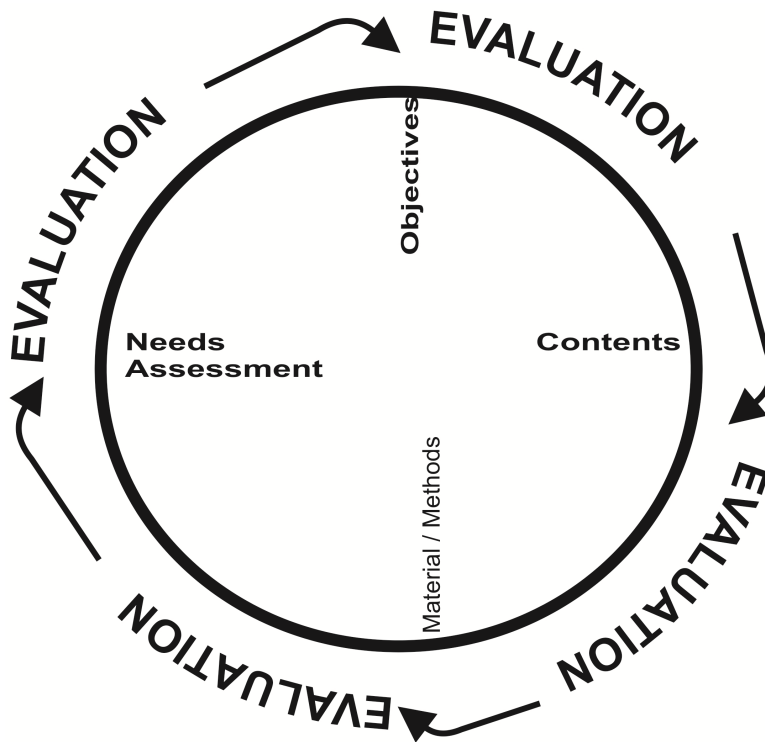


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This Journal is a forum for the dissemination of research findings and reports on curriculum development, implementation, innovation, diversification and renewal. In developing a curriculum, it is often necessary to use the experiences of the past 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:

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- * 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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Key Note 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 (Ehinder, 2014). According to Ehinder, there is a reciprocal relationship between the curriculum and education. Ehinder'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 Ehinder'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 Ehinder (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 Oliva, 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 (Ehintero, 1986 as cited in Ehintero, 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 Berwind-Dart (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; Ojeh, 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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Developing Security Education Curriculum for Basic Education: An Imperative Issue for Curriculum Experts

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Abstract

Insecurity is global phenomenon and Nigeria is not exempted. The consequences of insecurity is far reaching as it affects the economy of the nation and in particular the educational system. Security embraces all measures designed to protect and safeguard the life of the citizens, resources, properties against hostile persons and security education as the knowledge and awareness given to prevent and guide against all forms of security threats. Forms of insecurity such as kidnapping, raping, terrorist attacks on schools were highlighted and they vary from one region to the other. Furthermore, the causes of insecurity such as poverty and greed, youth employment, loss of value system, amongst other were also discussed. This paper focused on developing curriculum on security education for basic education. The first objective of basic education is developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion. Curriculum development is the planning of all learning activities towards the attainment of the desired goals. Therefore, if the relevant stakeholders in curriculum development such as: curriculum experts, psychologist, subject specialists, and parents are brought together to come up with a curriculum on security education for the basic education level, it will help in curbing the insecurity in the society. The paper recommends amongst others that government should stop paying lip service to matters affecting education and allocate such huge amount of unaccounted votes for security towards developing curriculum on security education with content relevant to the needs of every society.

Keywords:

Curriculum Development, Security, Security Education, Basic Education.

Introduction

Education is a veritable instrument for a positive change in every given society

globally. The National Policy on Education states that “education is an instrument par excellence for effecting national development” (FRN, 2014). In this 21st Century, there still persist crisis in the Primary Education service delivery in Nigeria and even assuming wider proportions. In a globalizing world, the education sub-sector must have to respond to the dire need for a change if it will meet up with the advancement in technology. It is on this premise for a change that informed the birth of the Universal Basic Education (U.B.E.) programme in 1999. This programme, which mission is to provide qualitative, free and compulsory education to every Nigerian Youth from the Primary School to the Junior Secondary level has its antecedent in the Universal Primary Education (UPE) Scheme of 1976. The UBE aimed at total eradication of illiteracy in Nigeria through the development of strong consciousness for education among the citizenry as well as strong commitment to its promotion, provision of free, compulsory and universal basic education for every Nigerian child of school going age. Furthermore, the scheme aimed at providing uninterrupted access to 9-years formal education for children between the ages of 6 and 15 years, ensure efficiency in sub-systems, remove distortions of basic inconsistencies in delivery of basic education by re-enforcing the implementation of the UBE programme and engender community participation in decision making process (Tahir, 2006). Education is the most powerful tool for both capacity building and transformation of the society at large, Fafunwa (2003). The Section 14 (1) of chapter 2 of the 1999 constitution of the Federal Republic of Nigeria states that security and welfare of the people shall be the primary purpose of government. Security therefore is a social contract between the state and the citizen, in which the former is expected to protect, defend and provide for the latter in the public area. Insecurity is the state of fear or anxiety resulting from a concrete or alleged lack of protection (Bernard, 2005). Insecurity has brought about the killing and abduction or kidnapping of many school children, teachers as well as parents (Adagba, Ugwuand Eme, 2012). Atanda (2013) submit that the aspiration of the society to achieve political, social and economic developments is possible through education by proper implementation of various curricula at school or institutional level.

The Meaning and Scope of Basic Education

According to Obanya (2001), basic education is that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn. Basic Education is the found for sustainable life-long learning. It provides

reading, writing and numeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners acquire functional literacy. In Nigeria context, Basic Education includes primary, junior secondary and nomadic education as well as adult literacy. Basic Education is a nine (9) year basic continuous education that stipulates that every child that passes through the system should have acquired appropriate levels of literacy, numeracy, communication, manipulative life skills, be employable and useful to himself and the society at large as well as possessing relevant ethical, moral and civic values (UBE Annual Report, 2002). Its scope of operation involves the development of schools and initiative for early childhood education and focus on six (6) years primary Education and three (3) years Junior Secondary Education.

Objectives of Universal Basic Education

The objectives of the programme as specified in the National Policy on Education (FRN, 2014) are as follows:

- Developing in the entire citizenry, a strong conscientiousness for education and a strong commitment to its vigorous promotion.
- Provision of free Universal Basic Education for every Nigerian child of school going age
- Reducing drastically the incidence of drop out from the formal school system
- Catering for young persons, their schooling and as well as other out of school children or adolescent through appropriate form of complementary approaches to the provision of UBE
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the life-long living.

The UBE Mission Statement observed that at the end of the nine years of continuous education every child that passes through the system should acquire appropriate levels of literacy. Other skills include numeracy, communication, manipulative and life skills that will enable the learner be employable and useful to himself and society at large, by possessing relevant ethical, moral and civic values.

Security and Insecurity

Security can be defined as a state of the safety of lives and properties. However,

security goes beyond the safety of lives and properties but rather seen as the capacity of a state to overcome challenges confronting her (Iredia, 2011). Ogunleye, Adewale, Alese and Ogunde (2011) said that security embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence. Igbuzor (2011) equally defines security as “the condition or feeling of safety from harm or danger, the defense, protection and preservation of core values and the absence of threats to those values”. Radda (2013) defined national security as a state or condition in which most cherished values of a country and the people are permanently protected and continually enhanced. The despise on this core ingredient of sustainable development has led to all manner of social vices such as armed robbery, ritual killings, political assassinations, child trafficking and other crimes (Onifade, Imhomopi and Urim, 2013).

Insecurity is a situation that occurs when the safety of lives and property of people can no longer be guaranteed in a particular environment resulting to loss of lives and properties. Adesoji as cited by Etham (2014) views insecurity as a multi-dimensional challenges that have compounded the Nigerian government activities, leaving it struggling and yet to devise a comprehensive strategy to overcome it. Also, Effiom and Edinyang (2017) see insecurity as the state of being subjected to danger, injury. For instance, in Nigeria, insecurity can be described as a state or situation of declining safety of lives and properties, apprehension over increasing rate of terrorism, armed robbery, kidnappings, political upheavals, religious conflicts, assassinations, secret cults-related criminal acts, intra and inter-ethnic strife, hijacking, riots, demonstrations, etc.

Dimensions of Insecurity in Nigeria

Alemika (2015) states that insecurity occurs in different ways and can be classified into the following dimensions:

- i. Physical insecurity: violent personal and property crimes
- ii. Public insecurity: violent conflicts, insurgency and terrorism
- iii. Economic Insecurity: poverty, unemployment
- iv. Social insecurity: illiteracy, ignorance, diseases or illness, malnutrition, water borne diseases, discrimination and exclusion
- v. Human right violations: denial of fundamental rights by state and non-state actors in different states.
- vi. Political insecurity: denial of good and social democratic governance.

It is quite obvious from the above that, the dimensions of insecurity are inclusive and interwoven and cannot be resolved independently. More so, considering the heterogeneous nature of the Nigerian society, the increasing spate of insecurity has resulted to Nigerians returning more and more to primordial affiliation rather than having a common sense of national identity. Typical examples are the Hisbah in the North, proscribed independent People of Biafra (IPOB) in the East and the recent Amotekun in the South-western parts of Nigeria.

Causes of Insecurity in Nigeria

According to Ogheneakoke (2019), causes of insecurity in Nigeria could be traced to the following:

- i. Poverty and greed
- ii. Loss of value system
- iii. Religious intolerance
- iv. Foreign infiltration-insurgency
- v. Economic imbalance and marginalization
- vi. Youth unemployment
- vii. Porosity of our borders
- viii. Human right abuses
- ix. Injustice
- x. Lack of transparency
- xi. Herdsmen problem
- xii. Boko Haram
- xiii. Absence of good governance
- xiv. Weak and corrupt judicial system
- xv. Arms proliferation

Concept of Curriculum

The word curriculum stems from the Latin Word “Curere” which means to run. It refers to both a “course” and a “vehicle”. Curriculum can be defined broadly as an education process in totality. Curriculum includes education for life as well as education for earning a living which involves a vast array of learning activities and experiences. There are various definitions of curriculum among which are the following: Eisner (2002) defined curriculum as a series of planned events that are intended to have educational consequences for one or more students. Wiles and Bondi in Audu (2011) also defined curriculum as the total experiences planned for a school or students. Audu (2011) defined curriculum as the totality of learning experiences that the school provides for their pupils through all the

manifold nactivities in and outside the school, that are carried out under its supervision.

In view of the above definitions, it is pertinent to note that whatever desired skills, values, knowledge, behavior and aptitudes that the learners acquire from the school are through the curriculum. To buttress this, when the defunct U.S.S.R wanted a scientific revolution that led to their launching of the first Sputnik in 1957, the secret was their educational curriculum; likewise when U.S.A. was infuriated and wanted to do same, they also changed their progressive education curriculum to a science based curriculum and in no distant time overtook U.S.S.R. in science and space exploration (Jebe and Akaakumbul, 2000).

According to Esu (2012) curriculum content consists of subject matter drawn on the basis of problems, themes, topics and others that cut across traditional subjects with the hope of achieving some kind of unity, normally referred to as integration. Esu also noted that curriculum content is a prescribed pattern of subject matter which addresses the needs, problems, desires, values, dreams of the society designed to be achieved through the school.

Objectives of Curriculum Planning and Development

According to Yusuf (2012) the objectives that inform Curriculum Planning and Development are:

1. To fashion out a programme of Education that will foster worthwhile ideas and values of the society. More so, it also helps in meeting the educational needs of children of the society by assisting and guiding them to acquire relevant aspects of its culture and general life.
2. Helps to bring about the need to carefully select what learners are to learn such that the materials to be learned would reflect the changing nature of the society and knowledge.
3. Providing opportunities for students to benefit maximally from participating in selected learning activities.
4. Catering for changing situations in schools that have individuals with diverse backgrounds and interest.

The above objectives of curriculum planning and development can be summarized as:

- (i) To promote the ideals, norms and values of the society.
- (ii) To prepare content relevant to the changing nature of the society and likewise benefit the learners.
- (iii) To enable the school to accommodate individual needs and interest.

The Basic Education Curriculum Structure

The basic education curriculum structures the nine (9) years of basic education into three (3) levels, lower basic education (primary 1 – 3), middle basic education (primary 4 – 6) and upper basic education (JSS 1 – 3). The components of the structure is shown as follows:

Basic Education Level	Core/Compulsory Subject	Electives
Lower Basic Education: (Primary 1 – 3)	1. English Studies	1. Computer Studies
	2. One Nigerian Language (L1 or L1C)	2. Agriculture
	3. Mathematics	3. Home Economics
	4. Basic Science and Technology	4. Arabic Language
	5. Social Studies	
	6. Cultural & Creative Arts (CCA)	
	7. The Religions (CRS/IRS)	
	8. Physical & Health Education (PHE)	
Middle Basic Education: (Primary 4 – 6)	1. English Studies	1. Computer Studies
	2. One Nigerian Language (L1 or L1C)	2. Agriculture
	3. Mathematics	3. Home Economics
	4. Basic Science and Technology	4. Arabic Language
	5. Social Studies	
	6. Cultural & Creative Arts (CCA)	
	7. The Religions (CRS/IRS)	
	8. Physical & Health Education (PHE)	
	9. French	
Upper Basic Education: (JSS 1 – 3)	1. English Studies	1. Computer Studies
	2. One Nigerian Language (L1 or L1C)	2. Agriculture
	3. Mathematics	3. Home Economics
	4. Basic Science and Technology	4. Arabic Language
	5. Social Studies	Note: Must offer one elective but not more than three
	6. Cultural & Creative Arts (CCA)	
	7. The Religions (CRS/IRK)	
	8. Physical & Health Education (PHE)	
	9. French	
	10. Basic Technology	

Source: (NERDC, 2008)

The above structure reveals the respective subjects and electives offered at the three (3) levels. Due to the rising security threats in Nigeria today and its attendant consequences to education, it becomes mandatory to include security education as one of the compulsory subjects to be offered at the three levels of basic education.

Developing Curriculum on security Education at Basic Education Level in Nigeria.

Education is the key to any sustainable national development in any society and hence, to have lasting peace there is the need for provision of commensurate security education that aims at inculcating into every individual the right spirit, awareness and consciousness to protect their environment. It becomes imperative to inculcate the knowledge of security education at the early stages of life so as to enable both children and youths imbibe the culture of security consciousness. Such knowledge should address the prevention of all forms of security threats from the interpersonal level to the societal and global level. Security education should be designed to address the issues confronting the nation such as: terrorism, armed robbery, hostage taking, banditry, kidnapping, suicide bombing, cyber-crimes, herdsman and farmers clashes, religious crisis, etc. The earlier the children are introduced to security consciousness and tips, the better for the individual, school, government and the society at large, hence, less the cost of security campaigns, costs of loss of life and property, cost of disruption of school activities, cost of maintaining internally displaced People's (IDP) camps, etc. In fact, security must be seen and taken as everybody's business. It is glaring that the introduction of security education into basic education curriculum would go a long way to addressing Nigeria's security challenges.

Participants in the Curriculum Planning and Development Process

Curriculum planning and development involves a team work comprising of several people. According to Yusuf (2012), the following are some of the participants that are involved in the planning and development of a curriculum:-

1. Curriculum Experts

Curriculum experts are trained with professional expertise to handle the technical aspects of the curriculum as well as the scope. They assist in organizing and structuring the curriculum to become an effective instrument for learning.

2. Teachers

Teachers are the key agents for curriculum implementation. Teachers can give valuable advice regarding the content and learning experiences to be included in the curriculum so as to achieve the stated objectives.

3. Parents

Parents can also help in defining objectives and desired outcomes of the school experiences. They can suggest and advise on the kinds of behavior which the society will appreciate as appropriate and desirable for its citizens. Involvement of parents in curriculum development will bring them nearer the educational setting, thereby becoming part of the school community.

4. Learners

The involvement of learners in curriculum development will give them the opportunity to suggest areas of needs and interest to them since they are the central focus of the curriculum.

5. Psychologists

Psychologists have knowledge in areas of learning processes and human development. Their involvement in curriculum planning and development will help determine objectives that are feasible from those that are likely to take a very long time.

6. Subject Specialists

Subject specialists are in position to suggest the contribution of their subjects to the education of young learners. They can contribute immensely in the placement of subject matter for the different grade levels or classes.

Determinants of Curriculum Development

According to Yusuf (2012), the factors that determine the extent and success of curriculum development and implementation are as follows:-

1. The Society:

Society is made up of people of common ideas, modes of thinking, norms, values, law, religion, language, customs, etc. It becomes imperative that educational programmes of curriculum should be culture dependent. The curriculum designed for any given society should essentially reflect their societal needs, goals, values, value system, norms, aspirations, expectation, and general pattern of life and culture of the people. It is therefore imperative that the society for which curriculum on security education must first accept it before it can be taught in schools in the community.

2. The Learner/Student

The needs and interest of individual learner being the centre of focus in any curriculum development is of paramount importance and should be taken into account. It is a known fact that learners are now the target of

kidnappers and terrorists in Nigeria, therefore it is pertinent for learners to have knowledge on security measures.

3. The Teacher

The teacher is a key agent of implementation of any given curriculum and therefore must possess a good knowledge of the subject matter to enable them function effectively in the classroom. Teachers in Nigerian school at all levels are equally not spared as some of the them are victims of kidnapping and terrorists, hence, the need for furnishing them with security tips through security education.

4. Availability of Resources

Another major determinant of curriculum development is the availability of human and non-human resources. The human resources include the teacher and other contributors towards successful implementation while the non-human resources include facilities, equipment, materials, buildings, etc. which are to be provided in adequate quantity.

5. Textbook Authors and Subject Specialists

Textbook authors usually determine the scope of content and the logic of subject matter. It is therefore necessary for authors and specialists to ensure that the most relevant, purposeful and functional information are being included in the textbooks. Textbook publishers role is quite important because the relevant content on security education that needs to be taught to the learners in schools are gathered together in form of textbook by respective publishers.

6. Funding

Adequate funding is one of the most important factors in determining the development of a curriculum. Curriculum development is capital intensive; therefore, it requires large sum of money to finance its execution. The government must be ready to pay all stakeholders responsible in the process of developing the curriculum and as well Non-Governmental Organizations (NGOs) will be required to support education in the aspect of curriculum development.

Conclusion

The insecurity challenges bedeviling the nation must be seen as an urgent issue that requires all hands to be on deck in order to surmount it. The education sector especially schools are worst hit due to several attacks and kidnapping of pupils/students in schools which falls within the basic education level in Nigeria. This has resulted to the closure of some schools in the northern part of the country and learning activities distorted. The government should as a matter of urgency

see the need for crating security awareness and sensitization through a functional curriculum on security education at all levels but most especially at basic education. This will help the pupils/students to know what security is all about, and the reason why they should be security conscious of their environment and people they relate with.

Recommendations

Based on the highlighted challenges on developing security education curriculum, the following recommendations are hereby suggested:

1. The government at all levels must see the need for developing a functional curriculum on security education to be taught at basic school level and should be ready to fund it adequately. The government at all levels should not pay lips service to education and politicizing it.
2. Curriculum on security education should be developed in line with contents that will address the security challenges affecting every society. For example, the Northern parts of Nigeria are faced with security challenges such as insurgency, banditry, Boko Haram, cattle rustling, kidnapping, etc.; while the Eastern parts are faced with security challenges such as Movement for the Emancipation of the Niger Delta, Independent People of Biafra (IPOB), etc.; and the southern parts are equally faced with child trafficking, kidnapping, raping, etc.
3. There should be training and retraining of practicing teachers in Nigerian schools on security education curriculum development and implementation at all levels. This can be done through sponsorship to workshops, seminars, conferences on curriculum planning, development and implementation.
4. Restructuring of the national educational system should be one that makes possible for children to develop their natural abilities to the highest extent possible. If the pupils/students are properly trained to be creative and self-reliant, insecurity and unemployment triggers will be considerably minimal and manageable.

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Corruption In Academia: Impending Problems For Curriculum Implementation In Nigerian Tertiary Institutions

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Introduction

Values and norms of a given society aid in the forming of the aim of education, hence the National Policy of Education which is expected to be inculcated into the young ones represents the values and norms of Nigerians. The values include good character, integrity, honesty, hard work, and respect for constituted authority, order and so on. According to Uche (2014) as the society changes, these values are not only watered down but malpractices of sorts have permeated it and the educational sector is not spared. In addition, the academia whom the society believes will produce men and women of integrity, found worthy in character and in learning, seem to have become affected by this watering down of values. The greed, the quest for material possession and rising to the top through cutting corners, plaguing the larger society have crept in slowly and insidiously to this center of dignity that corrupt practices have become endemic therein (Odunaya & Olujunwon, 2010).

The question is what possible problems could all these pose for curriculum implementation in Nigerian tertiary institutions? This discourse will be done under the following headings:

- The Concept of Education and Curriculum
- Academia: What does it mean?
- Academic Corruption
- Causes of Corruption
- Effects of Corruption

The Concept of Education and Curriculum

The concept of Education has attracted many definitions by scholars with each coming up with what they view education should be. To Osokoya (2003), it involves the transmission of society's cultural heritage, societal values and norms, indigenous knowledge and technology from one generation to another in order to enhance expected future change. Adesina (1985) defines education as,

the tool for the integration of the individual effectively into a society, so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological process. Therefore, education is the bedrock and vehicle for the nation's development, since it is the fulcrum of any societal change that will ever occur, and the quality of education of any nation determines the kinds of citizens it produces. However, since education is a process of cultural transmissions, then, it means that for any meaningful education to take place, there must be something to indicate its content and procedure, which is refer to as the curriculum.

Curriculum, just like the concept education, has no particular definition one can pin it down on: curriculum definitions are as many as the scholars of curriculum. However, it must be noted that it is not possible to have a meaningful education without a curriculum, which is the frame work that determines what happens in the process of education. Dada, Kolawole & Arikpo (2003) define curriculum as, the “what” and 'how' of any educational enterprise. “What” is the content or body of knowledge and “how” is the procedure or methodology to be adopted. Kolawole (2016), asserts that a curriculum is a pivot on which everything that takes place in the school revolves. This is because it is the curriculum that gives shape and direction to education.

Curriculum has a significant factor in the process of impacting knowledge; it is therefore not possible to have a meaningful education without a curriculum. This is part of the reason curriculum is seen as the instrument through which the process of education is achieved. Hence, the belief that the process of education at any level cannot be fully described without a meaningful and workable curriculum. It is believed that a good curriculum with appropriate content and design will always help in the achievement of the objectives of any educational enterprise. Little wonder Kolawole (2012) describe curriculum and education as “Siamese twins”. Curriculum is the means through which education is transmitted. Without the curriculum, education has no vehicle, nothing through which to transmit its values. Curriculum is at the heart of the educational enterprise and it is seen as the instrument with which to implement societal educational goals. And those that are at the center of the curriculum are the teachers.

The teacher is the curriculum implementer, therefore the execution of the planned curriculum using curriculum materials that have been developed for that purpose lies on him/her. (Chigbu & Azor, 2018). The quality of the teacher greatly determines the quality of a nation's educational system. It was in

recognition of the importance of teachers' quality that it was clearly stated by the declaration in Federal Republic of Nigeria (2004) section 9(57) of the National Policy on Education that teacher education will continue to be given major emphasis in all educational planning and maintain that "no educational system can rise above the quality of its teachers"pg33. (70a). This is because the outcome of school-based learning is the bye-product of the quality of the teachers.

Therefore, teachers who are at the center of curriculum implementation, according to Alabi & Ige (2014) and Ogunyinka, Okeke & Adedoyin (2015) translate curriculum policies or documents into an operating curriculum in order to help learners' effect societal changes. Teachers, have the crucial role in curriculum implementation, they are therefore seen as the soul of every educational system (Puhan, Malla, & Behera 2014; Ogunyinka, et al 2015). As it believed that the quality of education of any nation determines the kinds of citizens it produces, it must be noted that such educational quality is further influenced by the teachers' quality.

Academia: What does it mean?

Academia can be defined as the community of students and scholars engaged in higher education and research. Also, according to Cambridge Dictionary, academia is the part of the society, especially Universities, that is connected with studying and thinking, or the activity or job of studying. However, in the context of this paper, academia refers to teachers found teaching in institutions of higher learning called lecturers.

Academic Corruption

Coming up with a good definition to explain the concept of corruption might be a little difficult. This is because explaining the concept is too broad and definitions agreed upon are rare, except they are applicable to limited and well defined cases (Allen and Waite, 2013). According to Dike (2003) corruption refers to the failing attitude of the people towards certain expectations by the society that connotes negativity and it is evident in all aspects of the society, economic, social, religious and educational. Corrupt practices are those practices that tend to break certain morals or social codes of conduct, administrative rules or procedures, which could involves various forms of inducement such as bribes, favoritisms and many others. Milovanovic (2001), said that corruption involve bribes and other dishonest means for achieving particular disgraceful ends which are indications of an ailing society. For Heynemman (2004) corruption is seen as

abuse of authority for personal or material gain. Academic corruption however, is seen as a misuse of public office for private gain. These academic corruptions and corrupt tendencies are now evident in educational institutions of higher learning which have been an impending problems in achieving effective curriculum implementation that will produce graduates who will be world class standard that can compete favourably well, anywhere around the world.

Given the crucial role that education has, in forming the moral values and norms of the societies, academic corruption has a defining impact far beyond the classroom, and so it is a problem that should be quickly nipped in the bud because of its negative effect on the way higher educational curriculum is being implemented which invariably has its negative effect on the quality of graduates being produced in Nigerian universities.

There are two places where corrupt individuals are bred, these are two separate places that are complimentary to each other, and they are: the family and the institutions of higher learning (Fabian, 2017). That is the reason why most of the corrupt tendencies people manifest are corrupt tendencies learnt from home or in the school from their teachers. The essence of quality education geared towards a desired level of learning involves education geared towards a desired level of performance. Some of these quality requirements include adequate curricular content, appropriate teaching methodologies, adequate number of well-trained teaching staff, adequate and conducive infrastructural facilities, classroom operations and interactions in expected levels among others. Unfortunately, all of these are fading away in the institutions higher of learning due to lack of proper curriculum implementation arising from to corruption of the academia.

Nigerian graduates are unemployable because they lack content knowledge, critical thinking, creative, collaborative and communication skills and competences required by the labour market. It is disheartening to note that all these are due to lack of effective curriculum implementation, resulting from academia's corrupt tendencies.

Causes of Corruption

Corruption in the academia has been traced to so many factors, one of such is the loss of societal values which has resulted in the desire for wealth at all cost. Other factors are: poor entry qualification, poor study habits of students, poor home background of students, compromising attitude of lecturers and poor motivation of lecturers.

Poor entry qualification by student is one of the major causes of academic

corruption, this is because when students with very low qualifications find their way into the system, coping with their academic work might be difficult and they resort to pass, seeking all means which might include monetary and/or sexual inducement of lecturers.

Poor study habits of students are other forms of menace that have bedeviled our society. The invention of smart phones which is supposed to be a blessing is gradually turning to be a curse because of misuse. Smart phones are supposed to be tools that should help complement the classroom teaching, as all information needed to excel are in the smart phones. But, it is unfortunate that most undergraduates do not know how to make effective use of this device, as you see many of them chatting on social media as lectures are going on and eventually result in failure that would put them at the disadvantage of begging for marks.

Poor home background of students is another major source of corruption. Many of the corrupt tendencies of an individual are learnt from home, as the family is the first socializing agent of an individual. It is common to see parents seeking shortcuts for their children in terms of admission or buying grades and scores for their wards which eventually leads to negative tendencies in the child's later life. All of these in turn are corrupt tendencies that affect curriculum implementation.

Compromising attitudes of lecturers are other menace of academia corruption tendencies. This comes in different forms as it is evident in what is called sorting - exchange of money for scores, sexual gratification for mark, allocation of scores for money without marking scripts, some lecturers even go to the extent of helping student to re-write examination. Some lecturers turn the other way in the examination hall when they see implicating cases of examination malpractices steadily without any hindrance. These are ways of encouraging corrupt practices which they replicate when they find employment.

Poor remuneration of lecturers is another cause of corruption in institutions of higher learning. Lecturers are poorly paid and not well motivated to do their jobs, which resulted into poverty that allows them to fall prey to monetary inducement by students. These sometimes cause low moral on the part of the lecturer resulting in poor and ineffective curriculum implementation in higher institutions of learning.

Effects of Corruption

The resultant effects of all of these among others are:

- Poor quality graduates from tertiary institutions

- Low morals of students as well low quality
- Inability of graduates to perform expected task required of them
- Inability of graduates to communicate effectively
- Inability of graduates to compete effectively in the labour market.

Way Forward

- i) Anybody (staff or student) caught engaging in bribery and extortion in the academic environment should be adequately punished.
- ii) Academic staff in the institutions of higher learning should be adequately motivated and counseled always on the danger of academic corruption on the society at large.
- iii) Higher institutions of learning should ensure that only qualified students are admitted into the schools and any student found wanting should be shown the way out.
- iv) The counseling unit of institutions of higher learning should organize seminars, workshops, talks to enlighten both staff (teaching and non-teaching) and students on good morals as well the negative effect of corruption in academia on the wider society at large.

Conclusion

Corruption in academic settings tends to weaken economic development and perpetuate poverty levels and social inequalities, deteriorates educational quality and increases the risk of unqualified practitioners in professions with critical public impact, such as media, nursing, education, architecture, law etc. It is therefore important, much more than ever before that scholars in institutions of higher learning take a stand for academic integrity and ensure that all academic works are underpinned by values and practices of honesty, trust, respect, fairness and responsibility. This is because scholars, researchers, and educators are saddled with the responsibility of undertaking the challenge of how the harmful effect of academic corruption will not consume the society. Nigeria as a matter of urgency needs to do a total overhaul of higher education if she must be recognized as one of the strongest economies in the world by the year 2020. So, the academia, who are teachers found in institutions of higher learning should be forced to live up to the ethics of their profession or be flushed out of the system.

