, competitiveness, and integrity of the Nigerian education system, and its capacity to contribute to the development and security of Nigeria. At this point, it is vital to examine some of the security challenges in our higher institutions.

Security challenges in higher institutions in Nigeria

Nigeria is currently plagued by different forms of insecurity that need to be tackled in order to promote and protect human security and development as well as national integration, security and development. In the words of Onyechere, (2014:26) some of the major security challenges include amongst others:

1. Pervasive cases of violent crimes, especially armed robbery and kidnapping
2. Widespread incidence of ethnic and religious violence and terrorism across the country
3. Prevalent conflict between Fulani herdsmen and farmers resulting in frequent killings, destruction of villages and settlements, and internal displacement of victims in different parts of the country.
4. Political and election related violence.
5. Destruction of critical infrastructure (vandalization of oils and gas pipelines, electricity grids and facilities, educational and health facilities, setting offices on fire, etc.) by individual criminals, ethno-religious militias, and criminal groups.
6. Theft of critical national resources such as illegal mining, illegal bunkering;

General Sources of insecurity challenges

Security challenges in the country arose from the actions and inactions, complicity of individuals, groups and the government. In the words of Mellisa Kelly (2021), Wulf (2006), sources of insecurity in the country include:

1. Undue emphasis on acquisition of wealth and power without giving

corresponding weight to self-discipline, integrity, hard work and accountability which gave rise to widespread corruption and fraud, armed and violent crimes to acquire wealth and political power, competition and violent conflicts among religious and ethnic groups over the control of government at various levels as the means for corrupt enrichment and nepotism.

2. Persistent high rate of youth unemployment and diminishing opportunities coupled with growing disillusionment with the country. This led to increasing involvement of young persons in economic-related crimes such as cybercrimes, kidnapping, robbery, ethno-religious conflicts, insurgency and terrorism.
3. Violent and fraudulent elections that produce incompetent, corrupt, unaccountable and non-responsive government that rule without legitimacy but impunity.
4. Proliferation of religious sects involved in spreading religious intolerance and violence
5. Proliferation of illegal arms and ammunition
6. Progressive decline in the quality of governance at all levels (federal, state and local government) since the late 1970s led to lack of patriotism, professionalism, justice, capacity and effectiveness in planning, decision-making, and service delivery by all tiers of government

Sources of insecurity in Nigerian Universities

In addition to susceptibilities to insecurity experienced by universities world-wide, Nigerian universities are exposed to insecurity from the following factors:

1. Widespread insecurity in the society, including political and ethno-religious violence; in many cases, university lecturers provide ideological justifications for violence by and among their ethnic groups;
2. Decline in intellectual discourse and commitment led to the widespread activities of uncivil ethnic, religious and cult groups on the campuses through which conflicts and violence are perpetrated;
3. Decline in the quality of hostels facilities, administration and relationships foster indiscipline and involvement of students in deviant and criminal conducts
4. Off- residence by majority of the students facilitates easy infiltration of campuses by criminals and extremists to perpetrate crimes and terrorist attacks, indoctrinate and recruit students and staffs;
5. Erosion of virtues of honesty, trustworthiness, industry and excellence

- and the increasing emphasis on vices of corruption and acquisition of wealth through crime influence the attitudes and behaviours of students resulting in the involvement and arrests of university students for robbery, trafficking in arms and drugs, cyber crimes, and cult violence
6. Frequent increases and multiple levies without adequate consultation and corresponding services by the universities
 7. Extreme pressure on staffs and students to conclude lectures, grade papers and release result in spite of requisite quantity and quality of lecturers, classrooms, offices, library spaces, relevant journals and books, internet services, office equipment and stationery and electricity supply fuel hostility among staff and between academic staff union and university administration;
 8. Ineffective security services on the campuses;
 9. Violent and non-violent disruption of activities by student and staff unions, often compounded by impunity and absence of efficient, accountable and responsive university management;
 10. Academic incest – excessive recruitment of former students and their family members undermine quality, innovation, discipline and create a system of patronage that fuel conflict;
 11. Failure of university administration to promptly, transparently and seriously address grievances by staffs and students unions;
 12. Ethnic and religious intolerance and violence compounded by nepotism and other primordial considerations by university administration in recruitment, appointment and promotion, student admissions, and discipline of staff and students;
 13. Usurpation of the powers of the statutory organs of the university by non-statutory committees and appointed officials at various levels resulting in arbitrary and autocratic decisions

Impact of insecurity on university education in Nigeria

Nigerian universities frequently record incidences of crime, conflict and violence. Some of the consequences of insecurity on campuses, in recent times are:

1. Attack leading to death and injury – terrorist attack during Sunday Christian Service in Bayero University, Kano where several students and lecturers were killed and injured; mass killings of students were also recorded in Borno, Yobe, Adamawa and several other states. Kidnapping of students - in April 2014 over 250 female students were kidnapped by

- terrorists and 219 of them were still being held by August 2015;
2. Destruction of infrastructure and disruption of activities in universities by staff and students on demonstration;
 3. Disruption of effective learning, teaching, research and administration by terrorists;
 4. Declining quality of education due to closure of school, displacement and shortage of teachers - Many lecturers left the University of Maiduguri because of Boko Haram insurgency and some important academic and administrative activities, including defence of these are sometimes moved to its Abuja Liaison Office;
 5. Disruptions of academic administration by demonstrations and strikes by staffs and students unions, often as a result of absence of effective and responsive dispute resolution mechanisms;
 6. Inability to attract qualified staff from within and outside Nigeria, due to fear of crime and violence on campuses and in the country;
 7. Interrupted and shortened school year due to riots on campus and community. Many staff and students were killed or injured during various violent conflicts and terrorist attacks between 2001 and 2015;
 8. Gender inequality due to withdrawal or non-enrolment of females or recruitment of males as combatant by government forces or rebel and terrorist groups;
 9. Decline in enrolment in areas engulfed by insecurity - violent conflicts, insurgency and terrorism in Northern parts of the country, and violent crimes in several states in the country - which may cause or aggravate educational inequality between communities within and outside conflict zones;

Stake holders/Administrators

Stakeholder in education refers to “anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councillors, and state representatives” Great Schools Partnership (2014). The concerns of various stakeholders in the educational community are succinctly stated below: Students are concerned because their knowledge and skills acquisition and the quality of their subsequent lives and careers are at stake. Teachers have a stake because of their understandings of their students, their professional practice and knowledge, their perceptions of themselves as teachers, and the quality of their work life and

standing in the community. Families clearly have an investment in their children's learning, well-being, and educational future. The public invests money in education, in part as an investment for the future, and has a stake in maintaining the quality of that investment. Stakeholders certainly play great role in the security and safety of schools and the provision of quality education remains a huge burden which “requires the participation of all stakeholders, in a democratic society” (Abubakari, & Al-hassan, 2016).

Roles and Responsibilities of Stakeholders

1. Proprietors: A proprietor is the owner of the school and schools are either owned by government through the relevant agencies while private schools are owned by private organization or individuals with a governing board or management committees saddled with the responsibility of formulating policy and making decisions for schools on behalf of the board (Onyechere , 2014). They are therefore primarily responsible for the safety of schools. In accordance with the report released by the Global Business Coalition for Education based on the best global practice in the protection of schools, some school level interventions measures can be initiated by stakeholders in the overall interest of ensuring safety in our schools .This falls under the expected roles and responsibilities of proprietors of schools as outlined by (Fleet, 2015):

Reinforcement of School Infrastructural facilities: This may be in the form of providing basic and cost-effective mechanisms that creates boundary walls and/or the installation of barbed wire in order to thwart attacks or any form of abductions directed at schools.

Provision of Armed Guards in Schools: In liaison with the relevant law enforcement agencies, proprietors can also provide armed guards that can serve the purpose of either repelling attacks or intimidating likely attackers.

Providing Security Awareness Training for all Staff: Staff members should be made to undergo safety and security awareness trainings. The aim is to help them recognize warning signals and alerting local and law enforcement authorities.

Having a School Security Plan and Response System: Proprietors should consider as topmost priority the need to have a detailed security plan in view of the evolving security challenges in recent times. Guidance in formulating the security plan should be sort from the local and law

enforcement authorities. All students and staff should also be familiar with such plans and rapid response system instituted with the aim of implementing a contingency plan in the event of an attack while also restoring situation back to normalcy.

Students

According to (Onyechere, 2014) the responsibilities of students in school are ultimately linked to the students “action of omission or commission”. He emphasized that students should avoid the attitude that “it can't happen” but rather take up certain roles and responsibility to ensure their safety at all times. The safety/security roles and responsibility of students detailed by (Onyechere,2014) relate to the attacks targeted on schools. The tips include - being alert at all times, prompt reporting, strict adherence to general safety and security protocols both in the day and in the night, responding to alarm systems and participation in emergency drills and exercises.

Other roles and responsibilities of students also worthy of note include the following:

1. Students are expected to follow strictly the school laid down preventive policies and strategic security guidelines with regards to their safety.
2. They are also expected to work with school administrators, teachers and security personnel to create the safest way and timely way to report threats.
3. Students should know who to go to with vital information or observations about potential threats.
4. Students should confide in their parents, teachers and other trusted adults about issues relating to security and safety of their immediate environment.
5. Student should report any suspicious person, vehicle or motor bike packed in an unusual spot within and outside the premises of their school.
6. Student should speak out and refuse to join groups or cliques that are engaged in negative behaviors or attitudes.

Parents

Parents as members of the community and also decision makers in their children's education can be actively involved in Safe Schools Initiative by mobilizing themselves as a cohesive uniform force to direct their efforts towards ensuring the safety of their wards from attack and also safety of the community in general. The roles and responsibilities of parents therefore in this direction as deduced from the report of the Global Business Coalition for Education and summarized by (Fleet, 2015) include:

- **Engagement in Community Education Committees:** Parents as community members no doubt are knowledgeable and conversant with the context and conflict dynamics resulting to the attacks on schools and in some cases may even know the individuals or networks involved in such attacks. By forming and participating in Community Education Committees, parents could give useful information or devise practical solutions aimed at protecting education from attack. In some cases they may negotiate schools as peaceful zones.
- **Engagement in Teacher-Student-Parent Consultative and Defence Units:** In order to protect education, parents have a great role to play in fostering the creation of such units. Parents can through this unit warn stakeholders of imminent attacks.
- **Facilitating the Engagement of Religious leaders in Promoting Safe School Initiative:** Parents have the role and responsibility to facilitate the involvement of religious leaders in the promotion of education which no doubt will significantly impact in reducing attacks. This is against the backdrop that the importance of education cannot be overemphasized and religious leaders can greatly influence the myriad youths who can be readily recruited as attackers and who are in doubt of the direction to follow and the justification of their actions.

Apart from the above stated roles and responsibilities, parents should also show an interest in the welfare and safety of their children's lives. Parents should be conversant with safety and security procedures and also help to inculcate same to their wards. They should always ensure that they know their children's friends and parents in other to know and monitor their activities and whereabouts when they are not in school. Monitoring their ward closely will enable them to know when they are derailing and the need for quick intervention.

Conclusion / Suggestions

The university is a universal community of intellectuals and not a sanctuary or habitation for parochial, prejudiced and bigoted monsters parading themselves as scholars and administrators.

The safety from attacks of schools in Nigeria is dependent on the collective effort of various stakeholders in supporting a safe school initiative from all fronts. Collaborative effort should therefore be directed towards providing an environment that is conducive for our schools. This paper therefore recommends the following:

1. School administrators should adopt Crime Prevention through

Environmental Design (CPTED) strategies with the incorporation of information communication technology (ICT) and detection devices in the overall security architecture of their schools.

2. All critical stakeholders mentioned in this study must ensure that they do not relegate their roles and responsibilities. They must be actively involved in ensuring that they all contribute towards combating the spate of violence and attacks on schools being perpetrated by Boko Haram and other insurgent groups and any other criminal groups.
3. Stakeholders in the education industry should form a more lasting synergy to guarantee adequate funding of the system since all aspects of the curriculum from time to time need some innovations which introduction is cost intensive.
4. Regular revision and introduction of innovative curricula such as in Family living Education, Entrepreneurship Education will go a long way to assuaging some of the existing gaps in students' acquisition of the right attitude to life and work.
5. The security unit of Universities should be well funded and equipped with modern technology by the university management, such as provision of sufficient surveillance vehicles. This will be very useful in timely fighting and containment of criminal activities on campus.
6. Access into the university environment should be checked. Currently, people who have no business in the school are found everywhere. Access should be restricted.
7. All identified cultists should be rusticated from the institution by the university management. Linkages should be established with other institutions of learning so that such students are denied re-admission. Also, students arrested on involvement in heinous crimes should be suspended and handed over to law enforcement agencies for prosecution.
8. Management of the university should consider as utmost importance the installation of CCTV at strategic locations to monitor movements of persons for possible detection of criminal activities within the institution.
9. Regular training and retraining programmes should be organized for all security personnel to sharpen their skills and acquaint them with modern trends in intelligent gathering, crime detention and security operation.
10. Security is every body's business, hence there is need for security awareness by both staff and students in order to stay safe.

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Implications of Security Challenges in Government Secondary School Administration in Enugu state, Nigeria

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Abstract

The study examined the implications of security challenges in Secondary School administration in Enugu State, Nigeria. The design of the study is descriptive survey research design. Two research questions and two null hypotheses guided the study. Data were collected from 180 respondents. The instrument used for data collection was a questionnaire with 20 items. The instrument was subjected to face validation by three experts, two from department of educational administration and planning and one from department of measurement and evaluation all from university of Nigeria, Nsukka. The reliability of the instrument was established using Cronbach Alpha to get the reliability coefficient of 0.78. Using mean and standard deviation, the research questions were answered, while the hypotheses were tested using t-test statistics at .05 level of significance. The findings revealed that the consequences of security challenges in government secondary school administration in Enugu state include: high dropout rate; underachievement among students; shortage of staff in rural schools; having tension packed environment in the school; among others. The findings also identified the ways forward for curbing security challenges in secondary schools in Enugu state to include: having high fence round the school premises, expulsion of any student who engages in anti-security activities, use of security cameras in the school, The study recommended among others that government, school administrators and host communities where government secondary schools are built should provide adequate fund for management of security challenges, open and free flow of information to be established among principals, teachers, students and their host communities for effective management of security challenges in secondary schools in Enugu state.

Key words: Management, Security, Security challenges, School Administrator.

Introduction

Education is the basic necessity of life. It is the most treasured privilege that one can have. It is extremely important for an individual's mental and social growth. Education generally is very much needed and everybody must get access to formal education right from childhood. Secondary school education is important

because the periods are the years before entering the bigger and more serious part of education that is career oriented. The importance of secondary school education to the development of any nation cannot be over emphasized. In deed the training of students for higher education is usually undertaken at the secondary school level. Okpe & Igwebuikie (2018) opined that molding of characters that will occupy sensitive positions in the society and invariably contribute to the socio-economic development of any society usually takes place at secondary school levels. In support of this assertion, Ekere (2017) explained that secondary school education offers basic education that students must learn before proceeding to achieve materialistic goals, however for a minority it does not matter and they will succeed in life with or without secondary school education but for the majority no education equals to the vicious cycle poverty. Secondary school education in Nigeria is the link between primary and tertiary levels of education. Objectives of secondary school education as contained in National Policy on Education (2004 revised) include:

- a. Provide an increasing number of primary school pupils with no opportunity for education of a higher quality, irrespective of sex or social, religious, and ethnic background;
- b. Diversify its curriculum to cater for difference in talents, opportunities and roles possessed by or open to students after their secondary school course;
- c. Equip students to live effectively in our modern age of science and technology;
- d. Develop and project Nigerian culture, art and language as well as the world's cultural heritage;
- e. Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as good citizens;
- f. Foster Nigerian unity with an emphasis on the common ties that unite us in our diversity;
- g. Inspire its students with a desire for achievement and self-improvement both at school and in late life.

The achievement of the objectives of secondary school education as contained in the national policy on education needs an effective and efficient school administration. Effective school administration plays a big role in regulating all activities that take place in the process of education (Ojoh, 2018). Educational administration is the systematic arrangement of programmes, human, material and financial resources that are available for education and carefully and

judiciously utilizing them within defined guidelines to achieve educational goals (Ezekwesili, 2019). This connotes that educational administration gears towards the enhancement of teaching and learning processes for the realization of educational purposes. Educational administration is a process and activity of providing adequate support for addressing modern challenges in advancing national educational standards, tests and desirable accountability provisions tied to them (Lunenburg & Ornstein, 2010). In support of this assertion, (Nwosu & Modebelu, 2016) opined that educational administration is the process of upgrading teaching learning and co-curricular activities for the all-round development of pupils and students through establishment of learners' friendly environment. It is therefore pertinent that the school environment must be conducive before any meaningful teaching and learning could be achieved. Conducive school environment is an environment that promotes teaching and learning including all the guiding objectives of the school.

Secondary schools in Enugu state in the recent times have witnessed an unprecedented level of insecurity in schools and the society at large. These occur in form of secret cult activities, kidnapping, invading of schools by Fulani herdsmen, taking of illegal substances by the students, sexual harassments among others (Odo, 2019) Security is defined as freedom from danger, intimidation, apprehension, the feeling or assurance of safety, peace of mind or absence of fear, and the certainty or assurance of the good life or welfare (Okpe and Igwebuikwe, 2018). This constitutes one of the fundamental objectives and indeed the foremost responsibility of every government and school administrators. In Nigeria, the constitution clearly spelt out as a fundamental objective and directive principle of state policy that “the security and welfare of the people of Nigerians shall be the primary purpose of government” (Section 14 (2) (b) of the Constitution of the Federal Republic of Nigeria, 1999). No wonder national security has become an issue of concern for government. Security is a first order or necessary precondition for the development of human beings and production of manpower needs in schools for the development of the society. The establishment of secondary schools is a response to the need to produce basic and literacy skills, self-awareness, political awareness, religious tolerance and a source of preparing students for higher institution and employment opportunity. Secondary school education is meant to prepare the beneficiaries for meaningful living within the society and higher education for those willing and able to withstand it. It is a means of fitting well into the society for those who may not aspire further for enhanced development (Isaac, Ajayi & Haastrup 2014). The role of secondary schools in providing the required basic and literacy skills for development was recognized by the National Education Policy (2004 revised).

In recognition of the importance of secondary education, Abudulrashid (2012) and Joel (2014) posit that it is a stage that students are equipped with all their goals, reach their teenage stage, look at their dream careers and consider the best university to build a successful future

Secondary schools in Nigeria and Enugu state in particular today have been characterized with numerous problems. It is clear that the ability of secondary schools to act as the training of students for higher education and equipping of students with skills for meaningful living in the society is being threatened, more than ever before, by the problem of insecurity. Accordingly, Kolawole (2019) laments that Nigeria has never experienced the type of security problem it is presently facing and does not seem to be in any position to address it. The author remarked that Nigerians are living in a state of utter apprehension characterized by insecurity of lives and property. Insecurity in secondary schools means a situation whereby academic staff, non-academic staff, students and all other stakeholders in secondary schools are unsafe and in a state of peril. The insecurity in secondary schools may result in obvious consequences ranging from high dropout rates, poor achievement among students, deterioration of students' behaviour, transfer of students from rural to urban schools (Ezekwesili, 2019).