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Effective Basic Education Curriculum Delivery: A Tool For Promoting Security Consciousness Among Children In Kano State

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Abstract

The study focused on the effective implementation of Basic Education Curriculum as a tool for promoting security consciousness among children in Kano State. Four research questions and two null hypotheses were used. The sample of three hundred and seventy-eight primary school teachers was drawn from a population of 46, 059. A 40-item questionnaire entitled “Effective Delivery of Basic Education Curriculum for Promoting Security Consciousness Questionnaire (EDBECPSCQ)” developed by the researchers and structured on a 4-point Likert scale was used for data collection. Its validity and reliability were established using Cronbach's alpha method and the value obtained was 0.86. Frequency counts, mean and standard deviation were used to answer the research questions while independent sample t-test was used to test the null hypotheses. The findings revealed that effective implementation of Basic Education Curriculum content helps to promote security consciousness among primary school pupils in Kano state, teamwork and cooperative learning, dramatization, lecture, discussion, story-telling and use of case study were among the strategies to teach security consciousness among primary school pupils in Kano State. The factors that hinder effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano state, include among others policy inconsistency; inadequacy of teachers; poor curriculum implementation; inadequate facilities and resources; poor funding of UBE; ineffectiveness of teachers to teach security related issues and lack of proper guidance and counseling of the pupils by teachers. It was

recommended among others that the Basic Education Curriculum should be reviewed to infuse more security related concepts for effective promotion of security consciousness in learners.

Key Words: *Basic Education, Curriculum Delivery, Security and Security Consciousness*

Introduction

Education has critical roles to play in achieving sustainable security. It is a dynamic instrument for sustainable development in Nigeria. That is why, education has been argued to be an instrument par excellence for affecting national development (Federal Republic of Nigeria, 2014). Education is a key that can impact on the drive to sanitize the social system. It is a potent tool in graduating families out of poverty and promoting social security. Education is a tool that plays the role of changing the mind of an individual constructively since it provides the learners with prerequisites knowledge, skills, values, attitudes and competencies to contribute meaningfully to national development (Sule, 2014). Education in the views of Omotseye (2002) should be aimed at preparing the young ones for a mature life, ruled by reasons. Hence, subjects in the schools should concentrate on truth and justice. Thus, the Nigeria system of education is geared towards producing individuals who will not only possess the capability to solve problems but also contribute to the development of the society. These objectives and more can only be achieved if the curriculum is properly designed and effectively delivered.

According to Offorma and Onyia (2011), curriculum delivery deals with the implementation of the curriculum document or planned curriculum. It deals with the strategies, techniques, approaches and methods employed in facilitation of learning and changing behaviour of the students. It can be seen as implementation strategies. Teachers are the actual implementers of curriculum as they work directly with the students. Education in the 21st century calls for a shift in the delivery system to match the new knowledge, skills and attitudes that are emergent. Since curriculum is a vehicle through which educational goals are attained and methods of delivery are a component of the curriculum, they must reflect the new knowledge, skills attitudes and values to be inculcated in the students for them to be effective.

Curriculum is the instrument of education and development. It is the consciously planned programme of activities intended for execution in formal education spaces and facilities for the purpose of equipping the young generation with knowledge, competencies, values, and life skills requisite for effective living in

society (Nwagu, 2020). By this definition, curriculum is considered to be the sum total of all planned and unplanned activities which learners are exposed to in a school setting. Therefore, curriculum portrays and transmits to the learners what the society considers worthwhile. According to Ayodele (2020) the main purpose of curriculum is the total development of the child. These can be achieved through the provision of various education programmes such as the Universal Basic Education (UBE) programme in Nigeria.

According to the Federal Republic of Nigeria [FRN] (2014:5-6) Basic Education shall be of 9-year duration comprising six (6) years of primary education and three years of junior secondary education. It shall also include Early Child Care and Development Education (ECCDE), adult and non-formal education programme at primary and junior secondary education levels for the adults and out of school youths. The objectives of Basic Education as articulated by the Federal Republic of Nigeria (FRN, 2014), shall be to:

- (a) develop in the entire citizenry a strong consciousness for education and strong commitment to its vigorous promotion
- (b) the provision of compulsory free and universal basic education for every Nigerian child of school age
- (c) reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency
- (d) catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and
- (e) ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning.

Going by the objectives of Basic Education curriculum, it shows that, security consciousness can developed in the school through effective teaching of the themes and contents of curriculum. Therefore, in this present situation that Nigerian security is under threat, education can be used to foster much needed security for the overall national development. Thus, creating awareness about the need for security consciousness by teachers to the primary school pupils' becomes imperative in Nigerian society.

Security is ambiguous and elastic in its meaning. In most fundamental sense, to be secured is to feel free from threats, anxiety or danger. In this sense, Ajibewa (2004) defines security to mean a political order both domestic and international, which protects both individuals and states against the immediate threat of

physical violence. Security as concept is a process of protection of human and physical resources or absence of crisis or threats to human dignity, all of which facilitate development and progress of any human society. According to Muyiwa (2020) security has to do with the process connected with assuaging any kind of threat to people and their precious values. Security is the main thing that holds all sectors of the nation together, be it historical, political, economic, social, religious, educational and cultural (Jekayinfa and Mofoluwawo, 2010 in Gbadamosi & Yinusa, 2015). As noted by Abubakar (2015) 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.

On the other hand, security consciousness can be defined as the state of being aware of and responsive to one's surroundings (Abah, n.d). Being security conscious can be referred to being in a state to notice discrepancies in the situation of things in the environment. Also, being security conscious can mean noticing people who are behaving strangely or anything out of the ordinary in one's environment. Security consciousness simply means the knowledge and awareness individual possess regarding the protection of their physical, social, economic, political and cultural environment. This means, being security conscious will help one to avoid situations that can expose one to danger. Therefore, the simplest way to inculcate and establish security consciousness among children is through academic programmes. On these basis, Ozoemena (2019) advocated integrating national security and stability (cohesion) concepts into Nigerian school curriculum.

There is no gainsaying that the current state of national security in Nigeria is parlous. Therefore, education has important role to play in creating security awareness among the citizenry (Ikwumelu, Onyibe & Eluu, 2015). It is no doubt that education is an indispensable instrument not only to an individual but also for the development of a nation. Thus, with education being the key instrument to promoting peace and national security in Nigeria, these researchers seek to examine if the challenges of insecurity in Nigeria can be resolved through equipping the pupils with requisite knowledge, skills, attitudes and values on security issues by the teachers' through effective delivery of Basic Education curriculum in Kano State, Nigeria.

It is no longer news in the Nigerian society, that there is high rate of security

challenges in forms of kidnappings, banditry, insurgency, bombing, abduction and hostage taking, child trafficking, child labour, gender based violence, ethno-religious crises, cattle rustling, herdsmen/farmers conflicts among other. Security is of paramount importance to the overall survival of all citizens in the society. This is also one of the chief aims of the 1999 Constitution of the Federal Republic of Nigeria, as stated in section 14(2)(b), inter alia; “The security and welfare of the people shall be the primary purpose of government, p.10”. In response to the challenges faced as a result of insecurity and the on-going national and global reforms in the social and economic sectors in Nigeria, the NERDC developed a 9-year Basic Education Curriculum that will facilitate the achievement of the core objectives of EFA, NEEDS and the MDGs. Therefore, the problem of this study is to examine the extent to which the implementation of Basic Education Curriculum content helps in promoting security consciousness among children in Kano State, Nigeria.

The objectives of this study includes the following to:

- i. ascertain the extent of the implementation of Basic Education Curriculum content help to promote security consciousness among children in Kano State;
- ii. find out the teachers' opinions on how security consciousness components of Basic Education Curriculum should be taught in primary schools in Kano State;
- iii. find out the factors that hinder effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State; and
- iv. suggest possible measures for effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State.

The following research questions were raised to guide the study:

- i. To what extent does the implementation of Basic Education Curriculum content help to promote security consciousness among children in Kano State?
- ii. What are the teachers' opinions on how security consciousness components of Basic Education Curriculum should be taught in primary schools in Kano State?
- iii. What are the factors that hinder effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State?

- iv. What are the possible measures for effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State?

Based on the research questions, the following null hypotheses were formulated and tested at 0.05 level of significant.

- Ho₁:** There is no significant difference in the mean opinions scores of male and female teachers' on the extent to which Basic Education Curriculum delivery help promote security consciousness among children in Kano state.
- Ho₂:** There is no significant difference between the mean opinions scores of experienced and less-experienced teachers' on how security consciousness components of Basic Education Curriculum should be taught in primary schools in Kano state.

Method

The study adopts the descriptive research design of survey type. The population of the study consisted of all the public Primary Schools teachers in Kano state numbering 46, 059 (Kano State Universal Basic Education Board, SUBEB, 2021). The sample size was 378 determined using the Research Advisors table for sample specification. A simple random sampling technique was used to draw the sample of the study. The instrument used for data collection was a 40-item questionnaire titled “*Effective Delivery of Basic Education Curriculum for Promoting Security Consciousness Questionnaire (EDBECPSCQ)*” developed by the researchers. Responses to the items were set on a four-point modified Likert scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) which was weighted 4, 3, 2, and 1 respectively. Experts in Tests and Measurement and experts in Primary Education Studies from Bayero University, Kano and Sa'adatu Rimi College of Education, Kumbotso, Kano state subjected the questionnaire to face and content validity. The reliability of the instrument was established using the Cronbach's alpha formula for determining internal consistency and the value obtained was 0.86 indicating that instrument was reliable and consistent for the study. The data collected were analysed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50 for each items. Therefore, only mean scores of 2.50 and above were accepted as indications of agreement with statement while mean scores below 2.50 was regarded as disagreement and rejected. Moreover, independent sample t-test was employed to test the null hypotheses at 0.05. The analysis was done using the Statistical

Package for the Social Sciences (SPSS) software version 24.

Results

Research Question 1: To what extent does the implementation of Basic Education Curriculum content help promote security consciousness among children in Kano State?

Table 1: Frequency, Mean and Standard Deviation scores of Respondents' views on the Extent of Implementation of BEC in promoting Security Consciousness among children in Kano State

S/N	Items/Statements	SA	A	D	SD	Mean	STD	Remarks
1.	BEC foster in learners the security consciousness and awareness, thereby enable them to be very vigilant and security minded.	187	169	18	4	3.71	0.78	Accepted
2.	BEC prepares learners to acquire skills for handling security challenges affecting them.	167	185	15	11	3.23	0.54	Accepted
3.	BEC provides learners with requisite knowledge that will enable them maintain interpersonal relationships at home, school and community.	138	154	65	21	3.43	0.67	Accepted
4.	BEC enables learners with acceptable modes of behaviours, attitudes and skills that enable them keep away from any violence tendencies and insecurity.	193	160	16	9	3.34	0.58	Accepted
5.	BEC enables learners to be cautious about dangerous weapons and objects around them.	123	105	77	73	2.89	0.84	Accepted
6.	BEC helps prevent learners from taking harmful substances.	185	151	22	20	3.56	0.51	Accepted
7.	BEC creates in learners the consciousness for self -awareness and alertness towards national security and environmental protection.	125	141	56	56	3.05	0.34	Accepted
8.	BEC equips learners with knowledge on how to identify strangers with a threatening look.	97	104	99	78	2.92	0.31	Accepted
9.	BEC develops in learners the skills for detecting abduction plans and enable them taking appropriate decisions.	121	96	89	72	3.48	0.84	Accepted
10.	BEC enables learners acquire the right values for promoting peace and tranquillity in society.	123	119	74	62	3.09	0.49	Accepted

Data in Table 1, shows that the respondents agreed with all the statements that the effective implementation of Basic Education Curriculum content help promote security consciousness among children in Kano state. To this end therefore, it could be asserted that if Basic Education teachers could effectively implement the curriculum, this would foster security consciousness and awareness of

learners at the primary school level and enable them handle security challenges affecting the Nigerian society.

Research Question 2: What are the teachers' opinions on how security consciousness components of Basic Education Curriculum should be taught in primary schools in Kano State?

Table 2: Frequency, Mean and Standard Deviation scores of Respondents' Views on how Security Consciousness Components of Basic Education Curriculum should be taught in Primary Schools in Kano State

S/N	Items/Statements	SA	A	D	SD	Mean	STD	Remarks
11.	Through the use of teamwork and cooperative learning	129	131	63	55	3.11	0.68	Accepted
12.	Through the use of dramatization method	105	101	80	92	2.64	0.53	Accepted
13.	Through the use of lecture method	122	98	83	75	2.97	0.58	Accepted
14.	Through the use of debate and quiz method	91	87	107	93	2.44	0.37	Rejected
15.	Through the use of class interaction and discussion	110	136	74	58	2.80	0.62	Accepted
16.	Through the use of simulation games	67	82	116	113	2.20	0.51	Rejected
17.	Through the use of story telling	113	119	90	56	3.02	0.32	Accepted
18.	Through the use of picture reading	62	59	149	108	2.13	0.46	Rejected
19.	Through the use of case study	120	117	81	60	2.61	0.54	Accepted
20.	Through the use of electronic media	49	53	154	122	1.97	0.28	Rejected

Table 4 shows respondents' views regarding how security consciousness components of Basic Education Curriculum should be taught in primary schools in Kano State. Majority of the respondents have strong agreement that teamwork and cooperative learning, dramatization, lecture, discussion, story-telling and use of case study were among the strategies to teach security consciousness among primary school pupils in Kano State.

Research Question 3: What are the factors that hinder effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State?

Table 3: Frequency, Mean and Standard Deviation scores of Respondents' Views on the Factors that hinder Effective Basic Education Curriculum Delivery for promoting Security Consciousness among Children in Kano State?

S/N	Items/Statements	SA	A	D	SD	Mean	STD	Remarks
21.	Inadequacy of the BEC to meet contemporary needs of the learners and the society	54	43	139	142	2.18	0.37	Rejected
22.	Policy inconsistency and poor implementation	153	128	63	34	3.46	0.63	Accepted
23.	Teachers inadequacies	146	134	57	41	3.43	0.62	Accepted
24.	Inadequate facilities and resources	144	141	51	42	3.24	0.52	Accepted
25.	Poor curriculum delivery	123	125	63	67	2.95	0.47	Accepted
26.	Lack of dedication and commitment on the part of the teachers to instill in the children the right values	43	41	156	138	2.38	0.34	Rejected
27.	Ineffectiveness of teachers to teach security related issues	156	129	52	41	3.52	0.66	Accepted
28.	Inadequate and improper supervision of children by teachers	47	34	147	150	2.29	0.31	Rejected
29.	Poor funding	165	174	22	17	3.58	0.70	Accepted
30.	Lack of proper guidance and counseling of the children by teachers	140	162	51	25	3.53	0.68	Accepted

Table 3 indicates that some items relating to factors that hinder effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State were agreed to by the respondents, these include policy inconsistency; teachers inadequacy; poor curriculum implementation; inadequate facilities and resources; poor funding of UBE; ineffectiveness of teachers to teach security related issues; and lack of proper guidance and counseling of the pupils by teachers.

Research Question 4: What are the possible measures for effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State?

Table 4: Frequency, Mean and Standard Deviation scores of Respondents' Views on the Possible Measures for Effective Basic Education Curriculum Delivery for promoting Security Consciousness among Children in Kano State?

S/N	Items/Statements	SA	A	D	SD	Mean	STD	Remarks
31.	Effective planning of BEC with adequate consultations and involvement of teachers and parents	133	118	64	63	3.37	0.93	Accepted
32.	Adequate provision of instructional materials for Basic Education teaching	117	124	61	76	3.12	0.51	Accepted
33.	Incorporating effective use of innovative teaching methods	129	156	52	41	3.29	0.65	Accepted
34.	Adequate deployment of teachers coupled with constant and consistent training	174	165	22	17	3.81	0.94	Accepted
35.	Intensifying the use of ICT in Basic Education teaching	139	100	78	61	2.86	0.46	Accepted
36.	Adequate funding of Basic Education for effective implementation	171	157	26	24	3.78	0.80	Accepted
37.	Promoting participatory learning on security related issues	99	132	68	79	2.97	0.52	Accepted
38.	Intensifying guidance and counseling services in schools	124	111	78	65	2.95	0.51	Accepted
39.	Creating security awareness through the use of radio, television, social media platforms etc.	132	123	60	63	2.91	0.49	Accepted
40.	Keeping the school environment safe and secure for pupils, teachers, visitors and the general public	147	121	51	59	3.21	0.63	Accepted

Data in table 4 reveals that the respondents agreed that the items listed present possible measures for effective Basic Education Curriculum delivery for promoting security consciousness among Children in Kano State.

Hypothesis 1 (H₀₁): There is no significant difference in the mean opinions of male and female teachers' on the extent to which Basic Education Curriculum delivery help promote security consciousness among children in Kano State.

Table 5: Independent t-test statistics on the Opinions of Male and Female Teachers' on the Extent to which Basic Education Curriculum Delivery help Promote Security Consciousness among Children in Kano State

Variable	Group	N	Mean	Std. dev	Std. Err	Df	t-Cal	Sig (p)	Decision
Gender	Male Teachers	206	83.72	6.130	0.734	376	0.812	0.438	H ₀₁ Accepted
	Female Teachers	172	85.59	5.346	0.976				

Results of the independent t-test statistics in table 5 showed that there was no significant difference between the mean opinions of male and female primary

school teachers on the on the extent to which Basic Education Curriculum delivery help promote security consciousness among children in Kano State, since the calculated $t(376) = 0.812$, $P = 0.438 > 0.05$, and the calculated mean responses were 83.72 and 85.59 by male and female teachers respectively. Consequently, the null hypothesis which states that there is no significant difference in the mean opinions of male and female teachers' on the extent to which Basic Education Curriculum delivery help promote security consciousness among children in Kano State is hereby accepted and retained.

Hypothesis 2 (Ho₂): There is no significant difference between the mean opinions scores of experienced and less-experienced teachers' on how security consciousness components of Basic Education Curriculum should be taught in primary schools in Kano State

Table 6: Independent t-test statistics on the Opinions of Experienced and Less-Experienced Teachers' on how Security Consciousness Components of Basic Education Curriculum should be taught in Primary Schools in Kano State

Variable	Group	N	Mean	Std. dev	Std. Err	Df	t-Cal	Sig (p)	Decision
Teaching Experiences	Experienced Teachers	235	74.87	15.132	0.664				H0 ₂
	Less-Experienced Teachers	143	52.98	13.894	0.595	376	3.673	0.001	Rejected

Data presented in table 6 indicated that there is significant difference between the mean opinions scores of experienced and less-experienced teachers' on how security consciousness components of Basic Education Curriculum should be taught in Primary Schools in Kano State. This was because the t -calculated 3.673 is greater than the P -value 0.001 at 0.05 level of significance and 376 degree of freedom. And the calculated mean responses were 74.87 and 52.98 by experienced and less-experienced teachers respectively. Consequently, the null hypothesis which states that there is no significant difference between the mean opinions scores of experienced and less experienced teachers' on how security consciousness components of Basic Education Curriculum should be taught in Primary Schools in Kano state is hereby rejected.

Discussions of the Findings

The findings of the study in respect to research question 1 revealed that the respondents agreed with all the statements as the effective implementation of Basic Education Curriculum content help promote security consciousness among primary school pupils in Kano State. This implies that primary school

teachers were of the high opinion that if Basic Education Curriculum is effectively implemented, would foster security consciousness and awareness of learners at the primary school level and thereby enable them handle security challenges in their respective communities. This finding is in line with findings of Fabinu, Ogunleye, and Salau (2016) and Longjohn (2019) who found that inclusion of Security Education components in Nigerian Basic Education Curriculum help provide adequate knowledge and understanding on how children and adult can protect themselves as well as their immediate environment against any form of security threats against humanity; enhancing the knowledge of basic learners about the dangers of harmful substances; preventing pupils and students against drug abuse; need to good personal hygiene among pupils. It is also in line with the submission of Onyinye (2018) who opined that the inclusion of Security Education in the Basic Education curriculum would make lot of differences and the pupils will get to know what security is all about.

In research question 2, majority of the respondents have strong agreement that teamwork and cooperative learning, dramatization, lecture, discussion, story-telling and use of case study were among the strategies to teach security consciousness among primary school pupils in Kano State. Thus, this finding gain supports from the findings of Yusuf (2019), where it was reported that use of appropriate teaching methods such as dramatization, discussion, lecture and others innovative teaching strategies help inculcate security consciousness among students. The finding is contrary to the finding of Ozoemena (2019), who showed that there were no appropriate teaching methods to teach security consciousness among secondary school students in Ebonyi State. This predicates that teachers use any method they find convenient.

The findings on research question 3 show that majority of respondents agreed with seven out of the ten factors presented to them as factors that hinder effective Basic Education Curriculum delivery for promoting security consciousness among children in Kano State. These include policy inconsistency; inadequacy of teachers; poor curriculum implementation; inadequate facilities and resources; poor funding of UBE; ineffectiveness of teachers to teach security related issues and lack of proper guidance and counseling of the pupils by teachers. The finding is supported by Ojo and Obimuyiwa (2019) who found that many factors hindered the effective Basic Education Curriculum implementation in Nigeria. They include low moral values of the society where the pupils come from; high levels of indiscipline among the teachers and students; lack of proper guidance and counselling of the pupils; among others. The findings are also in line with that of Yusuf (2019), who reported that both

human and material resources were inadequate and those available were dilapidated in most Nigerian schools and this is part of the reason the security education components of BEC could not adequately instill security consciousness in the learners.

The findings in relation to Research Question 4 shows that, for effective delivery of security consciousness components of Basic Education Curriculum, there should be, among others, effective planning of BEC with adequate consultations and involvement of teachers and parents; adequate facilities; proper supervision of pupils by teachers; adequate deployment of teachers coupled with constant and consistent training. The findings corroborates the earlier study by Onyinye (2018) who asserted that the introduction of Security Education into the Basic Education Curriculum would go a long way to addressing Nigeria's security challenges. It also agrees with findings of Fabinu, Ogunleye, and Salau (2016), that, if Basic Education teachers are adequately trained and retrained on how to propagate security education through effective curriculum delivery, it could enhance peace and security consciousness among citizens. Similarly, Adeyemi and Olotu (2020) reported that creating awareness through the use of radio, television; social media platforms, pamphlets and so on are among the best practice to foster security consciousness among students in Nigerian schools.

From hypothesis one, male and female primary school teachers do not differ in their opinion on the extent to which Basic Education Curriculum delivery helps promote security consciousness among children in Kano State. This is in disparity with finding of Adeyemi and Olotu (2020) who found that there was a significant difference in the stakeholders' perception of the need for fostering security consciousness among students in higher institutions of learning in Nigeria.

There is significant difference between the mean opinions of experienced and less-experienced teachers' on how security consciousness components of Basic Education Curriculum should be taught in Primary Schools in Kano State. This finding is in line with previous finding of Ibrahim (2019) who reported that teachers' years of teaching experiences has significant influence on the effective implementation Basic Education Curriculum in Nigeria. But the study seems to contradict the findings of Nakpodia (2011) who found no significant difference between experienced and less-experienced teachers in implementation of Basic Education curriculum in Nigerian schools. This is probably because both the more experienced and less experienced teachers teach together in the same school making use of the same scheme of work as well as attending the same seminars and workshops.

Conclusion

The findings of this study have shown that Basic Education Curriculum is effective in promoting security consciousness among primary school pupils in Nigeria. In addition, majority of the respondents opined that teamwork and cooperative learning, dramatization, lecture, discussion, story-telling and use of case study were among the strategies could be used to teach security consciousness among primary school pupils in Kano State. Many factors hinder the effective implementation of Basic Education Curriculum in Nigerian primary schools. Based on the findings of this study, therefore, it is concluded that Basic Education Curriculum if effectively implemented could be a veritable tool for promoting security consciousness among children in Kano State, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations have been proffered:

1. For effective implementation of Basic Education curriculum in Primary Schools, there should be effective planning of BEC with adequate consultations and involvement of teachers and parents; distribution and provision of adequate facilities; adequate and proper supervision of pupils by teachers; adequate deployment of teachers coupled with constant and consistent training; incorporating effective use of innovative teaching methods; promoting participatory learning on security related issues.
2. Regular workshops, seminars or on-the-job trainings should be organized by the State Ministry of Education to update Basic Education teachers' knowledge and skills in content delivery.
3. There is urgent need to train and retrain more Basic Education teachers for effective delivery of the security related contents in Basic Education Curriculum.
4. The state Ministry of Education should intensify more efforts in the effective supervision, monitoring and evaluation of the Universal Basic Education programme in the state.

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Enhancing the composition writing skills of senior secondary students for effective communication: Effect of Assessment as Learning Strategy

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Abstract

This study investigated the effects of Assessment as Learning Strategy (AALS) on senior secondary school II students' achievement in composition writing in Jos North Local Government Area of Plateau State. It also explored gender difference in students' achievement. The study was guided by two research questions and two hypotheses. The design for the study was quasi experimental pre-test, post-test group design. The population was 8,270 SS II English language students in Jos North Local Government Area. A sample of 70 SS II English language students from two intact classes was used for the study. Simple random sampling technique was used to assign the two classes of 40 and 30 students to experimental and control respectively to experimental conditions. The instrument used for data collection was composition writing achievement test (CWAT). Data collected were analyzed using mean, standard deviation and t-test. The hypotheses were tested with the use of t-test at the 0.05 level of significance. Findings revealed that students taught using Assessment as Learning Strategy (AALS) performed better than those that were taught using lecture method. The study further showed gender difference in which female students outperformed their male counterparts in composition writing. Based on the results, it was suggested that teachers of English (writing in particular) should incorporate Assessment as Learning Strategy (AALS) in teaching; attend seminars and workshops on AALS for effective teaching and improved students' performance in writing. School timetables should give adequate time for the use of AALS in teaching writing. Male and female students should be encouraged by teachers to put in their best in composition studies for better performance.

Keywords: *Assessment as Learning Strategy, achievement, composition, writing.*

Introduction

Composition writing is a skill in English language in which a writer uses his psychomotor skill to put down his thoughts or cognitive ideas on a paper. Composition writing can also be seen as the act of composing (putting together) letters and words on a paper, forming sentences or paragraphs, using a pen or pencil to make a meaning, in order to be read by a reader. The composition writing is one of the language skills that enable learners to think critically and creatively as they respond to academic discipline. Composition involves individual selection of vocabulary and structure for the expression of personal meaning. The writing of composition is a task, which involves putting together words, thoughts and ideas on a paper (Bishop & Starkey, 2006). Writing is a tool for communication and learning which involves composing. It implies the ability to tell or retell pieces of information in the form of narrative or descriptive or to transform information into new text as in expository or argumentative essays (Adegbile & Alabi, 2007). Therefore, it is seen as a continuum of activities that range from the more mechanical or formal aspects of writing to the more complex act of composing. It is an important skill that a learner of English must master to be able to communicate daily.

Charles, Macaurther and Fitzgerald, (Eds.) (2005) noted that writing is learned through a process of instruction in which the student is expected to master the written form of the language and to learn certain structures that are not common in speech but which are vital for effective written communication. Charles, et. al (2005) further observed that conscious effort must be made to equip language learners with writing skills which will enable them to organize their ideas so that a reader who is not present and even known to them can understand what they write.

A good composition writing has an introduction, body and conclusion (Bereiter & Scardamalia, 2013). Introductions should be good and the opening sentences capture the readers' interest and ignite in them a desire to read on. Sentences need to be fresh and original. The introduction could be one paragraph and in a paragraph, the writer should be specific about his/her topic and not go into many details such as giving examples or definitions. The paragraph should follow one another logically to avoid haphazard writing. The body of a composition writing is where examples and quotes should be found. The conclusion identifies key ideas that one has argued on, in response to the topic or subject matter in question. The conclusion is the part where each main point in the body of composition writing is summarized in a logical order, just as presented. In short, a writer should be clear and gripping.

When compared with other language skills, writing is the most difficult skill to learn because it requires writers to have a great deal of lexical and syntactic knowledge as well as principles of organization in second language (L2) to produce a good written text (Tangpermpoon, 2008). On the other hand, Myles (2002) observed that the ability to write well is not naturally acquired from the environment through exposure to the language. The author argued that writing is learned or critically transmitted as a set of practices in formal instructional setting.

The importance of composition writing starts from the fact that writing is the primary basis upon which communication, history, recordkeeping and art is begun. Writing is the framework of one's communication. People encounter writing everyday of their lives, whether in school or at home. Writing is very important; it can be used to give information, an opinion, ask questions or poetry. Words can take many forms within composition writing. The words one uses can show the personality of an individual; the things writing has done and will continue to do in people's lives and the world are profound. A life without writing is unimaginable.

Hyland, (2002) asserted that writing is an activity which must be mastered in order for students to express their ideas effectively in writing. Therefore, it is important for teachers to help students to learn writing skills that will enable them express themselves appropriately and effectively in L2 writing. Writing determines the success of students to a great extent, in both internal and external examinations. It is expected of students to pass at credit level at the West African School Certificate Examinations (WAEC), using good writing skills. Essay and letter writing take the highest marks, followed by comprehension papers 1 and 2, summary, lexis and structure and test of orals in the examination.

It is important to stress that activities involved in composition writing and their use in classroom should not be overlooked. Writing activities such as brainstorming, drafting and planning are key in pedagogy, yet most writing lessons and texts ignore these vital components to the teaching of composition writing in secondary schools. Evidence abound that students have serious problems with composition writing because more often than not, learners engage in physical and not cognitive writing. This is demonstrated in spellings, punctuations and paragraphing. Second language (L2) learners must acquire proficiency in writing strategies, techniques and skills because learners who can write good essays in English perform better in other aspects of the subjects than those who cannot (Igubor, 2015).

Considering the strategic importance of writing among other language

skills, it is worrisome to note that students' performance in writing is perennially poor. Students at all levels of education have problems with composition writing as they are unable to organize their ideas logically in written compositions. This creates problems for them in writing as Abdulahi, (2010) asserted that lack of knowledge of spoken and written English language in the Nigeria children may result in their being disqualified linguistically to participate fully in national or global affairs. Composition writing requires conscious effort and practice in composing, developing and analyzing ideas. The absence of these skills results in poor performance of students in the writing aspect of English language in examinations conducted by the West African Examinations Council (WAEC) and the National Examinations Council (NECO), among others. For instance, the WAEC Chief Examiner's reports for May/June 2003 and 2004 indicate it that despite all effort made to simplify the candidates' tasks a good percentage of the candidates scored below average in writing. Herein lies the problem

In the quest to find solutions to this problem, scholars have come up with different methods for teaching composition writing since it is the teacher's task to select appropriate methods that would create and stimulate students' interest to want to learn (Ahmed, 2008). One of such methods could be Assessment as Learning Strategy (AALS). Assessment as Learning Strategy (AALS) is an approach to teaching and learning in which the students use ongoing self-assessment to reflect on their learning, monitor their own learning and make adjustments to further their learning. AALS employs self-assessment, group discussions and longer wait time (time given to a learner to reflect on a question before response). Teacher often interacts with or gives feedback to individual student.

According to Alberta Education (2009), assessment as learning strategy focuses on the roles played by students in their learning. In this approach to assessment, students are viewed as the bridge between what they know and the unknown. Assessment as learning believes that students need to be helped to realize that learning is a conscious process in which knowledge is constructed when the known, or previously acquired, encounters the new. This process often results in the restructuring or reintegration of what was previously learned (Alberta Education, 2009).

The teachers' role in promoting the development of independent learners through assessment as learning as enumerated by Alberta Education (2009) include: guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with ambiguity and uncertainty that are inevitable in learning

anything new; provide regular and challenging opportunities for practice so that students can become confident, and competent self-assessors. In class, students use various strategies such as questioning oneself or others, interaction, group discussion or whatever mechanism is likely to elicit information about students' learning that will be useful to further their learning. In this case, the teacher's role is less prominent as he guides the students as individual learners, sub-group learners or the class as a group.

Gender could be a factor responsible for the declining performance of students in composition writing. While some studies show that there exist differences in male and female students' achievement in writing, others indicate no difference in achievement between genders. For instance, (Merriman, 2007; Lynn & Mikk, 2009; Maor, 2009; Arellano, 2013) establish that female students do better than male students in reading comprehension Opega (2008) equally avows that girls are faster in acquisition of verbal skills than boys. Conversely, Agada (2008); Ukume (2010) and Ochogwu (2014) have shown that male and female students did not show any difference in achievement in reading comprehension and writing. With the differing opinions by researchers, there is the need to ascertain the impact of gender in composition writing when learners are taught using Assessment as Learning Strategy (AALS).

Research Questions

This study seeks to investigate and provide answers to the following questions:

- (a) To what extent does Assessment as Learning Strategy (AALS) affect the composition writing achievement of secondary students in Jos North L.G.A.?
- (b) How does gender affect the performance of secondary students in composition writing when exposed to Assessment as Learning Strategy (AALS)?

HYPOTHESES

- (a) There is no significant difference in the impact of Assessment as Learning Strategy (AALS) on the achievement of secondary students in composition writing in Jos North L.G.A.
- (b) There is no significant difference in the performance of male and female students taught composition writing using Assessment as Learning Strategy (AALS).

Method

The study employed quasi-experimental design; specifically, the non-equivalent (pre-test, post-test) control group design. The design was used because intact classes were used as it was difficult to randomly assign students into groups. The

population comprised 8,270 SS II English students (2017/2018 academic session) in the local government. A sample of 70 students drawn from two intact classes were assigned to experimental conditions through balloting. The study lasted for 6 weeks. The study subjects were in two groups one of 40 students for the experimental group and a control group of 30 students. The experimental group received treatment using the Assessment as Learning Strategy (AALS). During the treatment, students in the experimental group were taught how to brainstorm, outline, organize ideas, paragraphing, and coherence among other skills using such techniques as small group discussions, reflections and mini presentations while the control was exposed to lecture method. Both groups were given pre- and post- tests in which the students were asked to write a 200-word composition on “The Day I will Never Forget”. The same test was re-administered as posttest. The two tests were administered by research assistants and the students' scripts were graded by the researcher. Mean, standard deviation and t-test were used to analyse data generated at 0.05 level of significance.

RESULTS

What are the composition writing achievement mean scores of secondary students exposed to assessment as learning strategy and those not exposed?

Table 1

Pretest and posttest achievement of Students in the experimental and Control Groups

Group	Pre-test			Post-test			\bar{x} - difference
	N	Mean	SD	Mean	SD	Mean Gain	
Experimental	40	28.90	13.18	49.78	18.18	20.88	19.24
Control	30	27.00	12.68	28.59	10.34	1.59	

Table 1 reveals the pre-test and post-test achievement mean score of secondary school students in the experimental and control groups. From the result, in the experimental group the post-test mean score is 49.78 ± 18.18 higher than the pre-test mean score of 28.90 ± 13.18 with a mean gain of 20.88, indicating that there was improvement in the achievement of students after treatment. Also, for the control group the mean score was 27.00 and a standard deviation of 12.68 in the pretest. However, in the post-test the mean score of students rouse to 28.59 ± 10.34 . The findings show that students in the experimental group had a higher mean score (49.78) after treatment using assessment as learning strategy than those in the control group (28.59) who were not given treatment with a mean difference of 19.29. This means that in the pre-test the students in both groups had

a poor performance, but after the intervention the experimental group performed better than the control group. It can be deduced that assessment as learning strategy does improve students' achievement in composition writing.

What is the difference in the composition writing achievement mean scores of male and female secondary students after exposure to assessment as learning strategy?

Table 2

Result of Post-test Composition Writing Achievement of Male and Female Students Exposed to Assessment as Learning Strategy

Group	Gender	N	Mean	SD	\bar{x} - Difference
Experimental	Male	21	44.14	17.51	11.86
	Female	19	56.00	17.24	

Table 2 shows the mean and standard deviation result of post-test mean scores of male and female students in the experimental and control groups. The mean scores for male, yielded 44.14 ± 17.51 and female (56.00 ± 17.24) with a mean difference of 11.86, this implies that female students performed better than their male counterparts in composition writing when taught using assessment as learning strategy.

Hypothesis One

There is no significant difference between the Post-test composition writing achievement mean scores of students exposed to Assessment as Learning Strategy and those not exposed.

Table 3. t-Test Analysis of Mean Achievement Score of Students Exposed to Assessment as Learning Strategy and those that were not.

Groups	N	\bar{x}	SD	df	t-value	p-value
Experimental	40	49.78	18.18	67	5.64	.000
Control	30	28.59	10.34			

Table 3 shows the t-test result of post-test composition writing achievement mean scores of students exposed to Assessment as Learning Strategy (AALS) and those not exposed. Students in the Experimental group had a mean score of 49.78 ± 18.18 and students in control group had a mean score of 28.59 ± 10.34 with a t-value of 5.64 and a p-value of 0.00 which is less than 0.05 level of significance. Therefore, the null hypothesis is rejected and the alternative hypothesis is upheld. This implies that there is a significant difference between the mean scores of students exposed to Assessment as Learning Strategy (AALS) and students taught with traditional lecture method.

Hypothesis Two

There is no significant difference between the mean achievement scores of male and female students exposed to Assessment as Learning Strategy (AALS).

Table 4: t-Test Analysis of Mean Achievement of female and male students exposed to Assessment as Learning Strategy

Groups	N	\bar{x}	SD	df	t-value	p-value
Female	19	56.00	17.24	38	2.15	.038
Male	21	44.14	17.51			

Table 4 shows the t-Test Analysis of the post-test achievement mean scores of Female and Male students exposed to Assessment as Learning Strategy (AALS). Female students had a mean score of 56.00 ± 17.24 and male students had a mean score of 44.14 ± 17.51 with a t-value of 2.15 and a p-value of 0.038 which is less than 0.05 level of significance. Therefore, the null hypothesis is rejected and the alternative hypothesis is upheld. This implies that there is a significant difference between the mean scores of female and male students taught Assessment as Learning Strategy (AALS) in favour of the females.

Discussion

This study examined the effects of Assessment as Learning Strategy (AALS) on senior secondary II students' achievement in composition writing in Jos North Local Government Area of Plateau State. The finding was that the achievement of students in the experimental group was better than that of the control group in the post-test. That is, students exposed to Assessment as Learning Strategy (AALS) performed better than those that were not. This could be attributed to the effect of the treatment on the students in experimental group which afforded students the opportunity to discuss, reflect on questions and do oral presentation of their work in small groups before the actual writing. This helped to reinforce what they were taught. This implies that the use of Assessment as Learning Strategy (AALS) in teaching enhanced the achievement of students in writing because the lessons were characterized by self-reflection and self-assessment through questioning among the students that enabled them to examine, compare and understand similar and diverse ideas about topic of discourse. This validates the position of Routman (2005) who opines that assessment for learning (a twin strategy of AALS) is self-evaluation and that self-evaluation enhances students' ability to internalize the quality of good writing, critique their own writing, know how and when to seek help and work towards accomplishing their goals. Similarly, Calfee and Miller (2007)

stress that 'best practices in writing assessment begin with an authentic task where purpose and audience are clear and meaningful, where support and feedback are readily available, and where the final product has academic value for students and teachers.

Furthermore, it was discovered that female students performed better in writing than their male counterparts after they were taught Assessment as Learning Strategy (AALS). The difference in performance between male and female students could be due to the fact that female students are better in verbal and expressive skills than males. Also they were perhaps more focused and dedicated to work than their male counterparts. This result agrees with Gulford (2005) who found that girls are better in verbal tasks than the boys. On the contrary, Akabogu and Ajiwoju (2015) ascertained that gender had a significant effect on students' achievement in English vocabulary with male students' achievement higher than female students same as Maor (2009) Arellano (2013) who established that female students did better than male students in reading comprehension while Opega (2008) equally found that girls are faster in acquisition of verbal skills than boys.

Conclusion

The following conclusions were made based on the basis of the findings of the study: Secondary students in Jos North LGA were rarely taught to write composition using Assessment as Learning Strategy (AALS). Using AALS to teach composition writing greatly improved students' achievement because it did not only motivate them but also enabled them to improve their writing skills. Assessment as learning strategy should be employed in teaching composition writing as a means of improving achievement of students in writing and by extension in English language in general.

Recommendations

From the findings of the study, it was recommended that workshops should be organized to train teachers on the use of AALS so as to enable them use Assessment as Learning Strategy (AALS) to teach English and writing in particular to enhance students' writing skills. This is because AALS lets learners to participate actively in the learning process with the teacher as a guide. The strategy should also be embraced by educational administrators, ministries of education and publishers of educational books.

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The Attitude Of Teachers Towards The Use Of E-learning Platforms During The Covid -19 Pandemic Era And Beyond

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Abstract

The study investigated the attitudes and challenges of teachers in the utilization of e-learning platforms for teaching in public secondary schools in Lagos state. Descriptive research design was adopted for the study. The population comprises teachers in all public secondary schools in Ikeja educational district of Lagos state, Nigeria. Simple random sampling technique was used to select five (5) public secondary schools, out of 12 schools while twenty (20) teachers were randomly selected from each of the five secondary schools. A total of 100 teachers were used for the study. A self-constructed questionnaire titled "Teachers Attitudes towards using E-Learning Platforms" (TATEP) was used to elicit responses from the respondents. The instrument was reviewed by experts in the area of Measurement & Evaluation and ODL while test-retest method was employed to establish the consistency of the instrument. Data collected was subjected to Pearson Product Moment correlational analysis, giving a correlation coefficient of 0.74. Data collected were analyzed and presented in a simple frequency, percentage and standard deviation. The findings show that teachers have negative attitudes towards using e-learning platforms. Ways of helping them resolve their major challenges were recommended.

Keywords: *Attitude, Teachers, E-learning platforms, covid-19 pandemic era*

Introduction

E-learning platform is an innovation with a wide range of digital academic tools available for teachers, students and administrators. It has become an essential tool for instructional delivery. These include Google Classroom, Zoom, Udemy, Skil share, Blackboard Learn, Tutorial software, Learning Animation, Visual Classroom, Schoology, Class Tree, and many more. E-Learning platform plays a crucial role in all areas of modern information delivery. Globally, computer technology has initiated a transition of emphasis

from analogous education research base to technological development in education. Globally, schools are increasingly turning to e-learning to support and enhance their learning and teaching activities especially in the wake of covid-19 pandemic where physical gatherings were restricted. Teaching is effective only if the students learn more and learn with greater ease, particularly, when such learning positively impact on their performance. To know how to teach, is to know how students learn. Teaching is the art of impacting knowledge. It is knowing what to teach the learners and ways of imparting the knowledge in the most effective way possible. According to Hyman (2001) teaching is “the teacher's way of introducing the students to give attention to learning; He directs their attention to what is to be learned. He observes the students, diagnoses their feelings and interests, and follows as best as he can, the progress of their understanding. He talks, explains, interprets' From the above definition, It shows that several activities take place in a teaching situation. It gives an insight into the process of teaching which simply means ways and methods of imparting knowledge, skills and attitudes to the learner. However, Canning (2006), observes that the most important aspect of good teaching lies in discovering and applying the best ways of learning. The use of instructional technology is a major reinforcement in teaching and learning process. As technology continues to be integrated into the field of education, its tools have become increasingly complex and capable. That is, the use of instructional technology and other technology in the teaching and learning process within and out of the school system has shown a significant improvement not just in the rate of knowledge acquisition and dissemination but also in the level of quality education produced, Incedayi, (2018), Since technology is no longer a thing of the future in Nigeria, this new teaching method may have considerable influence on our education processes and in the teaching of our students at all levels of education.

A progressively minded teacher should be constantly encouraging himself by gaining sound understanding of the technology that is available for use in the classroom. Bello (2017) indicated that the ability to access and effectively utilize new technology in the classroom is no longer a luxury but a necessity for development. According to him, it is very disappointing that many developing countries in Africa, especially Nigeria, are already on the wrong side in use of the digital equipment in education. Presently, there has been a considerable impact of ICT development on every aspect of society in such a way that there is hardly any area that the citizenry find themselves without the application of ICT (Adebanjo, 2006). However, to enhance a broad range of e-learning platforms in teaching and learning programmes, there is need for better knowledge and

understanding of information and communication technologies, how they function and how they can be implemented to enhance the educational needs of the students and their future employers.

Modern instructional techniques also require the use of e-learning platform which provide a more simplified and reliable teaching and learning methodologies. From the students' viewpoint the integration of e-learning platform in education helps in both cooperative and self-paced learning. Students can adjust their learning paces with immediate feedback and self-assessment in an institution where the new technologies are being used. Such students extend their learning capabilities beyond classrooms as they can communicate with peers from everywhere around the globe, teachers and students no longer have to rely exclusively on printed books, other physical media material available in libraries, and materials in limited quantities for their educational needs (Holmes & Gardner, 2006).

This novel achievement of e-learning in the 21st century is presently not fully utilized in most Nigerian public secondary schools. According to Akande (2018), there is low rate in the adaptation and utilization of the new technology especially in the public schools in Lagos state which has become a major concern attributed to several factors which include inadequate computer facilities in the schools, poor computer device policies, limited information infrastructures, poor perceptions of using computer devices in education among teachers, students and the school administrators. Abaa & Ihuoma (2019) also identified teachers' attitudes and the little to non availability of e-learning tools as contributing to the low utilization of these tools in teaching and learning in public secondary schools in Nigeria. According to Teo & Ursavas (2012) the successful implementation of e-learning in education relies much on teachers' attitudes towards its utilization. He argued that no matter how advanced or capable the technology is, its effective implementation depends upon users having a positive attitude toward it. Ferdo`usi (2009) argues that teachers' attitudes have a significant impact on their decisions about if, when, and how they will use e-learning systems. Teachers' attitudes are guided by two factors - internal and external factors. According to Chien, Wu, & Hsu, (2014), internal factors include teachers' internal belief about technology, formed by the degree to which teachers will perceive favorably or unfavorably the use of technology, whereas external factors include the infrastructure and supporting personnel required and the preparation time needed.

Statement of the Problem

The adoption and introduction of e-learning platform in public secondary

schools in Lagos state is still under serious dilemma despite the dramatic increase in global use of e-learning platforms. The low rate in the adaptation and utilization of the new technology especially in the public schools in Lagos state is a major concern and has been attributed to several factors which include inadequate computer facilities in the schools, poor computer device policies, limited information infrastructures, poor perceptions of using computer devices in education among teachers, students and the school administrators. The use of e-learning Platform becomes more imperative especially in the wake of covid-19 pandemic where physical gathering were restricted and the students were forced to stay at home. However, the compelling usage of e-learning platform in teaching and learning relies upon the teachers' dispositions, and accessibility of these facilities (Abaa & Ihuoma, 2019). It is against this backdrop that the study seeks to investigate teachers' attitudes toward utilization of e-learning platforms and possible challenges they face in trying to do so.

Research Questions

The following research questions were raised to guide the study

1. What are teachers' attitude towards the utilization of e-learning platforms in schools in Lagos state in the wake of covid-19 pandemic era?
2. What are the challenges teachers are facing in the utilization of e-learning platforms in public secondary schools in Lagos state?

Methodology

This study used a descriptive survey approach due to its fact-finding nature. The population comprises of teachers in public secondary schools in Ikeja educational district of Lagos state. There are about 12 public secondary schools in the District. Simple random sampling technique was used to select five (5) public secondary schools, while twenty (20) teachers were randomly selected from each of the five secondary schools. A total of one hundred (100) teachers were selected as sample. Therefore, one hundred (100) respondents constituted the sample size.

A self-constructed questionnaire titled "Teachers attitudes towards using e-Learning platforms" (TATEP) was used to elicit responses from the respondents. The questionnaire consists of two (2) Sections A and B. Section A elicits demographic information from the respondents while B consists of items in accordance with the research questions. The item sections of the instrument were measured on 4-point Likert scale, ranging from strongly agree, Agree, Disagree and Strongly Disagree. The instrument was reviewed by experts in

measurement and Evaluation and their inputs were considered and used to produce the final draft of the instrument. A test-retest method was employed to gather data to establish the reliability of the instrument. The data collected yielded a correlation coefficient of 0.74, after it was subjected to Pearson product moment correlational analysis. The questionnaires were distributed and retrieved from the respondents by the researchers.

Data collected were analyzed and presented in a simple frequency and percentage format.

Results

Table 1. What are teachers' attitudes toward the utilization of e-learning platform?

SN	Items	S A (4)	A (3)	D (2)	S D (1)	\bar{x}	SD	Total
1.	Teachers hate the new technology	50 (50%)	10 (10%)	20 (20%)	20 (20%)	2.9	2.64	100 (100%)
2.	Teachers don't have much confidence towards the new innovation	50 (50%)	20 (20%)	10 (10%)	20 (20%)	3.0	2.72	100 (100%)
3.	It will make the students lazy in class activities	60 (60%)	30 (30%)	5 (5%)	5 (5%)	3.45	3.02	100 (100%)
4.	It is not comfortable for teaching	70 (70%)	10 (10%)	10 (10%)	10 (10%)	3.4	3.03	100 (100%)
5.	I prefer using face to-face teaching than using software in teaching delivery	60 (60%)	20 (20%)	15 (15%)	5 (5%)	3.35	2.95	100 (100%)
6.	It will make some topics clearer for students to understand	50 (50%)	20 (20%)	20 (20%)	10 (10%)	4.6	2.47	100 (100%)
7.	Face-to-face method is more student centered than online platform	60 (60%)	20 (20%)	15 (15%)	5 (5%)	3.35	2.95	100 (100%)
Weighted Mean = 3.4								

Source: Field Survey, 2020

Table reveals that 50% of the total participants strongly agree that teachers hate the new technology, 10% agree, 20% disagree and while 20% strongly disagree to the statement. 50% of the total participants strongly agree that teachers don't have much confidence towards the new innovation, 20% agree, 10% disagree while 20% strongly disagree to the statement. Moreover, 60% of the participants strongly agree that it will make the student lazy, 30% agree, 5% disagree, and 5% strongly disagree to the statement. 70% of the total participants strongly agreed that e-learning platforms it is not comfortable for teaching, 10% agree, 10% disagree while 10% strongly disagree. In addition, 60% of the participants strongly agree that they prefer using the face-to-face method of instruction than software in teaching delivery, 20% agree, 15% disagree while 5% strongly disagree. 50% of the participants however strongly agree that it will make some topics clearer to the students, 20% agree, 20% disagree, and 10% strongly

disagree to the statement. Also, 60% of the participants strongly agreed that face to face method is more student-centered than teaching with software, 20% agree, 15% disagree and 5% strongly disagree.

The above gives the mean average of 3.4 of the total mean values which signifies a significance level of the negative attitudes of teachers towards utilization of e-Learning platform.

Table 2. Challenges facing teachers in the utilization of e-Learning platform

SN	Items	SA (4)	A (3)	D (2)	SD (1)	\bar{x}	SD	Total (100%)
1.	The computer lab security is very poor	50 (50%)	20 (20%)	20 (20%)	10 (10%)	3.1	2.76	100 (100%)
2.	There is no reliable internet connection	70 (70%)	10 (10%)	10 (10%)	10 (10%)	3.4	3.03	100 (100%)
3.	The software accessibility is very low	50 (50%)	30 (30%)	15 (15%)	5 (5%)	3.25	2.85	100 (100%)
4.	Lack of support from governing body	50 (50%)	35 (35%)	5 (5%)	10 (10%)	3.25	2.86	100 (100%)
5.	Shortage of maintenance and technical support	60 (60%)	25 (25%)	10 (10%)	5 (5%)	3.4	2.98	100 (100%)
Weighted Mean = 3.26								

From table 2 above, 60% of the participants strongly agree that there is no stable power supply, 30% agree, 5% disagree and 5% strongly disagree. Furthermore, 50% of the participants strongly agree that the computer laboratory security is very poor, 20% agree, 20% disagree and 10% strongly disagree to the statement. 70% of the participants strongly agree that there is no reliable internet connection, 10% agree, 10% disagree, while 10% also strongly disagree to the statement. Also, 50% of the participants agree that software accessibility is very low, 30% agree, 15% disagree and 5% strongly disagree to the statement. 50% of the participants strongly agree that there is lack of support from governing body, 35% agree, 5% disagree and 15% strongly disagree to the statement. Finally, 60% of the participants strongly agree that there is shortage of maintenance and technical support, 25% agree, 10% disagree and 5% strongly disagree to the statement.

The analysis from the table 2 also gives the mean average of 3.26 of the total mean values which signifies a high level of challenges facing the utilization of e-Learning platform.

Discussion of findings

The study revealed that teachers have negative attitude towards the utilization of e-Learning platforms in public secondary schools in Ikeja educational district of Lagos state. Most of the teachers do not have much confidence towards the new innovation, they believe it can make students lazy and that face-to-face method of teaching is more student -centered than teaching with software. This is in consonant with Dashtestani (2014) who reported that despite an abundance of reports illustrating how increased digital literacies can augment the quality of teaching and learning, teachers have low levels of digital literacies and are not willing to learn. Moreover Murdoc & Desberg (2014), assert that students can use computer to break out of the walls of the classroom, but the teachers' attitudes is very vital in helping the students. Unfortunately in Africa, teachers are mostly trained in traditional face-to-face ways of teaching and may find it difficult to embrace technology in instructional delivery. However, Willoughby & Wood (2008) maintain that the comfort level of the teachers when using e-platforms determines their attitudes towards its utilization. A higher comfort level can only bring about positive attitudes

This study also revealed a number of challenges that impede or form teachers' attitudes towards utilizing the e-learning platforms. These include lack of stable electricity supply, lack of support from governing bodies, shortage of maintenance and technical support, low software accessibility, poor internet connection and poor computer laboratory and security. This finding is in support of Ali, R., & Leeds, E. (2015), who asserts that with no exception for teachers in public secondary schools, non-availability of computer laboratory, high cost of hardware and software for educational technology, frequent power disruptions limited access to internet and obsolete computer devices in schools hinder effective utilization of e-platforms in teaching and learning in public secondary schools.

Conclusion

The low rate of adaptation and utilization of the new technology among secondary school teachers, especially during the covid-19 pandemic has been a major concern among the stakeholders. Most public schools were closed which created a distance between the teachers and the students. This study establishes the fact that teachers in Ikeja educational district have negative attitudes towards the utilization of E-learning platforms in teaching students especially during the covid-19 period. The teachers believe that face-to-face method of teaching is more students -centered than teaching with software. Their attitude towards utilizing the e-learning platforms were mostly informed by many challenges such as lack of stable electricity or power supply, lack of support from governing bodies, shortage of maintenance and

technical support, low software accessibility, lack of internet connection, poor internet security, non-availability of personal computers and other relevant ICT tools, among others. In view of these challenges, a lot needs to be done to prepare teachers to be in a position to adopt this new normal position for effective teaching and learning even beyond the Covid-19 era.

Recommendations

Based on the findings the following recommendations were made

1. The government should consult with the stakeholders to review the entire school curriculum so as to integrate new teaching and learning methods that allow regular e-learning system
2. Schools should be mandated to integrate e-Learning platform method as part of the regular mode of delivery
3. Special training programme on the use e-learning platforms should be organised for teachers
4. The teacher's challenges in relating to e-Learning platform should be addressed
5. The government should take up the responsibility of directly funding the initial acquisition of e-Learning platform for all public schools

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Security Challenges And Tertiary Education In North-eastern Nigeria: Challenges And Way Forward

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Abstract

The paper examined the security challenges in the tertiary education sector in north eastern Nigeria, challenges and way forward. It was guided by the following concepts: tertiary education; goals of tertiary education, tertiary institutions in the north-eastern states of nigeria, history of security challenges in the zone, causes of insurgency in north-east; challenges of insecurity to tertiary institutions in the zone and the way forward. The paper concluded that insecurity has negatively affected all the states in the zone thereby affecting students' enrolment and causing student dropout from the schools. Recommendations were made as follows: government should reorganise the security architecture of the zone as well as protect the porous borders by developing modern security apparatus and intensifying vigilantes activities.

Keywords: *Security challenge, Tertiary education and North eastern Nigeria.*

Introduction

North-eastern Nigeria is one of the six geo-political zones in the country that comprises six states (Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe) and has a projected population of 23,558,674 in 2011 which is almost 14% population of the country. The region has a vast land for agricultural activities and abundant natural resources. Majority of its inhabitants are farmers, herders and traders. There are commercial activities which stretch from the present Yobe, Borno, Adamawa and Taraba states to the central Africa through the borders of Cameroon, Chad and Niger republic. It is believed to be the only region in the country that has many languages and varieties of dialects. The people of the region are very religious in nature because Islamic and Christian religious activities predominated the area and brought a gross development. There are many traditionalists, most especially in Adamawa, Bauchi and Taraba. The border sharing among Adamawa, Borno, Taraba and Yobe states brought a lot of

controversies between the neighbours and by extension the international boundary disputes. It is on record that the invasion by Chadian soldiers on Nigerian territory through Borno borders in the early 1980s and the Bakassi dispute are some of the border trespasses among the countries. There are a lot of criminal activities on the border of Borno and Chad that always lead to robbery and rustling.

The recent crisis of Boko Haram has rendered the zone into a deep and serious problem that engulfed hundreds of lives and rendered thousands homeless. Moreover, all the economic, social and educational activities have been put to halt. This has set the region backward which necessitated the establishment of North-East Development Commission (NEDC) in 2017 by the Federal Republic of Nigeria with the mandate to ameliorate, rehabilitate and reconstruct the houses and business premises of the victims of Boko Haram as well as tackling the menace of poverty, illiteracy and ecological problems within the zone. Education is supposed to take place in a conducive environment, but the heinous activities of the dreaded Boko-Haram and other communal clashes have jeopardized the educational activities in the region. There has been killings, kidnappings, maiming of students, lecturers, school administrators, bombing of schools and any military formations (Wakama, 2018). These have put educational activities to a stop.

Education as a tool for meaningful development (FRN, 2013) has been in serious hazard with the activities of the dreaded Boko-Haram in the zone. The zone has been regarded as educationally disadvantaged and has a number of Federal, States and private tertiary institutions. The entire zone has only one conventional Federal University (University of Maiduguri) and two Universities of Technology (Abubakar Tafawa Balewa and Modibbo Adama University of Technology) in Bauchi and Adamawa states respectively before the advent of the fourth generation universities in 2011 by the federal government of Nigeria. The level of insecurity in the zone has rendered made a lot of students to drop out of schools, and led to the total closure of many schools and vocational centres in the zone, most especially in the conflict states (Adamawa, Borno and Yobe).

Tertiary Education

Section eight of the National Policy of Education (2013) defined tertiary education as the education given after secondary education in universities, colleges of education, polytechnics and monotechnics including those institutions offering correspondence courses. These institutions are providing a

high level technical manpower that can man the activities of the country in administration, medicine, agriculture, engineering, religion, philosophy, natural sciences, education, geography, arts and languages including political studies, international relation studies, research and development among others. The strength of a country is measured by the quality of its education.

Goals of Tertiary Education

The FRN (2013) itemised seven goals of tertiary education in Nigeria. These include national development, inculcating proper value for societal and individual development, development of intellectual capacity for appreciating internal and external environment, providing adequate skills for self-reliant, promotion of scholarship and community services. Others are solidifying national unity and promotion of national and international understanding and interaction. The aforementioned goals can only be achieved through teaching, research and development via staff development programmes, generation and dissemination of knowledge, varieties Educational programmes, students' industrial work experiences scheme (SIWES), inter-institutional co-operation and dedication services to the community.

Tertiary institutions in North-East states

As stated from the definition of tertiary education, North-Eastern Nigeria has sixty four (64) tertiary institutions established by the Federal and state governments with many private institutions set to meet the needs and demand of the region in particular and Nigeria in general. These include six Federal universities, seven States universities, six Federal polytechnics and five States polytechnics. Others are five Federal Colleges of Education, eight State Colleges of Education, six School of Nursing and Midwifery and twenty one other institutions of Health Technologies, schools of Agricultures, College of Fisheries and Schools of Legal and Islamic Studies as shown in the table 1.