In support of this statement Isaac, Ajayi & Haastrup (2014) explained that the rate of insecurity in Nigerian schools is very alarming and has resulted in an uncondusive school environment. They went further to explain that the peace in schools is adversely affected whenever there is any form of security challenge which invariably affects academic activities and may eventually lead to loss of a term or a whole academic session. Addressing the issue of security challenges in Nigeria Daniel (2018) asserts that maintenance of security in Nigerian schools has been a major challenge which has received below par attention. Explaining further, he stated that security challenges if not properly managed may result in poor academic achievement among students. Attention should therefore, be given to management of security challenges in Nigerian schools using different strategies by the government and school administrators. It is in light of this background that the present study wants to examine the effects of security challenges in secondary schools in Enugu state and strategies school administrator should adopt in curbing security challenges in secondary schools in Enugu state. Secondary school education prepares people for tertiary education which enables students to acquire knowledge and skills for job performance in civil service, business organizations, private enterprises and corporations as well as individual enterprises. This makes secondary school education to be highly

valued. Unfortunately today, secondary education in Nigeria has largely been of a mixed fortune. It is observable that the ability of secondary schools to act as strong tools for growth and development is being threatened, more than ever before, by the problem of insecurity. The persistent security challenges in secondary schools in Enugu state have resulted in high dropout rate, deterioration of students' behavior, shortage of staff in some schools thereby killing dreams and ideas of secondary school education. It also disrupts academic calendar causing students to lose a term or even a whole academic session. The problem of this study therefore put in a question form is: what are the implications of security challenges and ways of curbing them in secondary schools in Enugu state.

Specifically the study sought to:

1. Examine the implications of security challenges in secondary school administration in Enugu state.
2. Determine the ways forward in curbing security challenges in secondary schools in Enugu State.

Two research questions were formulated to guide the study.

1. What are the consequences of security challenges in secondary school administration in Enugu state?
2. What are the ways forward in curbing the security challenges in secondary school in Enugu state?

Two null hypotheses were formulated and tested at an alpha level of .05 to guide the study

1. There is no significant difference between the mean scores of the principals and teachers on the consequences of security challenges in secondary school administration in Enugu state?
2. There is no significant difference between the mean scores of the principals and teachers on the ways forward in curbing security challenges in secondary schools in Enugu state

Method

The study adopted descriptive survey research design which is meant to elicit the opinion of principals and teachers on the implications of security challenges in secondary school administration in Enugu state. This design was considered suitable for this study because pre-existing phenomenon which the researcher cannot control or manipulate in any way were sought. It was carried out in government secondary schools in Enugu state, Nigeria. Enugu state comprises six education zones namely: Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi. (Record and Statistics Office of Post Primary of School Management Board, Enugu state 2020). The population of the study consists of all principals and

teachers in senior government secondary schools in Enugu state numbering (285 principals and 7586 teachers) (statistics of ministry of education, Enugu state 2018/2019). The sample size for this study is 1260 respondents (60 principals and 1, 200 teachers) Multi-stage sampling technique was employed in drawing the sample for the study. Initially, the researcher randomly sampled three education zones out of the six education zones in the research area. Then twenty principals were randomly sampled from each of the three education zones already sampled. Using purposive sampling technique 20 teachers in senior secondary two (SS2) classes were sampled from each of the sixty (60) schools sampled giving a total of one thousand, two hundred (1,200) teachers. The choice of this area was based on the fact that secondary schools in the area are faced with numerous security challenges and therefore would value a study on implications of security challenges and ways of curbing security challenges in government secondary schools in Enugu state.

The teachers in SS11 classes were chosen because they are engaged in teaching the students that are at their adolescent stage and more exposed to security challenges experienced in secondary schools these days and can describe the prevailing situation in the school with regards to security challenges. Principals were also chosen because they are engaged in school administration and therefore should know every challenge to effective school administration. A structured questionnaire on Consequences of Security Challenges in Secondary School Administration (CSCSSA) was used. The questionnaire was made up of two parts : A and B. Part A dealt with the demographic data of the respondents while part B dealt with the 16 item statements which the respondents were expected to respond to in line with the purpose of the study and research questions posed for the study. Part B has two clusters with seven (7) and eight (8) items in each of the clusters A and B respectively. The response options for the items are strongly agree (SA) 4points Agree (A) 3points Disagree (D) 2 points and strongly Disagree (SD) 1 point. The questionnaire was subjected to face validation by three experts, two from the Department of Educational Administration & Planning and one from the department of Measurement and Evaluation all in University of Nigeria, Nsukka. The reliability of the instrument was established using Cronbach Alpha to get the reliability coefficient of 0.71. Cronbach Alpha was used because the instruments were not dichotomously scored. The data collected from the respondents were analyzed using mean, standard deviation and t-test statistics.

The mean and standard deviation were used to answer the research questions. Any item with a mean rating of 2.50 and above was regarded as agreed. The t-test statistic was used to test the two null hypotheses at .05 level of significance. Any

hypothesis whose probability level was less than or equal to .05 level of significance, was rejected.. The analysis was done using SPSS.

Research Question 1: What are the implications of security challenges on secondary schools administration in Enugu state?

Hypothesis 1: There is no significant difference between the mean ratings of the principals and teachers on the implications of security challenges in administration of government secondary schools in Enugu state

Table 1: Mean, standard deviation and t-test of respondents' (principals & teachers) opinions on the consequences of security challenges in government secondary schools in Enugu state

S/N	Items	X _P	X _T	X _G	SD	P-Value	Remarks	
							RQ	HO
1.	High dropout rates	3.39	3.38	3.39	0.25	0.76	A	NS
2.	Under achievement among students	3.35	3.38	3.37	0.31	0.78	A	NS
3	Deterioration of students' behaviour	3.36	2.37	3.37	0.31	0.74	A	NS
4.	Shortage of staff in schools in rural areas	3.32	3.34	3.33	0.32	0.72	A	NS
5	Creating tension packed environment in the schools	3.39	3.38	3.39	0.25	0.76	A	NS
6	Dearth of quality teachers in rural areas	1.84	1.83	1.84	1.21	0.03	D	S
7	Transfer of students from rural to urban schools	3.33	3.32	3.33	0.32	0.72	A	NS

X_p=mean for principals X_{T=mean} for teachers X_G=Grand mean for Ps & TRS

Data in Table 1 shows the consequences of security challenges in secondary schools administration in Enugu state. As evident from the table 1, items 1, 2, 3, 4, 5, and 7 had mean values ranging from 3.33 to 3.39 which are all greater than the cut-off mean of 2.50 on a 4-point rating scale. The data in the table indicates that the respondents agreed that items high drop-out rate, underachievement among students, deterioration of students' behaviour, shortage of staff in rural areas and transfer of students from rural to urban schools, are some consequences of security challenges in government secondary schools in Enugu state. The standard deviation values for the six (6) items ranged from 0.25 to 0.32 which showed that the respondents opinions were not far from one another in their responses and that their responses were not far from the mean. The table also reveals that the p-values of the items ranged from 0.72 to 0.78 which were greater than .05 level of significance at 178 degrees of freedom. This showed that there

was no significant difference ($P>0.05$) between the mean responses of the principals and teachers regarding the implications of security challenges in secondary schools administration in Enugu state. Therefore, the hypothesis of no significant difference (H_0) was upheld with regard to the listed items. However, item six (6) had mean score of 1.84, which is below the mean limit of 2.50, on a 4-point scale. The data in the table indicates that the respondents disagreed that item six (6) which is dearth of quality teachers in rural schools is not among the implications of security challenges in secondary schools in Enugu state.

Research Question 2: What are the ways forward in curbing security challenges in secondary schools in Enugu state?

Hypothesis 2: There is no significant difference between the mean ratings of the respondents (principals & teachers) on the ways forward in curbing security challenges in government secondary schools in Enugu state.

Table 2: Mean, standard deviation and t-test of respondents' opinions on the way forward in curbing security challenges in government secondary schools in Enugu state.

S/N	Items	X _p	X _T	X _G	SD	P-Value	Remarks
							RQ HO
8	Having high fence round the school	3.28	3.27	3.28	0.36	0.56	Agree NS
9	Establishment of learner friendly environment	3.26	3.27	3.27	0.38	0.62	Agree NS
10	Having police check points close to rural schools	3.22	3.23	3.23	0.41	0.66	Agree NS
11	Engaging the communities highly on issues concerning the school	3.25	3.23	3.24	0.40	0.68	Agree NS
12	Having security dogs in the school during school hours.	3.22	3.21	3.22	0.37	0.67	Agree NS
13	Expulsion of any student that Engage in anti-security activities	3.27	3.27	3.27	0.39	0.64	Agree NS
14	Unknown visitors should not be allowed into the school premises.	3.25	3.26	3.26	0.40	0.68	Agree NS
15	Students should not be engaged in after school lessons	3.31	3.32	3.32	0.40	0.68	Agree NS
16	Use of security cameras in the school	3.27	3.29	3.28	0.36	0.66	Agree NS

X_p=mean for Principals **X_{T=mean}** for Teachers **X_G**=grand mean for Ps & Ts

Data in Table 2 shows the ways forward as suggested by respondents for curbing security challenges in government secondary schools in Enugu state. The table reveals that all the respondents agreed that the nine (9) identified items relating to the ways forward in curbing security challenges in government secondary schools in Enugu state are possible ways of curbing security challenges in secondary schools in Enugu state. This include having fence round the school,

establishment of learner friendly environment and having police checkpoints close to rural schools and use of security cameras. This is evidenced in the mean scores of the respondents that ranged from 3.22 to 3.32 which are all greater than the cut-off point of 2.50 on a 4-point rating scale. The standard deviation values for the nine items ranged from 0.36 to 0.41 which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. The table also showed that the p-values of the nine (9) items ranged from 0.56 to 0.68 which were greater than .05 level of significance and 178 degrees of freedom. This showed that there was no significant difference ($P>0.05$) between the mean responses of the principals and teachers with regards to ways of curbing security challenges in government secondary schools in Enugu state. Therefore, the hypothesis of no significant difference (H_0) was accepted.

Discussion of the Findings

The findings of this study were discussed under the following sub headings;

1. Implications of Security Challenges in Secondary School Administration

Findings of the study reveal that high dropout rates, underachievement of students, deterioration of students' behaviour and transfer of students from rural to urban schools are some of the consequences of security challenges in government secondary schools in Enugu state. There was no significant difference ($P>0.05$) between the mean responses of the principals and teachers with regards the identified consequences of security challenges in secondary school administration in Enugu state. Therefore, the hypothesis of no significant difference (H_0) was upheld. This finding is in line with that of Ezekwesili (2019) and Isaac, Ajayi & Haastrup (2014) who reported that the rate of insecurity in Nigerian schools has resulted in an unfriendly school environment and poor academic performance among the students.

Ways forward in curbing security challenges in secondary school in Enugu state.

A survey on the strategies for curbing security challenges in government secondary schools in Enugu state shows that the roles of school administrators are vital. It was found that the role of school administrators such as construction of high fence round the school, attracting police check post close to the school; having security dogs in the school during school hours; engaging the community on issues concerning the school; expulsion of students who engage in anti-security activities; among others are some of the ways forward in curbing security challenges in secondary schools in Enugu state. This finding agrees with the findings of Daniel (2018), Ahamefula (2018) and Nwama (2017) who suggested

that school administrators should engage in different strategies for adequate management of security challenges in secondary schools in Nigeria such as having high fence round the school, having security dogs in the school, and having police check points close to the school, use of security cameras in the school among others.

Conclusion

From the results and discussion of the findings, the researchers concluded that insecurity pervades every facet of the country and this has taken its toll in secondary schools in Nigeria and in particular Enugu state. The resultant effect is that principals, staff and students live in fear day by day since government schools are inadequately secured. This high rate of insecurity has made many parents afraid of sending their children to government secondary schools which are cheaper than most private secondary schools. It therefore, becomes imperative on the part of school administrators to form synergy with other stake holders in the community towards stamping out insecurity from government secondary schools in Enugu state. The researchers therefore conclude that fund should be made available for principals to help them embark on different strategies towards total eradication of any form of insecurity in government secondary schools in Enugu state.

Recommendations

Based on the findings of the study, the following recommendations were made:

- a. The government should provide adequate fund for school administrators to embark on different security plans to protect lives and property in the school.
- b. Unknown visitors should not be allowed into the school premises except if identified by a staff
- c. School administrators and the school community should join hands in identifying ways of curbing insecurity in schools.

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Teachers' Perceptions On The Effects Of Security Challenges On Curriculum Delivery In Nigerian Secondary Schools

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Abstract

The study sought to find out the perceptions of teachers in Ilorin West Education Zone of the effects of security challenges on curriculum delivery in Nigerian secondary schools. This study adopted descriptive research design. Random sampling technique was used to select 10 out of 27 senior secondary schools in Ilorin West Education Zone. Stratified random sampling technique was used to select 10 teachers from each sampled schools in the area of study making 100 respondents. Three research questions were raised to guide the study. Self-designed instrument tagged "Security Challenges and Curriculum Delivery Questionnaire" (SCCDQ) was used as an instrument for data collection. The research questions were answered using mean, such that any mean score equal to or higher than 2.5 implied agree to the item, and lower than 2.5 implied disagree to the item. The instrument was validated by three experts in measurement and evaluation and curriculum departments. The reliability of .86 was obtained using Cronbach Alpha Statistics. Findings of the study revealed that; some critical security cases like kidnapping, child labour, terrorism, insurgency, are threatening Nigerian security, and all these heinous crimes resulted to unsafe and unsecured learning environment which disrupt academic activities and security education among others. The study recommended, among others, that government and other stakeholders should provide infrastructural facilities like erection of high and strong fence and installation of barbed wires, schools should be well equipped with security gadgets and appliances like CCTV, metal detectors, and communication systems such as telephone and intercom system for internal security network in schools.

Introduction

Education is needed to ensure peace and security, and is the key to development and environmental sustainability in any nation. According to Omoifo (2018), education is the fundamental pillar of human right and sustainable development of any nation. It is the best any nation can give to her citizenry to build a peace and secured nation. Federal Republic of Nigeria (FRN, 2014), in the National Policy on Education believes that: education is an instrument for national

development and social change; education is vital for the promotion of a progressive and united Nigeria. Obioma (2014) posits that education plays vital roles in the creation and promotion of Human Capital Development particularly in raising the critical mass of people required to drive the economy in a country such as Nigeria. According to Saidu (2018), there is nothing on earth that is barrier free. This also applies to the education sector, especially in the area of curriculum delivery.

In recent times, the peace and security of the country were being threatened by insecurity occasioned by insurgency, kidnapping, boko haram, banditry, avengers, and many more. Abraham (2010) opined that when education is developed and used rightly, it will make a better society; when misapplied, it may enslave it in misery, and when ignored, it may destroy it. Based on this, appropriate curricula have to be developed and properly delivered in a secured and peaceful environment to guide the process. According to Akudolu (2012), curriculum development is vital to educational success and nation building. Nations expend vast amount of time and resources on designing what ought to be learned in schools with secured environment in order to elevate social consciousness and improve economic viability, Nigeria is no exception. From the foregoing, the key to the educational process is the curriculum, and it is the life wire of teaching and learning. According to Apeji (2017), the strength and level of development of any nation depends largely on the strength and development of its human capital. Efficient human resources are made through the education system operated by such a nation. Central to an education system is the issue of curriculum. According to Iwovi (2009), as cited by Olarinoye (2018), curriculum is the systematic body of materials and an organized plan put together for modifying the behaviour of a person in his or her environment. In this connection, materials would include the objectives and the knowledge to be acquired, while the plan includes the instructional activities and resources designed to effects the materials. In recent time, Nigeria as a nation and its educational institutions had witnessed a myriad of security challenges. These challenges pose no little threats to the safety of life, property and the very corporate existence of the nation Nigeria. The security of the nation entails the safety of all components of the nation including all institutions that make up the nation. Institutions such as the police, governmental agencies, worship centers, embassies, educational centers and even the classrooms have continuously been threatened by the state of insecurity of the nation (Kpee and Osiobe, 2014).

One of the daunting socio-political challenges of Nigeria as nation is insecurity.

The country like many nations is faced by a plethora of security challenges. The global nature of insecurity has been underscored by the United Nations Educational Scientific and Cultural Organization (UNESCO, 2002), when it noted that the past century has witnessed the most devastating wars in history and an exponential growth in violence between individuals, including youths at schools. According to Phension, and Ojie (2014) cited in Emmanuel (2017), security lapses and challenges certainly do manifest on a daily basis in schools in Nigeria. Such challenges ranges from youth restiveness, terrorism and insurgent attack, kidnappers and hostage-takings for monetary ransoms, political assassinations, arsons, murders, cult-related activities, mass protest and so forth. The inaccessibility of schools as a result of the inherent dangers, therefore, remains a serious challenge to the knowledge givers, the learners and other critical stakeholders. In most schools attacked, the traumatic experience alone cannot easily be erased as such experience instills fear on the teachers and the students alike and make it very difficult for them to return back to school. More so, the planning, organizing, coordinating, financing and evaluating of all education activities on students, teachers and school heads in school attacked are often jeopardized while teaching and learning processes hindered because the school environment is unsafe, and learning cannot be properly conducted and coordinated in an unsafe school environment (Saidu, 2018). According to Alimba (2018), education is intricately linked to security, indicating that there is a direct connection between education and security. A secured school environment is likely to attract more students and enjoy parents' patronage. The public image of such schools will be high, boosting the efficacy of teachers and students and commanding the respect of parents. School security has become a serious issue in this global era characterized by pervasive terrorism. School security is a plan to protect the stakeholders in schools from violent crimes and attacks by means of well-articulated policies, methods as well as safeguarding its facilities to enhance the productivity of the system. Thus, in any nation where insecurity is prevailing, the smooth running of education system either at primary, secondary or tertiary level will be hindered. This paper therefore focuses on security challenges as they affect curriculum delivery in Nigerian secondary schools.

Schools as social organization because of its heterogeneous nature is prone to having security challenges. The interplay of many variables from the characteristics of the different people, without conscious display of understanding and tolerance will trigger conflicts in enormous proportions in the

system (Alimba, 2016). In many parts of the country, especially North East geopolitical zone, primary, secondary and tertiary education systems have been disrupted, which invariably affected the curriculum implementation in Nigerian secondary schools. This paper therefore sought the opinion of teachers on security challenges as they affect curriculum delivery in Nigerian secondary schools. The study aimed at investigating the effects of security challenges on curriculum delivery in the Nigerian secondary school, specifically, the study examined:

1. The causes of insecurity in Nigeria at large.
2. Extent to which insecurity affects curriculum delivery in the Nigerian secondary schools.
3. The strategies being adopted by stakeholders to surmount security challenges in Nigerian secondary schools.

Questions

The following research questions were raised to guide the study.

1. What are the causes of insecurity in Nigeria?
2. To what extent does insecurity affect curriculum delivery in the Nigerian secondary schools?
3. What are the strategies being adopted by stakeholders to surmount security challenges in Nigerian secondary schools?

Method

The design for this study was a descriptive survey. A sample of 100 teachers were drawn from 10 public senior secondary schools in Ilorin West Education Zone. Stratified random sampling technique was used to select 10 out of 27 senior secondary schools in the area. The instrument used for data collection was a questionnaire tagged “Security Challenges and Curriculum Delivery Questionnaire (SCCDQ). The instrument was structured on a four-point scale with options provided as Strongly Agreed (SA) 4 points, Agreed (A) 3 points, Disagreed (D) 2 points and Strongly Disagreed (SD) 1 point. The instrument was validated by three (3) experts in curriculum, and measurement and evaluation. It was made to undergo test-re-test reliability by using teachers outside the study population. The reliability index of .86 was obtained using Cronbach Alpha. Data generated were analyzed using mean for each item of the questionnaire, such that any mean score above 2.5 indicate agreed, while less than 2.5 indicate disagreed.

Results

Research Question 1

What are the causes of insecurity in the country?

Table 1: Mean Response of Teachers on the Causes of Insecurity in the Country

S/N	Items	X	Decision
1.	Armed robbery	3.13	A
2.	Kidnapping	3.55	A
3.	Terrorism	3.39	A
4.	Hired assassins	2.57	A
5.	Insurgency	3.10	A
6.	Banditry	2.57	A
7.	Avengers	2.69	A
8.	Cultism	3.32	A
9.	Religious Ideologies	2.76	A
10.	Bad governance	2.54	A
11.	Failed family responsibilities	2.59	A
12.	Child labour	3.49	A
13.	Sexual abuse	2.33	D
14.	Social-economic agitations	2.38	D
15.	Boundary disputes	2.70	A
16.	Election crisis	2.71	A
17.	Farmers-herders clashes	2.62	A
18.	Ethnic rivalry	2.53	A
19.	Corruption	2.81	A
20.	Attack on infrastructure and security agencies	3.24	A

N=100, Grand Mean= 2.85

Data in Table one shows that respondents agreed to eighteen (18) items, with the highest mean of 3.55. Two (2) items have their mean below 2.5, with the lowest mean of 2.33. With the grand mean of 2.85, this indicated that majority of the respondents agreed to the items.