Table 1: List of tertiary institutions in North-East states

STATE	FU	SU	FP	SP	FCE	COE	SNM	OTHERS	TOTAL
Adamawa	1	1	1	1	1	1	1	3	10
Bauchi	1	1	1	1	1	2	1	5	13
Borno	1	1	1	-	-	2	1	6	12
Gombe	1	2	1	1	1	1	1	2	10
Taraba	1	1	1	1	1	1	1	3	10
Yobe	1	1	1	1	1	1	1	2	09
TOTAL	6	7	6	5					

Field Survey (2020)

Key: FU: Federal University. SU: State University. FP: Federal Polytechnics.

SP: State Polytechnics. **FCE:** Federal College of Education. **COE:** State College of Education. **SNM:** School of Nurses and Midwifery. **OTHERS:** School of Agriculture, School of Legal Studies, School of Health and Technology, School of Administration Studies.

History of Security challenges in the North-East states

The history of insecurity in the North-Eastern Nigeria can be traced back to the inversion of Rabih Azzubair bin Fadlillah (1842-1900). Rabih was a Sudanese warlord, slave trader and conqueror who established a very powerful empire in eastern Lake Chad. The atrocity of Rabih led him to invade the entire Kanem Borno empire in 1893. He built his palace in Dikwa the present Dikwa town in Borno state after he dethroned and beheaded the Shehu Ashimi in 1893. Rabih continued with his throne up to 1900 when he was dethroned and killed by the French armies. The zone witnessed another deadly religious riot of Maitatsine in Bulunkutu Maiduguri in 1980, Dobeli Jimeta 1984 and Pantami in Gombe in 1985. This has left a lot of damages in psyco-social setting of the inhabitants of the zone. From 1990- 2015 a lot of ethno-religious crises were recorded in various communities in the region. In Bauchi state alone the crises has began in Tafawa- Balewa in 1991, 1995, 2001 and 2002 (Zarr, 2014). All these crises had connections with ethnicity and religious fanaticism while the election violence of 2011 also left many homeless.

Table 2 is the list of crises that engulfed Taraba state between 1991-2015. This and many riots are enough to render the entire zone into deep ethnic problem that its traumatic effect will last for decades.

Table 2: Summary of Crises that Taraba State Witnessed from 1991 -2015

S/N	Nature of the Crisis	Parties Involved	L.G.A	Year
1.	Ethnic crisis	Tiv & Jukun	Wukari	1991
2.	Ethnic crisis	Jukun vs Kuteb	Takum	1991
3.	Ethnic crisis	Chamba vs Kuteb	Takum	1993
4.	Ethnic crisis	Karimio vs Fulani	K/Lamido	1996
5.	Ethnic crisis	Wurkun vs Fulani	K/Lamido	1999
6.	Ethnic crisis	Tiv vs Fulani	Wukari	2000
7.	Ethnic crisis	Mambila vs Fulani	Sardauna	2002
8.	Religious crisis	Christians Vs Muslims	Lau	2006
9.	Ethnic crisis	Bandawa vs Fulani	K/Lamido	2008
10.	Religious crisis	Christians vs Muslims	Ibbi	2012
11.	Ethnic crisis	Kuteb vs Tiv	Takum	2012
12.	Religious crisis	Christians vs Muslims	Wukari	2013
13.	Ethnic crisis	Fulani vs Tiv	Bali	2014
14.	Religious crisis	Christians vs Muslims	Bali	2015
15.	Religious crisis	Christians vs Muslims	Sardauna	2015

Sources: Mbave (2017)

Causes of insurgency in the North-east

Muhammad (2013), Adedire, Modufe & Oluwuyolu (2016), Adeleye, Labo & Pener (2018), Akabo & Okolo (2019) and Gabriel (2019) summarised the causes of unrest in North-eastern Nigeria as follows: illiteracy, poverty, religious ideology, boarder sharing with Tchad, corruption, unemployment, weak institutional structure, illegitimacy of government, proliferation of weapons. Others include unguided principles of preaching, politics, longing of freedom and self determination, close relationship with Alqa'ida in the Islamic Magrib (AQIM) among others.

Challenges of insurgency to the tertiary institutions in the North East

Many researchers have itimized challenges posed by the activities of Boko Haram in the north-eastern Nigeria, which include killing over twenty students of Federal Polytecnic Mubi in 2012 (Usman & Dabai, 2020), direct attack of the institution in 2014 where the insurgents carted away the workshop equipments like welding and drilling machines, destroying file in the officess and took away the school bus which neccessitate the closing of the institution between 2014-2015 (Okocha, 2020). The university of Maiduguri also witnessed same senario, where a professor lost his life in the mosque and a student injured by the insurgents after an attack to their hostel at the university in 2017. The same year, the insurgents ambushed an oil exploration team in the area of Maigumeri, Borno where they killed sixty nine people including some lecturers from the department of Geology. Also, Boko Haram abducted four lecturers, killed one and released the remaining three later. The Auno incident of 2020 also remained fresh to the University community, where a student died along stranded travellers when the Boko haram insurgents set them ablaze. Others are Psychological truma to the students; poor enrolment in the schools (Baba, 2020), dropout of students from the institutions, fear of the unknown, massive transfer of some lecturers from the affected states institutions, massive transfer of students to another institutions and some of the fieldtrips have been suspended indefinitely like Nigerian Arabic Language Village in Ngala, Borno state.

Way forward

Fighting the insurgency is not an easy task; it needs a clear definition of purpose that will yield fruitful results at the end of the operation. Government should also liase with the communities and experts in crime security in identifying the root causes of the problem as well as carefully involving them in fighting the menace. Government should make a proper arrangement on how to take care of the security situation in every institution of learning. Another arrangement should also be considered in the area of inventing modern security gadgets by using

digital-high-tech apparatus in fighting the insurgency; this can be achieved through the blocking their communications, foods and logistics, identifying their sponsors and financiers, barricading all the porous borders and intensifying the vigilante activities within and outside the areas of the states. Government should also tie a very strong knot of international alliance of security information sharing, intelligent report and multinternational security activities.

For the institutions, the administrators should be up and doings in strategising a very solid security command by employing well trained security personnels to man the security situation in the institutions. A periodic sensitisation of the security matters to the students so that to become security consciousness in the institutions. Continuous engagement with the host communities and the security agencies in the discussion of the security situation in the institution. Upgrading the security gadgets by providing more sophisticated security lights, image detectors, iron detectors, security doors and security alarm within the institutions. This is in-line with the streamlining the entire staff and students of the institutions through monitoring of their communication, movement and visitors. The institutions as a matter of urgency should intensify and upgrade their internet facilities where lecturers can deliver their lectures, access and assess their students anywhere in the world. This can be achieved through visual lesson, visual fieldtrips, video conferencing and other communicating appliances.

Conclusion

The paper discussed an issue of insurgency in the north-eastern geopolitical zone of Nigeria. It digested the issue of insurgency, causes of insurgency, consequences of insurgencies on the education and proposed a way out of averting the nuisance of insurgency in the institutions and the entire zone in general. It is from the aforementioned, the paper provides some recommendations.

Recommendations

In light of what has been discussed on the security challenges and tertiary education in north-eastern Nigeria: challenges and way forward, the following recommendations are made:

1. The government should reorganize the entire security architecture of the zone.
2. The government should do everything possible to man the boaders of the zone by deploying modern security apparatus and intensifying vigilantes on the entire zone.

3. The government should engage the locals in providing livelihood in the zone.
4. The government should also upgrade the zone by deploying more security parsonels in the zone.
5. A lot of army formation should be established permanently in the forest of sambisa in Borno and Lame-Burra in Bauchi State respectively.
6. The government should as a matter of urgency regulate the mode of public religion lectures and gathering in the zone.
7. The government should consider erecting more Fulani settlement areas with all modern facilities.
8. The government should equally consider the provision of quality education at the basic levels by providing afunctional education that will solve the immediate needs of the zone.
9. The government should also look at the engagement of traditional leaders in taming the security situation of the area.
10. Educational materials should be provided in all the tertiary institutions in the zone.

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Peaceful Environment of Igbo Land: A Necessity for Effective Igbo Language Curriculum Implementation

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Abstract

This paper explores the concept of Igbo language, and the concept of peace in Igbo land and curriculum implementation. The contributions of the home, the school, the society and government to bring to stop to the challenges that bring about dispute or disagreement in the society are highlighted. The peaceful environment required for effective curriculum implementation were also discussed. It was recommended among others that curriculum experts should look into the present situation in the South East and develop a comprehensive curriculum for peace education and make it available for schools from primary to the tertiary level of education, especially in this period of crises in Igbo land. This is to promote a peaceful atmosphere for the desired change in behavior to be achieved through effective curriculum implementation. The schools may not even be safe for academic activities, therefore the curriculum will not yield positive result. In order to develop a total person peace must prevail in any environment to enhance an effective curriculum implementation.

Introduction

Language is an indispensable means of communication and a veritable tool of socio-economic mobility in every society. Eze, (2010) opines that Language is a means of communication used by certain groups of people to express their thoughts and feelings, adding that a language is a particular kind of system for encoding and decoding information. Igbo language as one of the three major Nigerian indigenous languages is the language of communication in Igbo land. Igbo as the name goes is embedded in all that pertains to the Igbo people hence the name of their language is their name. It is associated with all the Igbo tribe and is their identity. The Igbos have a unique identity embedded in their language, culture, manners, dressing code, feeding habit and types of foods, beliefs in their 'chi', hospitality, and life principles, in fact, their general views about life itself 'in totality. All these can be seen in the ethics of their lives. Our educational system today in Igbo land depicts a lot of unacceptable behaviours which have become a subject of discussion. (Ohiri-Aniche. 2013) There is discrimination in terms of place of origin, disruption of infrastructural facilities, neglect of Igbo language

curriculum implementation as well as economic and agricultural activities, poor relationship among school administrators, Igbo language teachers and Igbo language students, pupils among others. This condition raises statements of blame among the staff ranging from the lowest ranked to the highest ranked workers of educational sector of the economy.

The government and managers of education are accused of embezzlement and misuse of funds by the general public, the government blames the educational managers of inadequate use of available resources and the managers in turn blame the government of inadequate funding and provision of resources. The teachers in Igbo land complain of lack of incentives, poor salary and late payment of salaries, while parents and their children complain of lack of attention and inadequate implementation of the Igbo language curriculum among others. All these have contributed to the poor state of our educational system, reaching to its products and the entire society as regards to Igbo language. (Enu, 2008). These among others have called to the mind the relevance of maintaining peace and its effects on our environment.

The Concept of Igbo Language

Igbo language is a unique language widely and generally used in the Eastern and some southern regions of Nigeria. Some of the Igbo indigene in diaspora also use it. Umo and Ezema (2007) asserts that Igbo language is the language of the inhabitants of the South-East region of Nigeria majorly located at the following states in the country: Abia, Anambra, Ebonyi, Enugu and Imo States and some part of Delta, Cross River and Rivers state. They share the same culture: have so many things in common such as tradition, mode of dressing, the type of things they eat (food) similar house styles, the type of names given to their offspring due to events connected to the child or the arrival of the child like how and when the child came. Igbo people are the main people occupying the particular geographical vicinity of the South East of the nation Nigeria. Ohiri-Aniche (2013) outlines that they are structured with Igbo components in all that concerns them that is what made them Igbo. In other words, they speak Igbo language in its variety forms, eat Igbo type of foods with Igbo style of cooking some particular types of food especially those foods that made them Igbo. They believe in extended family relationships as such they live a communal lifestyle in their different villages. Majority of them used to be farmers in the olden days which made them to be more polygamous than monogamous because they needed more hands in the farm work to always sustain plenty foods during harvest as such then every average Igbo man wants to bear the honorable name Diji (Yam master) which portrays he is a great farmer. Women run after them to marry them because

of their strength to acquire many farm lands, harvesting many tubers of yam that fills his barn. Meanwhile, nowadays some of them are now shifting from that view about prosperity and are shifting into so many types of businesses and they are always successful in their businesses because of God given wisdom on how to go about their businesses in order to succeed. While some are now into the pursuits of academics, enrolling into some professional courses that will announce them. Izuagba and Obiefuna (2005) support that this is the more reason they are seen as industrious and successful people in whatever they do for their living, because they will do it with all their might. However in their style of worship the Igbos have their beliefs especially in Chukwu Okike Abiama (The Almighty God or the Creator). They are hospitable people that take good care of their visitors their culture is Igbo as well as their outright mentality.

The Concept of Peace

Peace can be seen as the absence of violence anger and dispute. Harris (1998) defines peace as the absence of war, fear, conflict, anxiety, suffering and violence, and about peaceful coexistence. It is primarily concerned with creating and maintaining a just order in society and resolution of conflicts by non violent means". This among others signifies that peace creates a conducive environment free from all forms of unhealthy distractions. Furthermore, for the proper functioning of the state, society, and institutions, peace is needed otherwise political, social and educational functions would experience dislocations and discontinuities which would result to eventual breakdown. Peace is a process involving activities that make for creating and promoting knowledge, attitudes, values, skill and competences conducive for peace and non-violence, giving way to active involvement for building democratic, cooperative and caring institutions, community and society (Harris 1998). In addition to this, Heaton (1999) is of the view that peace is the process of promoting the knowledge, skills, attitude and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural, to revolve conflict peaceful: and to create the conditions conducive for peace whether at an intrapersonal, interpersonal, intergroup national or international levels (p.10). Harries (1998) sees peace as the term used for empowering people with the skills, attitude and knowledge to build, maintain and restore relationships at all levels of human interaction, to create safe environments, both physically and emotionally, that nurture each individual. This reveals that the presence of peace encourages value-developments that are of vital importance to human development through learning. It is also observed

that presence of peace in an environment is value-oriented because of its freedom from war and violence that affect behavior positively for the society's useful living. This shows that education or learning is more effective in such a trouble free environment. Hence the Igbo language curriculum will prevail better and be more effective or productive.

The Concept of Igbo Language Curriculum Implementation

Curriculum implementation according to Ivowi (2004), involves quite a number of activities culminating in translating curriculum document into classroom practice in a nutshell, it is the translation of theory into practice or of proposal into action. This shows that curriculum implementation simply means the exposure of the learner to the contents of the curriculum. Okebukola (2004) points that, curriculum implementation is the translation of the objectives of the curriculum from paper to practice. The process begins from when the Igbo language teacher translating or implementing the curriculum and ends when the Igbo language learners have been exposed to the learning experiences prescribed in the document. Eze and Okoro (2009) observe that the intermediate steps include teaching the language through verbal and non verbal exposition, practical work in language laboratories, workshops, and in the field too. In other words, through teacher-student interactions, student-student interactions student-materials interactions and then evaluation and feedback. This reveals that curriculum implementation is the actual leaching and learning activities that concern the teachers and the learners and the materials involved. This makes the issue of implementation, the most important aspect of curriculum practices. It is an aspect of curriculum development which concerns materials and ideas being put into practice on a large scale. (Nwosu, 1995). In the light of the above discussions, the concept of peace in the environment and Igbo language curriculum implementation support that peaceful environment in Igbo land cannot be over emphasized. It has a lot of relevance to a successful Igbo language curriculum implementation. This is because, it is the time to see if all the theory propounded on Igbo language curriculum implementation is obtainable or achievable.

The Relevance of Peaceful Environment to Igbo Language Curriculum Implementation

This was discussed under the following factors:

The home factor

The school factor

The societal factor and the Government factor.

The Home Factor

The family of the child is always considered as his or her home. However, the first thing the new born baby or a child begins to hear in the family is the sound. He or she begins to make efforts too to produce its own sound as well, whether it is understandable or not. As time goes on the child begins to identify those sounds heard at home or in his or her environment. As such we call them the first language (L1) or mother tongue as the sounds develops into words, from words to phrase, to clause to complete sentences called language. According to Eze and Okoro (2009) the child's first environment is the home. Thus, the home greatly determines the child's future ability. This ability could be positive or negative depending on how peaceful the home environment of the child is. A peaceful home environment has the following features:

- Occasional minimal degree of conflict
- Maximum co-operation of parents and children in difficult situations as well as reasonable degree of concentration in school activities.
- Children from peaceful homes are usually well motivated by the love and peace that radiate in their homes and lots of attention they receive from both parents are very encouraging and intellectually stimulating" ((Idowu 2002:5).
- Parents from good homes/families provide, the necessary materials needed for their children and the school administrators, give and collect information about the behaviour of their children.
- "Create desired atmosphere for favourable development in the school in particular and the society at large"(Alimba.2007:29).

Children from the family with the above features are bound to love their language, because that is the language of their family. They also adjust fully in the school with high degree of co-operation in the teaching-learning situation as well as carrying out school activities generally. This behavior provides the teacher with sound basis to implement the Igbo language curriculum effectively which leads to the achievement of the objectives. The child's peaceful home environment contributes to the development of his or her total person, including his intellectual development. This agrees with the study carried out by Adesemowo and Adekoye (1999) which focused attention on the impact of family background on the intellectual development and cognitive styles of adolescents. Subjects from intact homes were found to be superior in cognitive development than those from broken homes. Joint efforts of both parents are highly essential in children's development in all ramifications. The reverse is the case with home environment that is not peaceful where the children tend to be

fear gripped experience authoritarian method of discipline, aggressive, hostile, lack affection, feel worthless anxious hyperactive, lack of child welfare among others. Such child hates the family language because the family is a hostile one. They do not also adjust well in the school but perform poorly academically generally, not just in Igbo language learning. They tend to constitute a burden to teacher in the course of implementing the Igbo language curriculum and in many cases the objectives are not achieved at all.

The School Factor

The school can be seen as the teaching and learning environment. The school administrators and teachers direct and co-ordinate the school activities to achieve the desired behaviour of the students /pupils. The type of language used in the school cannot be over emphasized as language can instigate or generate peace or trouble. Egbe (2011) notes that the child spends most of his/her time in the school. The school therefore becomes a determinant factor in the child academic success in Igbo language and other subjects as well which greatly depends on how peaceful the school environment is. Peaceful school environment promotes the following features: The daily or weekly notes which enhance an interesting teaching and learning interactions. Teachers being punctual and regular to school, as well measuring well in Igbo language competence while teaching Igbo language. Avoiding the use of derogatory names or languages on the child is also important. To provide and create the needed infrastructure and other resources to aid Igbo language curriculum implementation: The use of different method approach techniques, strategies that aim at bringing about positive changes in the behaviour pattern of the students for effective contribution not only in the school but also in the society. Tries to overcome possible problems that are likely to erupt based on human interactions as well as providing therapy for overcoming the value crises, (Just like in Igbo language) which would cause exhibition of various forms of social vices in the school" (Alimba 2007:29).

With the above attributes of schools with peaceful environment, it is now clear that such schools in Igbo land are bound to implement the Igbo language curriculum effectively. This is because the learners, just like the teachers and administrations, appreciate the value of co-operation, recognize the feeling of others and communicate in a peaceful manner (Alimba, 2007). All these help in the positive transformation of human behavior from effective curriculum implementation. Children in this type of school tend to be up and doing not only in the school but also outside the school. Most of them are the children who are

always excelling academically, morally and socially, they do not indulge in practices such as cultism, drug abuse, exam malpractice, indecent dressing, armed robbery, moral decadence and human trafficking which tend to reach out to the larger society. These children when in position of authority ensure that certain problems such as lack of personnel, poor funding, embezzlement of funds, lack of facilities among other are reasonably and maturely handled.

The Societal Factor

The society is a distinct group of people who live in a particular geographical area and regard themselves as members of a social unit. They share common values, lives in their culture which is defined as the distinctive way of life of a group of people. (Amadi and Obiefuna, 2005). The society has its needs, values and aspirations which it tries to achieve through the school it establishes. The school will only function effectively and achieve the goals and interest of the society only if the societal environment is peaceful. Ibeanu (2007) identifies that with peace in an environment; there will be no social conflict and individuals and groups are able to meet their needs and expectations. How is this achieved? This signifies that a peaceful society has the following features to offer among others:

- Educates its children, produces goods, governs its affairs and provides security for its members, (Ibeanu 2007:7).
- Illustrating further, he observes that peaceful society performs its functions adequately, in relation to the culture, norms and values of the society. In the school structure, which consists of the roles of principal, teacher, administrator and student performs its function of educating the children properly by inculcating the right values and the norms such as tolerance, patience and love. The researcher is of the view that the above views of Ibeanu (2007) it simply shows that a peaceful society has the following to offer;
- It promotes cooperation and it encourages the necessary resources for the schools.
- Creates peaceful atmosphere to organize workshops, conferences and seminars for the staff of its schools for them to update their knowledge.
- Ensures that supervisors of education are regularly visiting its schools for correcting the schools on defective issues observed smoothly.
- It promotes the idea of the staff welfare package in terms of regular payment of salaries and the necessary incentives.
- It give room to occasionally invite resource persons to give talk to the

teachers and sometimes to the students/pupils.

- It promotes conducive atmosphere to occasionally organize academic competitions for its schools on which the winning schools will be given merit award for
- encouragement
- It ensures adequate cooperation of leaders, members and the staff.

If the above features of a peaceful societal environment as listed above are found in schools, these schools are bound to implement the Igbo language curriculum effectively. For a child to develop intellectually to his/her maximum capacity, one needs an environment conducive for such optimum performance. Such an environment should enable the child project itself without inhibitions. (Idowu, 2002:13). This shows that absence of peaceful environment inhibits effective curriculum implementation. Teachers who are seen at the center of curriculum implementation this with every zeal because, they are well cared for by the society, the materials and infrastructures are made available, they are occasionally assisted to update their knowledge the society as well as receive advice from the supervisors of education who visit their schools from time to time.

These Igbo language teachers cooperatively plan their schemes of work as well as write their comprehensive lesson notes for teaching. They impart knowledge effectively using different methods, techniques, strategies, etc. This is because they are well grounded in the subjects and the realization of the Igbo objectives of instruction. The knowledge got by these students does not end in the school and the society but also manifests in their different dealings with the outside world. Whether they are in the positions of authority or not, they will always ensure that the right thing is done and peace is maintained in the society they see themselves. The reverse is the case when the societal environment is not peaceful. To this, Idowu (2002) opines that: the society as a whole contributes its own measure towards the academic performance of the child. The moral bankruptcy and general indiscipline exhibited by adults in our society give children the impression that there is some measure of goodness and acceptance of such behavioral patterns. The numerous inconsistencies that abound in the society as they pertain to acts of indiscipline engaged by adults of the society, encourage the youth to delve into them. It should be noted that the above situation does not lead to effective teaching and learning. Citing examples, Idowu (2002) continues; If the teacher for instance, can leave his or her office before closing time (even when he has Igbo lessons) to engage in his private business, a student will see nothing

absolutely wrong in his leaving school before closing time (even when he has lessons) to go and have "fun" with his friends. In this case, the children's truant behavior can be seen as an accepted way of life they are only identifying and acting on the available societal pattern.

The Government Factor

The three levels of the government are involved here. When there is peace in the environment of the ruling party, things tend to go well. Education is the basis for the: bastion of the economy of the nation and its always having the highest budget each year. A peaceful government always tends to identify the needs of the school and makes them available to avoid instigating violence at last ranging from the administrators, to the teachers, students/pupils and the structures of the school effective implementation of the Igbo language curriculum is based on the availability of the mentioned factors. Most of the teachers tend to perform wonderfully well generally when they are encouraged and motivated. Students tend to perform excellently when they are motivated, conditioned and well taught. All these can only occur when the government environment is peaceful.

Conclusion

Home, school, society and the government play important role in the education of the child in a peaceful environment generally. Such is a prime factor of consideration in Igbo language teaching and learning. Environmental peace is made up of many variables, both from individuals and from the government. This shows that all and sundry have a role to play to promote peace in our environment. Such roles need to be made available for the enhancement of effective Igbo language curriculum implementation that develops the total person.

Recommendations

The following recommendations for the way forward are presented:

1. The home should maintain maximum co-operation, minimize conflict and provide the child's materials. This creates peace for effective learning to be experienced.
2. The school should positively motivate students to learn, be dedicated to work provide therapy against social vices as well as utilize different approaches, methods, techniques and strategies during instruction. This instills to bring about positive changes in the behavior of the child.
3. The society should organize workshops, conferences and seminars, ensures for adequate supervision of school activities, co-operation of its

leaders, members and staff among others. This makes the society peaceful which results in the societal schools effective curriculum implementation. The Government should identify the needs of the school and made them-available ranging from the administrators, head teachers, teachers and to the students/pupils. This will make them to work with happiness and achieving their aims.

4. Educational administrators, heads of schools, parents and teachers should be consciously exposed to the elements of conflict and peace management, conflict prevention and peace building. Curriculum Experts should therefore develop a comprehensive curriculum for peace education and sent to schools (from primary to tertiary) for implementation. This will help to foster learning in our educational institutions.

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Curriculum Implementation And Security Challenges In Secondary Education In Ebonyi State

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Abstract

Recently, Nigeria school system has come under violent attacks in the form of suicide bombings, kidnappings, armed robbery, disease pandemic and other acts of criminalities. The consequences of these ugly developments have heavily frustrated the already frustrated education system in Nigeria. This study was there conceived to ascertain the security challenges prevalent in the secondary education curriculum delivery in Ebonyi State. The population consisted of Senior Secondary teachers from thirty (30) randomly selected secondary schools from the thirteen (13) Local Government Areas of Ebonyi State; ten (10) Boys' Secondary, ten (10) Girls' Secondary and ten (10) Mixed Secondary Schools. The sample of the study was one hundred and twenty (120) made up of four (4) teachers from each of the thirty (30) selected secondary schools. The instrument used for data collection was a structured 4-point scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The questionnaire has reliability coefficient of 0.76 that was determined using the Cronbach alpha Two research questions null hypothesis was formulated and tested at 0.05 Alpha level guided the study. The research questions were answered using mean and standard deviation while the hypothesis was tested at $P < 0.05$ level of significance using bi-serial correlation co-efficient. The result showed that many factors constitute insecurity to the school system and can hinder curriculum delivery and insecurity in the school

environment affects the academic performance of students. The study recommends that efforts should be increased ensure security in and around our schools and there should be training and retraining of teachers for the effective delivery of the new subjects-civic and security education in schools.

Key Words: Curriculum, Curriculum Implementation and Security Challenge

Introduction

The importance of education has been adequately discussed in many fora and in different literature (Nwanna-Nzewunwa, Ojukwu, Nwanma, Ojukwu, Onuoha & Osanti cited in Ojukwu, 2017). It is in realization of the importance of education of the child that the government of the Federal Republic in its 1999 constitution made a declaration of the right of every Nigerian child to education, irrespective of gender, tribe, religion or race. It makes sense to state that the lofty vision of education as enunciated in the constitution of the Federal Republic of Nigeria would be realized in a serene and conducive school environment. According to Lehr (2014), the noble goals of education can never be achieved in a vacuum. They would be achieved in a conducive and peaceful school environment. If there is a feeling of insecurity within and outside the school environment, both students and teachers are likely to be deterred and this may inhibit academic performance of the students. Many educationists have discussed the issue of curriculum implementation in Africa and identified it as the major setback for attaining goals of education in Africa (Obanya, 2007). Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects (Chikumbi & Makamure, cited in Ali, and Ajibola, 2015). While curriculum in its own can be defined as all the learning activities carried out in the school, which is well planned and guided by the schools, regardless of whether it is carried out in group or individually inside or outside the school (Jerry, 2010). Mkpa cited in Ali and Ajibola (2015) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, implementation at all levels in order to achieve the desired goals.

Garba cited in Ali and Ajibola (2015) described curriculum implementation as putting the curriculum into work for the achievement of the goals for which the curriculum is designed. In this conception of curriculum implementation, Okebukola cited in Ali and Ajibola (2015) defined it as the transition of the objectives of the curriculum from paper to practice. That is, only effective curriculum implementation ensures achievement of the objectives for which the

curriculum was designed to attain. Ivowi cited in Ali and Ajibola (2015) supported the assertion by defining curriculum implementation as the translation of theory into practice, or proposal into action. According to Onyeachuu cited in Ali and Ajibola (2015:21):

curriculum implementation is the process of putting all that have been planned as a curriculum document into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environments.

Obanya cited in Ali and Ajibola (2015) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Obanya cited by Ali and Ajibola (2015) contends that effective curriculum is the one that reflects what “the learner” eventually takes away from an educational experience. Obanya noted that in many cases, there would be gap between the intended curriculum and the learned curriculum and defined effective curriculum implementation as concerned with narrowing such a gap as much as possible. Putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process. Curriculum implementation therefore refers to how the planned or officially designed course of study is translated by the teacher into syllabus, scheme of work and lessons to be delivered to students. The above definitions show that effective curriculum implementation involves interaction between the teachers, learners and other stakeholders in education geared towards achieving the objectives of education.

The adequacy of qualified teacher and infrastructural facilities are reviewed to see how they influence curriculum implementation in Nigeria secondary education. The importance of teacher in curriculum planning, development and most importantly implementation cannot be over-emphasized. Teachers most at times are not involved during policy formulation even though they are expected to implement this curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers especially specialist teacher in areas like ICT and technical subjects. Ajibola (2008) pointed out that most of the teachers are not qualified to teach the subject introduced in the curriculum. Amugo cited in Ajibola (2008) studied the relationship between availability of expert teacher and implementation of secondary school

curriculum in Nigeria. Her study consisted of 50 secondary school teachers who were randomly selected from the population of teachers in Lagos and Imo State. She hypothesized that there will be no significant relationship between availability of teachers and curriculum implementation in Nigeria and that available specialist teacher only use theory methods in their classroom work without the practical aspect. The result of the study shows that there exists a significant difference between the availability of subject teacher and implementation of skilled based secondary school curriculum in Nigeria. Amugo, therefore concluded that quality and quantity of teachers in Nigerian schools significantly affect the implementation curriculum in Nigeria schools, especially at the secondary school level.

Happenings in recent times in the nation have once again called for sober reflection by all particularly, in view of the dynamics of our federation. National security is in jeopardy. Insecurity comes in different coloration and magnitude among which include the spate of bombings in some parts of the country, election related crises, kidnapping, human trafficking, militancy, assassination, hunger, armed robbery, environmental degradation and other acts now being experienced in the country. All these 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 this negative drift currently impacting our national psyche. Some of these security issues have been in existence for some time now without fizzling out despite concerted efforts to the contrary. There is therefore the need to try the education option as a panacea for assuaging the drift thereby guaranteeing national security. Education has been defined as 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 (Okeke, as cited by Orikpe, 2013). It is geared towards developing the individuals for them to live effectively and efficiently in the society and to contribute to its advancement and upliftment. Through education the behaviour patterns of the citizens could be changed in the desired direction. In other words, with sound education people will start to understand and appreciate one another better and try to restore the dignity of man. Hence, the role of education is recognized in equipping individuals with requisite knowledge and skills for survival and societal progress.

Successive Nigerian governments have evolved different policies and programme to promote education and develop the nation's human resources, (Matawal in Orikpe, 2013). Often, these reforms in education fail to provide broad-based education in 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. It is meaningless to talk of development in the absence of national security. In other words, insecurity in a nation is a threat to development. There is therefore, a nexus between national security and development. In a state of insecurity, development is as elusive as a mirage. No nation can achieve a sustainable development in the face of widespread insecurity of lives and properties. The supranational issue of insecurity that stem from organized high profile crimes perpetrated through transnational syndication and racketeering has continuously posed threats to survival of nations. Nigeria's political history has been marred by various forms of violent challenges ranging from the civil war, election related mayhem, riots and protests, militancy, insurgency and herdsmen/farmer clashes. However, the rise of Boko Haram sect created a new dimension to Nigeria's insecurity problems. The main tenet of this deadly group is that western education is evil and should be abhorred. The operations and activities of Boko Haram sect against education came to limelight following the abduction of 276 students of Government Girls College, Chibok. This internationally well-publicized case of school kidnapping brought a new dimension to Nigeria's insecurity challenge as many secondary school attacks have been recorded thereafter. There were cases of kidnapping of teachers and students (Lagos Junior Model College, Igbonla) Bombs have been brazenly detonated in school assemblies leaving dozens dead (Yobe school attack) while school buildings are burnt down which grounds teaching and learning (Nwosu et al 2019). Iheanachor (2015) had also reported that five secondary school teachers were abducted at gun-point from a school in Rivers State which left the people in the area in total fear and tension. There were also recorded cases of religious induced crisis which affected schools. (Mission secondary school located in Nassarawa Area of Jos was attacked by Muslim extremists). Cases of dormitory raping were also reported while many of these school attacks are not reported. Recent statistics showed that about 2,295 teachers have been killed and 19,000 others displaced in Bornu, Yobe and Adamawa States between 2009 to 2018, while an estimated of 1,500 schools had been destroyed since 2014, with over 1,280 casualties among teachers and students (Adesulu in Nwosu et al, 2019). Many of these incidents were never reported by the national media which affected the true situation. These attacks impinge on effective teaching and learning which serve as a drag to our national development.

According to Akintunde and Musa cited in Nwosu et al (2019), in-secured school environment influences learning by children. Situations of insecurity triggers traumatic disorder and toxic stress that affect learning negatively. General school attendance and enrolment are equally affected as parents pull their children out of

schools while in some extreme cases, insecurity has led to closure of schools. For instance, Borno State schools were shut-down in major towns as a result of insurgency (Ameh, 2015). These attacks on schools usually lead to vandalization and outright destruction of school facilities which discourage the establishment of new schools. Consequently, government resources are depleted as funds meant for other development projects are channeled to tackling the aftermath of attacks. In the end, educational attainment in terms of quality of graduates and manpower suffers which impinge on overall national development. According to Todaro and Smith cited in Nwosu et al (2019), sustainability refers to meeting the needs of the present generation without compromising the needs of future generations. In the United Nations classical definition, a development path is sustainable on the condition that the stock of overall capital assets remains constant or rises over time. Even though the essence of sustainability is mainly on environmental capital, it also include other types of capital such as manufactured capital (machines, factories, roads) and human capital (knowledge, experience, skills). A development is therefore, sustainable if the need of the present is met without jeopardizing the ability of the future generation to meet theirs. The overall capital stock of an economy belongs to all the generations and to destroy that indiscriminately penalizes both present and future generations. This implies that sustainable development should keep going on through preservation, improvement, innovation and investment in the capital stock of which education and human capital development is key. In order to reposition and achieve long term economic development, the Nigerian government created the Economic Recovery and Growth Plan (ERGP). A core strategy in this plan is improvement in human capital. Following the UN's Sustainable Development Goals (SDGs), government plans to invest in education to fill the skills gap in the economy by ensuring access to basic education for all, improve the quality of secondary and tertiary education, and encourage students to enroll in science and technology courses. However, the prevalence attacks on school in Nigeria reveals the dwindling capabilities of state actors to achieve sustainable development and national security (Okoli as cited by Njoku, 2015).

Given the importance of education and human capital towards a sustainable socio-economic development, there is the need to deploy extraordinary measures to tackle the spate of attacks on school facilities in Nigeria. Adequate security remains a veritable option as the security architecture of the nation seems to be overwhelmed by the ongoing insecurity challenges. Securitization is a process by which state actors can transform subjects into matters of security concern that enables extraordinary measures to be taken. This implies that ostensibly non-security issues may be transformed into urgent security concerns which are therefore portrayed as existential threats to a referent object by a securitizing actor who thereby generates

endorsement of emergency measures beyond rules that would otherwise bind. A typical case is United States' and Europe's successful securitization of immigration due to the concerns of terrorist infiltration. Thus, extreme measures have subsequently been applied through tight border controls as well as the classification of migrants from certain countries of origin, Diaspora, emigration and citizenship as potential securitization issues (Naujoks, 2015). In this paper, we argue that, in addition to political leadership failure and other systemic institutional uncertainties/irregularities that exists in Nigeria, it is the lack of proactive security planning that has given rise to the recurrent and multiplicity of school related insecurity challenges. As no nation grows beyond its level of educational development, the need to adequately secure vulnerable school environment cannot be over-emphasized. There is need for the entire educational system and infrastructure to be securitized. Therefore, the objectives of this paper include ascertaining the sustainability of government interventions and the application of the securitization theory in the quest to achieve a secure school environment.

Educators have long emphasized that many students perform poorly in their academic work not because they do not possess the mental ability to do well. An area that seems to have been neglected by researchers is the issue of insecurity of the school environment and the effect it could have on the academic performance of the secondary school students. The main problem of this study therefore is to investigate the influence of insecurity of the school environment on the academic performance of secondary school students in Ebonyi State.

The main purpose of this study was to identify security challenges influencing secondary education curriculum delivery in Ebonyi State. Specifically, the study determined:

1. The factors that constitute insecurity to our school system that may influence academic performance and curriculum delivery.
2. The influence of insecurity of the school environment on the academic performance of secondary school students in Ebonyi State.

Research Questions

1. What are the factors that constitute insecurity challenges in our school environment?
2. What influence does insecurity of school environment have on curriculum delivery in secondary schools?

Hypothesis

HO₁: There is no significant different in the opinion of male and female respondents on the influence of insecurity in school environment on students' academic performance in Ebonyi State.

Method

The study design was a descriptive survey correlation involving male and female Senior Secondary Students and teachers from randomly selected schools from the thirteen (13) local government areas of Ebonyi State. Consent letters were presented to the participating schools and students informing them of the aims and objectives of the study and methodology. They showed willingness to participate. Three students were randomly selected from each of the 30 randomly selected schools. Ten schools were boys' secondary schools, ten girls' secondary schools while the remaining ten schools were mixed. A total of 90 students were involved in the study. Also one teacher was selected from each schools making a total of thirty 30 teachers in all bringing the total sample size for the study to 120 respondents. The instrument for data collection was structured questionnaire titled “Curriculum Implementation and Security Challenges in Secondary Education (CIASCISE). It consisted of 10 items and used a 4 – point likert scale format of Strongly Agree (SA), = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The instrument was validated by three experts from the Department of Science Education and Educational Foundations, Faculty of Education, Ebonyi State University, Abakaliki. The reliability of the instrument was determined through Cronbach alpha methods and a reliability co-efficient 0.76 was established considered adequate for the study. Data was analyzed using descriptive statistics of mean and standard deviation to answer the research questions, using a bench mark of 2.50 while t-test was used to test the hypothesis.

Results

Research Question One: What are the factors that constitute insecurity in our school environment?

Table 1: Mean rating and standard deviation of the factors constituting insecurity in school environment.

S/N	Statement	Male		Female	
		Mean	SD	Mean	SD
1.	There have been cases of violence cult activities within our school	3.35	1.04	3.02	1.06
2.	Some students smoke Indian hemp and other hard drugs within and outside our school compound	3.88	0.87	3.62	0.83
3.	I have not suffered any form of bullying in my school	3.63	0.91	3.15	0.93
4.	I have not seen any student with gun with or outside the school premises	3.16	1.13	3.24	1.04
5.	There is inadequate security in my school; the school is not fenced and protected	3.43	0.74	3.31	0.63
Average mean		3.49		3.27	

Data in Table 1 indicates that all the five items listing as constituting insecurity were accepted. This is because calculated mean value of each item was found to be above the bench mark of 2.50 for both male and female. Again, the average mean of both classes of respondents 3.49 and 3.27 were above the bench mark of 2.50. Therefore, the respondents agree that all the factors are influencing the security of the school environment in Ebonyi State.

Research Question Two: What influence does insecurity of school environment have on academic performance of secondary school students and curriculum delivery?

Table 2: Mean rating and standard deviation of influence of insecurity of school environment on the academic performance of secondary school students

S/N	Statement	Male		Female	
		Mean	SD	Mean	SD
6.	I am always afraid and I feel insecure in the school	2.94	0.78	2.92	0.74
7.	Anytime my parents confront my teachers, I experiences set-back in my academic performances	3.21	0.92	3.01	0.73
8.	I will do better if my school environment is safe and secure	3.89	0.88	2.89	0.72
9.	Students practice truancy which affects academic performance	2.98	0.78	2.82	0.68
10.	At time I avoid a class of a teacher who punished or sexually harassed me	3.01	0.54	2.92	0.69
Average mean		3.21		2.91	

Data in Table 2 shows the mean and standard deviation on the influence of insecurity of school environment on academic performance of students. The results indicate that all the items were accepted because the mean value recorded both male and female was 3.21 and 2.91 respectively. Therefore, respondents agree that insecurity of the school environment influences the academic performance of students in secondary schools in Ebonyi State.

Hypothesis

HO₁: There is no significant different in the opinion of male and female respondents on the influence of insecurity in the school environment on students' academic performances in Ebonyi State.

Table 3: Insecurity of school environment, academic performance and students' gender

S/N	Respondents	No	Mean	SD	Df	t.cal	t.crit	Decision
1	Male	60	3.35	1.04	426	2.89	1.96	Accepted
	Female	60	3.02	1.06				
2	Male	60	3.88	0.87	426	6.41	1.96	Accepted
	Female	60	3.62	0.83				
3	Male	60	3.63	0.91	426	5.32	1.96	Accepted
	Female	60	3.15	0.93				
4	Male	60	3.16	1.13	426	3.89	1.96	Accepted
	Female	60	3.24	1.04				
5	Male	60	3.43	0.74	426	9.11	1.96	Accepted
	Female	60	3.31	0.63				
6	Male	60	2.94	0.78	426	10.41	1.96	Accepted
	Female	60	2.92	0.74				
7	Male	60	3.21	0.92	426	8.24	1.96	Accepted
	Female	60	3.01	0.73				
8	Male	60	3.89	0.88	426	3.42	1.96	Accepted
	Female	60	2.89	0.72				
9	Male	60	2.98	0.78	426	2.84	1.96	Accepted
	Female	60	2.82	0.68				
10	Male	60	3.01	0.54	426	7.01	1.96	Accepted
	Female	60	2.92	0.69				
t-test value						5.95	1.96	Accepted HO ₁

Summary of the in table 3 shows that there is no significant difference in the opinion of male and female respondents on influence of insecurity of school environment on students' academic performances in secondary education in Ebonyi State based on the whole ten items. The ten items had calculated values higher than the critical value at the significant level of 0.05. Equally the sum of the t value shows that it was higher than the sum of the t-critical, they were 5.95 and 1.96 respectively. In conclusion therefore, since the t-test value of 5.95 is greater than the t-critical of 1.96, it means that there is no significant different in the opinion of both male and female respondents on influence of insecurity of school environment on the students' academic performance, the null hypothesis is therefore not rejected. This means that there is no significant difference in the mean opinion of male and female respondents on the influence of insecurity of the school environment on students' academic performances in Ebonyi State. This further means that the influence of insecurity of school environment on students' academic performance cannot be overemphasized and has no gender colouration.

Discussion

The first research question sought to find out the factors that constitute insecurity in our secondary environment. The study revealed the followings as among the factors that constitute insecurity in our school environment, smoking of Indian hemp, and other hard drugs by the students within and outside the school premises, cultism, gangsterism, parents' confrontation of school authorities as a result of teacher punishing the students and bulling in school. The findings are in line with the submission of Towner cited in Fabinu et al (2016) who opined that awareness about security is not only to understand how to protect lives and properties but also to protect our health and environment.

Research question two sought to find out the influence of insecurity of school environment on academic performance of secondary school students. The study revealed that insecurity of school environment influences the academic performance of secondary school students. In line with these findings, Wang (2010) opined that a sense, of competency will often emerge in an environment that is fair and stable which will in turn provide appropriate academic support and expectations. Similarly, Glew et al in Ojukwu (2017) observed that improving students' behavior and academic performance will generally require changing and improvement on school environment.

The study went further to reveal that that in a school environment where students are afraid and feel insecure, skip school, miss certain lessons, their performance is greatly influenced during their examinations. Again, they lose interest in school and academic activities which lead to truancy and ultimately school dropouts. This finding lends credence to the findings of Ojukwu (2017) who reported that as a result of insecurity of the school environment that sometimes female staff and students complain of sexual harassments. Finally, the study revealed that the influence of insecurity of the school environment on the academic performance of secondary school students in Ebonyi State has no gender colouration because the null hypothesis had a no significant difference.

Conclusion

It is a known fact that education is an instrument for socio-political and economic transformation. With emphasis on the findings of this study, it is incontrovertible that the present state of insecurity in Nigeria and the apparently low security awareness and consciousness among Nigerians, the incessant cases of child abuse, molestation and other terror acts in Nigeria do influence in an unimaginable magnitude the delivery of secondary school curriculum.

Recommendations

This study recommends as follows:

- i. Efforts should be increased by school owners, governments and stakeholders in education to ensure that schools are well fenced and have active security men.
- ii. The newly introduced subjects such as civic education, security education, and trade/entrepreneurship need specialized teachers.
- iii. There is urgent need to train and retrain more teachers for effective delivery of their topic contents.

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Effect Of Computer Assisted Instruction (cai) On Students' Achievement And Interest In English Language Phonetics.

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Abstract

The aim of the study was to find out what effects computer assisted instruction (CAI) have on students' achievement and interest in English language phonetics in secondary schools in Owerri Education Zone. The study was carried out using quasi-experimental design. Two research questions and two hypotheses guided the study. The population of this study comprised all the 10,182 Senior Secondary school 11 (SS11) students in the area of study. Purposive and cluster sampling techniques were used to sample 78 senior secondary school students from two coeducational schools in Owerri Education Zone. Two instruments were used for data collection, Phonetic Achievement Test (PAT) and a rating scale titled; phonetics Interest Scale (PIS) with 30 items. Research questions were answered using mean and standard deviation. One-Way Analysis of Covariance (One-Way ANCOVA) was used to test the hypotheses at 0.05 level of significance. The major findings were that CAI is effective in the improvement of students' achievement and interest in phonetics, and the effect was found to be significant. Based on the findings, it was recommended that English language teachers should be encouraged to employ CAI more in the teaching of the phonetics.

Introduction

Building of a nation is the concern of every good citizen, as such, language

educators are not left out of this trend, and their concern always is to see that school children are given the best basic communicative competence hence, they provide more pedagogies for impacting the knowledge. The world has shifted to computer era, as a result teaching and learning has to move with the current trend. Teaching and learning with the aid of computer is the order of the day. Computers offer exciting approaches to teaching that were not even dreamt of many years ago, but the extent to which the educational potential of computer technology will be realized remains to be seen (Atadoga, Mari & Danjuma, 2016). Computer technology has caught the attention of many researchers and educators and computer-based instructional applications are considered effective alternative to traditional teaching method (Yushau, 2006). Research findings explicitly reported that language education and computer technology have created a meaningful partnership over the century (Flick & Bell, 2000). Computer assisted instruction is one of the pedagogy that facilitate the impacting of knowledge to the learners easily and learners of English language phonetics as an aspect of the subject in senior secondary school are not left out of this gain.

English language occupies a focal position in Nigeria and the National Policy on Education (NPE, 2013) assigns it a primary position in education. The politics of multiplicity of indigenous languages and ethnic groups have given a neo-colonial language, English, the pride of place in Nigeria. It is the primary language of socio-political life, commerce and education (Oruwari, 2014). The (NPE) recognizes English as the language of instruction at all levels of education beyond junior primary education. It is both a medium of instruction and a core school subject from primary 4 to the end of secondary education and examination for all programmes, except courses in the indigenous and other foreign languages, in university and similar institutions.

Phonetics deals with production of speech sounds by humans, often without prior knowledge of the language being spoken. Phonetics is about patterns of sounds, especially different patterns of sounds in different languages, or within each language, different patterns of sounds in different positions in words, etc. The desire to know the causes of the poor performance of phonetics in English Language has been the focus of educators for some time now. A close examination of the performance of students in the West African Senior Secondary Certificate Examination (WASSCE) results of four consecutive years revealed that most students would not get admission into university owing to their failure to pass at credit level in English language (WAEC examiner, 2019). Anagolu (2006) observes that students have difficulty in passing the phonetics part of English language. These difficulty emanates from

a lot of issues facing the effective teaching and learning of phonetics of English language at all levels of Nigerian educational institution Okafor (2002), (Bankolere, 2006), and Okeke (2006) identified poor teaching methods as the major factor contributing to the poor performance of students in some subjects. Onyezuligbo (2003) notes that the classroom in Nigeria has been typified by traditional (lecture) patterns of teaching and learning which have remained unchanged. On this, Oruwari, (2014) notes that in Nigeria today, teachers, textbooks, chalkboards and traditional facilities are no longer adequate to cope with the amount and type of skills and competences expected of students because of the use of conventional (lecture) teaching method.

Lecture method is the teacher-centered method which is seen as the traditional talk-chalk method of teaching. Obeka (2009) described lecture method as a teacher-centered method. He further stressed that the method enhances acquisition of subject matter predominantly under the memorization and close supervision of the students by the teacher. Lecture method is one of language teaching instructions that encourage rote learning and regurgitation of information without necessarily facilitating understanding, and this does not enhance academic achievement in language (Usman, 2008). Though this method has some disadvantages, teachers often use it. There is need, therefore, to try an alternative teaching strategy such as Computer Assisted Instruction (CAI) in line with global trends. Accordingly, Ogoni (2003) suggests that teachers need resources that can assist them to carry out their duties efficiently. Ezike (2015) avers that teaching methods over the years have revealed that there have been changes from one position to another, many efforts have been made to improve the teaching methods through the use of instructional material such as computer.

The use of computers in the classroom has given rise to Computer Assisted Instruction software packages for classroom instructional purposes. According to Umaru (2003), Computer Assisted Instruction is a programme of instruction or package presented as computer software for instructional purpose. Sharing a similar view, Gana (2013) described computer assisted instruction (CAI) as virtually any kind of computer use for teaching in educational settings of words pronunciation which include drill and practice, tutorials, simulations and instructional management. Computer assisted instruction (CAI) is learner-centered and activity oriented. The position of English Language, therefore, makes it necessary for the use of innovative pedagogical strategy that will enable teachers meet the challenges of teaching and learning of the subject

especially in this era of information age. Most researches have shown that using Computer-Assisted Instruction (CAI) has a positive effect on students achievement compared to traditional methods. Computer has been used in both junior and senior secondary schools to teach various subjects (Anyamene, Nwokolo, Anyachebelu & Anemelu, 2012) According to Ezeliora (2002), the use of CAI provides the learner with different backgrounds and characteristics. Using teaching software such as CAI, concepts are presented to the students in such a well-organized manner that makes for greater clarity and easier modeling. Okoro and Etukudo (2001) used CAI for teaching chemistry, Paul and Babaworo (2006) for technical education courses, Egunjobi (2002) for geography and Karper, Robinson, and Casado–Kehoe (2005) in counseling education; they all confirmed that CAI seems to be effective in enhancing students' performance than the conventional classroom instruction. Research finding by Bunkure (2007) indicated that CAI enhanced students' achievement but teachers did not often use it. Rather they use lecture method and thus, there is the need to try a new teaching strategy in line with global trends of using CAI, especially for language teaching. Danjuma (2015) observed that the use of CAI in instruction creates and sustains students' attention and curiosity in the learning process, the use of CAI is also likely to enhance the learning of subject concepts. Computer based learning has the potential to facilitate development of students' decision-making and problem-solving skills, data-processing skills, and communication capabilities. By using computer, students can gain access to expansive knowledge links and broaden their exposure to diverse people and perspectives (Bakke & Igharo, 2013). Many studies in the published literature indicate that there is a strong relationship between the use of computers and students' academic achievements in teaching and learning processes (Altun, Yigit & Alev, 2007). For instance, Yigit (2005) found in his study that computer-assisted instruction has had a positive impact on students' perception about computer supported instruction as well as on their academic achievement. CAI also aims to present concepts and models of sounds in such a manner that arouses and sustains students' interest in the subject. Interest is the feeling one has in the course or process of wanting to know or learn about something or someone. It is an activity which someone enjoys and spends free time in studying or doing (Ifeakor, 2005). Njoku (1997) asserts that sustenance of a person's interest in an object or activity depends on what the person stands to derive from the object or activity. In this case, there is value judgment on the part of the individual. It implies, therefore, that the degree of interest one has in a subject or activity is determined by the level of value placed on the expected 'something' derivable from the object or activity. This knowledge is acquired

through encounter or interaction with the object or involvement in the activities of interest. Agbi (2006) opined that students' achievement in a subject is influenced by their interest in the subject. The author asserts that interest engenders motivation and effort, which together interact, resulting in achievement and success. It was observed that students' interest in a subject diminishes, and is dampened by use of ineffective teaching method. Teachers should, therefore, always make conscious effort to identify and use teaching methods that are appropriate and suitable for the level of their students. This way, students' interest in phonetics could be aroused, sustained and enhanced. It is under this condition that improvement of students' achievement in English language phonetics is made possible. A close examination of the performance of students in the WAEC and National Examinations Council Secondary School Certificate Examination (NECO SSCE) results over the years reveal that most students who need English language as part of their entry requirements would not get admission into university owing to their failure to score credit in English language. The issue of poor performance may be attributed to some school environmental factors of which the type of teaching method adapted by the teacher is inclusive. Teachers are strongly attached to the traditional method of chalk and talk; the practice which makes them lag behind in contemporary demand for improved learning in English language. Since use of CAI has been found to be effective in other subject areas, one ponders if it will be so for the teaching method English language phonetics. This is therefore designed to find the effect of computer assisted instruction (CAI) on students' achievement and interest in English language phonetics in secondary schools in Owerri Education Zone I of Imo State?

Specifically, the study sought to:-

1. ascertain the effect of computer assisted instruction (CAI) on students' achievement in English language phonetic;
2. examine the effect of computer assisted instruction (CAI) on students' interest in English language phonetics;

The following research questions are posed to guide the study:

1. What are the achievement scores of students taught English language phonetics using CAI teaching method and those taught with lecture method.
2. What are the interest scores of students taught English language phonetics using CAI teaching method?

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

HO₁: There is no significant difference in the achievement in phonetics mean

scores of students taught English language phonetics with CAI teaching method and those taught with lecture method at post test.

HO₂: There is no significant difference in the interest mean scores of students taught English language phonetics with CAI teaching method and those taught with lecture method at posttest.

Method

The study used quasi-experimental design with a pretest-posttest non-equivalent control groups. The population of this study comprised all the 10,182 senior secondary school class II students in the seventy (70) secondary schools from five LGA in Owerri Education Zone I of Imo State. A purposive sampling was used to sample 78 senior secondary school students from the area of study. The instruments used for the collection of data for this study are researcher developed achievement test in phonetics activities titled; Phonetics Achievement Test (PAT) and a rating scale titled; Phonetics Interest Scale (PIS). The reliability of the instrument was ensured using Kuder Richardson 20 statistics which gave an index of 0.80 and 0.87 for PAT and PIS respectively. In analyzing the data obtained in the study, research questions were answered using mean and standard deviation. One-Way Analysis of Covariance (One-Way ANCOVA) was used to test hypotheses at 0.05 level of significance.

Results:

Research Question 1

What are the achievement in phonetics mean scores of students taught English language phonetics with CAI teaching method and those taught without CAI teaching method at post test?

Table 1: Mean scores of students taught English language phonetics with CAI teaching method and those taught without CAI teaching method.

Test: Achievement in phonetics		Pre-test			Post-test		Mean Gains
Group	n	\bar{x}	S	\bar{x}	S		
CAI	36	13.83	3.67	20.28	2.25	6.45	
Lecture Method	42	13.93	3.03	14.36	2.91	0.43	

The result presented in Table 1 shows that students that were taught phonetics with computer assisted instructional (CAI) technique had pre-test achievement mean score of 13.83, post-test achievement mean score of 20.28 and mean achievement gain score of 6.45. On the other hand, the students that were taught English language phonetics with lecture method had pre-test achievement in phonetics mean score of 13.93, post-test achievement mean score of 14.36 making the mean achievement gain score of the control group (lecture) to be 0.43.

The standard deviation of 2.25 and 2.91 at posttest indicates that there is homogeneity of scores among the students in CAI than the lecture group. This result indicates that the teaching of English language phonetics with computer assisted instructional method increased achievement in phonetics of the students than using lecture method. This implies that CAI is effective in the improvement of students' English language phonetics.

Hypothesis 1

HO₁: There is no significant difference in the mean achievement scores of students taught English language phonetics with CAI teaching method and those taught without CAI teaching method.

Table 2: One Way Analysis of Covariance (ANCOVA) for test of Hypothesis 1

Tests of Between-Subjects Effects					
Dependent Variable: Post-Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	679.669 ^a	2	339.835	48.575	.000
Intercept	1221.102	1	1221.102	174.542	.000
PreTest	.163	1	.163	.023	.879
TeachingMethods	679.668	1	679.668	97.151	.000
Error	524.703	75	6.996		
Total	23985.000	78			
Corrected Total	1204.372	77			

a. R Squared = .564 (Adjusted R Squared = .553)

Table 2 shows the One Way Analysis of Covariance (ANCOVA) for test of Hypothesis 1. The F-calculated (F-cal) value of 97.151 and the p-value of 0.000 is less than 0.05 level of significance. The null hypothesis is rejected indicating that there was significant difference in the mean achievement in phonetics mean scores of students taught English language phonetics with CAI teaching method and those taught without CAI teaching method at post-test. The null hypothesis of no significant difference in the mean achievement scores of students taught English language phonetics with CAI teaching method and those taught without CAI teaching method at post-test was therefore, rejected.

Research Question 2

What are the interest mean scores of students taught English language phonetics with CAI teaching method and those taught using lecture method at post-test?

Table 3: Interest mean scores of students taught phonetics with CAI teaching method and those taught without CAI teaching method.

Test: Phonetics Interest Group	n	Pre-test		Post-test		Mean Gains
		\bar{X}	S	\bar{X}	S	
CAI	36	67.44	8.56	102.22	7.22	34.78
Lecture Method	42	68.48	6.32	68.14	6.99	0.34

The result presented in Table 3 shows that students that were taught English language phonetics with computer assisted instructional (CAI) method had a pre-test interest mean score of 67.44, post-test mean score of 102.22 and mean achievement gain score of 34.78. On the other hand, the students that were taught English language phonetics with lecture method had a pre-test interest mean score of 68.48, post-test phonetics interest mean score of 68.14 making the mean interest lost score of the control group (lecture) to be 0.34. The standard deviation of 7.22 and 6.99 at post-test indicates that there is homogeneity of scores among the students in the lecture group and the CAI group. This result indicates that the teaching of English language phonetics with computer assisted instructional method increased phonetics interest of the students than those taught with lecture method. This implies that CAI is effective in the improvement of students' interest in English language phonetics

Hypothesis 2

HO₂: There is no significant difference in the mean scores of students taught English language phonetics with CAI teaching method and those taught without CAI teaching method at post-test.

Table 4: One Way Analysis of Covariance (ANCOVA) for test of Hypothesis 3

Tests of Between-Subjects Effects					
Dependent Variable: Post-Test					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	22632.187 ^a	2	11316.094	228.976	.000
Intercept	4890.722	1	4890.722	98.962	.000
Pre-Test	118.834	1	118.834	2.405	.125
Teaching Methods	22632.039	1	22632.039	457.949	.000
Error	3706.531	75	49.420		
Total	575028.000	78			
Corrected Total	26338.718	77			

a. R Squared = .859 (Adjusted R Squared = .856)

Table 4 shows the One Way Analysis of Covariance (ANCOVA) for test of Hypothesis 2. The F-calculated (F-cal) value of 457.949 and the p-value of 0.000 which is less than 0.05 level of significance indicating that there was significant difference in the phonetics interest mean scores of students taught English language phonetics with CAI teaching method and those taught without CAI

teaching method at post-test. Therefore, the null hypothesis of no significant difference in the phonetics interest mean scores of students taught English language phonetics with CAI teaching method and those taught without CAI teaching method at post-test was rejected.