Research Question 2

How does insecurity affect curriculum delivery in the Nigerian secondary schools?

Table 2: Mean Response of Teachers on how Insecurity affects Curriculum Delivery

S/N	Items	X	Decision
1.	Frequent cases of armed robbery resulting to dislodging of family members leading to students' absenteeism.	2.70	A
2.	Prevalent cases of kidnapping, especially in the crisis prone areas.	3.23	A
3.	Frequent attack by the terrorists to educational institutions.	3.22	A
4.	Assassinations influential members of the community which scares students from attending schools.	2.54	A
5.	Frequent invasion of insurgents in the areas.	2.59	A
6.	Activities of banditry in community where educational institutions are located.	3.03	A
7.	Activities of religious extremists resulting to uproar in the community which often lead to close down of schools.	2.57	A
8.	Unfavorable government policies which result to protest, and close down of schools.	2.68	A
9.	Lackadaisical attitude of parents in handling their children which makes them to be victim of insecurity.	2.74	A
10.	Activities of the avengers in crisis prone areas, which scare students from attending schools.	2.55	A

N=100, Grand Mean= 2.79

Data in Table 2 shows that respondents agreed to Ten (10) items, with the highest and lowest mean of 3.23 and 2.54 respectively. This implies that respondents agreed to all items seeking to find out how insecurity affects curriculum delivery in the Nigerian secondary schools.

Research Question 3

What are the strategies being adopted by stakeholders to surmounts security challenges in Nigerian secondary schools?

Table 3: Mean Response of Teachers on the Strategies Adopted by Stakeholders to Surmount Security Challenges in Nigerian Secondary Schools

S/N	Items	X	Decision
1.	Schools are well equipped with security gadgets and appliances like CCTV, metal detectors, and communication system such as telephone, intercom systems.	2.31	D
2.	Principals/Head teachers and teachers monitor their students' movement in and out of the schools.	2.83	A
3.	Conduct regular check and search on school vicinity, especially for boarding schools.	2.78	A
4.	Help-lines (phone numbers) of security agencies are available in schools in case of emergency.	2.60	A
5.	Principals ensure good rapport with host community so that they can be helpful in case of emergency.	2.90	A
6.	Provision facilities like erection of high and strong fence as well as installation of barbed wires.	2.38	D
7.	Provision of armed guard that can repel attacks	2.54	A
8.	Providing security enlightenment training for all staff.	2.59	A
9.	Providing security enlightenment for all students	2.59	A
10.	Security education is taught in schools for students to be aware of what to do in case of emergency.	2.94	A

N=100, Grand Mean= 2.65.

Table 3 shows that eight (8) items have mean above 2.50, with the highest mean of 2.94. Two items have mean below 2.5, with the lowest mean of 2.31. With the highest number of items having mean above 2.5, this implies that majority of respondents agreed certain strategies are being put in place to surmount the challenges of insecurity in Nigerian secondary schools.

Discussion of findings

The findings of the study of research question one showed that respondents agreed to 17 items as causes of insecurity in Nigeria, which have adverse effects on Nigerian secondary schools. The items with the highest mean in ranking order include; kidnapping, child labour, terrorism, cultism, attack on infrastructures and security agencies, armed robbery, and insurgency. This implies that all these security issues have negative effects because they result to unsafe and unsecure learning environment thereby leading to disruption of teaching and learning

activities. This findings is in agreement with the findings of Olugbeko and Asagha (2014), and Ozoemena (2016), and the submission by Emmanuel (2017) that the critical security crises confronting Nigeria are identified with different names, such as: kidnapping; Boko Haram insurgency; socio-economic agitations; boundary disputes; cultism; corruption; robbery; election crises; herdsmen brutality; ethnic rivalry among others.

The findings of study showed that the respondents agreed to all items in the cluster. The items with the highest mean in order of ranking include; prevalent cases of kidnapping especially in crisis prone areas, frequent attack by the terrorists to educational institutions, heinous operation of banditry in community where educational institution are located and so on. This in line with the submission of Emmanuel (2017) who opines that security lapses, and challenges certainly do manifest on a daily basis in schools in Nigeria. Such challenges range from youth restiveness, terrorism and insurgent attack, kidnappers and hostage-takings for monetary ransoms, political assassinations, arsons, murders, cult-related activities, mass protest and so forth.

The study revealed the opinion of respondents on how the security challenges can be surmounted in the Nigerian secondary schools to include that security education be taught in schools to enlighten students on what to do in case of emergency, encourage principals to ensure good rapport with the host community so they can be helpful in case of emergency, principals and teachers to monitor their students' movement in and out of the schools, conduct regular check and search on school vicinity, especially boarding schools, and so on. This is in line with the findings of Fabinu, Ogunleye and Salau (2016), who described security education as the type of education designed to promote the level of security consciousness among the citizenry of a particular country for them to be able to protect their immediate environment, nation, and the world at large; and education that helps to enrich people's knowledge against any form of threatening actions to lives and properties. The findings is also in tandem with Radda (2013) that education when well imparted and utilized, has the potency of promoting national security. This is because it is mostly the uneducated jobless and educated jobless youths that are easily attracted to crimes, thereby constituting insecurity in the country, and its negative effects are felt on educational institutions including secondary schools in Nigeria.

Conclusion

The study has shown that there are lots of security challenges confronting the nation Nigeria. These challenges have affected negatively affected the education system. The security challenges being experienced across the nation, and

especially in the North East will lead to unsafe and unsecured learning environment which hinders effective curriculum delivery in Nigerian educational institution in particular, and Nigerian secondary schools in general.

Recommendations

Based on the findings of the study, the following recommendations were made:

- Government or stakeholder should provide infrastructural facilities like erection of high and strong fence, and installation of barbed wires.
- School should be well equipped with security gadgets and appliances like CCTV, metal detectors, and communication systems such as telephone, and intercom systems for internal networking.
- Government should look into different agitators' request to avoid unnecessary protest that can disrupt school programmes.
- Security education should be incorporated into school curriculum at all level of education.
- Parents and guardians should be enlightened on the danger of not properly taking care of their children, because most children are victims of insecurity as a result of their parents' negligence.

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Lecturers' safety on campus: Panacea to effective curriculum delivery in public Colleges of Education in Kwara State, Nigeria

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Abstract

After the physiological needs of food and water, safety and security follow according to Maslow Hierarchy of man's needs. This is to say that man must feel safe and secure before he can dream of accomplishing anything at all. This paper, therefore, looked into lecturers' safety on campus as a panacea to effective curriculum delivery in public Colleges of Education in Kwara State, Nigeria. The study adopted a descriptive survey research design. All Senior Lecturers and above in the colleges formed the sample for the study. A researchers-designed questionnaire patterned in line with the school safety and security survey by National Crime Prevention Council (NCPC) was used to elicit information from the respondents. The content and face validity of the instruments were ascertained by experts and 0.75 reliability coefficient was obtained from the test-re-test approach. Frequency counts and percentages were used to answer the four research questions raised. The findings of the study revealed that lecturers do not feel generally safe on campus; lecture rooms, office areas and roads on campus were ranked accordingly as areas where lecturers do not feel generally safe. Also, the examination period and students' union week were periods that are not generally safe within an academic session, hence, hampered effective curriculum delivery. It is therefore recommended based on the findings that functional surveillance gadgets are installed in and around the campus to promote safety and security on campus for effective curriculum delivery in Colleges of Education in Kwara State

Keywords: *Campus safety and security, effective curriculum delivery, Public Colleges of Education in Kwara state.*

Introduction

Teacher education entails policies and procedures purposely designed to equip prospective teachers with the knowledge, attitude, behaviours and skills required to perform the tasks of facilitating, encouraging, and promoting effective teaching and learning in and outside the classroom effectively. To this end, one of the goals of teacher education in Nigeria as stated in the National Policy on Education is the production of highly motivated, conscientious and efficient classroom teachers for all levels of the education system in Nigeria (FRN, 2013). This laudable goal is only achievable in a safe and secured environment suitable for fostering effective teaching-learning processes.

Colleges of Education as a level of an educational system to some extent determine the state of a country's educational development as the saying goes that 'no nation can rise above the quality of her education. This statement can be said to be one side of a coin, whilst the other should be 'no education can tower above the quality of its teachers. The implication of this is that the quality of our colleges of education determines the quality of our teachers which in turn determines the quality of education and in the long run the state of the nation. Teacher education, as noted by Adesope, OKe, & Odekunle (2018) contributes to the production of highly motivated, conscientious and efficient classroom teachers for all levels of the educational system. Teachers are indeed the hub to which the wheel of education progress is hung. They are the most influential of all factors influencing students' academic performance, achievement and the overall quality of education of any nation (Ayub, 2015).

According to Junaid (2013), the mandate of the teacher training programme at the Nigeria Certificate in Education (NCE) level recognized as minimum teaching qualifications in Nigeria, is to produce high-quality teachers for the Basic Education sub-sector such as Pre-Primary Education or Early Childhood & Care Education, Primary Education, Junior Secondary Education, Adult and Non-Formal Education and Special Needs Education. The mission of teacher education as stated in the NCE minimum standards for general education includes the Production of well-motivated teachers with high personal and professional discipline, integrity and competence for all the levels of the educational system; Preparation of teachers with appreciable expertise in curriculum planning, development and delivery, as well as competence in research, guidance and counselling; Production of professionals who can combine the use of conventional teaching strategies and worlds' unfolding ICT in the generation and imparting knowledge, attitudes and skills (FRN, 2012). This mission can only be accomplished when teaching-learning processes are carried out in a safe and secure environment.

Security has long been recognized as one of the basic needs of a human being. It is also proposed by Psychologists that security is not only crucial for human survival but also essential for the successful implementation of any human programmes or endeavours. This is in line with the postulation of Abraham Maslow's hierarchy of needs that shows that lower needs of a man like food, shelter, and security must be met before other higher needs like education can be met (Akintunde & Seizing-Musa, 2016). Security is seen as a state of being safe, freedom from danger and protection from physical, mental, and emotional harms, it also involves the existence of environmental factors that instil peace of mind in an individual for optimal functionality in the society.(Nwosu, Ukwunna, Ebokalwe, & Ukwunna, 2019). Conversely, insecurity is concerned with feelings of uncertainty, dangers or threats to life. Shuaibu, (2015) viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others.

Nigeria, in the last two decades, had serious security challenges which have led to different attacks on teachers, head-teachers, lecturers and students of institutions of learning in various forms and at various times. On the 6th of July 2013, there was a mass shooting at the Mamudo Government Secondary School in Yobe State and it was reported that 41 people comprised of both students and teachers were killed. On the 29th of September 2013 in Gujba Federal Government Buniyahi College in the same state and 44 people were reportedly killed. On the 14th of April 2014, the Boko Haram sect attacked Government Girls College in Chibok Local Government Area of Borno state and kidnapped 276 girls (Nwosu, Ukwunna, Ebokalwe, & Ukwunna, 2019). Another incident was on the 16th January 2017, two teenage suicide bombers detonated bombs in the University of Maiduguri which killed 3 people including a Professor. Six students were also abducted by a group of gunmen that attacked Lagos State Model College, Igbonla Epe on the 25 of May 2017. And, on the 19th of February 2018, in what seems like a repeat of the Chibok girls` attack, 111 schoolgirls from the Government Girls Science and Technical College Dapchi, Yobe State were abducted (Nwosu, Ukwunna, Ebokalwe, & Ukwunna, 2019).

These attacks are informed hoodlum attacks, break-in and vandalism of school properties, arson and killing, injuring, kidnapping, detaining or torturing students and Lecturers (Ojukwu 2017). Recently, over 30 students were kidnapped in Afas, Kaduna. Nigeria Defence Academy, Kaduna was also attacked and Nigeria Army personnel were kidnapped and later killed. These series of attacks are indications of the vulnerability of Nigerian schools and the feebleness of the school security architecture. Recently, 18th of January 2021, a professor from Anchor University was abducted. It was reported that suspected

kidnappers invaded the University of Calabar residential quarters and abducted a senior staff in the School of Medical Sciences, Dr S. Ndifon, his wife and daughter to an unknown destination on May 2nd 2021 (Punch Newspaper, 2021). More recently two professors according to punch newspaper were abducted on the 20th of August, 2021. The series of attacks and abductions mentioned above are an indication that institutions are soft targets.

The significant implication of the series of attacks is death, injury, rape, abduction, and destruction of educational infrastructure while the long-term impact includes disruptions in attendance and school calendar, declines in student enrolment, lower rates of transition, high teacher-student ratio and reductions in teacher recruitment (Ojukwu, 2017). Educational institutions as noted by Diaz-Vicario (2017) must be safe and secure spaces for students, Lecturers and everybody working in the school system. Educational administrators in the schools must be safety and security conscious to prevent accidents and incidents, by creating an environment in which physical, emotional and social well-being are promoted.

In Kwara State as part of 19 Northern states, the current security challenges has manifested, especially in Omuaran-Osi axis where kidnapers and bandit are on the rampage. On the 6th of August, 2021 a 60 years old man was kidnapped in Omu-Aran. (This Day Newspaper 10th August 2021). Also, on the 22nd of August 2021, 300 levels Mass Communication student was kidnapped at Kwara State University Malete (Punch Newspaper 25th August, 2021). A study conducted in Ghana by Owusu, Akoto, and Abnory (2016) revealed that students are not satisfied with the overall safety and security on campus, hence safety and security on campuses is now a global phenomenon. The repeated attacks on lecturers on different campuses across the nation need critical appraisal concerning the effectiveness of curriculum delivery in the College of Education in Kwara State.

Objectives of the Study

The main objective of the study is to investigate into Lecturer's safety on campus as a panacea to effective curriculum delivery in public Colleges of Education in Kwara State, Nigeria. Specifically the study identified areas that are not generally safe; periods less generally safe within the academic session and safety and security challenges on campus

Research Questions

1. How safe and secure are Colleges of Education lecturers on campus in Kwara State, to effectively deliver the curriculum?
2. What are areas that are not generally safe for lectures on campus?
3. What are the periods when lecturers do not feel generally safe on

campus?

4. What are the security challenges on campus?

Methodology

A descriptive survey design was adopted for the study. The population of the study comprises all academic staff in all the Colleges of Education in Kwara State. Specifically all 146 Senior Lecturers and above in the three public Colleges of Education in Kwara state formed the sample for the study. The instrument used to collect data in the study was researchers' designed questionnaire patterned along the School Safety and Security survey by the National Crime Prevention Council (NCPC) (2009) to collect information on Lecturers safety on campus, areas generally safe on campus, the period within the academic period that are not generally safe and seriousness of some security challenges on campus

Data Analysis

Research Question 1: How safe and secure are colleges of education lecturers on campus to effectively deliver the curriculum?

Table 1: Safety of Lecturers on Campus

S/N	Items	Frequency	Percentage
1	Generally safe	14	9.5
2	Somehow safe	52	35.6
3	Not very safe	80	54.7
	Total	146	100

Table one shows the responses of lecturers about how safe they are on campus. The table revealed that 9.5 per cent of the respondents feel they are generally safe on campus, while 54.7 per cent of felt they are not very safe on campus. The implication of the result is that majority of the lecturers feel they are not very safe on campus.

Research Question 2: What are areas that are not generally safe for lectures on campus?

Table 2: Areas that are not generally safe on Campus

S/N	Places on Campus	Number of Respondents	Percentage	Rank
1	Lecture Rooms	100	68.5	1 st
2	Office Area	92	63.0	2 nd
3	Roads on campus	84	57.5	3 rd
4	Staff quarters	72	49.3	4 th
5	Pavilion	68	46.6	5 th
6	Dormitories	60	41.9	6 th
7	Religious Areas	32	21.9	7 th

Table two revealed the responses of lecturers about areas they feel are not generally safe on campus. The table revealed that 68.5 per cent of the respondents noted that they are less than generally safe in the lecture rooms. 63.0 per cent indicated they feel less safe in the office area on campus. Other areas are dormitories (41.9) and religious areas (21.9). The results from the tables imply more than 30% of the respondents feel generally unsafe in nearly all places on campus

Research Question 3: What are periods when lecturers do not feel generally safe on campus?

Table 3: Period less than generally safe within a session

S/N	Periods in a session	Number of Respondents	Percentage	Rank
1	Lecture Period	64	43.8	3 rd
2	Examination Period	96	65.8	1 st
3	Student Union Week	92	63.0	2 nd
4	Matriculation Week	48	32.9	4 th

The table revealed that 65.8% of the respondents noted they feel less than generally safe during the examination period, followed by 63.0% of them noted they feel less than generally safe during students' union week. The results of this table imply that the periods when nearly half of the lectures do not feel generally safe on campus are examination periods and student union week.

Research Question 4: How seriously do the under-listed items constitute security challenges on campus?

Table 4: Safety and Security Challenges on Campus

S/N	Items	Serious(%)	Somehow serious(%)	Not a challenge(%)
1	Theft of Lecturers properties	18.5	47.9	33.3
2	Theft of school properties	31.5	32.9	35.6
3	Vandalization of school properties	29.2	37.5	33.3
4	Intimidation	18.8	23.3	57.9
5	Disrespect among students	28.8	46.6	24.6
6	Students' misbehavior on campus	32.9	50.0	19.2
7	Cult activities	19.2	24.7	56.2
8	Free entry and exit of visitors	36.3	41.1	22.6
9	Drug use	24.7	46.6	28.8
10	Alcohol intake	19.2	28.7	52.1

Data in Table 4 revealed that the majority of the respondents attested that theft of Lecturers properties (18.5%); theft of school properties (31.5%); vandalization of school properties (29.5%); disrespect among students(28.8%); students' misbehaviour on campus (32.9%); free entry and exit of visitors (36.3%) and drug use (24.7%) were challenges on campus.

Discussion of findings

The study revealed that lecturers feel they are not very safe on campus for effective curriculum delivery as 54.7% of the total sampled population asserted. The finding of this study is in agreement with earlier findings of Goshen College digest 2020 on safety and security in the college, that, having identified security threat as serious challenges to functional curriculum delivery, installation of security cameras to improve lecturers safety, and to help combat crime and vandalism on campus be carried on by the institution.

The study also revealed that more than 30% of the lecturers feel generally unsafe in nearly all places on campus. The findings of this study are in agreement with the most recent statistics available from the U.S. Department of Education, where 86 per cent of schools nationwide reported that one or more serious violent incidents, thefts, or other crimes had occurred at their school campus, for a total of roughly 2.2 million crimes constituting a cog in the wheel of the curriculum implementation process. To reduce the threat to life and property of the Lecturers on campus Williams & Corbin (2017) opined that the **fastest way to mitigate risk is to implement policies and procedures that keep unauthorized visitors from getting on the campus in the first place so that safety of would be guaranteed.**

The findings of the study also revealed that theft of lecturers' properties, intimidation, disrespect of lecturers, students' misbehavior on campus, cult activities and use of drug were identified as serious problems by the participants of the study. This finding is similar to the findings of Mwaniki (2018) in a study titled on Students' indiscipline: a reflection on the causes of misbehavior among learners in kenyan secondary schools.