Discussion of Findings

On the effect of computer assisted instruction (CAI) on students' achievement in phonetics activities in English language phonetics as measured by their mean score at post test. The result of the study revealed that mean scores of students taught English language phonetics using CAI was higher than the mean scores of those taught with lecture method. This difference in mean scores was significant. This shows that the students taught with CAI performed better than those taught with lecture method. This implies that CAI is a good instructional method relative to lecture method, and that it can be used to improve students' performance in English language phonetics. In affirmation, Atadoga, Mari and Danjuma (2016) reported that experimental group (CAI) performed better than the control group. Agboh (2015) the study found that students taught financial accounting with computer assisted instructional method had significantly higher mean achievement score than the control group that taught with conventional lecture method. Similarly, Anyamene, Nwokolo, Anyachebelu and Anemelu (2012) result indicated that students taught using (CAI) package performed significantly better than their counterparts taught using the conventional method of instruction. Students taught using CAI performed better than the control group in retention test. The similarities in the findings could be attributed to the effectiveness of CAI over lecture method. On the effect of computer assisted instruction (CAI) on students' interest in phonetics as measured by their mean score at post-test, the study revealed that the mean interest scores of students taught English language phonetics using CAI was higher than the mean interest scores of those taught with lecture method. The difference in mean scores was significant. This finding is in consonance with Hussain and Ali (2012) results which showed that in the computer assisted classes, the students showed more interest and they retained the concepts for a long period of time as compared to the traditional lecture method. Yusuf and Afolabi's (2010) study showed that the performance of students exposed to CAI either individually or cooperatively were better than their counterparts exposed to the conventional classroom instruction. The finding of this study agreed with that of Egunjobi (2014) that there was a significant difference in students' performance between the students' exposed to GTCAIM and the control group [conventional. method-Talk and Chalk]. That is, students exposed to GTCAIM performed significantly better than

their counterparts in the control group. Moreover, Danjuma's (2015) and Okori (2015) also agreed that the mean interest score students taught with CAI was higher than that control group taught with lecture.

Conclusion

This study examined the effect of computer assisted instruction (CAI) on students' achievement and interest at English language phonetics in secondary school level in Owerri Education Zone I of Imo State. The major findings are that CAI is effective in the improvement of students' academic achievement in English language phonetics. CAI is also effective in the improvement of students' interest in English language phonetics.

Recommendations

1. English language teachers should be encouraged to employ CAI more in the teaching of the subject. By so doing, the achievement of students in the subject could be increased.
2. Enlightenment campaign, workshops and seminars should be organized for teachers by Education Authorities

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Teacher Effectiveness And Strategies In The Teaching And Learning Of Social Studies To Achieve Effective Mastery Learning In Secondary Schools In Nigeria.

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Abstract.

Social studies as a discipline involves the teaching of values, norms and good attitude for the survival of the individual in the society. This paper examines teacher effectiveness and the strategies for the teaching and learning of social studies to achieve mastery learning in secondary schools in Nigeria. It highlights the concept of Social Studies, the goal of Social Studies, teacher effectiveness and the teaching of social studies, qualities of an effective teacher. It also identifies the effective teaching and learning of Social Studies through mastery learning strategies. The rationale and strategies for enhancing teaching and learning of Social Studies through mastery learning were examined. Based on the discussion, some recommendations were made.

Key words: *Teacher effectiveness, mastery learning, social studies, tertiary institutions.*

Introduction

Social Studies as one of the Social Sciences have the basic content for raising critical thinking in the learners. The programme of social studies in schools has been implemented for many years without success in terms of inculcating the right values of good citizenship among the youths. It is assumed that this deficiency arises from the way the subject is been taught and learnt in the classrooms. The recent socio-political and economic changes in the world and within nations have brought about changes in educational goals and greater challenges for Social Studies. The schools are called not only to equip the learner with basic knowledge of Social Studies content but also with higher cognitive skills, such as problem-solving and thinking skills that allow for self-development and continuous learning. To meet up with these challenges, there is a movement away from the behaviourist method of direct teaching such as in the lecture method, note copying and dictations, where the learner is given contents

to memorize and regurgitate. Teacher effectiveness plays an important role in teaching – learning process. An effective teacher does not create image of the students rather help the students to create the image of their own by understanding the problems of the students and helping them by making any subject interesting, by controlling the class and by being fair with the students while dealing with them. Parihar (2011) viewed that effective teachers are the avenues of effective teaching who consistently achieve their goals that are either directly or indirectly related to student learning. The strategies adopted for achieving this purpose needs orientation and reorientation with changing needs and priorities in teacher education. Effective teachers are the most important factor contributing to student achievement. Social Studies as a discipline continue to enjoy changes in educational objectives. In the 20th century, History, Economics, Government and Geography were taught as separate subjects with a listed series of facts to be memorized. With changes in educational outcomes student's learning had to be reconsidered and taught as integrated discipline.

There are many things that students can learn themselves through discovery, with the teacher structuring the learning to suit the learners. There are also many things that require the teacher to teach in a more direct way. Students not only learn by being exposed to learning opportunities, but they also need to be explicitly taught those things that are important for all students to know. Some students will learn these things quickly and with only minimal direct teaching and correction by the teacher before they master the learning required.

Choosing effective teachers is critically important for schools trying to improve their performance. Effective teachers exhibit certain skills and qualifications. These include verbal ability, knowledge of special needs and content knowledge of specific subjects to be taught. Instructional planning, allocating time for academics, keeping students engaged, using appropriate instructional strategies, monitoring learning and differentiating learning for individual students are all important characteristics of an effective teacher. Effective teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. They also understand how students' best learn concepts, content and skills. Effective teachers use their knowledge of learning processes to determine which will be the most effective to help the particular students in their classes learn successfully. Effective teachers closely monitor each student's achievements. This enables them to provide every one of their students with regular feedback on their performance using appropriate instructional strategies. In this paper, the concept and goals of Social Studies

were highlighted. Also, the concept of teacher effectiveness, effective teaching and of learning of Social Studies through mastery learning strategies and the rationale and strategies for enhancing teacher effectiveness was discussed.

The concept of Social Studies

The development of Social Studies in secondary schools in Nigeria gained momentum from the year 1977 after the introduction of National Policy on Education popularly known as the 6-3-3-4 system. This rapid progress was caused by two major factors. The first was that the Universal Primary Education (UPE) introduced in 1976 made Social Studies the only social science subject to be taught in the primary schools. The second factor was that Social Studies were made a core subject for the junior secondary school. This has brought a lot of awareness to the students and the teachers on the significant roles of Social Studies, especially as it affects the implementation in the secondary school system of education. According to Olatunde (2006), Social Studies are an approach through which man studies and learns about problems of survival in his environment. Social studies equip the learners with values, attitudes and skills to become functional citizens, who are nationally conscious and responsive to their country's challenges. It imparts civic education, human relations' education, environmental education, technological education, socio-cultural education, amongst others. The essence of Social Studies is to expand the knowledge capability of the learners locally, nationally and at the global level. Social Studies goal is to develop civilized and patriotic citizens. Obed (2009) referred to Social Studies as a programme of general education for the new generation focusing on the study of humans, societal institutions, and human relationship with nature and with one another.

In order to implement the new national policy on education, government at all levels became more interested in the schooling process in terms of educational outcome, learning activities, instructional resources, instructional strategies and evaluation procedures. In view of this, emphasis has been on the need to:

- Make educational activities center on the learner for maximum self-development and self-fulfillment.
- Structure the educational system to develop the practice of self-learning (FRN, 2004).

The implications of these for classroom teachers are that, they should develop a teaching approach which encourages the learners to participate in the learning processes. The teacher must be an effective communicator who thoroughly processes his information of Social Studies contents and presents them in an orderly and comprehensive manner. There must be an established feedback

mechanism so as to enable correction of lapses in instructional methods which can thus bring about effective mastery in the teaching and learning of Social Studies. Despite the efforts of Government in restructuring the educational system to develop the practice of self-learning, it is to be noted that the dominant approach to instruction in schools has been the expository type especially since the inception of western education in Nigeria in 1843. Technologies and pedagogies calls for continuous development of both professionally trained and non-professionally trained Social Studies teachers in the school system (Mezieobi, 2013). Social Studies teacher quality depicts the functionality of operational capability of teachers in implementing the Social Studies curriculum based on set standards and objectives.

The Goal of Social Studies

Social Studies as a school subject introduced by the Federal Government was to help students acquire social basic knowledge, positive attitudes, values and social skills needed to make the students functional and responsible citizens and contributing members of the society. It provides knowledge, skills and attitude that enable learners understand their physical and social environment in order to act or behave as responsible citizens. It involves person with group and group with group. It is a study of man's relationship with his environment, how environment affects man and how man in turn influences his environment.

The Need for Enhancing Social Studies Teacher Quality

Social studies teacher quality needs to be enhanced because of the following identified factors:

Defective Implementation of Social Studies Curriculum:

The implementation of Social Studies at the upper basic level is yet to be appreciably effective. According to Okobia (2015), the implementation of social studies in the past has not been very encouraging. Report of studies evaluation (Social Studies) curriculum implementation demonstrates a wide gap between the expectations of the curriculum developers and the perception and attitudes of teachers in actual classroom practice. Furthermore, Akinola (2014) established that Social Studies at the upper basic level is yet to have full qualified and competent teachers in the use of inquiry method as a pedagogy. The study further confirmed that there is a significant difference between teacher qualification and their application of inquiry method amongst others. This scenario calls for urgent enhancement of the Social Studies teacher quality at the upper basic level, in order to actualize the objectives of Social Studies. This can be achieved by an effective teacher.

Teacher Effectiveness

The term teacher effectiveness has been defined as the collection of characteristics, competencies, and behaviours of teachers at all educational levels that have enabled students to think critically, work collaboratively, and become effective citizens (Hunt, 2009). Teacher effectiveness has been demonstrated through knowledge, attitudes, overall performance, and more interaction between students, and teachers (Regmi, 2013). Teachers' effectiveness is vital for improving student learning and achievement. Students' academic achievement and outcomes depend on the effectiveness of their teachers. In fact, effectiveness and quality of the teachers are extremely complex and illustrate various characteristics like wide range of knowledge, skills, aptitudes, motivation and personality characteristics. Teaching effectiveness has been related to the ways in which students have experienced learning (Brookfield, 2006). Effective teaching has provided students with opportunities to explore ideas, acquire new knowledge, synthesize information, and solve problems (Hunt, 2009). Teacher effectiveness is generally referred to in terms of the focus on students' learning outcomes and the teacher behaviours and classroom processes that promote better student learning outcomes.

However, some authors view teacher effectiveness in a broader sense. They adopt criteria that seek to encompass the duties that are seen to be part of the wider role of teachers in the 21st century, because the role of a teacher is rarely restricted to instruction only. In many countries a teacher's work has extended beyond the instructional or pedagogical role in the classroom. He/she may be facilitating his/her colleagues' teaching, engaging in broader leadership roles in the school, enhancing the quality of his/her teaching through his/ her own reflection or engaging in professional development programmes. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms.

Many students contribute to a students' academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student's performance on Social Studies, a teacher is estimated to have two or three times the impact of any other school factor, including, services, facilities and even leadership. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor.

Although curricula, reduced class size, district funding, family and the

community involvement, all contribute to school improvement and student achievement, the most influential factor is the teacher. What good teaching shows is that;

- good subject knowledge is an essential prerequisite for good teaching.
- well-structured lessons share a number of key characteristics.
- the skillful use of well-chosen questions to engage and challenge learners and to consolidate understanding is an important feature of good teaching.
- effective assessment for learning... is a vital ingredient in good teaching.
- what good schools look like – they:
- establish consistency in teaching and learning across the whole organization
- engender a culture of professional debate and developmental lesson observation; share good practice
- rigorously monitor and evaluate what they are doing
- stress building good literacy, especially in a child's early years
- in outstanding providers there is a strong focus on the needs, interests and concerns of each individual learner.

Effective Teaching and Learning of Social Studies through Mastery Learning Strategies

Mastery Learning is an instructional method that presumes that all children can learn if they are provided with the appropriate learning conditions. Specifically, mastery learning is a method whereby students are not allowed to advance to a subsequent learning objective until they demonstrate proficiency in the current one. Mastery learning technique is a strategy of teaching and learning exercise expected to bring all or almost all students to a level of mastery in the learning of any particular subject of choice especially Social Studies. Adepoju (2002) looks at mastery learning as "an innovation in which its various forms are designed towards making learners perform well on an academic task. It typically includes frequent assessment of students' progress, provision of corrective instruction and emphasis on cues, participation, feedback and reinforcements. Also Adeyemi (2007) described mastery learning as a teaching strategy that involves a pre-specified criterion level of performance which students must master in order to complete the instruction and move on. According to him, mastery learning involves frequent assessment of students' progress, it provides corrective instruction and emphasizes on all participation, feedback and reinforcement. The teacher is also required to do task analysis and state the objectives before designating the activities. Mastery Learning Approach (MLA) can help the

teacher to know students' areas of weakness and correct them, thus breaking the cycle of failure. Results from research studies carried out on Mastery Learning Approach (MLA) suggest that Mastery Learning Approach (MLA) yields better retention and transfer of material, yield greater interest and more positive attitude in various subjects, especially social studies than Non-Mastery Learning Approaches (Ngesa, 2002; Wachanga and Gamba, 2004 and Wambugu and Changeigwo, 2007). The basic idea behind mastery learning is to make sure that all or almost all students have learned a particular skill to a pre-established level of mastery before moving on to the next skill.

The process of mastery learning involves a good quality of instruction, the teacher employs the best form of instruction that is suitable for the group and needs to pay attention to each student to ensure he/she is coping; this process leads him/her to know the students that are slow that needs individual attention.

The teacher gives the students corrections or extra assignments to help them attain mastery of the subject matter. It also portends group study where the more knowledgeable is available to help the slow learners. However, a balance must be struck to ensure that the fast learner is not unnecessarily slowed down to his detriment. This group study portends cooperative learning; Tutorial group is another characteristic of learning for mastery. Here, the tutor must not necessarily be the class teacher; it is in fact better handled by someone else.

Also, assignment should be given to students ahead of introducing a subject matter by way of referring them to the relevant portion of the textbooks and other resource materials. They can also be made to do some tasks in work-books where they are available to help their understanding of the subject matter.

Mastery learning curricula generally consist of distinct separate topics which all students begin together. Students who do not satisfactorily complete a topic are given additional instruction until they succeed. Students who do not master the topic early engage in enrichment activities until the entire class can progress together. Mastery Learning includes many elements of successful tutoring. According to Lynn, Douglas and Gerald (2009), mastery learning is an instructional process that provides students with multiple opportunities to demonstrate content mastery. Initial instruction is presented at a fast pace to engage all learners. Students who do not demonstrate mastery are given additional instruction, specifically, designed to correct their misunderstandings. Re-teaching should involve strategies that are different from the original strategies. For example, if the original material was presented in a lecture format with visuals, the re-teaching process might involve hands-on activities and cooperative learning strategies. A re-test is later given to these students to allow them to demonstrate mastery.

Further, the teacher may also need to give frequent reinforcement to some of the student/audiovisual aids and academic games which ensure the learning of a particular idea through illustration and graphic explanation as they are very important instructional strategies of learning for mastery strategy. Other means of reinforcement of Social Studies instruction include the use of film-strips and short motion pictures which can be used by the individual students. Summarily, to instruct for mastery the following guideline are to be followed:

- Clearly state the objectives representing the purpose of the subject
- The curriculum is divided into relatively small learning units, each with modeling, practice, formative evaluation; re-teaching, reinforcement, and summative evaluation included,
- Each unit is preceded by brief diagnostic tests, formative assessments.
- The results of formative tests are used to provide supplementary instruction, or corrective activities to help the learner overcome problems.

Qualities of an Effective Teacher needed for mastery learning

An effective teacher can avoid messages and make decisions to motivate the students and can overcome the pitfalls of excessive authoritarianism and permissiveness. Effectiveness in teaching is much more than just doing things right. The effective teacher touches the lives of students. Effective teacher is the result of three components: ability, personality and knowledge (Anderson, 2004). It is very important as a teacher to develop, to become effective in the work. The main qualities of effective teachers may include:-

- a. Knowledge of learners: This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner's needs.
- b. Dedication to teaching: Dedication refers to love of teaching or passion for the work, which includes commitment to students' success. To a student, this means a teacher should be “always, willing to help and give time”. Effective teachers are dedicative towards their profession.
- c. Engaging students in learning: One of the important feature of effective

teachers is that they always engage students in learning: Researchers talk about three types of engagement that are required for students to learn: cognitive, emotional and behavioral. Great teachers “motivate students to succeed in and out of school (Habib, 2017).

- d. The ability to develop relationships with their students: Teachers need to be able to build trusting relationships with students in order to create a safe, positive and productive learning environment. Effective teachers are “willing to listen to students where there is a problem” (Habib, 2017).

The rationales to enhance teacher effectiveness in mastery learning

To promote improved classroom practice a relationship of trust between the observed teacher and the observer is desirable. The observer needs to be seen as a 'critical friend'. The observer should start by focusing on strong points in a lesson, then point out any less successful elements of a lesson. The criteria for the observation should be clear and feedback should be constructive and positive. The observed teacher should contribute to the discussion and have the opportunity to comment on the observations. Peer observation can often be helpful where teachers take turns to observe each other teaching and give feedback in turn. Feedback should be on observed behaviours that the teacher can change.

1. Teachers should adopt a student-centered approach and lucid teaching objectives, appropriate teaching strategies and resources to promote class interaction and help students to construct knowledge.
2. Teaching should stimulate thinking, develop students' potentials and foster their learning ability. Appropriate attitudes and values are also fostered in the process.
3. Teachers should cater for the needs of different learners, offer suitable feedback and, at the same time, enhance their confidence and interest in learning.
4. Teachers should extend student learning through providing life-wide learning opportunities.
5. Schools should strive for student autonomy in the learning process by encouraging them to actively engage in sharing, collaboration and exploration, thus enabling them to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment.

Strategies for Enhancing Social Studies Teachers' Effectiveness

The Social Studies teacher as a crucial and important factor in the realization of the subject's objectives and goals in the Nigerian schools requires qualitative training and updating of their intellectual bank. This is because Imogie (2010) upholds that quality teaching and learning (of Social Studies) depends on teachers' input, quality and orientations. The quality of Social Studies teacher creates effective teaching and learning scenario for maximal learning outcomes.

1. Quality Teaching

To ensure quality teaching and learning of Social Studies, the teachers in training and serving teachers ought to update their competencies through conferences, seminars and workshops. Trainee Social Studies teachers should be exposed to innovative pedagogies to enable effective teaching. Okobia (2012) argued that teacher factor was strategic in qualitative teaching and implementation of the Social Studies curriculum. The Social Studies teacher quality must be enhanced and improved to enable the teacher adjust to current innovations and dynamic changes in content, pedagogies and resources.

2. Continuous Professional Development:

In view of the dynamic nature of Social Studies curriculum content in incorporating emerging societal issues, Mezieobi (2016) presented that the lacuna of practitioners in the implementation of Social Studies requires continuous professional development to update their professional currency. He called for schools' support in assisting social studies teachers' professional development, maintaining that Social Studies teachers need effective supervision by the experienced teachers, reiterating the need to keep in touch with professional development trends. This approach will enhance quality instruction and learning of Social Studies.

3. Employment of Professionally Trained Social Studies Teachers

The employment of professionally trained social studies teachers will greatly assist in quality teaching, delivery of content and learning. Their expertise will facilitate teaching and learning as found by Akinola (2014). Ikem (2014) who blamed poor performance of students in Social Studies on the employment of non-professionally trained social studies teachers.

4. Publications

Social studies professionals are challenged to publish credible books, journals and periodicals that will uplift the resources and materials used in teaching Social Studies. Okam (2012) and Mezieobi (2013) condemned the publication of Social Studies textbooks by unprofessional experts who do not blend information and data to inject values and skills in learners.

Envisaged Constraints

The following constraints may work against enhancement of teaching effectiveness. They are as follows:

- There are many unprofessionally trained Social Studies lecturers in colleges of education and universities in Nigeria teaching Social Studies;
- The emerging innovative teaching methods are hardly emphasized in teacher preparation;
- The non-recruitment of professionally trained social studies teachers significantly at the upper basic may jeopardize teaching and learning;
- Serving Social Studies teachers scarcely are exposed to conferences, workshops and seminars;

Conclusion

It should be known that effective teaching makes a huge demand on male and female teachers, time and effort. Except one resolutely decides to make teaching of Social Studies effective, there are some major constraints that can act as stumbling blocks, such as the effort, time etc. however, these constraints must be resisted and redirected. One of the ways we can contribute to the development of our nation is to impact Social Studies knowledge and values on the younger generation who are the leaders of tomorrow through mastery learning strategies. Mastery learning strategies will help to propagate Social Studies from generation to generation by helping to promote good values, attitudes, knowledge and skills for the survival of the individual and the nation. Social Studies teachers are the major stakeholders and this must be upheld in all ramifications, especially in teaching.

Recommendations

1. Simulated social skill training should be adopted for achieving teacher effectiveness. Simulated social skill training is a socio-drama related to practice and gives control over teaching variables.
2. Micro-teaching is one of the strategies which can be adopted in order to achieve teacher effectiveness. Micro-teaching provides teachers with a practice or instruction in which the normal complexities of classroom are reduced and in which the teacher gets feedback on performance.
3. Programmed instruction should be adopted in which the students are active and proceed at their own pace and provided with immediate knowledge of results.
4. Interaction analysis technique should be adopted which provides the structure, component and flow of behaviour of classroom activities. Since the results

indicated a strong influence of individualized consideration and intellectual stimulation, professors are strongly encouraged to incorporate these variables into their teaching.

5. Teachers should be creative enough to produce relevant instructional teaching strategies that can be used to enhance their instructional delivery so that behavioural objectives set for instructions can be achieved.

6. Opportunities should be made available by the government in ensuring that teachers are well trained through conferences and seminars in order to keep abreast the effective operation of the strategy.

7. The curriculum should be so designed in such a way that sufficient time is allocated for the individual students to attain mastery of the learning task

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Curriculum Delivery And Security Challenges In Secondary School Education In Nigeria: The Need For Security Skills By Students

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Abstract

This paper assessed curriculum delivery and security challenges in secondary school education in Nigeria, the need for students to acquire security skills. The assessment indicated that secondary school education is mostly affected as a result of security challenge from attackers, bandits and terrorists. Some these challenges are kidnaping, hostage taking, rape, destruction of school property and teachers seeking for transfer. The most affected and hard-hit are secondary school students. They are more academically affected. These challenges have led to closure of schools, reduction in school attendance, obstruction of students' academic activities, students' poor academic performance and closure of schools. Due to these security threats and attacks there is need to provide students with security skills. The paper suggested some skills such as confidence building skill, alertness skill, observation skill and critical thinking skill that will help students to protect themselves before arrival of security operatives for rescues.

Keywords: Security, Security challenge, Curriculum Delivery, Kidnapping and Abduction.

Introduction

In any educational setting security is the major aim and goal to any successful teaching and learning. In this case, school children are expected to acquire education in a peaceful, serene environment that will lead to achievement of educational goals and objectives. As indicated by Bello, Machief and Ajiji (2021), the primary tasks of education for children are transmission and dissemination of knowledge in a peaceful manner and quiet environment. In recent times, millions of school children in Nigeria are caught up in different conflicts that result to security challenges. These children are frequently attacked and most devastated. They are constantly kidnapped and abducted. Teachers are maimed, assassinated and killed. Many schools have totally witnessed high level of abduction, scores of

hostage taking and unnumbered rapes as a result of insecurity. Ngwanna (2014) lamented that increase in unprecedented insecurities in schools have led to different cases and varieties of security challenges especially in secondary schools' environment. Security challenges in Nigerian secondary schools, therefore, have been a big concern to government and stakeholders in education. Government and the stakeholders are more embarrassed and more challenged with the fact that millions of naira have been spent without solutions. According to Ojukwu, and Nwanna (2015), millions of naira have been claimed to have been spent towards improving security challenges in Nigeria but insecurity still persists. In addition, there have been outcries and grievances among the populace that drastic measures have not been put in place by the government to stop the nefarious and clandestine activities of secondary school attackers. They claimed that insecurity in secondary schools continues to flourish and foster unabated. As observed by Oluwabunmi (2021) various governments and stakeholders in education in Nigeria have not shown the capacity or willingness to go after, arrest or prosecute insecurity perpetrators instead, different attacks continue to foster Nigerian secondary schools.

Parents are more discouraged from sending their wards to school. They fear these children may be, attacked and abducted. Parents pay huge ransom to kidnapers that is not easy to get before gaining freedom for their children. Oluwabunmi (2021) complained that no parents want to see their child tortured in the hand of terrorists' and bandits' exploits because of their emotional and psychological attachment to these children. Also, students are more threatened from going to schools. They entertain fear about traumatic experiences they will pass through, if kidnapped. Bello, Machief and Ajiji (2021) lamented that students' perception of their insecurity at school can have significant influence on their behaviour, emotional wellbeing, academic performance and ability to learn. With frequent incidences and monumental security challenges to secondary school education in Nigeria, there is need to proffer solutions. This is possible by educating Nigerian secondary school students particularly with security skills.

Definition of Basic Concepts

For better understanding of this paper, the following basic concepts are defined as indicated below.

Security: Security is seen as a state of safety and protection from danger and harm. Security by its nature is a situation in which individuals gain freedom from danger, anxiety, attack and threat.

Security challenge: Security challenge is seen as a negative condition of threat, fear and uncertainty to life. Security challenge can be regarded as negative feelings which involve threat, fear, and anxiety. It is a powerless response to peace, orderliness and harmony.

Security skill: It is a necessary ability and knowledge possessed by individuals for protection and defense against attacks and threats. It is a technique used by an individual for defense in any condition of unsafety or uncertainty.

Curriculum delivery: Curriculum delivery is a design that indicates how a program is being studied. It is a manner in which a course is being taught in order to meet the needs of different ranges of students. Curriculum delivery is a system in which a course is implemented effectively.

Kidnapping: Kidnapping is a criminal offence which involves forced means of arresting or putting a person into incommunicado against his or her freedom. It is an act of fraud that keeps a person in custody either by force or seizure. Kidnapping is a threat to murder or assassination that may require ransom before release.

Abduction: It can be regarded as dubious or cunning ways of taking an individual into confinement against his or her wish. An individual is abducted either for ransom, enslavement, exploitation or marginalization.

Common Security Challenges to Secondary School Education in Nigeria
Security challenges are regarded as major banes leading ineffective delivery of secondary school curriculum in Nigeria. Some of these challenges are indicated below.

Kidnapping: Kidnapping can be regarded as the most common security challenge to secondary school education. The students are mostly targeted by kidnappers. They are targeted because they are weak, powerless and defenseless at the same time inexperienced to defend themselves. As indicated by Oluwabunmi (2021), most secondary school students are easy and soft targeted because they are defenseless and vulnerable people. Most secondary school students stay in unsecured hostels and unprotected dormitories and they are powerless when they are attacked. Consequences of kidnapping of secondary school students in Nigeria may not be palatable for Nigerian secondary education (Ariya, Omale and Ezeala. 2016).

Hostage taking: Secondary school students are forcibly attacked and taken as exchange for the crime they did not commit. The students out of innocent are exchanged for ransom. Students are taken as products of bargaining and money making. Moneys are collected in return of students' freedom. Students are exchanged for peace in order to settle some scores of disagreement among people. According to Odoh (2010) hostage taking has turned to exchange of innocent

students for ransom and money making, this has become a big challenge to educational development of secondary schools in Nigeria.

Rape: Students from secondary schools are sexually abused and humiliated by attackers. The challenge has led to unprepared marriage, unwanted pregnancy and unexpected children. Ariya, Omale and Ezeala (2016) lamented that rape incidences experienced by secondary school female students have made them to suffer both physical and emotional damages. Stresses and humiliations of rape as well as sexual harassment have caused significant failure and psychological anxiety to secondary education in Nigeria. Tappi and Inusa (2021) emphasized that kidnapping of secondary school female students will continue as a gruesome human abuse and retrogression to female student education.

Destruction of school property: Secondary schools' property are looted, destroyed and later abandoned. These have led to unexpected closure of secondary schools. Windsor (2018) lamented that dozens of school building were bombed and hundreds of classroom were set ablaze by attackers leading to depletion, incapacitation and discontinuation of secondary school education. Destruction of secondary school properties have been a problem especially to continuity of secondary education. The problem has led to disintegration of academic facilities and devastation of school equipment. As observed by Bello, Machief and Sunday (2021), it is cleared that fear of destruction and bombing of secondary schools has remained a concern and challenge to government as many school properties have been destroyed.

Assassination of school teachers: Killing, maiming and kidnapping of secondary school teachers have remain a security threat to secondary school education. Threats to life of secondary school teachers have remained sufficient evidences and intimidation to exodus of teachers to other states. According to Zuhumben., Datit and Tok (2021) security challenges facing secondary schools indicate that teachers will no longer remain in classes because of gruesome murder of their colleagues. Assassination has remained a great challenge which negatively affected continuity of secondary school education in one way or the other.

Effects of Security Challenges on Secondary School Students Education in Nigeria

The following can be regarded as implications and effects of security challenges on secondary education in Nigeria.

Reduction in school attendance: Security challenges in Nigeria secondary schools have led to reduction in school attendance and increase in drop out. Due to loss of confidence in Nigerian security operatives, many parents and guardians have withdrawn their wards from the schools due to fear of being attacked by

kidnappers. This has led to low attendance by students. Zuhumben., Datit and Tok (2021) lamented that fear and trauma and threat of being kidnapped or abducted has become the reasons for secondary school students to run or stay away from the school completely. Parents no longer show interest in sending their children to school due huge ransom being paid to kidnappers. The students too are not intrinsically encouraged going to school, they fear being maimed, raped or killed by attackers.

Obstruction of students` academic activities: Secondary school students could not complete their academic session as a result of insecurity. Secondary schools are forced to close down unnoticed as a result of obstruction of school activities by bandits and kidnappers. Students are not attending to classes, teaching and learning activities are disrupted and examinations are not conducted due to cases of hostage taking and threats from kidnappers. Student's time is wasted because they could not complete the session. Ajiji, Azi and Ajiji (2021) stated that obstruction of students` learning activities by terrorists may have led to disruption in school attendance, poor teaching and learning activities and improper conduct of examination.

Students perform poorly academically: Different attacks by hoodlums on secondary education have undermined academic performance of many secondary school students in Nigeria. The students could not prepare very well for their examinations as a result of security threats before and during examinations. This has led to mass failure in different examinations such as JSSE, WASSCE, NECO and JAMB by these students. As observed by Tappi and Inusa (2021) many secondary school students perform poorly in their academic work not because they do not possess the mental ability to do well but the situation of insecurity jeopardized their efforts to perform.

Teachers seek for transfer: Many secondary school teachers have been forced to flee for their safety to other states due to insecurity situation. Scarcity of teachers due to threat from kidnappers is a challenge to continuity of students' academic activities. The threats have made teachers to seek for transfer from affected schools and zones making it difficult for learner to acquire knowledge. Ajiji, Azi and Ajiji (2021), lamented that due to unexpected death and security threat, great numbers of qualified and professional teachers have migrated or secured transfer to other schools thereby leaving secondary students to suffer. The situation of the security challenges and violence may be sufficient intimidation to cause exodus of teachers and secondary school students to face the consequences. The challenge has led some to flee or resign without any notification.

School closure. Schools are shut down due to notorious attacks being lunched by attackers. The attacks have led to obstruction of school activities, total destruction

of school properties, complete damage of school structures leading to low attendance and total closure of schools. As indicated by Bello, Machief and Sunday (2021) in order to jeopardize government efforts and feel the pain, classes are closed and school equipment are completely destroyed. Adverse effect of damages and destruction of school activities resulted in reoccurring closure of schools. In this manner students could not go to school and the teacher could not assess teaching materials and equipment. These have led to complete shutdown of schools.

Some Security Skills that can be used by Students against Security Challenges

If the trend of insecurity in Nigeria secondary schools is allowed to continue unabated more havocs and severe damages will continue. Therefore, students should be equipped with security skills to protect themselves for continuity of secondary school education. The following skills are therefore suggested.

Gaining confidence skill: This is a skill that makes student to be assertive. The skill can be used by secondary school students in order to make them to be buoyant and fearless under kidnapers' threats. With this skill, students are then taught on how to gain boldness and assurance of gaining freedom. The skill will then help the students to remain strong and resolute with positive expectations before the arrival of security agencies. Gaining confidence entails having focus, planning, preparing and follow up without students endangering themselves.

Alertness skill: This is a skill that be used by students for sustenance of attention from any attack. The skill will make students to be attentive and vigilant to any strange movement from attackers or from any unforeseen attack. They should be trained to be sensitive easily identify any threat and imminent danger within a short time. Students should be given that knowledge, awareness and readiness to perceive bandit attack. The students are enlightened by givingn them that ability and potentials that will motivate them be aware and wary of danger before any recourse. These include given attention, being vigilant and showing awareness of any danger or kidnapping.

Skill of observation: Is the ability of being watchful and visually perceptive. Secondary school students should be trained to be conscious and observant of security threat or danger. They should be provided with skill on how they can make use of their sight to detect unusual movement within school premises. Skill of observation will then provide students that opportunity to rise quick actions and immediate responses by nearby the security officers. The skill should include surveillance, visualization and consciousness.

Skill of communication: This is the ability of individuals to exchange information.

Students should be provided with basic communication skills that will help them to pass meaningful information to others quickly to avoid kidnappers' threats. Communication skill can be passed through verbal and non-verbal means. Through verbal means, students should be able to communicate with friendly tones, simple words, logical phrases and productive sentences. Through non-verbal means, students should be able to communicate with understandable signs and signals. Communication skill will guarantee quick location of kidnapped students or hideout of kidnappers.

Problem solving skill. This is a critical skill of thinking about a problem and at the same time provide immediate solutions. Students should be educated with problem solving ability to solve individual or collective problems under threat of terrorist. They should be trained on how to critically analyze problems which involve analytical thinking that provide immediate and effective solutions. The skill is then used to displace and manipulate terrorists and abductors before any rescue. The skill includes fast thinking that generates alternatives that will provide immediate solution, rescue and protection.

Skill of critical thinking: It entails analytical process of providing solutions to a problem. Critical thinking skill can be used to identify best course of actions that will prevent or deal with danger. Critical thinking skill aids students to be logical in reasoning in their thinking and to with danger. Students are then trained to make right decision or best approach to manipulate or escape from attackers and terrorists. Critical skill can then be used to determine the strengths and weaknesses of attackers and hostage takers. Students should be given that skill to remember events in detail so they can provide solutions. The students are then engaged with emotional intelligent to manipulate and escape from attackers before arrival of security agencies.

Skill of team work: The skill is the ability of a group of people working together to achieve a purposeful goal. Students with the same task can work together and cooperatively relate with one another in the team to escape from kidnapper's threats. Through collaboration and cooperation students are given this skill that will enable them accept usable ideas and listen to each other contributions to solve security challenges. Every student must listen to other members by having a say for every deliberation in order to protect themselves before security operatives' intervention. Team work includes collaboration, cooperation and decision making.

Steps that aid Security Skills Acquisition against Security Challenges

The following are necessary steps that will aid good delivery of security skills to secondary school students.

1. First step is for students to identify the need for security in secondary

schools. They do this by stating the values and importance of security in the schools.

2. For second step, students to identify some security challenges, their implications to secondary school education and the need for solutions.
3. Thirdly, objectives for solutions of security challenges should be identified. The objectives should be well and specifically stated. This will ensure students understanding the purposes of security skills and their importance.
4. The next step is presentation of the security skills to the students. The skills are presented systematically with different methods and related materials.
5. The last step is evaluation of acquired experiences from the presentation. It should entail questions and answers as well as demonstration of the knowledge acquired.

Conclusion

The importance of the acquisition of security skills by students should not be ignored by government and stakeholders. If security skills are well harnessed, it will drastically reduce different security challenges being faced by secondary school students in Nigeria.

Recommendations

In order to educate secondary school students more on security challenges being faced by secondary school education, the following are therefore recommended.

1. Federal and State Ministry of Education should include security skills into curriculum of secondary school education.
2. Secondary school teachers should be informed and abreast on the need to incorporate security skills into secondary school curriculum and its proper delivery.
3. Federal and State Ministry of Education should provide related materials and equipment that will aid inclusion and presentation of security skills in secondary school education.
4. Federal and State Ministry of Education should provide assistance to stakeholders organize conference conferences, seminars and workshops.

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Impact Of Information And Communication Technology Skills For Innovative Teaching/learning Of Senior Secondary Two Physics Students' In Niger State

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Abstract

This paper examined senior secondary two physics students' knowledge of ICT skills. A purposive sampling technique was employed to sample eight hundred and seventy-two respondents who participated in the study out of 1324 targeted population. A self-constructed 18 items questionnaire for the study was trial tested and reliability estimate of 0.85 was obtained by using Cronbach's Alpha method. The study was carried out in 24 randomly selected schools to measure physics students' knowledge of ICT skills for the facet of teaching/learning of senior secondary two physics in Niger State public schools for innovative assessment and students' achievement in the three senatorial zones. Data collected were analyzed using mean scores, percentages and t-test to test the equality of means to address the hypotheses. Findings from this study showed that all the physics students' have knowledge of ICT skills for innovative assessment and achievement in physics but at a low level. Most students' agreed that ICT skills could be best examined through oral test, direct classroom observations, interview, questionnaires, quiz, individual assignment, and practical tests. Results indicated that there is no significant difference in the knowledge of male and female physics students' in teaching/learning ICT skills in Niger State schools. Senior secondary two male physics students' with higher mean of 57.52 significantly have higher knowledge than their female counterparts with a mean of 36.13. It was recommended that more attention should be given to the female physics students' so as to improve on their ICT skills and as well have a high knowledge of ICT skills to enhanced their achievement.

Keywords: Information and Communication Technology (ICT), Achievement, Senior Secondary Two Physics Students' Knowledge.

Introduction

Information and Communication Technology (ICT) is the infrastructure and components that enable modern computing. Although there is no single, universal definition of ICT, the term is generally accepted to mean all devices, networking components, applications and systems that combined, allow people and organizations (businesses, nonprofit agencies, governments and criminal enterprises) to interact in the digital world. Takema (2019) attests that ICT encompasses both the internet-enabled sphere as well as the mobile one powered by wireless networks. It also includes antiquated technologies, such as landline telephones, radio and television broadcast all of which are still widely used today alongside cutting-edge ICT pieces such as artificial intelligence and robotics. ICT is sometimes used synonymously with IT (for information technology); however, ICT is generally used to represent a broader, more comprehensive list of all components related to computer and digital technologies than IT. The list of ICT components is exhaustive, and it continues to grow. Some components, such as computers and telephones, have existed for decades. Others, such as smart phones, digital TVs and robots, are more recent entries. ICT commonly means more than its list of components. It also encompasses the application of all those various components. It's here that the real potential, power and danger of ICT can be found.

ICT is leveraged for economic, societal and interpersonal transactions and interactions. ICT has drastically changed how people work, communicate, learn and live. Moreover, ICT continues to revolutionize all parts of the human experience as first computers and now robots do many of the tasks once handled by humans in developed countries. For example, computers once answered phones and directed calls to the appropriate individuals to respond; now robots not only can answer the calls, but they can often more quickly and efficiently handle callers' requests for services (Rouse and Pratt, 2017). ICT's importance to economic development and business growth has been so monumental, in fact, that it is credited with ushering in what many have labeled the Fourth Industrial Revolution. Rouse and Pratt observed that ICT also underpins broad shifts in society, as individuals are moving from personal, face-to-face interactions to ones in the digital space. This new era is frequently termed the Digital Age. For all its revolutionary aspects, though, ICT capabilities evenly distributed. Simply put, richer countries and richer individuals enjoy more access thus, have a greater ability to seize on the advantages and opportunities powered by ICT. Rouse and Pratt, (2017) affirmed that in the United States and elsewhere, this discrepancy in access to ICT has created the so-called digital divide. The World Bank, numerous

governmental authorities and non-government organizations (NGOs) advocate policies and programs that aim to bridge the digital divide by providing greater access to ICT among those individuals and populations struggling to afford it. These various institutions assert that those without ICT capabilities are left out of the multiple opportunities and benefits that ICT creates and will therefore fall further behind in socio-economic terms.

Rouse and Pratt, (2017) revealed that economic advantages are found both within the ICT market as well as in the larger areas of business and society as a whole. Within the ICT market, the advancement of ICT capabilities has made the development and delivery of various technologies cheaper for ICT vendors and their customers while also providing new market opportunities. For instance, telephone companies that once had to build and maintain miles of telephone lines have shifted to more advanced networking materials and can provide telephone, television and internet services; consumers now enjoy more choices in delivery and price points as a result. For businesses, advances within ICT have brought a slew of cost savings, opportunities and conveniences. They range from highly automated business processes that have cut costs, to the big data revolution where organizations are turning the vast trove of data generated by ICT into insights that drive new products and services, to ICT-enabled transactions such as internet shopping and telemedicine and social media that give customers more choices in how they shop; communicate and interact.

But ICT has also created problems and challenges to organizations and individuals alike as well as to society as a whole. The digitization of data, the expanding use of high-speed internet and the growing global network together have led to new levels of crime, where so-called bad actors can hatch electronically enabled schemes or illegally gain access to systems to steal money, intellectual property or private information or to disrupt systems that control critical infrastructure. Rouse and Pratt, (2017) reported that ICT has also brought automation and robots that displace workers who are unable to transfer their skills to new positions in developed countries. And ICT has allowed more and more people to limit their interactions with others. The computer, which is an important component of ICT, provides powerful tools to inform decision making, improve education policies and practices, and promote lifelong learning. It is generally held that computers can empower teachers and learners, advance change and foster the development of '21st century skills' (Tonui, Kerich and Koross, 2016). There is widespread belief that computer technology can and will empower teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, a

transformation expected to result in increased learning gains for students, creating and allowing opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills.

A study by Ibrahim (2016) to determine school based factors that influence adoption of information and Communication Technology in teaching and learning in secondary schools in Westland's Sub-County, Kenya adopted a descriptive methodology design where by quantitative tools were used to collect data. The target populations of the study was 16 private and 10 public secondary schools, 160 teachers and 16,830 students in Westland's Sub-County. The study used a sample of 8 secondary schools, 23 teachers and 110 students. Questionnaires were used to collect data from teachers and students', Quantitative data was analyzed using descriptive statistics as well as inferential statistics which included Chi Square. The findings found out that adoption of ICT was a major influence on teaching and learning, which was a clear indication that schools appreciated the role of ICT in education. Tonui, Kerich and Koross (2016) revealed that countries like United Nations, USA, UK, and Asia, China, Europe to mention but few are well advanced in the ICT education. These are countries where the normal demonstrations, lecture methods of teaching are no more the best methods of teaching in classroom environment. Tonui, Kerich and Koross, further stressed that with the advancement in the teaching/learning of science in the developed countries with the modern ICT equipment, great ideas and innovations by learners of these countries had brought a lot of development in the said countries. In West African countries like Kenya, Zimbabwe, Ghana, etc., the teaching and learning of sciences with the use of ICT is now taking a lead and these had brought a lot of scientific development and innovation in such countries (Tonui, Kerich and Koross, 2016).

It is pertinent to note that a country like Nigeria is still struggling to introduce the teaching and learning of sciences using Information and Communication Technology (ICT) in Nigerian Basic Education and senior secondary schools which is the grass root of education for the attainment of academic excellence (Ameh, 2009). In this vein the Nigerian Educational Research and Development Council (NERDC) developed the new 9-Year Science Basic Education curriculum with the introduction of the 34-trade skills which Entrepreneurial skills are imbedded where the subject ICT falls in. This is in other to help harness the learners in the acquisition of these entrepreneurial skills, for the development of both the learner and the society at large. This is to say that when the learner acquires such learnt skills in the classroom setting he or she will help contribute

to the development of this nation. Takema (2019) revealed that the issue of Nigerian public schools having ICT equipment is not just limited to purchasing computers and distributing to Public schools, it is beyond mere teaching and learning of computer skills which is one of the ICT equipment. It involves the development of soft-wares in different subjects and creating new innovations for the study of sciences in Nigeria. This can go as far as bringing in foreign investors into business sector and companies which will help trained students right from Basic secondary education and it will create more job opportunities for the students who may not be able to further their academic pursuit to the Senior secondary school up to the tertiary institution after they might have graduated from the Basic education.

Takema further opined that when these students acquired such ICT skills, the Nigerian child at the age of 14 -16 years would have been able to develop a software which will be useful in building the Nigerian industries to a greater level. The student may be able to develop a software in detecting ill health in human body and probably prescribe medicine for cure of such sicknesses and diseases, it will further bring development in the medical field in our country, a student may also be able to develop a software in a film industry, arts and design, and fashion. Without the knowledge of information and communication technology which is now the sole root of teaching and learning of science subject, a student may just know the theoretical aspect of the content learnt in the classroom without having the real practical skills of the said subject (ICT) web development. The problem is with the introduction of these skills into the Nigerian schools starting at the Basic level which is the foundation of education, now that Nigerian students' are still not achieving higher to the said subject ICT, based on the last year results released by the chief examiner WASSEC (2017), most especially in the Public Schools in Niger State. The researcher therefore seeks to find out the impact of information and communication technology skills for innovative teaching/learning of senior secondary two physics students' in Abuja public schools.

The following research questions were raised for the study:

1. What is the level of senior secondary two physics students' knowledge of ICT Skills?
2. What is the extent to which senior secondary two physics students' used ICT Skills in senior secondary schools in Niger State?
3. What is the influence of the knowledge of ICT Skills on gender from senior secondary schools in Niger State?

Two hypotheses were formulated to guide the study

Ho₁: There is no significance difference between male and female senior secondary two physics students' perception of their knowledge of ICT Skills.

Ho₂: There is no significance difference between male and female senior secondary two physics students' knowledge of ICT skills.

Method

This study employed a quantitative approach to identify the level of senior secondary two physics students' knowledge of ICT and teaching of ICT skills emphasized in the teaching/learning to determine the level of ICT skills acquisition among the students; and the level at which the teaching/learning of ICT have impacted on senior secondary two physics students' in Niger State public schools through the use of questionnaires which were 872 in number. The sample consists of senior secondary two physics students from the three senatorial zones in Niger State, Nigeria. A total of 24 schools were randomly selected. Four schools were randomly selected from each senatorial zones in Niger State. Four hundred and eighty-four senior secondary two male physics students and three hundred and eighty-eight senior secondary two female physics students were randomly selected in each of the schools making a total of 872 respondents for the study. The target population were all science students from the 24 schools who were 1324. The questionnaires were administered to the selected teachers from the schools selected for the study. Data collected were analyzed using mean scores, percentages and t-test to test the equality of means of the hypotheses. The questionnaire was divided into two sections. The first section deals with respondents' biography, while in the second section there were 18 items on the availability of infrastructure, availability and accessibility of ICT equipment, teachers' comprehension of ICT skills according to four specific domains; mainly the knowledge, application, preparation and the acquisition. The second part of the instrument aims at eliciting information on the various ICT skills known and probably used by the students. A total of 18 ICT skills were identified to obtain the necessary data. These include basic word processing skills, spreadsheets skills, database skills, electronic presentation skills, web site design skills, e-mail management skills, digital cameras skills, computer network animating diagrams in power point, file management & windows explorer skills, downloading software from the web (knowledge including eBooks) skills, installing computer software onto a computer system, creating a quiz in class on power point using buttons and hyperlinks, videoconferencing skills, computer-related storage devices (knowledge: disks, CDs, USB drives, DVDs, etc.); scanner knowledge, deep web Knowledge (Nagel, 2018). The

items in the questionnaire include questions based on ICT skills understanding, types of ICT skills included in the teaching and learning process in their classrooms. For the schools which were randomly selected, the physics teachers assisted in administering the questionnaires. The content and face validity of the instrument was done by experts from Educational Research Centre and Information Communication and Technology Centre of NERDC. The instrument was further refined with the feedback from these experts and subject Head teachers of senior secondary education schools. A trial-test was conducted to measure all the 18 items using Cronbach's Alpha statistic with a reliability value of 0.85 for five different items that measures the senior secondary two physics students' knowledge on ICT skills for innovative examination that were in the same catchment area of study but not from the selected schools for the main study.

Table 1: The Domains and Number of ICT Skills Item Specification

Domains	Number of Items
Knowledge	6
Application	4
Preparedness	3
Acquisition	5
Total	18

Results

Research Question 1:

What is the level of senior secondary two physics students' knowledge of ICT Skills?

Table 2: Mean and Level of ICT Skills Comprehension Domain

Domains	No. of Item	Mean	Level
Knowledge	6	2.5	Low
Application	4	4.5	High
Preparedness	3	5.0	High
Acquisition	5	3.0	Low
Total	18	3.75	

The results from table 2 show that the senior secondary two physics students had high knowledge level of ICT skills. For the total of 18 items, the mean is 3.75; which depicts normal or average understanding level of ICT skills among the respondents which is the bench mark for decision making, therefore any average that is below the bench mark connotes low understanding, while that which is above the average mean is high and those equal to the bench mark connotes normal understanding. The knowledge and acquisition domains are low with a

mean of 2.5 for 6-items and mean 3.0 for the 5-item questions. The application and the students' preparedness showed a high level with a mean of 4.5 and 5.0 respectively.

Table 3: Frequency and Percentages of ICT Skills Used By Physics Students

Assessment Method	Frequency	Percentage
Individual Assignment	40	15.9
Group Assignment	22	8.8
Focus Group Assignment	23	9.2
Observation	30	12.0
Practical	41	16.3
Quiz	31	12.4
Debate	21	8.4
Written Test	24	9.6
Excursion/Field Trip	6	2.4
Class Presentation	12	4.8
Total	240	99.6

Table 3 shows that the practical use of ICT skills is the most effective method in examining ICT skills among the respondents with 16.3% while individual assignment ranked second. Quiz, observation, written test and Focus group discussion followed sequentially in order of decreasing prevalence. Notable is the fact that there is none of the identified ICT skills method that was not used by at least one respondent.

H₀: There is no significance difference between male and female senior secondary two physics students' perception of their knowledge of ICT Skills.

Table 4: T-Test Analysis on Difference in the Level of Perception of Male and Female Senior Secondary Two Physics Students' Perception of their Knowledge of ICT Skills.

Gender	N	Mean	SD	df	Sig (2-tailed)	t-value
Male	484	57.52	31.47	238	.500	.682
Female	388	36.13	23.04			

From Table 4 the result indicated that the calculated t value is .682 while the table value is given as .500 at 0.05 level of significance and degree of freedom of 238. The decision is that hypothesis1 is accepted since the calculated value of t is higher than the table value, hence there is a significant difference between the mean perceptions of male and female senior secondary two physics students' perception of their knowledge of ICT skills' knowledge of ICT skills.

H₀: There is no significance difference between male and female senior secondary two physics students' knowledge of ICT skills.

Table 5: T-Test Analysis on differences between Male and Female Senior Secondary Two Physics Students' Knowledge of ICT Skills.

Area of Specialization	N	Mean	S.D	df	Sig (2-tailed)	t- value
Male	484	57.52	31.47	238	.002	3.19
Female	388	36.13	23.04			

Results from Table 5 show that the calculated t value is 3.19 while the table value is given as .002 at 0.05 level of significance and degree of freedom of 238. Since the calculated value of t is higher than the table value, hypothesis 2 is rejected meaning there is a significant difference between the male and female senior secondary two physics students' knowledge of ICT skills.

Although the male physics students' significantly have a higher mean of 57.52 knowledge of ICT skills than their female counterparts with a mean of 36.13

Discussion

Based on the results from the study findings show that the senior secondary two physics students' from 24 secondary schools have the ICT skills and ability to achieve high in the teaching and learning process, and also examine same. This result conform with that of Takema (2019) who was of the opinion that the effectiveness of such intervention will depend highly on the comprehension of these skills by the teachers as well as on the strategy used in instilling students with these ICT skills. Findings from this study reveal that the senior secondary two physics students were aware of the importance of ICT skills for their future; as such they consider in learning such skills as important and not as an added burden to the teaching and learning process. This is in agreement with findings of Ameh, (2009) who observe that ICT skills are developed over time, therefore it is considered important for teachers, counselors, and parents to work together to help students acquire these skills. The knowledge and acquisition domains are low with a mean of 2.5 for 6-items and mean 3.0 for the 5-item question. The application and the students' preparedness showed a high level with a mean of 4.5 and 5.0 respectively.

Conclusion

From this study, it is evidence that in spite of the quantum of hard skills normally acquired by graduates, majority of them are unable to secure job owing to their

lack of ICT skills which most organizations expect their employees to clearly demonstrate. This is because 'ICT skills' are skills of innate traits and habits commonly sought for by employers. While hard skills are those skills that are specific to a particular career field or job, ICT skills are those skills and personal traits which may be useful for performing any job, no matter the field of any human endeavours, since every job now demands the acquisition of the ICT skills. Hard skills permit rote learning, while ICT skills are seen as traits that motivates effectiveness or excellent work performance. Hence with the above explanatory importance of ICT skills, students' are aware of its need for their future; as such they consider learning such skills as important and not as an added burden to the teaching and learning process.

Recommendations

Based on the results from this study the following recommendations are made.

- It is recommended that more attention should be given to the female physics students' in other to improve on their ICT skills and as well have a high knowledge of ICT skills to enhanced their achievement.
- Principals/Subjects Heads should monitor teachers in various subjects to make sure the teachers are using the right method of teaching and evaluation of ICT skills in day to day teaching and learning processes.
- Students should be encouraged to learn and practice those ICT skills taught to them by their teachers so that they can apply it in their daily endeavours in life.
- Teachers' should explore the use of these ICT skills at secondary school level.

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Curriculum Delivery In Secondary Schools In The Face Of Security Challenges And The Way Forward.

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Abstract

The research work focuses on curriculum delivery in secondary schools in the face of security challenges and the way forward. A survey research design was adopted for the study. The population consisted of secondary schools in North-East geo-political zone of Nigeria. Purposive sampling technique was used to sample three hundred respondents, fifty from each senior secondary school accessible in urban areas in each zone were reached through the help of their class teachers. Questionnaire was the major instrument for data collection and it was validated by an expert in curriculum studies at Nnamdi Azikiwe University, Awka and expert in measurement and evaluation at Nwafor Orizu College of education, Nsugbe, Anambra State. The mean statistics was used to analyse the data collected. The findings of the study showed that unemployment, poverty, poor governance, inadequate funding of police, poor welfare of security personnel are the causes of insecurity. The paper also discovered that, insecurity has led to high incidence of kidnapping of students for ransome, closure of many secondary schools, created gap in teaching and learning and reduction of number of students in schools. The research work showed that online education through video-conferencing, e-mail, use of whatsapp should be used to complement traditional teaching methods in the face of insecurity challenges. Conclusion and relevant recommendations were made.

Keywords: *Curriculum, Delivery, Secondary, Security, Challenges*

Introduction

Insecurity is the state of being exposed to risk or anxiety. It is unpleasant emotion that is experienced in anticipation of some misfortune. Berland (2005), defines insecurity as the state of fear or anxiety stemming from a concrete or alleged lack of protection. In Nigeria, the challenge is not so much about insecurity of external sources but rather that of internal sources. The internal causes of insecurity in Nigeria are lack of institutional capacity resulting in government failure. Igbuzor (2011) observes that the state of insecurity is greatly a function of government

failure or can be linked to injustice. A situation where the country earns a great deal of revenue through oil sales but fails to use these earnings to meet the needs of its people and to develop infrastructures as well as the economy. It must be pointed out that material inequality and unfairness have increased the level of insecurity in Nigeria. According to Adagba, Ugwu and Eme (2012), unemployment/poverty among Nigerians, especially the youths is a major cause of insecurity and violent crimes in Nigeria. Youth's unemployment have contributed to rising cases of violent crimes in Nigeria.

It must be stressed that the failure of successive administrations to address the problems of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities have increased the level of insecurity in Nigeria. Onuoha (2011) maintains that a large number of Nigeria population are frustrated and have lost hope especially the youths.

However, Achumab, Ighomereho and Edeko (2011), observed that the porous frontiers of the country, where individual movement is untracked has contributed to insecurity in Nigeria. As a result of the porous borders, there is an unchecked inflow of small arms and light weapons into the country which has aided militancy and criminality in Nigeria.

Other causes of insecurity include; weak security system, loss of socio-cultural and communal value system, rural/urban drift, terrorism among others. Weak security system is a major contributory factor of the level of insecurity in Nigeria and this can be attributed to a number of factors which include; inadequate funding of the police and other security agencies, lack of modern equipment, poor welfare of security personnel and inadequate number of security personnel (Achumba, Ighomereho and Akpan 2013). According to Ezeoha (2011), the police population ratio in Nigeria is 1:450 which falls below the standard set by the United Nations. The implications of this is that Nigeria is grossly under policed and this partly explains the inability of the Nigerian police force to effectively combat crime and criminality in the country.

Insecurity in Nigeria has negatively affected curriculum delivery in Nigerian secondary schools. There are high cases of armed robbery, kidnapping and demand for ransom, assassination, repeated invasion, social injustice, rising cost of living and vandalism of private and public property. Kidnapping of students is becoming a fad in the country. For instance, forty two students of Government Science College, Kagara in Niger State were kidnapped from their hostel and a student who tried to escape was shot dead. In April 2014, 272 school girls from Chibok, Borno State were abducted. The insurgents took away the students, majority of who were Christians. According to Uke (2021), abduction of students and their teachers from schools have increased in recent times. In

May 2017, suspected militants abducted six students of Lagos State Model College Igbobi in Epe, Lagos. Also, in 2018, at least 110 schools girls were kidnapped from government Girls Science and Technical School Dapchi, Yobe state. Last December, more than 30 school boys of Government Boys secondary school, Kankara, Kastina State were abducted from their hostel. In early July, 2021, eight students of Bethel Baptist High School, Kaduna were kidnapped. As a result of insecurity in Plateau state arising from the killing of Muslim travelers who were returning from religious functions. Killing of individuals, students in secondary and tertiary institutions have increased in recent times. Many state governments including Benue and Kogi States have withdrawn their students from Jos, Plateau state.

The negative effects of insecurity to curriculum delivery in Nigerian secondary schools are enormous. It has resulted to closure of schools, created serious gaps in teaching and learning, loss of job by teachers, reduction in number of students admitted in schools. According to Bello (2012), education institutions which are seen as pivot of national development has turned out to be a place of fear and threats in many parts of the country. He further said that most educational institutions especially in the Northern part of the country have been closed down for the fears of Boko Haram, while some schools have reduced its admission policy because of the fears of the insurgency; thereby reducing the production of human resources needed for structural development of the country.

The need to introduce online teaching and learning in the face of security challenges need to be stressed. The use of online teaching and learning through video conferencing, WhatsApp, E-mail, video-text, will ensure access to education in the face of insecurity in Nigeria. According to Miks (2020), video-conferencing is an online teaching and learning method that could be holding between two or more participants at different sites or locations. It is a two-way exchange of both live television images and audio signals between two or more sites and three or more individuals. In this video conferencing, such facilities as these are used. They include computer with appropriate software, video cameras, microphone and speakers, as well as telephone lines and other cabling to transmit audio and video signals. Roblyer (2013), posits that this process or device enables a teacher in one location to see, talk and listen to students in one or more remote locations; this possibility of a teacher and his students seeing themselves has been one of the most powerful and attractive attributes of videoconferencing, especially in Distance Education. It thus helps to make the educational transaction at a distance to be virtually identical to a traditional classroom setting. Teaching in such a circumstance will perhaps be easier because concepts and situations can be demonstrated visually. Based on the challenges of using online

teaching and learning methods such as non-access to digital devices and internet by some students, network and internet connection problems, high cost of data, irregular electricity supply among others. Therefore, secondary schools should complement traditional teaching methods (chalk and talk) with online teaching and learning.

To check incessant kidnapping of teachers and students in the school compound, proactive measures must be taken by the school authorities and the government. It is important to note that security management can be significantly aided by the cooperation of local communities where schools are sited. Local security such as hunters and ex-military personnel should be used to secure the school compound especially the hostels. For instance, the University of Jos employed the services of local hunters to secure students hostels. Suleiman (2012), advised that local security outfit in the community should be vigilant of strangers in their localities to ensure that criminals do not have access to their communities. Oluwarotimi (2021), posits that Nigerian government should use computer-based closed circuit television cameras in public places to monitor and record events that take place in a particular location. According to him, the cameras should be recording good quality images and any incident caught on camera should be followed up by the police or other appropriate authority. The use of computer-based circuit television cameras are surveillance technique that aims to prevent crime by increasing the perceived risks of potential offenders in engaging in criminal acts. They can be very effective in maintaining security through criminal incident reduction or post-incident analysis, to provide valuable support to security.