Conclusions

Based on the instrument administered, results of data analysed, and discussion of findings, the following conclusion were arrived at ;

1. The majority of the lecturers feel they are not very safe on campus for effective curriculum delivery
2. More than 30% of the respondents feel generally unsafe in nearly all places on campus

3. Examination periods and Students union week are the periods when lecturers do not feel generally safe on campus
4. Free entry and exit is the most serious safety and security challenges on campus in public state colleges of Education in Kwara State

Recommendations

Based on the findings of this study, the following recommendations were made as a way of ensuring lecturer's safety of campus and guarantee effective curriculum delivery in the public colleges of education in the state:

1. Functional surveillance gadgets are installed in and around the campus to promote safety and security
2. Additional security personnel be deployed to the colleges during the examination period and students' union week while e-voting and Computer-Based Examination is advocated across all levels
3. Built strong perimeter fence around the College with the main entrance manned with armed security personnel to prevent infiltration of unwanted guests where Key Card Entry Control System is used

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Relevance Of The Junior Secondary School French Language Curriculum Delivery As A Tool For Addressing Security Challenges

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Abstract

This study was carried out to investigate the relevance of the junior secondary school French language curriculum as a tool for addressing security challenges. It adopted the evaluative survey design. The population of the study was all the 3, 688 junior secondary III students who were studying French language in Nsukka Education of Enugu State in the 2019/2020 academic session. A total sample of 386 students in the area was used for the study. The instrument for data collection was a researcher-constructed questionnaire. It was validated by three specialists. Its internal consistency was tested using the Cronbach Alpha method. It yielded a reliability coefficient of 0.86. The data collected were analyzed using mean scores and standard deviations. The results showed that French curriculum delivery had low relevance as a tool for the promotion of the virtues that reduce security challenges. One of the recommendations was that the government should be organizing seminars and workshops for French language teachers to boost their capacity to teach in ways that address the multitude of security challenges that the country is facing.

Introduction

Nigeria is currently facing a lot of security challenges. The challenges include armed robbery, banditry, widespread kidnappings in exchange for ransom, separatist agitations, cybercrimes, human right violations by security operatives, repression of dissenting voices, terrorism, ritual killings, and wanton killing of farmers by armed cattle herdsman and so on. The horrible security situation in the country is aptly captured by Obasanjo (2019: 5) when he writes that people are being "... victimized, killed, maimed, kidnapped, raped, sold into slavery and forced into marriage and for children forcibly recruited into carrying bombs on them to detonate among crowds of people to cause maximum destruction and damage". The pains and agony of all these have become unbearable to ordinary Nigerians as agriculture, commerce and the normal rhythm of life have been severely disrupted in many communities. The security challenges have reached such existential proportions that they are threatening to render the country hostile to civilized existence. The gloomy scenario is worsened by the way Nigerian

security operatives conduct themselves unprofessionally and with disrespect to the fundamental human rights of the citizens while conducting their duties. It is, therefore, not surprising the Global Terrorist Index (2020) has Nigeria as the third most terrorized country in the world. This means that the terror that was unleashed on Nigerians in 2020 is only surpassed by the one experienced by the people in Afghanistan and Iraq. This is the prevailing security situation in the country in spite of the Federal Government's efforts to fight and flush out terrorists and all other criminal elements in land. One of such efforts is the development of security education curriculum for the three levels of the country's basic education programme (Edozie, 2014). This is in line with the standard practice of nations turning to the education sector for the solution to national woes and societal challenges. As Benavot (2002) puts it, education has become a universal cure-all, an elixir that, if taken in regular doses according to standardized prescriptive, is hoped to solve a host of social problems.

It is clearly stated in Federal Republic of Nigeria, FRN (2014) that education is a veritable tool for the production of the kind of citizens that the country desires. Nigerian Educational Research and development Council (2013:2) states that one of the goals of education in Nigeria is the “inculcation of national consciousness, values and national unity”. This goal is directly related to the security challenges that the country is facing as they are essentially the results of the bastardization of the values and ideals cherished by the traditional societies that made up Nigeria. The collapse of traditional values such as love, justice, honesty, patriotism, tolerance and so on has engendered the emergence of uncaring leadership, mismanagement of opportunities and inequality. It is, therefore, not surprising that widespread poverty, despair, and lack of hope have led to endemic insecurity in the country. In fact, according to Ogbu (2018) Nigeria has become the poverty capital of the world. The widespread poverty seems to be fuelling violence and crime as manifested in the unceasing banditry attacks, cattle-rustling, armed robbery and other societal ills in the land. As things stand, it is very clear that more needs to be done to change the ugly tide. The citizens have to divorce their minds from the mistaken notion that security is the government's sole responsibility. Security awareness training has to be emphasized in schools rather than a clear curriculum. It may be in recognition of this that Ogbu, Ukwueze and Ukoha (2019) named security challenges as one of the desired contemporary issues to be integrated into the English language curriculum at the basic education level in Nigeria. Such inclusion will create in the learners the awareness of and appropriate behaviour against threats to their personal and neighbourhood well-being and safety. This interdisciplinary

approach will create security awareness and sensitization in students across all disciplines. It is in this understanding that a study by Al-Hoshan (2004) emphasizes the need for the development of security awareness through the teaching and learning of values and the building of positive attitude about security among students through curricula activities.

The emphasis on the role of school curricula in the development of security awareness and the formation of positive behaviour and personality building is very important in the Nigerian context. This is because the security challenges in Nigeria are rooted in bad leadership occasioned by corruption, marginalization, injustice, nepotism, tribalism, oppression, selfishness, thuggery, drug abuse and a host of other vices that result from the neglect of the traditional societal values and ideals. It is in reference to similar situations that Al-Zyadat and Qattawi (2014) stress that the teaching of values leads to the development of the required security skills and behaviours that contribute to the reduction of crimes and violence. This is because the more moral values are instilled in the heart of the students, the more security and stability will prevail in the society. Such education helps in the building of a first world country that works for all. It is such a country that would exude the virtues of industry, freedom, equity, integrity, justice, love for one another, sense of responsibility and morality. One of the subjects that has the capacity to instill such virtues in the learners is the French language. It is the first foreign language in Nigeria and a core subject at junior secondary school level (NERDC, 2013). As a value-laden subject, it has as one of its general objectives the equipping of the learners with the "... benefits from the experience of the past in order to fit into the present modern Nigerian context" (NERDC, 2012:1). Its rich and interesting contents and learning experiences are directly related to humans, their environment and life problems that affect human behaviour and style of living. So, its curriculum delivery can actually be used to address the plethora of security challenges facing the country by exposing the learners to preventive measures that lead to protection from falling into crime of all kinds. As a value-laden subject, it can be used to teach values that will fortify the students from deviant ideas which may affect their social, psychological, economic and cultural lives.

From available evidence, it seems that the potentials of the subject for the propagation and promotion of values that build a culture of security consciousness and sensitization are not being adequately harnessed. A study by Eze (2016) found out that while the students believe the junior secondary school French language curriculum inculcates the values of discipline, morality,

orderliness, respect, self-reliance and tolerance, it does not possess the qualities that instill the values of accountability, honesty, integrity, responsibility and self-control. It is in the light of the foregoing expositions that the researcher thinks it necessary to carry out an investigation on the relevance of the junior secondary school French language curriculum delivery in addressing security challenges. The values under investigation in the study include cooperation with others, forgiveness, hard work, honesty, hope, justice, love, obedience to the law, patience, patriotism, peace building, prudence, respect for others, tolerance and vigilance. In going about this, one research question guided the study, namely: what is the students' perceived relevance of the junior secondary school French language curriculum delivery as a tool for the promotion of the virtues that reduce security challenges?

Method

The researcher employed an evaluative survey design. This was adopted because the study was interested in assessing the relevance of the French language curriculum as a tool for the promotion of the virtues that reduce security challenges. The population of the study consisted of all the 3,688 junior secondary III students who were studying French language in Nsukka Education Zone of Enugu State of Nigeria in the 2019/2020 academic session. The population was chosen because they had been exposed to the French language curriculum delivery for over two years and were preparing to take the subject in their Basic Education Certificate Examination (BECE). As such, they were expected to be able to give reasonable assessment of the curriculum delivery as a tool for the promotion of the virtues that reduce security challenges. They were from all the public secondary schools in the zone. The researcher chose a sample of 386 students in them through proportional representation. The instrument for data collection was a questionnaire. The questionnaire has one cluster which sought to find out the students' perceived relevance of the curriculum delivery as a tool for the promotion of the virtues that reduce security challenges. It was a researcher-constructed instrument with 15 items that were based on the ability of the curriculum delivery to inculcate such virtues as cooperation with others, forgiveness, hard work, honesty, hope, justice, love, obedience to the law, patience, patriotism, peace building, prudence, respect for others, tolerance and vigilance. The items in the instrument were weighted thus: High Relevance (HR) = 3.50 – 4.00, Moderate Relevance (MR) = 2.50 – 3.49, Low Relevance (LR) = 1.50 – 2.49 and No Relevance (NR) = 0.00 – 1.49. The instrument was validated by two specialists in the teaching of French as a Foreign Language (FFL) and one specialist in Educational Measurement and Evaluation. The three specialists

were all from the University of Nigeria, Nsukka. The internal consistency of the instrument was tested using the Cronbach Alpha method. It yielded a reliability coefficient of 0.86. The data obtained were analyzed using mean scores and standard deviations.

Results

The data collected for the study are presented in the table below according to the research question.

Table 1: Mean of students' perceived relevance of the French language curriculum delivery as a tool for the promotion of the virtues that reduce security challenges

S/N	Items	\bar{x}	SD	Decisions
1.	I learn how to work with other people to achieve something that all of us need through my French language lessons.	2.96	0.88	Moderate Relevance
2.	Through my French language lessons I learn to stop feeling angry with people who have done something to harm or to annoy me.	1.63	1.12	Low Relevance
3.	My French language lessons encourage me to put a lot of efforts into what I am doing.	2.85	0.91	Moderate Relevance
4.	I believe that my French language lessons are instilling in me the desire to always tell the truth and not to cheat.	2.05	0.73	Low Relevance
5.	My French language lessons make me believe that things that I want will happen.	1.96	0.95	Low Relevance
6.	Through my French language lessons I develop the desire for treating people fairly	2.14	1.06	Low Relevance
7.	My French language lessons develop in me a strong feeling of caring about others.	2.08	0.68	Low Relevance
8.	I learn to do what I am told to do through my French language lessons.	2.75	0.84	Moderate Relevance
9.	Through my French language lessons I develop the ability to stay calm and accept a delay or something annoying without complaining.	1.68	1.17	Low Relevance
10.	My French language lessons build in me the love for Nigeria and the willingness to defend it.	1.94	0.93	Low Relevance
11.	Through my French language lessons I am encouraged to live in friendship with other people without quarrelling.	2.54	0.71	Moderate Relevance
12.	I am becoming more sensible and careful when taking decisions as a result of my French language lessons.	2.66	0.69	Moderate Relevance

1.	My French language lessons train me to have polite behaviour towards other people.	3.06	0.51	Moderate Relevance
2.	Through my French language lessons I develop the willingness to accept other people's opinions or behaviour that I may not agree with.	2.96	0.65	Moderate Relevance
3.	I learn how to be very careful to notice any signs of danger or trouble through my French language lessons.	1.42	0.54	No Relevance
Grand Mean and Standard deviation		2.31	0.82	No relevance

Results in the table indicate that the students are of the opinion that the French language curriculum delivery has moderate relevance with regards to the promotion of the virtues that reduce security challenges such as cooperation with others, hard work, obedience to law, peace building, prudence, respect for others and tolerance as represented by item 1, 3, 8, 11, 12, 13 and 14 respectively. On the other hand, they believe that the curriculum delivery has low relevance when it comes to forgiveness, honesty, hope, justice, love, patience and patriotism as represented by items 2, 4, 5, 6, 7, 9 and 10. Concerning vigilance, which is represented by item 15, the students believe that the curriculum delivery has no relevance. Based on the grand mean of 2.31 and overall standard deviation of 0.82, the results show that the French language curriculum delivery has low relevance as a tool for the promotion of the virtues that reduce security challenges.

Discussion

The study found out that the students perceive the junior secondary school French curriculum delivery as having moderate relevance as a tool for the promotion of the virtues that reduce security challenges such as cooperation with others, hard work, obedience to the law, peace building, prudence, respect for others and tolerance. This result is in agreement with that of Eze (2016) which found out that French language, as a value-laden subject, contains some attributes for ethical re-orientation and overall development of an individual. This means that the curriculum delivery is still contributing to some progress towards the lofty ideal of inculcating values in the citizens as stipulated in NERDC (2013) despite the prevailing waves of kidnappings and the continuing spread deaths and mayhem in the country's otherwise peaceful communities by all manner of criminals. As bad as the situation is, it is not yet irredeemable. The security crisis in the country is not already like a terminal disease in a person as some people seem to think. It is clear from the result that the curriculum delivery still has some potentials for the sanitization of the country by assisting in the

production of a crop of students who will be active participants in the quest to solve its myriad of security challenges. However, the results of the study also indicate that the students perceive the curriculum delivery as having low relevance in the promotion of the virtues of forgiveness, honesty, hope, justice, love, patience and patriotism. This finding is in agreement with that of Ogwu, Ukwuezeh and Ukoha (2019) which reports that insecurity is among the contemporary issues that are integrated to a low extent in the Nigerian curriculum at the basic education level. It reflects the current security situation in the country. The country seems not to have instituted, through its junior secondary school French language curriculum, the values that will lead to the building of a strong, virile and prosperous nation designed by all citizens. For the curriculum delivery not to reasonably reflect the virtues of forgiveness, honesty, hope, justice, love, patience and patriotism means that efforts to arrest the worsening insecurity across the country still have a long way to go. This is disheartening in the light of the fact that the conditions and forces of bad leadership have taken root and have been left to fester for a long period.

Another worrisome finding of the study is that the curriculum delivery is perceived by the students to have no relevance concerning vigilance. This seems to be encouraging and emboldening the marauding criminals to continue their heinous activities reported by Obasanjo (2019). It is a serious blow to the dream of a culture that promotes security consciousness through curriculum delivery. Security is everybody's business and the inability of a nation to reflect its needs and challenges through curricula exercises is to say the least, unfortunate. Vigilance is always very important when challenges that are related to security are being addressed. It is an attribute whose reflection in the French language curriculum delivery will boost the subject's capacity to become a veritable tool for preparing individuals to manage themselves and their immediate environment in times of insecurity and to identify threats to security.

Conclusion

It is perceived by the students that the junior secondary school French language curriculum delivery has moderate relevance as a tool for the promotion of the virtues that reduce security challenges such as cooperation with others, hard work, obedience to the law, peace building, prudence, respect for others and tolerance. On the other hand, it has low relevance concerning such virtues like forgiveness, honesty, hope, justice, love, patience and patriotism. The study's third finding is that the curriculum delivery has no relevance when it comes to the

virtue of vigilance. In general, the curriculum delivery generates some values for the survival and sustenance of the society, but that has not reached the stage of giving the students adequate enlightenment and empowerment against all forms of danger and threat to their well-being and coexistence.

Recommendations

Based on the findings and the conclusion of the study, the study recommends that:

- i. French language teachers should endeavour to explore and instill in the learners all the virtues that are related to security consciousness which could be attained in the curriculum delivery process.
- ii. The government should be organizing seminars and workshops for French language teachers to build their capacity to teach in a way that addresses the multitude of security challenges that the country is facing.

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Implementation of Technical Education Curriculum in collaboration with National Directorate of Employment Programme Initiatives: A panacea for Sustainable National Security in Nigeria.

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Abstract

This paper examined the contributions of curriculum implementation of technical education in collaboration with National Directorate of Employment program initiatives to sustainable economy/transformation agenda, wealth creation and national security. The study was carried out in Enugu State, South Eastern Nigeria. The survey design was used and the population of the study consists of technical education staff from two universities and staff from National Directorate of Employment, Enugu State. A sample of 145 respondents made up of 110 lecturers and 35 selected staff of the NDE within the state. A questionnaire was developed, administered on a sample and retrieved. The data collected was analyzed with the mean and standard deviation. Analysis of the data revealed that effective curriculum implementation of technical education in collaboration with NDE contributes to national security by inculcating in the graduates sense of responsible living thereby shunning social vices that could bring about challenge to security of the nation; create wealth by empowering the graduates with skills, knowledge, attitude for improving their quality of life and have a means of livelihood thereby improving their standard of living and leads to transformation agenda/sustainable economy. It was recommended that there should be serious collaborations between the institutions offering technical education and National Directorate of Employment.

Keywords: National Security, Technical Education, Wealth Creation, Curriculum Delivery and National Directorate of Employment Programme Initiatives.

Introduction

National Security refers to the totality of measures undertaken to ensure protection of lives and tangible assets of a nation such as landed property, and even protection of vital data of various organisations in the country including government establishments. Odekunle (2012) stated that national security is the protection or defense of nation against all kinds of victimization including protection from external military attack, economic want, poverty, illiteracy,

disease or ill-health, political exclusion, social exploitation, criminality act, etc. In other words, national security could be said to encompass the socio-economic wellbeing of the nation which enables the coexistence in peace and harmony of all agents of development, and enhances the ability of each to function without hindrance. Oyegun (2013) described the security situation of Nigeria as a litany of unfulfilled dreams and disappointments. The critical security crises confronting Nigeria is identified with different names, such as: kidnapping; Boko Haram insurgency; socio-economic agitations; boundary disputes; cultism; corruption; robbery including pen robbery; looting of national treasury, election crises; herdsmen brutality; including ethnic rivalry and religious pluralism. Consequently, various symptoms of social disorganization and vices have become overt and easily noticeable and include prostitution in urban centres; drug use/abuse and associated ailments; direct and indirect child abuse; child trafficking; severance of disregards for community values; general indiscipline, absence of law-abiding culture; communal strife, violent disorder; and ethno-religious conflicts (Ozoemena, 2016). All of these have generated into insecure environment and has called for the need to re-organise, strengthen and re-redirect the delivery of functional, moral and values education in the broadest possible sense in our education system in such a manner as to effect the younger generation positively to build their level of consciousness as they seek to make the choices that will determine their future which technical education seeks to address. National security could be achieved through effective implementation of technical education curriculum which seeks to empower its recipients/unemployed youths with skills and training for self-reliant and gainful employment.

Technical Education refers to those aspects of educational process, involving in addition to general education, the study of technologies and related sciences as in the acquisition of practical, skills, attitudes, understanding and knowledge relating to occupations in various sections of the economic and social life. The National Policy on Education (FRN, 2013) defined technical education as that part of education which eventually leads to the acquisition of practical and applied skills as well as basic scientific knowledge. The goals of technical education as provided in the FRN (2013) includes, to provide trained manpower in the applied sciences, technology and business, particularly at the craft, advanced craft and technical levels, provide the technical knowledge and skills necessary for agriculture, commercial and economic development and give training and impart the necessary skills to the industrial trainees who shall be self-

reliant economically. In Nigeria, technical education is offered at post-secondary institutions such as universities, polytechnics, mono-technics and colleges of education. Technical courses in universities among others include building technology, woodwork technology, automobile technology, metalwork technology and electrical/electronic technology. In polytechnics, technical courses include among others civil engineering technology, mechanical engineering technology, electrical electronics engineering technology, and printing technology etc. UNEVOC, (2019) enumerated some of the contributions of technical education to sustainable national economy/wealth creation to include the following:

- a. it prepares people for the world of work;
- b. people acquire knowledge, attitude and values needed in the world of work;
- c. skills, knowledge, attitudes and values help people participate in production of goods and services and
- d. people can acquire skills, knowledge and attitudes that can help them to use and utilize their natural resources optimally.

It has been acknowledged that practical skills for paid or self-employment achieved through properly grounded technical education could be the best weapon for fighting numerous vices plaguing Nigeria as a country. Technical education is education for work which prepares individuals to be gainfully employed. It is based on this that technical education curriculum when properly delivered will lead to sustainable national development.

Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs. Curriculum delivery will provide for: a balance of programmes covering all essential learning areas, the essential skills, attitudes and values, process and product; wide opportunities for students working and progressing at their own level; catering for student needs – including students with special needs and abilities; opportunities that match student needs and learning styles; settings for learning; teacher strengths being utilized; individual learning styles; an integrated approach to learning and teaching where appropriate; flexible grouping of students – ability, needs based, interests and social and a supportive learning environment that encourages enquiry, risk taking, and collaboration. Effective curriculum implementation of technical education means optimal delivery of technical education curriculum that is relevant to societal needs as stated by the National Policy on Education (FRN, 2013). Effective technical

education curriculum must speak of today, of real-life problems facing communities and society and the process of living in its entire ramification. Graduates of institutions of higher learning have been populating the crime world due to their inability to secure meaningful employment upon graduation. It therefore follows, by a simple logic, that if a nation bequeaths the right type of education to its citizens, the citizens will not turn against their father land. Relative to this, Daily Sun (2013) reported the former Minister of Education, Professor Ragayyatu Rufai as having identified reform of the education system as the solution to the security challenges confronting the nation; as she suggested a total overhaul of the curriculum at all levels of education with a view to providing its recipients broad based education in the development of the mind, soul and body; and in comprehending the environment, development of appropriate attitudes, skills, abilities and competences to co-exist with and contribute to the development of the society which effective curriculum implementation of technical education seek to achieve. National security is at stake when the youths/graduates of technical education are not gainfully employed, established or empower to set up their own businesses after many years of graduations which simple collaboration of technical education institution with National Directorate of Employment would have solved.

The National Directorate of Employment (NDE) is an employment agency statutorily charged with the responsibility to design and implement programmes to combat mass unemployment. The law establishing the NDE presents its mandate as follows:

- To design and implement programmes to combat mass unemployment;
- To obtain and maintain a Data Bank on employment and vacancies in the country with a view to acting as a clearing house to link job seekers with vacancies in collaboration with other government agencies among others (NDE, 2020).

The NDE therefore derives its routine functions from this mandate. The main goal therefore is to combat mass unemployment through skills acquisition, self-employment and labour-intensive work schemes. In order to achieve the above objectives, different program like vocational skills development among others were created to connect with the target audience – the unemployed. The Vocational Skills Development programme is one of the Directorate's job creation programmes primarily concerned with bequeathing productive, functional and marketable skills to the unemployed. The Vocational Skills Acquisition Training was designed to achieve the following objectives:

- To provide technical and Vocational training for holders of primary school certificate, secondary certificate, school dropouts and those with vertical literacy education.
- To equip the youths with such skills that will enable them to be self-employed or gain wage-employment.
- To provide alternative employment opportunities for youths so that they can form co-operatives and start their own businesses.

To achieve the above stated objectives, National Open Apprenticeship Scheme (NOAS) was adopted. The scheme is targeted at unskilled and unemployed youths both male and female (i.e. illiterates and semi-literate, School leavers and school dropouts, Persons with special needs and Fresh Graduates from the tertiary institutions etc) to equip and up-skill them with relevant demand-driven skills. On graduation, some of them are provided with starter-packs consisting of necessary working tools /equipment or cash to set up their own workshops. It targets the empowerment of youths with relevant vocational skills, aligned with the request of the collaborating partner, for decent job opportunities, wealth creation and poverty reduction. Finally, Resettlement Loan Scheme (RLS) is designed to assist graduates of all vocational skills acquisition training scheme with tools / equipment and working capital to enable them establish and run successful businesses. This is to prevent them from relapsing into unemployment market (NDE, 2020). This calls for collaboration between technical education with National Directorate of Employment programme initiatives and the intensification of the emphasis on effective curriculum implementation of technical education to equip graduates with occupational survival skills. The present global economic crises and rising waves of unemployment have greatly emphasized the need for effective curriculum implementation of technical education. The unfortunate scenario is that the mismatch between the jobs that students are preparing for and jobs that are available or projected to grow is increasing; this is the primary driver of the discrepancy and a challenge to national security.

There are so many challenges bedeviling the nation today. These include slow economic development, prevalence of poverty, insurgency, terrorism, diseases and ignorance. Different countries are searching for how best to engage the teeming population of youth in technical and vocational skills; an effort which many researchers (Yusuf and Soyemi, 2012) agree is a panacea for many of the ills plaguing the region. Specifically, Enugu State of Nigeria presently has many societal and social-economic problems to handle, the most intractable of which

are youth's unemployment, kidnapping, insecurity, farmers/herders crises, un-industrialization, incompetent and undedicated workforce and neglect of effective curriculum implementation of technical education (Udoh, 2019). It is worth mentioning that these problems could be drastically reduced to a very large extent through effective curriculum implementation of technical education in collaboration with National Directorate of Employment programme initiatives. Unfortunately, despite the increased recognition of the potential contribution of technical education to sustainable national economy/ security in the country, it appears that it has not been fully recognized in Nigeria, especially in Enugu State. Therefore, the need to ascertain the impact of effective curriculum implementation of technical education in collaboration with national directorate of employment programmes initiatives for sustainable national security in Nigeria.

Specifically, the study aimed at examining:

1. The contribution of effective curriculum implementation of technical education in collaboration with NDE to National security in Enugu State.
2. The contribution of effective curriculum implementation of technical education in collaboration with NDE to wealth creation in Enugu State.
3. The contribution of effective curriculum implementation of technical education in collaboration with NDE to transformation agenda/sustainable economy in Enugu State.

The study sought to provide answers to the following research questions;

1. How does effective curriculum implementation of technical education in collaboration with NDE contribute to National security in Enugu State?
2. How does effective curriculum implementation of technical education in collaboration with NDE contribute to wealth creation in Enugu State?
3. How does effective curriculum implementation of technical education in collaboration with NDE contribute to transformation agenda/sustainable economy in Enugu State?

Method

The survey research design was used in the study and it was carried out in Enugu State of Nigeria. The study used two degree awarding universities (University of Nigeria, Nsukka and Enugu State University of Technology) in the state that offers technical education. The population of the study consists of technical education staff from the two universities selected and staff from National Directorate of Employment, Enugu State. A sample of 145 respondents made up

of 110 lecturers and 35 staff of the NDE within Enugu state was selected through simple random sampling method. Face and content validation was used in determining the validity of the instruments which was subjected to the scrutiny of three expert lecturers in technical education of the University of Nigeria, Nsukka. The internal consistency of the instrument was determined using Cronbach alpha coefficient. An alpha reliability value of 0.75 was established thus, indicating that the instruments reliability was high. The instrument for the data collection was structured questionnaire on a 5-point likert scale response mode of Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed. The questionnaire was administered on 145 respondents and 130 were retrieved. The data collected was analysed with mean, while standard deviation showed the closeness of respondents to the mean. The real limit of number was used for interpreting the analysed data. The mean score of 3.5 and above were regarded as agreed while mean score below 3.5 were regarded as disagreed.

Results

Research Question 1: How does effective curriculum implementation of technical education in collaboration with NDE contribute to National security in Enugu State?

Table 1: Mean Responses on the contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to National Security in Enugu State

S/N	Contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to National Security	X	SD	Remarks
1	It empowers the graduates with the ability to create job opportunities for themselves and others thereby providing them with a reasonable life thus shunning social vices.	4.08	1.03	Agreed
2	It exposes and equips graduates with skills of several trades which make them employable in various industries thereby improving their standard of living which is the major reason for engaging in criminal activities that affect the society's security.	3.75	0.69	Agreed
3	It fights national security globally by preparing graduates for skills acquisition and development of competencies that prepares individuals for the world of work.	3.99	0.78	Agreed
4	It has the capacity to train large number of youths in a variety of trades occupations and vocations with varying certificates as this helps to pull out many jobless youths out of the streets.	3.58	0.95	Agreed
5	It inculcates in the graduates as sense of responsible living thereby shunning social vices that could bring about challenge to security of the nation	4.11	1.01	Agreed
6	It promotes peace by reducing youth restiveness and enables its recipients to be better, more useful and more productive citizens.	3.89	0.81	Agreed
7	It provides employment opportunities to graduates thereby reducing the rate of unemployment among them and reducing also the tendency of engaging in criminal activities as alternatives which could be a threat to the society.	3.80	0.85	Agreed
8	It provides the graduates with programmes to enable them to discover and channel their abilities into profitable ventures thereby discouraging them in involving in activities that threaten national security.	4.05	0.70	Agreed
9	It provides graduates with profitable activities that keep them busy thereby eliminating idleness which tend to make them engage in criminal activities and in turn bring about national security.	3.90	1.01	Agreed
10	It generates decent work opportunities through wage earning	3.81	0.92	Agreed
Cluster Mean		3.90		

The result on Table 1 showed that the mean responses of all the ten items exceeded the cut-off point of 3.50. This implies that the majority of the respondents used in the study agreed on all the listed items as being the contributions of effective curriculum implementation of technical education in collaboration with NDE to National security in Enugu State.

Research Question 2: How does effective curriculum implementation of technical education in collaboration with NDE contribute to wealth creation in Enugu State?

Table 2: Mean Responses on the contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to Wealth Creation in Enugu State.

S/N	Contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to Wealth Creation	X	SD	Remarks
11	It empowers graduates with skills for maximal utilization of natural resources thus enhancing better living.	3.80	1.02	Agreed
12	It empowers graduates with skills for self-employment thus creating wealth.	3.56	1.32	Agreed
13	It empowers graduates with skills, knowledge, attitude for improving their quality of life and have a means of livelihood thereby improving their standard of living.	3.80	1.20	Agreed
14	It equips graduates with saleable skills to earn more than those without skills, thus improving their standard of living.	3.86	0.95	Agreed
15	It equips graduates for labour market, promote human resource development.	4.01	1.00	Agreed
16	It is a vital tool for socio-economic development.	3.60	0.85	Agreed
17	It offers opportunities for competitiveness in export oriented industries among the participants.	3.59	1.13	Agreed
18	It prepares graduates for employment and the chance to advance in a professional hierarchy.	3.65	0.95	Agreed
19	It provides a platform for technological innovations, thereby resulting in profit making ventures among recipients.	4.05	0.9	Agreed
20	It provides recipients with laudable skills to come together and form a joint co-operative venture that yields income.	3.85	0.83	Agreed
Cluster Mean		3.77		

The result of Table 2 showed that the mean responses of all the ten items exceed the cut off point of 3.50. This implies that majority of the respondents used in the study agreed on all the listed items as being contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to Wealth Creation in Enugu State.

Research Question 3: How does effective curriculum implementation of technical education in collaboration with NDE contribute to transformation agenda/sustainable economy in Enugu State?

Table 3: Mean Responses on the contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to Transformation Agenda/Sustainable Economy in Enugu State.

S/N	Contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to Transformation Agenda/ Sustainable Economy	Mean	SD	Remarks
21	Is needed by graduates/youths for active participation in stimulating a vibrant economy.	3.73	0.98	Agreed
22	Is needed for preparing its graduates/youths for entrepreneurial venture and could hold the key to accelerated industrial growth.	3.93	0.92	Agreed
23	It empowers its recipients to participate in production of goods and services as well as provides support for government revenue base through tax payment.	3.99	0.91	Agreed
24	It enables graduates/its recipients to develop qualities like creativity, initiative and adaptability for entrepreneurship.	4.20	0.97	Agreed
25	It enables the graduates to develop skills for paid employment in various technical sectors of the economy.	4.08	1.02	Agreed
26	It equips its graduates with managerial competencies for successful workshop operation.	3.53	0.95	Agreed
27	It equips its graduates with skills and abilities to workshop/business opportunities and utilizes them.	3.77	0.95	Agreed
28	It exposes graduates to learning experiences which are relevant for workshop establishment.	4.44	1.10	Agreed
29	It helps graduates to develop self-efficacy that enhances entrepreneurship thus contributing to economic growth.	4.42	0.97	Agreed
30	It provides graduates with school-work transition and increases the country's Gross National Product.	3.56	0.86	Agreed
31	It provides creative and innovative opportunities for its recipients/graduates to harness resources for economic growth.	3.70	1.10	Agreed
32	It supplies skilled manpower for the economy, support rural economy and reduce rural-urban migration.	3.92	0.97	Agreed
Cluster Mean		3.94		

The result on Table 3 showed that the mean respondent of all the twelve items exceed the cut-off point of 3.50. This means that majority of the respondents used in the study agreed on the listed items as being contributions of Effective Curriculum Implementation of Technical Education in Collaboration with NDE to Transformation Agenda/Sustainable Economy in Enugu State.

Discussion of the Findings

The study found ten contributions of effective curriculum implementation of technical education in collaboration with NDE to National security in Enugu State. These include, it empowers the graduates with the ability to create job opportunities for themselves and others thereby providing them with a reasonable life thus shunning social vices, exposes and equips graduates with skills of several trades which make them employable in various industries thereby improving their standard of living which is the major reason for

engaging in criminal activities that affect the society's security. The findings also lend support to the view of expressed by the former Minister of Education who stated in Daily Sun (2013) that improved technical education system is the solution to the security challenges confronting the nation. The study also found ten contributions of effective curriculum implementation of technical education in collaboration with NDE to wealth creation in Enugu State. This include, among others, it empowers graduates with skills for maximal utilization of natural resources thus enhancing better living, and it empowers graduates with skills for self-employment thus creating wealth. The findings are in line with UNEVOC, (2019) objectives that stated the contributions of technical education to sustainable economy with respect to wealth creation in Nigeria. Finally, the study also found twelve contributions of effective curriculum implementation of technical education in collaboration with NDE to transformation agenda/sustainable economy in Enugu State. These include; it is needed by graduates/youths for active participation in stimulating a vibrant economy and also needed for preparing its graduates/youths for entrepreneurial venture and could hold the key to accelerated industrial growth among others. The findings with respect to preparing its graduates/youths for entrepreneurial venture support the views of NDE, (2020).

Conclusions and Recommendations

The curriculum of Technical Education Programmes when efficiently implemented in collaboration with NDE will have a resultant effect on reducing youth restiveness as well as reducing the unemployment rate in the nation thereby promoting national peace and security in the country. Based on the findings of the study, the following recommendations were made:

1. The Government should ensure that there is proper administration of technical education in the nation to facilitate the achievement of the objective that is set for the programme.
2. Adequate facilities and infrastructure such as technical workshop and equipment should be provided in all institutions offering technical education.
3. There should be serious collaborations between the institutions offering technical education and National Directorate of Employment.

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Inclusion Of Internet Of Things In Curriculum Delivery As A Roadmap To The End Of Insurgency In Tertiary Education In Nigeria: A Case Of Bokoharam And Herdsmen

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Abstract

Nigeria has much hope on her tertiary education for the production of manpower needs of the nation. Manpower production is also a function of the curriculum and its delivery modes which can only be as good as its teachers. Efforts are being made the world over to focus on curriculum delivery modes that build on the recent technological developments and insecurity in tertiary education. There has been a rapid increase of security challenges throughout the county ranging from bomb blasts, suicide bombings, terrorist attacks, kidnapping for ransoms, ritual killings, political assassinations, crude oil bunkering and pipeline vandalism, armed robbery among others. The governments have made much effort through the engagement of the law enforcement agencies and security forces such as Police, Joint Military Task Force, State Security Service, Nigeria Security and Civil Military Corps but their combined effort have not yielded much positive result towards curbing these security menace from bokoharam and herdsmen. This paper attempts to proffer inclusion of a security solution framework in curriculum delivery using newly emerging security technological solutions known as “Internet of things”, combining the cooperative efforts of security technologies such as wireless sensor and Actuator Networks, Global Positioning System, IP surveillance using specialized cameras and Close Circuit Television Cameras and fusing their cooperative outputs into the Internet using novelty telecommunication networks such as Wi-Fi among others.

Keywords: Curriculum delivery, Internet of things, Technology, Insurgency, Bokoharam, Herdsmen and Tertiary Education

Introduction

In Nigeria, the numerous forms of violence such as terrorist attacks, kidnapping for ransoms, ritual killings, political assassinations, crude oil bunkering and pipeline vandalism, armed robbery among others, took a new dimension in 2009 with the emergence of terrorist activities in the Northern part of the country. According to Abel (2018), different forms of insurgency have been witnessed in

Nigeria in recent times. The author defined insurgency as the violent rebellion against the government or constituted authority. Osakwe (2017) defined insurgency as the use of terror tactics, such as sabotage, ambushes and raid to work against constituted authority. According to Uzochukwu (2017), different forms of terrorist groups have emerged in Nigeria in recent times and the most notable ones among them are Boko Haram and Herdsmen. Boko Haram are Islamic militant groups who believe that western education is forbidden. Abel (2018) opined that Boko Haram is a terrorist group in Nigeria that has claimed responsibility for series of bombing, massacres, shooting, abduction and kidnapping in different parts of the country. According to Ken (2019), Boko Haram is an Islamic terrorist group whose purpose is to institute sharia or Islamic law. In the same vein, Osakwe (2017) states that Boko Haram are groups of insurgents who promote a version of Islam which makes it haram or forbidden for Muslims to take part in any political or social activities. Ken (2019) affirmed that Boko Haram has instituted a lot of evil acts in Nigeria, and notable among them are: bomb blast in different remote areas of the country, such as in Abuja which has claimed the lives of a reasonable number of the populace, as well as the abduction and kidnapping of over 250 Chibok school girls on 15 April 2014. Apart from the evils perpetrated by Boko Haram insurgents, herdsmen have also become one of the sects who are terrorizing Nigeria in recent times. According to Chineke (2018), herdsmen who are also referred to as herds-men are group of Fulani's who specializes in itinerant cattle rearing. According to Abdul (2017), heads-men are Fulani's who specializes in raising cattle, mostly for the rich alhajis who pay them stipends. Recently, these herdsmen have indulged in series of crimes, such as kidnapping, killings, rape and other forms of armed banditry (Ezike, 2019). According to Chineke (2018), these herdsmen have perpetrated a lot of evil such as kidnapping and displacement of rural dwellers, mostly in south east Geopolitical zone of Nigeria that requires strategic solutions.

Numerous solutions and concerted efforts have been put in place to avert the menace of insurgency in Nigeria. Abel (2018) opined that over the years, media campaigns have been increasingly used, in an attempt to change the narrative and shape the behaviour of youths perceived to be the main target of indoctrination or forcefully recruitment of insurgents such as the Boko Haram Terrorists in Nigeria. According to Okanya (2019), campaigns against insurgency have been mostly carried out on radio and television stations and have also been replicated on outdoor media like fliers, billboards and posters in Nigeria. Ken (2019) asserts that the campaigns against insurgency in Nigeria should be geared towards enhancing civil-military relationship, surveillance and also an all-inclusive

approach to end the guerrilla or ideological war. For these reasons, there is need for the utilization of emerging technologies such as internet of things. The place of internet of things in the fight against insurgency in Nigeria cannot be over emphasized. According to Osakwe (2017), the act of domestic terrorism which is attributed to Boko Haram has drawn the attention of Nigerian government and the International Community towards curbing the menace of insurgency in Nigeria, mostly through the use of novel approaches such as internet of things (IoT). Internet of things is referred to as the novel technologies that make use of internet and its resources to function effectively. According to Moses (2016), internet of things are the technologies, tools, devices and equipment which functions with the internet and are powered by the internet. Internet of things are also referred to as specialized technologies such as surveillance cameras, close-circuit television cameras, wireless sensors, actuator networks, Global Positioning System (GPS) which are fusing their cooperative outputs into the Internet using novelty telecommunication networks such as Wi-Fi. Hence, these devices if effectively utilized can go a long way in combating insurgency in different ways.

Internet of things offers numerous advantages in fighting insurgency. Ozo (2019) is of the view that the use of Internet of things in fighting insurgency has transformed the apparently asymmetric conflict into a symmetric battle, as the military makes use of their strategic social media groups, with the help of their mobile devices to divulge information and send out messages at a speed and on a scale that only powerful states would have been able to achieve before the era of Internet of things. Bassey (2017) opined that surveillance cameras greatly help the military and other armed forces in monitoring, sensing and strategizing for insurgents. The author further noted that surveillance cameras would help the military in fishing out the hideouts of Boko Haram sects in areas such as Sambisa forest. In ensuring the efficient use of IoT in the fight against terrorism is achieved in Nigeria, key players in the field of information technology and telecommunication such as the National Communications Commission (NCC) and the Military who are the key fighters of terrorism, ought to work harmoniously. According to Effiong (2018) National Communications Commission (NCC) is the governmental body that is saddled with the responsibility of regulating the development and use of information communication technology. On the other hand, Military according to Amnesty International (2017) is the group of people that are given the power to defend something, usually a country. Therefore, owing to the increasing security challenges in Nigeria, the government has made much efforts through the engagement of the law enforcement agencies and security forces in order to curb

the dreaded menace posed by the insurgents, however, their combined effort has not yielded much positive results towards curbing these security menace from bokoharam and herdsmen. Thus, the need to arrest the situation through the application of internet of things as a roadmap to the end of insurgency in Nigeria is highly important.

Insurgency in Nigeria has led to a rapid increase in security challenges throughout the country and the government have made much efforts through the use of the mass media and the engagement of law enforcement agencies and security forces but their combined effort has not yielded much positive result towards curbing these security menace from bokoharam and herdsmen. Ideally, putting an end to such national terrors in this technological age needs not only the use of ammunitions by the military and other law enforcement personnel or the use of mass media for public enlightenment, but a more robust approach through the use of emerging technologies such as IoT to achieve a more strategic repositioning. IoT will help the military in monitoring, strategizing, capturing as well as bringing the insurgents to justice. For instance, wireless sensors could be used for the detection of harmful objects such as bombs, while hidden surveillance cameras and GPS can be mounted in suspicions places like Sambisa Forest and monitored by the military in designated places for easy capturing. Consequently, this research x-rays the use of internet of things as a roadmap to the end of insurgency in Nigeria, with particular reference to bokoharam and herdsmen, as there is need for the Nigerian government to explore a more robust means of using internet of things in fighting insurgency. This is the gap that the research is meant to fill.

The main purpose of this study was to explore the use of internet of things as a roadmap to the end of insurgency in Nigeria, with particular reference to bokoharam and herdsmen. Specifically, the study seeks to determine:

1. how to obtain intelligent reports from IoT devices
2. ways of leveraging reports from IoT to fight insurgency

The three research questions that were used for the study are:

1. What are the approaches for obtaining intelligent reports from IoT devices?
2. What are the means of leveraging the reports from IoT to fight insurgency?

The following hypotheses guided the study and were tested at 0.05 level of significance:

1. There is no significant difference between NCC and Military staff on the

approaches for obtaining intelligent reports from IoT devices.

2. There is no significant difference between NCC and Military staff on the means of leveraging the reports from IoT to fight insurgency.

Methodology

The study adopted descriptive survey research design. Fredrik (2017) defined survey research as a research method that is used to identify present conditions and needs, as well as information on which to base reliable judgment. According to Osuala (2005), survey research is a research method that focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivation and behavior. Survey design is therefore considered most suitable for this study as it seeks to gather the views of experts on the best ways of leveraging Internet of things in fighting insurgency in Nigeria. The study was carried out in Nigeria, using IT staff of the Nigerian Military and administrators of National Communication Commission (NCC). The population for this study consists of 3418 respondents which comprised 2210 IT staff of the Nigerian Military and 1208 administrators of National Communication Commission (NCC). The Nigerian Military and NCC were chosen because, while the IT staff of the Nigerian Military are the experts in deploying IoT devices and emerging technologies for security purposes, the administrators of National Communication Commission (NCC) are the experts in providing regulations that would guide the efficient use of these devices. To constitute the sample, 221 IT staff of the Nigerian Military and 120 administrators of National Communication Commission (NCC) were selected using multi-stage sampling technique. This sample was derived using the specifications made in Nwana (1981). According to the author, to constitute a sample, 40% of the total population is used in a population of few hundreds, 20% of the population is used in many hundreds, 10% of the total population is used in few thousands, while 5% of the population is used where the total number is in many thousands.

The instrument for data collection was a 27 items questionnaire titled: “The use of internet of things in fighting insurgency in Nigeria”. The questionnaire was arranged in two sections: section A borders on demographic data of the respondents while section B focused on the 17 items that are carefully organized in three clusters which addresses the research questions as follows: Cluster A identifies how to obtain intelligent reports from IoT devices, while Cluster B identifies the ways of leveraging the reports obtained from IoT to fight insurgency. The items were placed on a four-point rating scale with options of strongly agree – SA, agree – A, disagree – D and strongly disagree – SD for all clusters. Options are weighted on 4, 3, 2, and 1 point(s) respectively. Four experts

validated the instrument and were requested to check the language, relevance and accuracy of the items in addressing the research questions as well as the purpose of the study and make corrections and suggestions were necessary. Their corrections, suggestions and comments were used to modify the instruments. Cronbach Alpha was used in determining the internal consistency of the instrument which yielded an overall reliability index of 0.96. Copies of the questionnaire were administered on the respondents with the help of three trained research assistants. The data collected from the respondents were analyzed using mean, standard deviation and T-test statistics. The mean and standard deviation were used to answer the research questions. Any item with a mean rating of 2.50 and above was regarded as agreed while any item with a mean rating less than 2.50 was regarded as disagreed. The T-test statistic was used to test the null hypothesis at 0.05 level of significance. Any hypothesis whose significance levels was less than or equal to 0.05 level of significance, was rejected, while a hypothesis with significance level greater than 0.05 level was accepted.

Results

Research Question 1: What are the approaches for obtaining intelligent reports in curriculum from IoT devices?

Table 1: The mean ratings, standard deviation and p-value of respondents on the approaches for obtaining intelligent reports in curriculum from IoT devices

S/N	The approaches for obtaining intelligent reports from the IoT devices are through:	\bar{X}_N	\bar{X}_M	\bar{X}_O	Std	t-cal	RQ	Sig 2-tailed	Ho ₁
1	Message Queuing Telemetry Transport (MQTT-SN) to collate data from Sensor Networks	3.51	3.22	3.27	0.67	1.12	A	0.28	NS
2	HTTPs which sends sensitive documents back and forth, between the military and system servers	3.34	3.45	2.71	0.69	1.44	A	0.46	NS
3	Constrained Application Protocol (CoAP) to collect and save information from CCTV	3.52	3.34	3.43	0.67	1.75	A	0.52	NS
4	Advanced Message Queuing Protocol (AMQP) for collation of individual personnel reports through access level Authentication and Security Layer	3.82	3.71	3.02	0.69	1.06	A	0.28	NS
5	Extensible Messaging and Presence Protocol (XMPP) to gather information from a decentralized instant messaging, multi-party chat, voice and video calls	2.71	3.22	3.30	0.76	1.19	A	0.41	NS
6	IBM Watson to analyze complex data from GPS and actuator networks	2.74	3.42	3.72	0.72	1.43	A	0.63	NS
7	Thing-Speak algorithm to allocate weapons and ammunition	3.02	3.81	2.92	0.71	1.60	A	0.24	NS
8	IFTTT (If-This-Then-That) to automate tasks remotely (e.g, a smoke alarm alert can trigger an email to the military).	3.72	3.33	3.24	0.74	1.51	A	0.62	NS
Overall Cluster mean		2.80	2.81	3.31					

Key: X_N = Mean of NCC, X_M = Mean of Military, X_o = Grand Mean, *Std* = Standard Deviation, *A* = Agree, *RQ* = Research Question, *NS* = Not Significant, Cluster Mean = 3.31, tabulated value of 1.94.

The data in Table 1 reveals the analysis on the approaches for obtaining intelligent reports from IoT devices. The data shows that the items have the grand mean ratings between 3.02 and 3.72 which were above the cut-off point of 2.50, and were accepted. The respondents accepted that the ideas presented in the items are the approaches for obtaining intelligent reports from the IoT devices. This was further confirmed by the test of hypothesis, presented on the same table. The t-test analysis revealed that there is no significant difference between the opinion of the Military and NCC staff on the approaches for obtaining intelligent reports from the IoT devices. The items recorded t-calculated values less than tabulated value of 1.94 at 0.05 levels of significance and 84 degrees of freedom on the respective items. It implies that there was no significant difference between the mean scores of the Military and NCC staff on the approaches for obtaining intelligent reports from IoT devices. The null hypothesis (H_{01}) for each independent sample in each item were therefore, accepted. More so, the overall cluster mean of 3.31 indicated that the respondents agreed to the items.

Research Question 2: What are the means of leveraging the reports in curriculum to fight insurgency?

Table 2: The mean ratings, standard deviation and p-value of respondents on the means of leveraging the reports in curriculum from IoT to fight insurgency

S/N	The means of leveraging the reports from IoT to fight insurgency are:	\bar{X}_N	\bar{X}_M	\bar{X}_O	Std	t-cal	RQ	Sig 2-tailed	Ho ₁
1	The use of real time-data generated from CCTV to track insurgents	3.34	2.86	3.45	0.61	1.21	A	0.16	NS
2	Use of information generated from IoT devices for mapping crime and terrorist networks	3.41	3.43	2.97	0.75	-0.62	A	0.54	NS
3	Use of the data from IoT devices to process vital information within the devices to speed up crime-fighting	3.18	3.48	3.09	0.66	-0.84	A	0.36	NS
4	Helps in Focusing on hotspots to deter and control crime and terrorist prevention capabilities	3.42	3.85	3.31	0.74	1.09	A	0.12	NS
5	Use of data collected from actuator networks against the insurgents in the court of law	3.60	3.06	3.07	0.71	1.27	A	0.26	NS
6	Information from the IoT devices care used to improve the capability of military gunshot-detection systems	2.88	3.12	3.24	0.70	-0.29	A	0.69	NS
7	Data from the IoT devices can be used to easily read out suspicious plate numbers that may be connected to the insurgents	3.04	3.38	3.14	0.72	1.37	A	0.16	NS

8	Data from IoT devices are used in running facial recognition software to detect suspected persons	3.17	3.47	3.28	0.71	-0.85	A	0.38	NS
9	Data from IoT device are used to predict when and where crime will occur.	2.93	3.91	3.23	0.82	1.09	A	0.11	NS
Overall Cluster mean		2.83	2.87	3.40					

Key: X_N = Mean of NCC, X_M = Mean of Military, X_o = Overall Mean, Std = Standard Deviation, A = Agree, RQ = Research Question, NS = Not Significant, Cluster Mean = 3.40, tabulated value of 1.95

The data presented in Table 2 reveals the analysis on the means of leveraging the reports from IoT devices to fight insurgency. The data shows that the items have the grand mean ratings between 2.97 and 3.45 which were above the cut-off point 2.50, and were accepted. The respondents accepted that the means of leveraging the reports from IoT to fight insurgency.

This was further confirmed by the test of hypothesis, presented on the same table. The t-test analysis revealed that there is no significant difference between the opinion of the Military and NCC staff on the means of leveraging the reports from IoT devices to fight insurgency. The items recorded t-calculated values less than tabulated value of 1.95 at 0.05 levels of significance and 84 degrees of freedom on the respective items. It implies that there was no significant difference between the mean scores of the Military and NCC staff on the means of leveraging the reports from IoT devices to fight insurgency. The null hypothesis (H_{0i}) for each independent sample in each item were therefore, accepted. More so, the overall cluster mean of 3.40 indicated that the respondents strongly agreed to the items.

Discussion of Findings

The place of internet of things in fighting insurgency cannot be overemphasized. The analysis of data in table 1 shows that the mean ratings of the responses of the respondents on the identified items relating to the approaches for obtaining intelligent reports from the IoT devices had mean values ranging from 2.97 to 3.45 which are all greater than the cut-off point of 2.50 on a 4-point rating scale. Therefore, the data in the table indicated that the respondents agreed that all the 8 items could be the approaches for obtaining intelligent reports from IoT devices. The standard deviation values for the 8 items ranges from 0.67 to 0.76 which shows that the respondents were not far from one another in their responses and that their responses were not far from the mean. The table also shows that the p-values of the items range from 0.12 to 0.69 which are greater than 0.05 level of significance. This shows that there was no significant difference ($P > 0.05$) between the mean responses of the Military and NCC staff with regards to the approaches for obtaining intelligent reports from the IoT devices. This finding is

in line with that of Ake (2012) and Bartolotta (2013) who stated that intelligent reports can be obtained from surveillance cameras through the extraction of videos and pictures that were captured by the camera.

The result in table 2 indicates that the mean ratings of the responses of the respondents on the identified items relating to the means of leveraging the reports of IoT to fight insurgency had mean values ranging from 2.97 to 3.45 which are all greater than the cut-off point of 2.50 on a 4-point rating scale. Therefore, the data in the table indicated that the respondents agreed that the ideas presented in the 8 items represent the means of leveraging the reports from IoT devices to fight insurgency. The standard deviation values for the 8 items ranges from 0.61 to 0.82 which shows that the respondents were not far from one another in their responses and that their responses were not far from the mean. The table also shows that the p-values of the items range from 0.12 to 0.54 which are greater than 0.05 level of significance. This shows that there was no significant difference ($P > 0.05$) between the mean responses of the Military and NCC staff with regards to the means of leveraging the reports of IoT to fight insurgency. This finding is in line with the assertion made by Chukwuedo (2016), as well as Usman (2017) that the videos collated from surveillance cameras can be uploaded in the internet and social media platforms to help arrest anybody whose face is seen in the act. Similarly, Ake (2012) and Bartolotta (2013) buttressed that reports gathered from surveillance cameras can be uploaded into facial recognition systems for easy tracking of insurgents.

Recommendations

In a bid to leverage the potentials of internet of things in fighting insurgency, it is recommended among others that the military/law enforcement agencies and the government should:

- 1. Train/retrain the Military on the novel ways of deploying IoT devices for security purposes:** With the emergence of numerous networked security devices, the adoption of IoT devices in fighting insurgency in developed country has increase exponentially in recent times. However, usability is at the front and center of the experience to facilitate the adoption and use of these emerging IoT devices to fight insurgency, as it requires a high level of security and privacy management. For this reason, training and retraining of the military and other law enforcement agencies on the way of deploying the IoT devices so as to prevent and curtail security bridges is very necessary.
- 2. Incorporate Information Technology and Telecommunication players in developing or adopting effective software and information**

systems for obtaining intelligent reports from the IoT devices: For efficient information capturing, retention as well as dissemination in the IoT devices, effective software that could manage the functionality of the IoT devices ought to be developed. In the absence of an in-house software or information, numerous cloud-based management software can be adopted, such as Google, amazon, Dropbox among others. These could help to secure the information gathered from the IoT devices.

3. **Leverage the essential report from IoT devices to fight insurgency:** The government and law enforcement agencies are enjoined to leverage the intelligent reports from IoT devices to track down terrorist and dangerous individuals such as the bokoharam and herdsmen who perpetrate heinous crimes.

Conclusion

From the findings of this study, it can be evident that various means of leveraging intelligent IoT devices for fighting insurgency exists. The study further revealed that useful reports can be gathered from IoT devices through: the use of real time-data generated from CCTV to track insurgents, use of information generated from IoT devices for mapping crime and terrorist networks, use of the data from IoT devices to process vital information within the devices to speed up crime-fighting, as well as used against the insurgents in prosecuting them in the court of law and beyond. Finally, it can be evident from the study that reports generated from IoT devices can be useful in numerous ways, such as the use of: real time-data generated from CCTV to track insurgents, information generated from IoT devices for mapping crime and terrorist networks, data from IoT devices to process vital information within the devices to speed up crime-fighting, data from IoT devices for developing facial recognition software that could detect suspected persons among others.

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Teachers' Perceived Challenges Of English Language Curriculum Delivery In Secondary Schools In Post Covid-19 Pandemic In Enugu State, Nigeria

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Abstract

The study investigated teachers' perceived challenges of English language curriculum delivery in secondary schools in post Covid-19 pandemic in Enugu State, Nigeria. Two research questions and one hypothesis guided the study. The study adopted a descriptive research design. A multi-staged sampling technique was used to draw 300 English language teachers (185 from urban area and 115 from rural area) from all the 292 public secondary schools in the six education zones in the state. Data was collected using a structured questionnaire which was validated by three experts: two in English Language Education and one in Curriculum Studies. Data collected were analyzed using mean, standard deviation and percentages for answering the research questions while the hypothesis was tested using t-test at 0.05 level of significance. The findings of the study showed, among others, that English language teachers' perceived challenges of English language curriculum delivery include English language curriculum overload, large classes, unqualified English language teachers, lack of proper monitoring of English language teachers, poor incentives and motivation of teachers and lack of teaching resources and facilities. Based on the findings, recommendations were made which includes that English language teachers need to be fully involved in planning the English language curriculum because they are the curriculum implementers and they know how best it can work for the learners.

Keywords: English language, Teachers, Challenges, Curriculum delivery and Covid-19

Introduction

English language plays a vital role as a medium of instructional delivery in Nigerian schools, which is one of the reasons why it is so important to the country's educational development. In schools, English is the language of instruction, notably at the secondary school level and beyond. The English language is not a subject that should be taught at the periphery rather, it is a

subject that must be thoroughly taught, learnt and mastered. As a result, an acceptable grade in English is required for admission to Nigerian tertiary institutions. Given the state of English language in Nigeria and around the world, it is worrisome to see that English language proficiency among Nigerians is slipping. The state of language teaching and learning in secondary schools has been identified as a major contributor to the problem. Mgbemena and Ewurum (2011) believe that in the past, some reasonable efforts were made to assist students in developing communicative competence at both the secondary and tertiary levels.

The English language has a curriculum that encompasses all of the teaching and learning activities for both teachers and students. The whole learning experience involving the school in the process of educating students is referred to as curriculum. The teachers, subjects, contents, teaching methods and evaluation as well as the physical and psychological aspects of the experience are all included. The Nigerian Educational Research and Development Council (NERDC) is in charge of developing a curriculum framework for teaching and learning at all levels of education. This curriculum framework provides for a variety of content interpretations including the flexible use of various teaching and learning tools and methodologies to meet the requirements of individual students. Curriculum, according to Offorma (2006), is a planned and sequenced instrument through which schools aim to transfer the aspiration of the society in which they operate into tangible reality, as well as a vehicle through which education is obtained. In addition to the definition given above, curriculum can also be a well-defined and mandated course of study that students must complete in order to pass from a certain stage of education to another. In other words, curriculum is defined as the learning activities that make up a specific educational system (Ahmadi & Lukman, 2015). On the other hand, Blenkin (2012) defines curriculum as a corpus of information, concepts, or topics. In a nutshell, curriculum can be seen as a framework of course contents, skills and activities meant for the total development of learners. Curriculum, therefore, is simply a means. It is neither an end in itself nor the end of itself. This is why curriculum can only be regarded to be meaningful if it is efficiently delivered to the individuals to whom it is intended.

Curriculum delivery entails putting the curriculum to work in order to fulfill the objectives for which it was created. According to Chikumbi and Makamure (2005), curriculum delivery comprises bringing the officially prescribed courses

of study, syllabus and subjects into practice. Obanya (2007) notes that a good curriculum represents what the learner ultimately takes away from an educational experience. Obanya further asserts that effective curriculum delivery is all about closing teaching and learning gap as much as possible. Lending credence to Obanya's assertion, Ahmadi and Lukman (2015) explain that the National Educational Research and Development Council (NERDC) in 2007 reviewed the English language curriculum and came up with more robust secondary school English language curriculum. This review brought about the development of 42 subjects and 34 vocational trades/entrepreneurship subjects. Obioma (2010) stresses that the curriculum was designed to ensure that senior secondary school graduates are well prepared for higher education and also to ensure that they have learnt key functional trade/entrepreneurial skills necessary for alleviating poverty, creating employment and building wealth. With such practical curriculum, students would be empowered to develop skills that would allow them to start their own firms as a result of the 34 trade disciplines they studied. They will become job creators rather than job seekers as a result of this practical education. Consequently, the Federal Republic of Nigeria (FRN, 2014) characterized key objectives of secondary education to include individual training for meaningful living within society and preparation for further education as enshrined in the National Policy on Education (NPE). Core subjects, creative/technical works, arts, civic education, computer education, vocational subjects, business studies and entrepreneurship are reflected in the new curriculum structure and contents. Secondary school students are, therefore, expected to offer a minimum of eight subjects and a maximum of nine subjects with English and Mathematics as mandatory subjects. Teachers on their part, are saddled with the responsibility of ensuring effective, efficient and successful implementation and delivery of the curriculum. This is why it could be hazardous to overlook the role and involvement of teachers in curriculum planning, development and delivery.

Curriculum delivery mechanism revolves around teachers. They are the most important human capital in curriculum delivery since they are the ones who embrace and execute the embodiments of the curriculum to the learners. Teachers are the central figure in the delivery of the English language curriculum. They are at the heart of curriculum delivery and without them, the entire curriculum programme would be a mirage. This is because teachers are responsible for the success or failure of the curriculum. It is no surprise therefore, that the NPE emphasizes the importance of teacher quality in any educational system (FRN,

2013). But teachers, on the other hand, are frequently excluded from curriculum decision making processes (Ofoha, Uchegbu, Anyike and Nkemdirim, 2009) despite the fact that they are the full implementers of this curriculum. For this reason, the curriculum is besieged with lots of weaknesses.

Curriculum delivery is hampered by numerous problems some of which are government-related. Unqualified instructors, particularly language specialists in areas like English and other essential courses, are also stumbling blocks to effective curriculum implementation. The lack of qualified teachers may be a serious hindrance to efficient English language instruction in secondary schools. Many inexperienced teachers lack the necessary teaching methods as well as the skills and competences to analyze and assess a learner's progress psychologically, emotionally and academically in learning the English language. In addition, lack of qualified teachers as well as insufficient teachers affect the timely and efficient delivery of the English language curriculum. Instructional materials are tools that make teaching and learning easier, more engaging and more intelligible. So, the skilled-based curriculum will not be successfully implemented in Nigeria unless instructional resources are available in schools. The curriculum objectives will not be attained without adequate teacher monitoring. Teacher monitoring comprises professional inspection of teaching and learning activities in order to guarantee that teachers' teaching abilities are enhanced and that career development opportunities are available. Monitoring is necessary so as to address teacher absence. Abdulkareem, Fasasi and Akinubi (2011) are of the opinion that teachers should be evaluated on a regular basis to enable them improve and enhance their teaching quality as well as prepare themselves through in-service training and workshops for effective curriculum delivery. Kyahurwa (2013) insists that monitoring should be done to assist teachers, offer advice, and to share alternative strategies that can improve teachers' curriculum delivery. It is regrettable to say that there is no proper monitoring or assessment system for teachers in Nigeria.

It has also been noted, with dismay, that with the exception of a few government-owned schools, majority of secondary schools lack adequate instructional resources. According to Adeleke (2007), the Nigerian education sector has been plagued by insufficient instructional materials, inadequate qualified teachers, poor funding syndrome, unsatisfactory instructional facilities and a lack of motivation among other issues. According to Isaiah (2013), school facilities are important because they impact trends in school activities and processes, which

are significant determinants on teacher curriculum delivery and students' academic attainment. According to Olanipekun (2013), the majority of English language students are unaware of the differences between an ideal and a practical language laboratory because they are only taught the theoretical components of the English language curriculum, leaving behind the practical aspects. Another obstacle to proper curriculum delivery in secondary schools may be curriculum overload. Although the curriculum is structured so that teachers are expected to cover a specific scheme of work within a specific period of the school calendar, teachers may be unable to do so due to strikes by school administrators and teachers or an outbreak of a pandemic such as the Covid-19, which resulted in school closures. Teachers, on the other hand, are under pressure to deliver the curriculum regardless of the little time available when school reopens. This means that students are essentially unfortunate because they must work at a rapid speed in order to meet up with pre-determined curricular schedules thus, impeding the effective delivery of the curriculum.

The emergence of free education resulted in an upsurge of students in secondary schools, causing class sizes to grow (Muchiri, 2009) with its accompanying noise and distractions. According to a study conducted by Moevt (2012), a teacher with a large number of students is unable to provide assistance to all of them because the teacher-learner ratio is not proportional. Challenges of handling large classrooms, combined with an extreme shortage of teachers, impose a pressure on teachers' ability to provide effective curriculum delivery. The policy expectations of inclusive learning offer a barrier in large classes because it limits individual attention due to the vast number of students (Owoeye & Yara, 2011). Also, language teaching involves drills through oral and written exercises and this requires that the teacher attends to learners' needs and challenges while the drilling or written exercise is going on. But this may be very difficult to obtain in a large class because it does not allow the teacher opportunity to attend to individual challenges of the learners. One may wonder whether there is possibility of large classes in the urban school settings just as they are possible in secondary schools in rural locations.

The setting around a school, which could be urban or rural, is known as its location. The location of schools may be a significant impediment to good curriculum delivery. In both urban and rural schools, there are differences in how lessons are delivered and how resources are distributed. This could be why Okonkwo and Agwu (2014) are of the opinion that schools in metropolitan

regions are better situated. Majority of them have three to five English language teachers unlike rural schools that may have one or two English language teachers to teach all the classes. Teachers in rural locations have fewer opportunities to attend in-service courses that might help them offer better lessons. Due to problems in accessing books and other teaching tools that could enhance curriculum delivery, teachers in rural schools may be less effective in teaching than their contemporaries in urban schools. Secondary schools in rural areas are disproportionately impacted in terms of manpower since most teachers prefer to work in urban areas where basic educational and social facilities that are absent in rural areas are available.

Despite the availability and unavailability of teaching and learning facilities, the new corona virus, otherwise known as Covid-19, has altered how teaching and learning are conducted in both urban and rural secondary schools. Acute respiratory disease causes Covid-19, a pandemic disease. Remuzzi and Remuzzi (2020) in Uloh-Bethels and Nwafor (2021) describes Covid-19 as a highly infectious disease or illness caused by severe acute respiratory syndrome termed corona virus and which originated from Wuhan city of China. According to the United Nations (2020), the pandemic has infected approximately 94% of school children worldwide, with 1.58 billion children and youths from pre-primary to secondary education affected in 200 nations around the world including Nigeria. Pokhrel and Chhetri (2021) note that the World Health Organization (WHO) named the disease Covid-19 and announced it as a global pandemic on March 11, 2020. The new corona virus outbreak had an impact on all aspects of society including the health sector, economy, agriculture, transport and, most importantly, the education sector. For instance, during the pandemic, a number of schools and universities stopped offering face-to-face instruction as a result of the corona virus. There was also concern that the 2020 academic year, or perhaps more in the future, would be lost. The Covid-19 pandemic has given schools opportunities to prepare the ground for the adoption of electronic techniques for effective and efficient delivery of school curriculum.

From the literature reviewed, it is obvious that inadequate and unqualified English language teachers, school location, large class size, lack of teaching resources and materials, lack of proper monitoring and curriculum overload may be the challenges teachers of English language encounter in the course of delivering the English language curriculum in post Covid-19 pandemic in secondary schools. This situation incites such question as: is the problem of

curriculum delivery from the teachers or students? Does the curriculum itself need review with the trend in teaching and learning occasioned by Covid-19? Do English language teachers possess the necessary skills and competences needed in delivering effective English language curriculum in post Covid-19 pandemic? How far has secondary school English language teachers delivered on this mandate especially in this Covid-19 pandemic era? It is against this backdrop, however, that this paper examines teachers' perceived challenges of English language curriculum delivery in post Covid-19 pandemic in secondary schools in Enugu State.

Specifically, the study was designed to determine the:

1. Perceived challenges of English language teachers in English language curriculum delivery in secondary schools in post Covid-19 pandemic.
2. Perceived solutions to curbing the challenges of English language curriculum delivery in secondary schools in post Covid-19 pandemic.

The following research questions were posed to guide the study:

1. What are the perceived challenges of English language teachers in delivering English language curriculum in secondary schools in post Covid-19 pandemic?
2. What are the perceived solutions to curbing the challenges of delivering the English language curriculum in secondary schools in post Covid-19 pandemic?

One null hypothesis was formulated to guide the study and was tested at 0.05 level of significance.

H₀₁: There is no significant difference in the mean scores of urban and rural English language teachers on the perceived challenges of English language curriculum delivery in post Covid-19 pandemic.

Method

The study adopted a descriptive survey design. The study was conducted in Enugu State and the population of the study comprised all the public secondary schools in Enugu State. A multi-staged sampling technique was used to draw 300 English language teachers (185 urban and 115 rural) from all the 292 public secondary schools in the six education zones in the state (PPSMB, 2020). A structured questionnaire, Teachers' Perceived Challenges Questionnaire (TPCQ) was used to elicit information from the respondents. The questionnaire instrument was of two clusters. Cluster one consisted of 10 items on the perceived challenges of English language teachers in curriculum delivery while cluster two

consisted of 10 items on the solutions of curbing the perceived challenges of English language teachers in curriculum delivery. The questionnaire instrument was structured on four-point rating scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was face validated by two experts in English Language Education Unit and one in Curriculum Studies Unit, all from the Faculty of Education, University of Nigeria, Nsukka. Their corrections that some sentences needed to be rephrased; some double-pronged questions be made one and some grammatical corrections helped in the modification of the instrument. The research questions were analyzed using mean, standard deviations and percentages. A criterion mean of 2.50 was used as benchmark for taking decision such that any item below 2.50 was rejected. The hypothesis was tested at 0.05 level of significance using t-test.

Results

The results are presented according to the research questions and hypothesis in the tables below.

Research Question 1: What are the perceived challenges of English language teachers in curriculum delivery of English language in secondary schools in post Covid-19 pandemic?

Table 1: Perceived challenges of English language teachers in curriculum delivery of English language in secondary schools in post Covid-19 pandemic? (N 300)

S/N	Item Statement	X	SD	Decision
1.	Inadequate qualified English language teachers to teach the subject often lead to ineffective delivery of the curriculum in post Covid-19 pandemic.	2.82	1.05	A Challenge
2.	Lack of language laboratories in secondary schools may hinder proper English language curriculum delivery especially with the outbreak of Covid-19.	2.89	1.04	A Challenge
3.	In large classes, students are more likely to skip classes without the classroom teacher taking cognizance of it thereby affecting effective delivering of the English language curriculum.	2.92	0.99	A Challenge
4.	Large class size is not encouraged for English language curriculum delivery due to Covid-19 pandemic.	2.72	1.06	A Challenge
5.	Schools in the rural areas are mostly affected in terms of inadequate teaching materials and resources for proper teaching and learning of the English language curriculum.	3.02	0.97	A Challenge
6.	Most English language teachers do not use technological tools such as computers, projectors, smart boards, etc in instruction in schools.	2.86	1.01	A Challenge

7.	Online teaching platforms like Zoom and Google classroom are not integrated into English language teaching for proper curriculum delivery in post Covid-19 era.	2.91	1.01	A Challenge
8.	Large class size does not afford teachers the opportunities for remedial teaching.	2.79	1.10	A Challenge
9.	English language curriculum delivery in secondary schools is more theoretical than practical.	2.76	0.99	A Challenge
10.	Teachers are not properly monitored and supervised in their duties to effectively deliver the English language curriculum.	2.63	1.09	A Challenge
Grand mean		2.83		A Challenge

The data in Table 1 show perceived challenges of English language teachers in curriculum delivery of English language in secondary schools. Items 1, 2, 3, 4, 5, 7 and 9 had strongly agree with greater percentages of 34%, 36.3%, 34.7%, 30%, 40.7%, 41% and 39% respectively. All the items of the instrument have mean score above 2.5 which is above the criterion benchmark with grand mean of 2.83. This is an indication that English language teachers strongly agreed that inadequate qualified English language teachers to teach the subject, lack of language laboratories in secondary schools, large class size, inadequate teaching materials and resources, teachers' unfamiliarity and competence with the use of some technological tools and lack of proper monitoring and supervision are challenges to effective delivery of the English language curriculum in secondary schools.

Research Question 2: What are the perceived solutions to curbing the possible challenges of English language curriculum delivery in secondary schools in post Covid-19 pandemic?

Table 2: Perceived solutions to curbing the possible challenges of English language curriculum delivery in secondary schools in post Covid-19 pandemic.

S/N	Item Statement	X	SD	Decision
11.	The government needs to approve the appointment of qualified and competent teachers to teach the English language in secondary schools.	2.89	0.91	Accepted
12.	Teaching materials and resources should be made available and sufficient for effective English language delivery.	3.00	0.98	Accepted
13.	Class size should be proportional to enhance teacher-student ratio so that the teacher will have time to attend to every individual student.	3.08	0.91	Accepted
14.	English language teachers should be monitored from time to time to ensure adequate curriculum delivery.	3.01	0.93	Accepted
15.	The English language curriculum should not be overloaded.	3.19	2.42	Accepted

16.	English language teachers should be given opportunities to improve their teaching methods and techniques through in service trainings and workshops.	3.18	0.69	Accepted
17.	Strategies to recruit and retain more qualified and high calibre teachers in rural areas must focus on the issue of teachers' salaries and other financial incentives.	3.05	0.85	Accepted
18.	English language teachers should sharpen and deliver the curriculum in accordance with the classroom realities and learners' needs.	3.10	0.76	Accepted
19.	Classrooms should be equipped with modern facilities like wireless public address systems and projectors to facilitate effective teaching and learning.	3.02	0.89	Accepted
20.	English language teachers should avail themselves of the opportunities to learn how to integrate digital technologies in lesson delivery for their safety and that of the learners	3.07	0.85	Accepted
Grand Mean		3.05		Accepted

The results in Table 2 reveal the perceived solutions to curbing the possible challenges of English language curriculum delivery in secondary schools. Greater percentage of the items had strongly agree as indicated in the items 12 (39.3%), 13 (40.7%), 14 (38.3%), 15 (38%), 17 (38.7%), 18 (51.7%) and 20 (44.3%). All the items have a mean score above the criterion value of 2.5 with grand mean of 3.05. This is an indication that all the English language teachers agreed to all the items of the instrument as solutions to curbing the challenges of curriculum delivery in secondary schools.

Hypothesis:

H₀₁: There is no significant difference in the mean scores of urban and rural English language teachers on the perceived challenges of English language curriculum delivery.

Table 3: T-test analysis of the mean rating of Teachers in urban and rural Schools on the challenges of English language curriculum delivery in secondary schools

Location	N	X	SD	df	t-cal	Sig	Decision
Urban	80	30.41	6.94	298	0.50	0.61	Not Significant
Rural	220	30.82	5.93				

Key: df= degree of freedom, t= calculated value, Sig= level of significance

The results in Table 3 reveal that urban English language teachers had mean score of 30.41 and standard deviation of 6.94 while the rural English language teachers had mean score of 30.82 with standard deviation of 5.93. Since the significant level is 0.61 which is greater than 0.05 level of significance set as benchmark, the null hypothesis is, therefore, not rejected. This means that a

significant difference does not exist on the perceived challenges of English language curriculum delivery among urban and rural English language teachers. What this means is that teachers in both urban and rural secondary schools have the same view on what the challenges of English language curriculum delivery are.

Discussion of the Findings

From the findings of the study, it is evident that English language teachers encounter a lot of challenges in the cause of delivering English language curriculum particularly with the emergence of Covid-19 pandemic. These challenges include inadequate qualified English language teachers to teach the subject, lack of language laboratories in secondary schools, large class size, inadequate teaching materials and e-learning resources, teachers' unfamiliarity and competence with the use of some technological tools and lack of proper monitoring and supervision. Lending credence to the above, Uma, Obidike, and Ogwuru (2013) emphasize that competent teachers, as well as principal infrastructure such as instructional materials and resource centers are in short supply at all levels of education in Nigeria. For this reason, Mokhele (2012) asserts that sufficient textbooks are requirements for teachers to effectively deliver the English language curriculum. The implication of Mokhele's assertion is that sometimes, due to incompatibility and insufficiency of textbooks to deliver the curriculum, teachers are forced to download worksheets from the internet and many a times these internet materials are not reliable, because their sources are not known and some do not have authors. On the issue of monitoring of teachers, Chaudhary (2015) asserts clear that inadequate monitoring of teachers affects curriculum delivery negatively. Teachers are supposed to be supervised and monitored from time to time to make them more committed to service.

The findings of the study on the possible solutions to these challenges show that appointment of qualified and competent English language teachers to teach the subject; provision of teaching materials and resources; frequent monitoring of the English language teachers; maintaining proportional teacher-student ratio; organizing in-service trainings; workshops and professional development programmes for the English language teachers; equipping classrooms with modern technological materials and resources such as computers, language laboratories, projectors, interactive boards and public address systems for proper English language curriculum delivery; integrating digital online platforms such as Zoom, Google classroom, YouTube, Webinars and Telegram in the delivery of the English language curriculum are geared towards improving some of the challenges of English language curriculum delivery in secondary schools. The

implication is that government has to employ competent and qualified English language teachers and teaching materials and resources are expected to be available and accessible to teachers of English language for effective curriculum delivery in post Covid-19 era. The concern of Karakus (2021) is that many teaching materials and resources cannot be accessed due to financial constraints which may result in the curriculum not being fully and effectively delivered. For instance, due to lack of reading materials in a language lesson, teachers may consider this skill to be taught later and move on to the next level thereby not effectively delivering the English language curriculum as it should be. As a way forward, Karakus advises that the government should provide schools with necessary teaching and learning materials since instructional materials enhance learning.

The findings on the null hypothesis revealed no significant difference in the mean responses of urban and rural English language teachers on the challenges of curriculum delivery in schools. This is an indication that both teachers in the urban and rural perceive all the difficulties encountered in the delivery of the English language curriculum in secondary schools in post Covid-19 pandemic as challenges. This finding disagrees with the findings of Mandukwini (2016) who maintained that schools in rural areas are greatly affected by some of the challenges of curriculum delivery. Mandukwini further stated that teacher expertise is not the same for rural and urban schools and many young teachers who are more qualified and trained in the current curriculum are most times posted in urban schools where there are better availability of resources and teaching materials. On the contrary, Mhiliwa (2015) found in his study that factors such as school facilities, class size and school location were found to be significant factors hindering proper delivery of school curriculum in secondary schools.

Conclusion

The success or failure of the English language curriculum depends largely on teachers as the curriculum delivery mechanism revolves around them and they are often the agents in the implementation process. However, the demands and the delivery mechanism of the English language curriculum have significantly changed as a result of the Covid-19 pandemic which has not only influenced how the curriculum could be delivered but also what the curriculum should include. This change, which is geared towards technological advancements, has enabled curriculum delivery models, teaching and learning strategies, quality assurance and students' engagement to evolve thereby giving schools opportunities to

prepare the ground for the adoption of electronic techniques for effective and efficient delivery of English language curriculum. English language teachers have, therefore, embraced different teaching methods and strategies tailored towards technological advancements in the cause of delivering the curriculum. However, embracing such diverse teaching methods and strategies for the delivery of the English language curriculum, especially in this Covid-19 era, is fraught with myriad of challenges.

Recommendations

Sequel to the findings of the study, the following recommendations were made:

1. The government and curriculum planners should fully involve English language teachers in planning the English language curriculum because they are the implementers and they know how best it can work for the learners.
2. Government should fund the provision of teaching materials and resources for effective English language curriculum delivery.
3. English language teachers should not see utilization of technological tools for instructional delivery as a Herculean task. Rather, it should be perceived as part of their professional development and as such, they should adapt, upgrade and constantly update themselves on the use of digital resources for English language curriculum delivery especially in this COVID-19 era.
4. English language curriculum delivery in secondary schools should be more practical than theoretical. So, teachers should consider integrating digital technologies and online teaching platforms into English language instruction. This will not only ensure practical curriculum delivery but will also reduce the chance of contacting the COVID-19 virus by both teachers and students.
5. To ensure adequate and effective English language curriculum implementation, English language teachers should be monitored from time to time. This will help to checkmate unprofessional attitudes exhibited by teachers in the course of delivering the English language curriculum.
6. English language teachers should endeavour to build their capacity and equally improve their teaching methods and techniques through in-service trainings and attendance to capacity building programmes such as

seminars, workshops and conferences. Such programmes could provide great opportunities for them to learn latest developments, trends and current research issues in English language teaching and learning.

7. Students on their part should brace up to the current trend of online English language teaching and learning. This is because, apart from reducing their chances of contacting COVID-19, it will also help them to learn English language anytime and anywhere and without much stress.

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Security Challenges as Correlate of Curriculum Delivery in Secondary Schools Uyo Education Zone, Akwa Ibom State, Nigeria

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Abstract

The study was carried out to determine the relationship between security challenges such as cultism and vandalism and curriculum delivery in Secondary Schools in Uyo Education Zone in Akwa Ibom State, Nigeria. Three research questions and three hypotheses guided the study. The correlational survey design was used for the study. The population of the study comprised of 3,828 Secondary School Teachers in 36 Public Secondary Schools in Uyo Education Zone in Akwa Ibom State, Nigeria. The sample of this study comprised 387 Secondary School Teachers selected using the purposive sampling technique. A researcher developed instrument titled “Security Challenges and Curriculum Delivery Questionnaire (SCCDQ)” was used for data collection. Simple regression was used to answer the research questions and test the hypotheses at 0.05 level of significance. The results of the findings revealed that security challenges such as cultism and vandalism have significant relationship with curriculum delivery at the secondary school level. Based on the findings of the study, it was concluded that security challenges have significant relationship with curriculum delivery in secondary schools. It was, therefore, recommended among others that regular counseling session and sensitization programs should be organized in schools to create awareness on the dangers of cultism. This will go a long way in curbing cultism and its effect on the students, teachers and the school community.

Key words: Security Challenges, Curriculum Delivery, Cult Attack, kidnapping, and Vandalism

Introduction

Recently, especially in the Fourth Republic, Nigeria had been a victim of communal, ethnic, cultic and religious violence. The situation had assumed a dangerous scenario with the emergence of Boko Haram terrorist group and the proliferation of cult groups in institutions of learning even at the basic and post-basic education levels. In Akwa Ibom State, the rampant cult activities, clashes and war tend to have caused mayhem in public secondary schools in the state leading to interruptions of academic activities, destruction of facilities, injury to

teachers and students, threat to life and closure of schools among others. This has led to inadequate curriculum delivery.

Curriculum delivery is the component in curriculum design that has to do with bringing the curriculum face to face with the learner (Unachukwu and Nwosu, 2018). Ivowi (2012) stated that curriculum delivery entails classroom teaching/instruction, whereas according to Omoifa (2018) curriculum delivery connotes techniques or approaches used in teaching the contents of the curriculum. Curriculum delivery therefore is the approach or technique adopted by the teacher to ensure effective presentation of the curriculum content. It is the interaction of the learner with the designed curriculum for the realization of the learning objectives indicated therein. Irrespective of the conceptualization, the purpose of curriculum delivery is for learning to take place. This implies that curriculum delivery provides the opportunity for teachers to implement the curriculum contents of a given subject while affording the learners the opportunity to acquire the intended knowledge, skills and values. However, certain factors including personnel, facilities, environment, and psychology among others may hinder the curriculum delivery process. The thrust of this paper is on the psychological factors, namely threat of cultism, kidnapping and vandalism as microcosm of security challenge in different educational institutions.

Security concerns and issues are the central focus of every society because the sustenance of every society depends on its ability to tackle and overcome its challenges and live peacefully. For any society to survive and evade extinction, its security remains paramount. Expatriating on national security, Radda (2013) opined that security is a state or condition in which most cherished values of a country and the people are permanently protected and continuously enhanced. The concept of security also denotes the condition or feeling of safety from harm or danger. Igbuzo (2011), states that security connotes the defense and protection of values acquired, while to Nwanegbo and Odigbo (2013) security has to do with freedom from danger or threat to a nation's ability to protect and develop itself, promote its cherished values and legitimate interests as well as enhance the wellbeing of its people. Audu, Lukeman and Mohammed (2014) explained security as any mechanism devised to alleviate the most serious threats that prevent people from pursuing their cherished values. From the various explanations of security herein, it can be deduced that insecurity implies a state of vulnerability to attacks, danger or threats to a people, their properties, cherished values and the inability of the nation to protect its citizenry.

Security challenges imply the inability of the society to tackle and overcome attacks and threats to the people and their properties despite all efforts. In the Nigerian context, security challenges particularly from 2007 till date, (2021) seem to be intractable. Some of the indicators of insecurity in Nigeria include; but not limited to, ethno-religious conflicts, violence, kidnapping and terrorism. Insecurity has taken different dimensions in the various regions in Nigeria. For instance in the Niger Delta region (South-South), the militants slugged it out with oil companies in the area, killing and destroying oil companies properties as well as Federal Government properties especially from 1999-2007. In Jos, Plateau State (North Central), the indigenous Hausa tribesmen and the migrant Fulanis have been at war from around 2002 till date (2021). In South-East, kidnapping, ritual killing and armed robbery have been the nature of insecurity in the region same with the South-West region of the country. Boko Haram insurgency has been the greatest challenge to internal security in the North-East, North-West and North Central from 2009 till date (Joshua, Ibieta, and Azuh, 2016).

Public outcry has it that there is no educational institution in the modern day Nigeria that is free of security challenges. These challenges also vary from one institution to the other. Those in the primary, secondary and tertiary institutions will differ in terms of nature and scope. Threats to an educational institution's security may range from low level civil disorder, large scale violence, cultism, and to even armed insurgency or terrorism. These threats may be directed against fellow students, teaching and non-teaching staff, internal and external security men and women, cleaners, cafeteria staff, business centers, utilities providers among others. These have negative implications on the goals of education in the country. As noted by Atanda (2013) the aspiration of society through education to achieve political, social and economic development is achievable through the implementation of various curricula at school or institutional level. This, therefore, places enormous responsibilities of human and nation on schools. Consequently, the effectiveness of the secondary education becomes very crucial because the subsequent level (tertiary education) depends on the products from this level. In order to realize a positive and effective learning environment, schools are required to be safe. School security and safety is an extremely important issue for effective schooling.

Cultism is a major security challenge confronting Nigerian educational institutions. Ogunade (2002) asserted that secret cults in the Nigerian higher institutions started as fraternities with the sole aim of maintaining law and order

in the campuses. The cults were in existence with the aim of addressing acts of injustice, victimization and other issues capable of disturbing the peaceful atmosphere of the institutions. Ogunade (2002) outlined the characteristics of the present day cults to include: illegal possession of firearms, drug abuse, violent crimes like armed robbery, illicit sexual escapades, killing of innocent students, academic and non-academic staff, arson, rape, extortion, threats, physical attacks, kidnapping, blackmail and other inhuman practices, factional struggle and war of supremacy culminating in bloody clashes between the cult groups, and inter-cult clashes. Given the foregoing, it has been observed that cult attack have negative impact on curriculum delivery and the educational system as a whole. This impact could easily be identified as in the disruption of academic calendars/activities, insecurity, destruction of school infrastructural facilities, loss of lives among others. Specifically, curriculum delivery under the threat of cult attack is bound to be deficient. The psychological balance of both the teachers and the learners needed for concentration, interest and motivation will be affected. Furthermore, incomplete lessons and disruption of academic activities due to inter-cult clashes pose a serious hindrance to curriculum delivery.

Kidnapping which can be defined as the process of abducting an individual or group of individuals with a view to achieving a desired objective (Ngwama, 2014) is a criminally induced behavior that is not entirely a new societal challenge. Kidnapping according to Fage and Alabi (2017) involves the application of force to take human beings as hostages to achieve a particular aim. Proponents have highlighted that the kidnapping can originate from the need to agitate for economic empowerment, human and environmental right, political liberty, terrorist intent (Odumbo, Shittu, Akinyemi and Momoh, 2017; Onyido, 2019). Many reasons are given as probable causes of kidnapping student in Nigeria. Ogabido (2009), Inyang (2009) and Nwaorah (2009) opine that the issue of poverty, unemployment of youths, social injustice and unfair distribution of the nation's resources, corruption and insecurity, indiscipline and moral decadence as well as proliferation of dangerous weapon are potent causes of kidnapping in Nigeria. Of recent, educational institutions especially the basic and post basic levels have been the major targets of kidnappers who are fond of abducting students and teachers for ransoms. This has become a source of concern to parents, teachers, and stakeholders in the Nigerian education sector and indeed the members of the Nigerian community especially as the rate of the nefarious crime is escalating on daily basis. As noted by Edeh (2021) from April

14th, 2014 to February 26th, 2021 more than one thousand students have been kidnapped from their schools. This adversely affects curriculum delivery as both teachers and students teach/learn with fear and most curriculum contents cannot be delivered according to plan.

The act of vandalism is a serious security challenge owing to its relationship with other anti social behaviors and crimes in the society. Vandalism can be described as the purposeful damaging, violation, defacement, or destruction of public or private property by persons who are not the direct owners of the property. Stahl (2000) conceptualize vandalism as the wilful or malicious destruction, injury, disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or person having custody or control while Geason and Wilson (2000) simply conceive vandalism as injury to property. Vandalism in educational institutions can be classified into different types in relation to the purpose of the vandal. Black (2002) identifies the following types of vandalism in the schools: Vindictive driven vandalism - learners harbour revenge against an educator or other member of staff of the school; Malevolence driven vandalism - learners enjoy causing problems; Ideologies driven vandalism - learners wish to draw attention to a specific problem or issue; Boredom driven vandalism - learners commit vandalism in search of excitement; and Frustration driven vandalism - learners filled with anger that the school and community are hostile to them. School vandalism is therefore the purposeful damaging, violation, defacement, or destruction of school property by, among others, vindictive, bored, malevolent, frustrated or ideology-driven learners (Wet, 2004). School vandalism is a serious problem in the educational sector as it places a heavy burden on education budgets. Furthermore, vandalism impedes effective curriculum delivery since it infringes on the right of learners to be taught with planned facilities. This leads to interruption in curriculum delivery.

Nigeria is facing serious security challenges that range from youth restiveness, terrorism and insurgent attacks, kidnappings and hostage-takings for monetary ransoms, political assassinations, arsons, murders, cult-related activities, mass protests and so forth, a situation that is detrimental to national aspiration and development. Schools attacked are not also excluded from the effect of the crippling security challenges that threaten the security and unity of the Nigerian state in general. The critical security challenges that certainly have made schools vulnerable to attacks in Nigeria have become a major concern. The effects of the menace of insecurity in the school system have, therefore, become a subject

matter for academic discourse and rethink, and is the subject matter of this study. The purpose of the study was to determine the relationship between selected security challenge issues and curriculum delivery in Secondary Schools in Uyo Education Zone in Akwa Ibom State. Specifically, the study sought to determine the extent of relationship between:

- (i) Cultism and curriculum delivery in secondary schools
- (ii) Kidnapping and curriculum delivery in secondary schools
- (iii) Vandalism and curriculum delivery in secondary schools

The following research questions were posed to guide the study:

- (i) To what extent does cultism relate to curriculum delivery in secondary schools?
- (ii) To what extent does kidnapping relate to curriculum delivery in secondary schools?
- (iii) To what extent does vandalism relate to curriculum delivery in secondary schools?

The following null hypotheses were formulated to guide the study:

- HO₁: Cultism has no significant relationship with curriculum delivery in secondary schools.
- HO₂: Kidnapping has no significant relationship with curriculum delivery in secondary schools.
- HO₃: Act of vandalism has no significant relationship with curriculum delivery in secondary schools.

Method

The correlational survey design was used for the study. This design was considered suitable because the study is a non-experimental design in which the independent variable of interest has already occurred and cannot be manipulated in any way. The study area is Uyo Education Zone in Akwa Ibom State. The population of the study comprised of all the three thousand, eight hundred and twenty eight teachers in all the public Secondary Schools in Uyo Education Zone. The population size was 3828 teachers in the 36 public secondary schools in the 2020/2021 academic session (Akwa Ibom State Ministry of Education, 2021: Source). A sample size of 387 teachers was determined and selected through the purposive sampling technique. The purposive sampling technique was adopted to enable the researcher visit schools with history of significant cult activities, kidnapping and vandalism while the simple random sampling technique was used to select teachers who participated in the study. The instrument used in the study for data collection was a structured questionnaire titled “Security

Challenges on Curriculum Delivery Questionnaire (SCCDQ)”. The instrument was given face validation by experts in research and statistics. A reliability coefficient of 0.81 on Cronbach Alpha scale was obtained, indicating that the instrument was considered appropriate for the study. Data generated from the study were analyzed using simple regression to answer the research questions and test the hypotheses at 0.05 level of significance.

Results

Research Question 1

To what extent does cultism relate to curriculum delivery in secondary schools?

Table 1: Simple Regression Analysis of the relationship between Cultism and Curriculum Delivery

Variables	R	R ²	% Contribution
Cultism			
Curriculum Delivery	.742	.550	55.0

a. Predictor: (Constant), Cultism

The result in Table 1 shows the value of the regression coefficient (R) and its corresponding R² of .742 and .550 respectively. This means that cultism to high extent relate with curriculum delivery. The value of R² of .550 indicates that cultism could contribute 55.0% against curriculum delivery in secondary schools.

Research Question 2

What extent does kidnapping relate to curriculum delivery in secondary schools?

Table 2: Simple Regression Analysis of the relationship between Kidnapping and Curriculum Delivery

Variables	R	R ²	% Contribution
Kidnapping			
Curriculum Delivery	.580	.337	33.7

a. Predictor: (Constant), Kidnapping

The result in Table 2 shows the value of the regression coefficient (R) and its corresponding R² of .580 and .337 respectively. This means that kidnapping to a high extent relate to curriculum delivery. The value of R² of .337 indicates that kidnapping could contribute 33.7% against curriculum delivery in secondary schools.

Research Question 3

To what extent does vandalism relate to curriculum delivery in secondary schools?

Table 3: Simple Regression Analysis of the relationship between Vandalism and Curriculum Delivery

Variables	R	R ²	% Contribution
Vandalism	.647	.419	41.9
Curriculum Delivery			

a. Predictor: (Constant), Vandalism

The result in Table 3 shows the value of the regression coefficient (R) and its corresponding R² of .647 and .419 respectively. This means that vandalism to high extent relate to curriculum delivery. The value of R² of .419 indicates that vandalism could contribute 41.9% against curriculum delivery in secondary schools.

Hypothesis 1

Cultism has no significant relationship with curriculum delivery in secondary schools

Table 4: F-Ratio for the Regression Analysis of the relationship between Cultism and Curriculum Delivery

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2769.295	1	2769.295	470.365	.000 ^b
Residual	2266.705	385	5.888		
Total	5036.000	386			

a. Dependent Variable: Curriculum Delivery

b. Predictors: (Constant), Cultism

The result in Table 4 indicates that the calculated F-value of 470.365 is significant at 1 and 385 degrees of freedom since the p-value of .000 is less than .05 levels of significance. Therefore, the null hypothesis which stated that act of cultism has no significant relationship with curriculum delivery in secondary schools is rejected. Hence, act of cultism has significant relationship with curriculum delivery in secondary schools.

Hypothesis 2

Kidnapping has no significant relationship with curriculum delivery in secondary schools.

Table 5: F-Ratio for the Regression Analysis of the relationship between Kidnapping and Curriculum Delivery

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1696.696	1	1696.696	195.618	.000 ^b
Residual	3339.304	385	8.674		
Total	5036.000	386			

a. Dependent Variable: Curriculum Delivery

b. Predictors: (Constant), Kidnapping

The result in Table 5 indicates that the calculated F-value of 195.618 is significant at 1 and 385 degrees of freedom since the p-value of .000 is less than .05 levels of significance. Therefore, the null hypothesis which stated that act of kidnapping has no significant relationship with curriculum delivery in secondary schools is rejected. Hence, act of kidnapping has significant relationship with curriculum delivery in secondary schools.

Hypothesis 3

Act of vandalism has no significant relationship with curriculum delivery in secondary schools.

Table 6: F-Ratio for the Regression Analysis of the relationship between Cultism and Curriculum Delivery

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2108.989	1	2108.989	277.403	.000 ^b
Residual	2927.011	385	7.603		
Total	5036.000	386			

a. Dependent Variable: Curriculum Delivery

b. Predictors: (Constant), Vandalism

The result in Table 6 indicates that the calculated F-value of 277.403 is significant at 1 and 385 degrees of freedom since the p-value of .000 is less than .05 levels of significance. Therefore, the null hypothesis which stated that act of vandalism has no significant relationship with curriculum delivery in secondary schools is rejected. Hence, act of vandalism has significant relationship with curriculum delivery in secondary schools.

Findings

1. Cultism could contribute up to 55% to militate against curriculum delivery in secondary schools, thus cultism has significant relationship with curriculum delivery in secondary schools.
2. Kidnapping could hinder curriculum delivery in secondary schools up to

- 33.7%, thus kidnapping has significant relationship with curriculum delivery in secondary schools.
3. Vandalism mars curriculum delivery in secondary schools up to 41.9%, thus act of vandalism has significant relationship with curriculum delivery in secondary schools.

Discussion of Findings

The findings of this study showed that there is a significant relationship between cult attack and curriculum delivery in secondary schools. This finding indicates that cult attack is detrimental to curriculum delivery. This finding could be so because cult attack disrupts academic calendars/activities, endangers the lives of members of the school community, results in destruction of school infrastructures/facilities among others. Furthermore, cult attack creates fear in the educational institutions thereby upsetting the teachers and the learners needed for concentration, interest and motivation. This agrees with the earlier assertion by Ogunade (2002) that cultism in tertiary institutions leads to abandoned and incomplete lectures, suspension of lectures and academic activities among others. Thus, cult attack is a major challenge to curriculum delivery which invalidates every effort of the curriculum planners, curriculum and developers.

There is a significant relationship between kidnapping and curriculum delivery in secondary schools. This finding indicates that kidnapping is destructive to the curriculum delivery process. When students are kidnapped, they are traumatized for life, even after their rescue. Consequently, kidnapping affects students' interests in education, academic performances and equally destroys their life dreams. This agrees with the earlier assertion by Edeh (2021) that kidnapping adversely affect curriculum delivery as both teachers and students teach/learn with fear. Thus, most curriculum contents cannot be delivered according to plan. Furthermore, some schools have been closed down permanently or deserted out of fear because an unsafe environment no matter how beautiful or furnished they remain not conducive for teaching and learning.

There is a significant relationship between vandalism and curriculum delivery in secondary schools. This finding indicates that vandalism is a major hindrance to curriculum delivery. This finding could be so because vandalism in school entails purposeful damaging, violation, defacement, or destruction of school property. Furthermore, vandalism impedes effective curriculum delivery since it infringes on the right of learners to be taught with planned facilities. This leads to interruption in curriculum delivery. This agrees with the earlier assertion

by Wet (2004) that school vandalism irrespective of the propelling factor is a serious problem in the educational sector as it places a heavy burden on education budgets. Moreover, for effective curriculum delivery to take place, availability and utilization of instructional facilities/materials remains paramount. Therefore, in a situation where the available facilities and materials are vandalized, then curriculum delivery becomes difficult.

Conclusion

Based on the findings of the study, it was concluded that security challenges have significant relationship with curriculum delivery in secondary schools. Specifically, security challenges including cult attack, kidnapping and vandalism have negative relationship with curriculum delivery in secondary schools. This study, therefore, concludes that security challenges constitute major danger and hindrance to curriculum delivery which needs serious attention curbing. The menace is escalating and if left unattended, has the potential of crippling the educational system and maiming the potentials of learners.

Recommendations

On the basis of the findings of the study, it is recommended as follows:

1. Regular counseling session and sensitization programs should be organized in schools to create awareness on the dangers of cultism. This will go a long way to curbing cultism and its effect on the students, teachers and the school community.
2. Security units and personnel should be assigned to public secondary schools to help maintain peace and order. This is essential in putting an end to kidnapping of teachers and students in the school environment.
3. Information and Communication Technology should not only be integrated into secondary as contents to be taught only but as tools that can be useful in checking and detecting crimes such as kidnapping, cultism and vandalism in secondary schools.
4. Government and all other stakeholders in education should pay adequate attention to security challenges (namely cultism, kidnapping and vandalism) in education and curb same because they are correlates that mar effective curriculum delivery.

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