There is also the need to modernize the security agencies with training and re-training, intelligence sharing, use of advanced technology in policing the communities. In addition, staff and students should be security conscious. They should walk in group and avoid isolated environment.

The study was guided by the following research questions:

1. What are the causes of insecurity in Nigerian communities?
2. What are the effects of insecurity in Nigerian secondary schools?
3. How can the secondary school curriculum be delivered in the face of insecurity?
4. What are the measures to check insecurity in Nigerian secondary schools?

Methodology

A survey research design was adopted for study. The population is made up secondary schools in the North-East Geo-Political Zones of Nigeria. According to UNICEF (2021), there is no authentic population figure of public secondary school students in the North-East Geo-political zone of Borno, Adamawa,

Bauchi, Gombe, Taraba and Yobe state due to insecurity caused by Boko Haram insurgency in the area. UNICE statistics shows that there are total of eight hundred and nine secondary schools in the area with about one thousand two hundred students population. Through research assistants, purposive sampling technique was used to sample three hundred respondents, fifty from each senior secondary school accessible in urban areas in each zone were reached through the help of their class teachers. The instrument for data collection is questionnaire which has twenty items designed to elicit information on curriculum delivery in secondary schools in the face of security challenges and the way forward. The instrument was first validated by an expert in curriculum studies at Nnamdi Azikiwe University, Awka, Anambra State and expert in Measurement and Evaluation at Nwafor Orizu College of Education, Nsugbe, Anambra State.

The reliability of the research instrument was determined through measure of internal consistency of the items. The cronbach Alpha was used to establish the internal consistency of 0.80. This measure is high enough for the instrument to be considered reliable. For data analysis, the research questions were analyzed using mean. Any mean of 2.5 and above is said to be high and effective and those below 2.5 are said to be low and ineffective.

Results

The following are the results of the data analysis:

Research Question 1: What are the causes of insecurity in Nigerian communities?

Table 1: Mean rating scores on the causes of insecurity in Nigerian Communities

S/No	ITEMS	MEAN	REMARK
1	Unemployment causes insecurity	3.5	agree
2	Poverty among Nigerians causes insecurity	3.1	Agree
3	Poor governance causes insecurity	3.1	Agree
4	Inadequate funding of police causes insecurity	2.9	Agree
5	Porous borders of the country encourages insecurity	3.1	Agree
6	Poor welfare of security personnel causes insecurity	2.7	Agree

Source: Field survey, 202

The result presented in table 1 shows that items 1-6 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.3, 3.5, 3.1, 2.9, 3.1 and 2.7 which are above the criterion of acceptance fixed at 2.5 and above. It means that unemployment, poverty, poor governance, inadequate funding of police, porous borders and poor welfare of security personnel causes insecurity in Nigerian communities.

Research Question 2: What are the effects of insecurity on Nigerian secondary schools?

Table 2: Mean rating scores on the effects of insecurity in Nigerian secondary schools.

S/No	ITEMS	MEAN	REMARK
7	There are high incidence of kidnapping of students for ransom.	3.5	Agree
8	Repeated invasion of school premises	2.9	Agree
9	There are cases of assassination of teachers and students	3.1	Agree
10	Closure of many secondary schools	3.3	Agree
11	Insecurity has created gap in teaching and learning	2.9	Agree
12	There is reduction in number of students in schools	3.1	Agree

Source: Field survey, 2021

The result presented in table 2 shows that items 7-12 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.5, 2.9, 3.1, 3.3, 2.9 and 3.1 which are above the criterion of acceptance fixed at 2.5 and above. It means that high incidence of kidnapping, repeated invasion of schools, cases of assassination of teachers and students, closure of many secondary schools, gap in teaching and learning, reduction of number of students in schools are some of the effects of insecurity in Nigerian secondary schools.

Research Question 3: How can the secondary school curriculum be delivered in the face of insecurity?

Table 3: Mean rating scores on how secondary school curriculum can be delivered in the face of insecurity.

S/NO	ITEM	MEAN	REMARK
13	The uses of online teaching through video Conferencing	3.5	Agree
14	The use of e-mail for teaching and learning	2.9	Agree
15	The use of WhatsApp for teaching and learning	3.1	Agree
16	Complementing online teaching with Traditional teaching methods	3.1	Agree

Source: Field survey; 2021

The result presented in tables 3 shows that item 13-16 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.5, 2.9, 3.1 and 3.3 which are above the criterion of acceptance fixed at 2.5 and above. It means that the use of online teaching through video conferencing, e-mail, the use of whatsApp, complementing online teaching with traditional teaching methods are ways secondary school curriculum can be delivered in the face of insecurity.

Research Question 4: What are the measures to check insecurity in Nigerian secondary schools?

S/N	ITEMS	X	REMARK
17	Ex-military personnel and community security should be used to secure schools	3.3	Agree
18	The use of computer based closed circuit television cameras in public places	3.5	Agree
19	Staff and students should be security conscious and avoid isolated environment	3.1	Agree
20	Security personnel should be trained in the use of modern technology in policing the community.	3.2	Agree

Discussion of findings

Findings of from research question one shows that unemployment, poverty, poor governance, inadequate funding of police, poor welfare of security personnel causes insecurity in Nigerian communities. These findings are in line with Adagba, Ugwu and Eme (2012) who reported that unemployment, poverty among Nigerians especially the youths have contributed to rising cases of violent crimes in Nigeria. Findings from research question two shows that the effects of insecurity on Nigerian secondary schools include kidnapping of students for ransom, repeated invasion of schools, cases of assassination of teachers and students, closure of schools, gap in teaching and learning, reduction of number of students in schools. These findings are in agreement with Uke (2021). He observed that the abduction of students and their teachers from their schools have increased in recent times. Bello (2012); posited that most educational institutions especially in the Northern part of the country have been closed down for the fears of Boko Haram, while some schools have reduced its admission policy. From research question three secondary school curriculum can be delivered in the face of insecurity through the use of online teaching such as video conferencing, the use of e-mail, whatsapp, complementing online teaching with the traditional teaching methods. These findings are in line with Miks (2020), who advocated the use of video-conferencing for teaching and learning as a measure to bridge the gaps in knowledge created by insecurity that resulted in closing down of many secondary schools in North East geo-political zone of Nigeria. Findings from question four shows that the measures to check insecurity include; the use of ex-military personnel, use of computer based closed circuit television cameras in public places, staff and students being conscious of their security and avoid isolated environment and the security personnel trained and re-trained in the use of modern technology in policing the community. These findings are in

agreement with Oluwarotimi (2021), who posited that Nigerian government should use computer based circuit television cameras in public places to monitor and record events that take place in a particular location.

Conclusion

Insecurity has remained a stumbling block to effective and efficient curriculum delivery in secondary schools in the North- East zone. It has resulted to deaths of students, teachers and closure of schools. To arrest the ugly situation, staff and students should be security conscious and avoid isolated environment, security personnel should be trained in the use of modern technology in policing the community and online learning should be made accessible to teachers and students within and outside the school environment

Recommendations

Based on the issues highlighted above, the following recommendations are hereby made:

1. Government should provide the necessary infrastructural facilities and resources in schools for effective online teaching.
2. Teachers should be trained and re-trained on the use of internet facilities for teaching and learning.
3. Ex-military personnel and community security should be used to secure schools in the community.
4. The use of computer based closed circuit television cameras to monitor crimes in schools and other public places.
5. Staff and students should be security conscious and avoid isolated environment.
6. Security personnel should be trained in the use of modern technology in policing the community.

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Impact Of Insecurity On Curriculum Delivery In Senior Secondary Schools In Damaturu Education Zone, Yobe State, Nigeria

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Abstract

This paper assessed the impact of insecurity on curriculum delivery in senior secondary schools in Damaturu Education Zone, Yobe State, Nigeria. It used two objectives and two research questions. Descriptive survey design was employed with the total population of 14,762 teachers and students from the Zone. The sample was 378 teachers and students. The instrument used for data collection was questionnaire using two points of Agreed (A) and Disagreed (DA). It was designed in closed ended form with a total of 10 items. The instrument was validated, pilot tested and analyzed using Cronbach Alpha formula and found to be reliable with 0.76 reliability coefficient. Data collected were subjected to descriptive analysis, where the researchers employed frequency count and simple percentage. The findings of the study revealed that, insecurity has impact on curriculum contents coverage in senior secondary schools in Damaturu Education Zone because of school closure, trauma to the students and teachers as well as difficulties in term of frequent lesson delivery; and large class size. The study recommended that; effort should be made to ensure all curricula contents are covered, this can be done through the use of participatory approaches that can heal a traumatized student, establishment of temporary learning space as well as frequent teacher training on participatory approaches. Government, non-governmental organizations, philanthropies, community leaders among other societal members should do everything possible to build more classes to minimize overcrowdings.

Introduction

Education has become an issue of necessity in Nigeria and the world at large. That is why the Federal Republic of Nigeria (2014), in the National Policy on Education section 1 sub-section (5) paragraph (e) stated that; one of the main

goals of education in Nigeria is to have a land full of bright opportunities for all citizens. This means, through education all citizens are bound to be educated irrespective of their status or any human physical challenges. This necessitated the introduction of universal and free basic education in Nigeria in the year 1999, with a view to provide free basic education to all citizens and subsequently be enrolled into senior secondary school which serves as a ladder to tertiary education. Despite the relevance of basic and secondary education in human development and nation building, insecurity across the nation and Yobe and Damaturu education zone inclusive, has affected school activities including curriculum delivery. The Vanguard Newspaper of September 28, 2013 reported that, there were series cases of bombing, kidnapping of students and burning of schools in Yobe State which include; killing of 43 secondary school students in Buni-Yadi, Yobe State and kidnapping of 100 Bako schoolgirls from GGSTC, Dapchi among other acts of insecurity. Campbell, (2008) also noted that the threat of insecurity will constitute negative reinforcement due to the obvious fact that teaching and learning cannot occur successfully in an environment characterized by threat.

Insecurity in schools seems to create problems, ranging from closure of schools, failure in contents coverage, merging and hosting group of schools in the same compound which caused class overcrowding as in the case of Government Secondary School Damaturu and Government Girls College Damaturu, and problem of contents assimilation by the students among other challenges. The empirical finding in a research conducted by Ojukwu (2017), on the effect of insecurity of school environment on the academic performance of secondary school students in Imo State showed that; as a result of perceived insecurity of the school environment students are afraid and feel insecure in the school, sometimes skipped school, missed certain lessons which affects contents coverage, contents assimilation and their examinations. However, students opined that they perform better when they did not miss school and that they pay better attention when they feel secure and perform better when they perceive a better, safe and secure school environment. Also students lose interest in school and academic activities as a result of perceived insecurity of the school environment, they also practice truancy and some boys leave school and take up trading while girls dropout and get married. Ayeni and Olowe (2016), carried out a study on the implication of large class size in the teaching and learning of business education in tertiary institution in Ekiti State. The study found that: large class size leads to poor classroom management, ineffective students'

control, poor planning and assessment and increase strain on teachers. Also, the respondents agreed that, student's ability will not be known by teachers in a large class. Large class size encourages disruptive behaviour, frustrates the teachers' effort and affect teachers' health. These responses indicate that there are negative implications of large class size on effective teaching of Business Education in tertiary institutions; large class is an avenue for students to interact instead of learning and information from the teacher will not be properly disseminated. Also there is a high case of examination failure in large class. The study revealed that interference from unserious students affects learning in a large class. The respondents further indicated that there is no motivation to attend classes in a large class. There is opportunity for them to exhibit unruly behaviour due to inability of teacher to control students effectively. The study also revealed that facilities to enhance learning are not available in a large class. Large class encourages regular lateness for lectures and students are less attentive in large class sizes. These responses indicated that there are negative implications of large class size on effective learning of Business Education in tertiary institutions in Ekiti State.

It is based on the foregoing scenario that the researchers motivated to examine the impact of insecurity on curriculum delivery in senior secondary schools in Damaturu Education Zone, Yobe State, Nigeria. Basically, a school is expected to be conducive and fully secured to enable the teachers as key curriculum implementers deliver the curriculum contents effectively which will result to contents assimilation by the students. However, in Yobe state and Damaturu education zone in particular, the schools are saddled with problems of insecurity such as killing of 43 secondary school students in Buni-Yadi, Yobe State and kidnapping of 100 Bako schoolgirls from GGSTC, Dapchi among other acts of insecurity (Vanguard, 2013). These therefore seem to cause problem in the areas and may likely affect coverage of curriculum content by teachers and students. It is on this note that the researchers seek to examine the impact of insecurity on curriculum content coverage and also the impact of large class size occasioned by insecurity on curriculum delivery in senior secondary schools Damaturu Education Zone, Yobe State, Nigeria.

The objectives of the study are to:

assess the impact of insecurity on curriculum contents coverage in senior secondary schools in Damaturu Education Zone; and
ascertain the impact of large class size caused by insecurity on curriculum delivery in Damaturu Education Zone.

The following are the guided research questions:

How does insecurity impact curriculum contents coverage in senior secondary schools in Damaturu Education Zone?

What impact does large class size caused by insecurity have on curriculum delivery in Damaturu Education Zone?

Method

The study employed descriptive survey design for the study. This design was employed by the researchers because; it is the most appropriate for collecting data on occurring issues/problems in the society. This is based on the submission of Sambo (2005), who asserted that, descriptive research design is used when the population of interest in a study cannot be accessed in totality. The population of the study consists of 14,762 teachers and students of Damaturu Education Zone in Yobe State. The sample size for this study was 378 teachers and students, which was determined based on the recommendation of Sample Size Scale preferred by Research Advisers (2006). The instrument used for data collection was questionnaire using two point scales of: Agreed (A) and Disagreed (DA). It was designed in closed ended form with ten items. The instrument was validated, pilot tested and analyzed using Cronbach Alpha formula and found reliable at 0.76 reliability coefficient. The data collected were subjected to descriptive analysis, where the researchers employed frequency count and simple percentage.

Result

In order to answer the research questions descriptive statistical analysis was used, thus, frequency and simple percentage employed.

Research Question One: How does insecurity impact on curriculum contents coverage in senior secondary schools in Damaturu Education Zone?

Table 1: Impact of insecurity on curriculum contents coverage in senior secondary schools in Damaturu Education Zone.

S/N	Items	A	DA
1	Due to insecurity, teachers find it difficult to deliver their lessons as it is on the school time table	329 (87%)	49 (13%)
2	Trauma caused by insecurity used to hinder students ? contents assimilation	351 (93%)	27 (7.0%)
3	Sometimes schools are closed temporarily based on security reports, thus, affecting contents coverage	377 (99.7%)	1 (0.3%)
4	Despite the E -learning lessons taking place as a result school closure for security reasons; some of the subjects? contents used to be left uncovered	327 (87%)	51 (13%)
5	Lessons? activities used to be crippled when schools are closed for security reasons	267 (71%)	111 (29%)

Key: A =Agreed, DA =Disagreed,

The responses presented on table one revealed that the respondents agreed as follows: teachers find it difficult to deliver their lessons as it is on the school time table as result of insecurity; and trauma caused by insecurity used to hinder students' contents assimilation. They also agreed that, sometimes schools are closed temporarily based on security reports, thus, affecting contents coverage; contents used to be left uncovered despite the e-learning lessons and lessons' activities used to be crippled when schools are closed for security reasons. This however disclosed that; insecurity has impact on curriculum contents coverage in senior secondary schools in Damaturu Education Zone.

Research Question Two: What impact does large class size caused by insecurity have on curriculum delivery in Damaturu Education Zone?

Table 2: Impact of large class size caused by insecurity on curriculum delivery in Damaturu Education Zone

S/N	Items	A	DA
1	Large class size caused by insecurity leads to students' passiveness ?	372 (98%)	6 (2%)
2	Large class size caused by insecurity give birth to poor class control and management	356 (94%)	22 (6%)
3	Large class size caused by insecurity brings about poor attention to students with special needs	299 (79%)	79 (21%)
4	It is difficult to formatively assess individual student's activity because of the large class size caused by insecurity	304 (80%)	74 (20%)
5	Lack of classroom conduciveness caused by insecurity disrupt lesson delivery	341 (90%)	37 (10%)

Key: A =Agreed, DA =Disagreed,

The responses presented on table two revealed that the respondents agreed as follows: large class size caused by insecurity leads to students' passiveness; and the large class size caused by insecurity give birth to poor class control and management. They also agreed that, the large class size caused by insecurity brings about poor attention to students with special needs; it is difficult to formatively assess individual student's activity because of the large class size caused by insecurity; and lack of classroom conduciveness caused by insecurity disrupt lesson delivery. Hence, the finding show that; large class size caused by insecurity has impact on curriculum delivery in Damaturu Education Zone.

Discussion

The result on table one revealed that, teachers find it difficult to deliver their lessons the way it is on the school time table as a result of insecurity, because students may not be in school or school may be closed for some period; trauma

caused by insecurity also hinders students' contents assimilation, because the students may not be paying attention especially if there had been a recent insecurity threat. They also agreed that, sometimes schools are closed temporarily based on security reports, thus, affecting contents coverage; contents used to be left uncovered despite the e-learning lessons, and lessons' activities used to be crippled when schools are closed for security reasons. The finding of this study is in conformity with the finding of Ojukwu (2017) which showed that; as a result of perceived insecurity of the school environment students are afraid and feel insecure in the school, they sometimes skip school, miss certain lessons which affects contents coverage, contents assimilation and their examinations. Students opined that they perform better when they do not miss school and that they pay better attention when they feel secure and perform better when they perceive a better, safe and secure school environment. They however lose interest in school and academic activities as a result of perceived insecurity of the school environment; they also play truants and some boys leave school and take up trading while girls drop out and get married.

From table two, large class size caused by insecurity leads to students' passiveness; and leads to poor class control and management. The respondents also agreed that large class size caused by insecurity brings about poor attention to students with special needs; it is difficult to formatively assess individual student's activity, the classroom environment is not conducive. This finding is in agreement with the findings of Ayeni and Olowe (2016), who found that: large class size leads to poor classroom management, ineffective students' control, poor planning and assessment and increase strain on teachers. Also, the respondents agreed that, student's ability will not be known by teachers in a large class. Large class size encourages disruptive behaviour, frustrates the teachers' effort and affects teachers' health. Also there is usually a high rate of examination failure in large class. The study revealed that interference from unserious students affects learning in a large class. The respondents further indicated that there is no motivation to attend classes in a large class. There is opportunity for students to exhibit unruly behaviour due to the inability of teacher to control students effectively. The study also revealed that facilities to enhance learning are not enough in a large class. Large class encourages regular lateness for both teachers and students; and students in a large class are less attentive and easily distracted.

Conclusion

Based on the research findings, the researchers concluded that insecurity has a lot

of impact on curriculum contents coverage; and the large class size caused by insecurity has impact on curriculum delivery in Damaturu Education Zone of Yobe State, Nigeria.

Recommendations

Based on the research findings, it was recommended as follows:

effort should be made to ensure all curricula contents are covered, this can be done through the use of participatory approaches that can heal a traumatized student;

establishment of temporary learning spaces in case of school closure for security reasons can help to reduce missed classes;

frequent re-training of teachers on participatory approaches will be useful; and government, non-governmental organizations, philanthropies, community leaders among other societal members should do everything possible to build more classes in the hosting schools in order to minimize overcrowdings in classes for better curriculum delivery

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Effective Curriculum Delivery In Basic Education: A Panacea To Curtail Security Challenges For A Sustainable Democracy In The 21st Century In Nigeria.

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Abstract

The paper examined effective curriculum delivery of security education in Basic Education as a means of curtailing security challenges in Nigeria. The paper revealed that security education can make a lot of contribution not just to avoid violent conflict but producing a culture of safety and peace characterized by respect for the dignity of human person, as well as respect for life and human rights. Insecurity in Nigeria has caused unstable development challenges leading to endemic penury, high rate of unemployment and low industrial output among others. It is considered and advanced in this paper that deliberate effective security education be taught at the Basic Education in Nigerian schools beyond mere elements of security as a theme as it is seen in the Religion & National Values Curriculum which is the National Curriculum. The paper therefore concludes that the nation's educational system should consider giving security education a priority from the Basic Education to the senior secondary school levels, also recommendations were provided for consideration.

Keywords: *Basic Education, Curriculum delivery, Security Education, challenges, sustainable democracy.*

Introduction

One of the major challenges confronting Nigeria is the deteriorating security situation which is very worrisome to every Nigerian citizen. However, it has become obvious from the foregoing that Nigeria has witnessed unprecedented high level of insecurity ranging from banditry, kidnapping, terrorism and insurgency. According to Abubakar, (2011) insecurity in Nigeria has caused developmental challenges such as high rate of unemployment, inured corruption,

inadequate physical and social infrastructure as well as large domestic debt. These problems have posed severe threats to socio economic development in the country in that it stifles business economic activities and discourages local and foreign investors, (Ewetan, 2013). In the present times, many factors which have been allowed to operate regularly within the societal frameworks of Nigeria are all dragging or rather tending the society towards a situation of social disorder and national insecurity. Some of these negative forces which impinge on religious bigotry, ethnicity, educational imbalance, class feeling and competition, have persisted in Nigeria to the extent of producing in the young insanity, stupidity, economic and political injustice and ruthlessness (Okam,2015). Nigeria has become so intolerably tensed, so charged with hatred, so filled with misfortune and despair that most people have lost their power of balanced judgment, which is needed for getting away from the slough in which her populace is staggering (Okam & Chukwu,2015). In the circumstances of these predicaments and security challenges, the trend in Nigeria is so painful that many of the best minds in the country are seized with despair because the society is characterized by displays of disharmony in various political and social frameworks. These societies are also menaced by problems of uncertainties and instability which not only wedged them away from each other but which equally militate against the socio-economic advancement of the country as a whole. Thus, Nigeria is plagued by multi-dimensional problems: problems which are antithetical to peace; problems of socio-economic imbalance; problems of instability and inequality. Nigeria, as a nation is besieged with the menace of insecurity in the recent past; there has been an upsurge of criminal activities such as kidnapping, reigning cases of broad day-light robberies, hired assassinations, politically sponsored killings, looting of government treasuries by those in government, fraudulent banking activities and so on. All these have contributed to the security problems being witnessed in Nigeria. The country has witnessed several security challenges including political upheavals, ethnic religious and allied social conflicts, economic problems and military coup which seriously frustrated the development of democratic values and institutions. An orderly and popular change of government has been an enigma in Nigeria. The seed of ethnicity that was sown and nurtured by the British imperial administration and in union with the coercive, authoritarian, and anti-democratic administrative style imbibed and adopted by the elite at independence constituted the greatest set back to the development of the ideals of the liberal western democratic cultures in Nigeria (Otite, 2018).

Effects of Insecurity to the development Of Nigeria

One of the major challenges confronting Nigeria is the deteriorating security situation which is worrisome to every citizen. It becomes obvious that Nigeria has witnessed unprecedented high level of insecurity ranging from bandits, herdsmen, kidnapping, terrorists attack and insurgency. According to Abubakar, (2011) insecurity in Nigeria has caused developmental challenges such as high rate of unemployment, inured corruption, inadequate physical and social infrastructure as well as large domestic debts. These problems have posed severe threats to socio-economic development in Nigeria. Again, the insecurity situation in the country has stifles business and economic actives and discourages local and foreign investors. Nigerian nation is formally a democratic polity. Alemika (2017) reflects that the government and the people in society engage in anti-democratic actions, thereby promoting lawlessness, public disorder and other forms of security challenges. In this context, the public or the society has generally displayed and operated under contradictory expectations as well as gross deficit in capacity relative to the challenges of peace, order and national integration maintenance and sustenance in Nigeria. Alemika (2017) further stressed that the reluctance of government to recognize, promote and protect a prevalence of institutions which are typical of democratic societies has subjected the Nigerian polity into becoming a victim of the vicious circle which emanates from a relegation of the rule of law to the background apart from a number of challenges and ugly circumstances which are antithetical to the maintenance and sustenance of democracy in the country. In essence, governments have largely relegated to the background a number of principles and functions which bear on the maintenance of the profile of democratic citizenship principles and national integration to the detriment of the larger Nigerian society as follows:

- a. recognition and protection of inherent dignity and equal worth of all citizens;
- b. the rights and empowerment of all citizens to participate in the economic affairs of their country to the full extent of their ability and capacity;
- c. equal opportunity of access to the resources of society by all citizens;
- d. fair distribution of resources of society, reflecting an optional balance between the virtues of merit or desert and care;
- e. recognition and protection of civic, political, social and economic rights of all citizens on equal basis, without discrimination;
- f. minimum inequality in the distribution of valuable goods, services, statues and honours among citizens;
- g. relations among citizens, between groups, and between citizens that

- government is governed by laws enacted by either citizens or by their representatives elected through a free and fair electoral process;
- h. governments are constituted through periodic fair and free elections and mandated to hold and exercise power to further the interests of the equality of the citizens.

Ideally, the various governments in Nigeria, right from the era of independence in 1960, are expected to promote and respect the forgoing norms and practices in the interest of individuals including youths and social groups for the purpose of national integration, sustainability and development. In other words, governments are expected to institute mechanisms and devices which are designed to check against individuals or groups and rulers that seek to understand or subvert the mentioned norms and practices. However, Zakari, (2019) noted that the groups that are likely to subvert these democratic norms and principles are more often the same people that constitute the government and which also control the mechanisms and devices by which these norms and practices are promoted and protected. These developments have often engendered dilemmas and social upheavals for the Nigerian populace generally, as the issues and problems they create also generate anti-social and anti-democratic activities from individuals, youths or groups who constitute themselves as threats to the security and public order. These social ills and predicaments have been largely responsible for ushering youths' restiveness which has lingered in this country since independence in 1960. However, it is worth underscoring that the post-independence era has not justified the optimism that many had about independent Nigeria largely because the decay that has become characterized of the Nigerian state has had deleterious effects on the youths who constitute productive segment of the Nigerian population. It is also pertinent to emphasize that as youth constitute about 60% of the nation's population, it will be clearly manifested that when they get enmeshed in social crisis they constitute the reflection of the crisis including social insecurity, afflicting the entire nation. As the youth constitutes the vanguard for political, social, economic, technological, scientific and sporting progress of any society, Nigerian youths face peculiar challenges because of the low-level of development and the absence of true or genuine democracy. Thus, Nigerian youths are particularly challenged by the high level of corruption, weak political leadership, and the democratic decay induced by several years of military rule. In the context of her nationhood, Nigeria is relatively young nation with convoluted challenges that are continually replicated in the struggles of her youth; these challenges and struggles have

greatly limited the capacity and facility of the Nigerian youth to effectively contribute to nation-building and national integration as well as compete in the globalization of the economy of the world.

Thus, as Nigeria sinks deeper into the crises of underdevelopment, it carries the youth with attendant restiveness and misdemeanors which characterize a very large proportion of their behaviours. Tunde (2012) considers that the state of the Nigerian youth today is the barometer with which one can measure the nation's socio-political climate. The energy and activism characteristic of youth are being channeled towards counter-productive directions which seriously impinge on youth restiveness and misdemeanors. These social maladies include a variety of security challenges and criminal activities such as violence, fraud, drug-abuse, cultism, examination malpractice, embezzlement, opportunism and gangsterism. Unfortunately, these anti-social behaviours become understandable when one recognizes that the Nigeria democratic governance largely prepares the ground for the incidence of a variety of criminal activities by the youth; for example, opportunities for jobs are hardly available, and many adults live a life of example that are reflective of social degeneracy (Tunde, 2012). If the nation's youth constitute about 60% of the population, it also shows that being the most productive; they constitute the bulk of the unemployed. Clearly, therefore, the economic crises of the last one or two decades has taken a huge toll on the youth population in Nigeria as observed in 21st century.

The Role of Security Education in Basic Education to Curtail Security Challenges in Nigeria.

Education has been recognized as a process of imparting knowledge, skills and attitudes to the learners. This could take place in varying school levels like the Basic and the Senior Secondary education respectively with the purpose of ensuring total development of the learners. It involves the exposure of the learners to a system of relevant ideas, skills and habits that could refine them for their future roles, Ukpong (2019). On the hand, the term security has undergone fundamental changes in the last two decades. Thus, security has been defined as the condition or feeling of safety from harm or danger, protection and preservation of core values and the absence of threats to acquire values, (David, 2006). From the foregoing, security education is the process of exposing learners to the body of knowledge, values, skills, and experiences included in the concepts of security which are necessary for the citizens to achieve comprehensive security. Security education is a critical factor for sustainable national

development. Since curriculum has to do with lessons and academic contents taught in schools, when security education is a stand-alone subject in the National Curriculum and is properly implemented or taught from the Basic to the Senior Secondary levels of education, it will help to create the enabling environment for sustainable peace. More importantly, security education can make a lot of contribution not just to avoiding violent conflict but in producing a culture of safety and peace characterized by respect for the dignity of human person, respect for life, liberty, justice, solidarity, tolerance and human rights. The security of life and property has been recognized by scholars and citizens as the primary condition for progress and development of the society, (Igbuzor, 2011). Researchers are of the opinion that when learners from the Basic to the Senior Secondary levels of education are properly taught security education it will create security awareness to students.

The intrinsic relationship between “curriculum delivery in Basic Education”, “education process and democratic governance” examined in the context of nation-building for sustainable development in Nigeria, shows a positive recognition of the place of basic education as an instrument for social responsibility and social reconstruction. This recognition centred on a concern the acknowledgement and awareness of the social responsibility of education, in the context of promoting peaceful coexistence and the problems of living together are examined. Zakari, endorsed that basic education delivered through requisite curriculum will engender the development in the individual of a number of expected dividends of democracy such as self-confidence and initiative, power of imagination and resourcefulness, a desire for continued learning and knowledge acquisition appreciation for the dignity of man, a sense of respect and tolerance for the opinions of others and social attitudes and values such as cooperation, integrity, trustworthiness diligence and obedience. Zakari (2019) saw basic education and democracy as part of the same process of growth. He reflected that the new responsibility of education for democracy has fallen heavily on the school. He saw the basic problem of education as impinging on how school could be employed in providing a distinct curriculum for each individual that would meet both personal and social goals. He suggested that education that should be employed for a purpose of selecting subjects to be reflected in the curriculum of schools. He endorsed that subjects should be in the curriculum only if they had immediate value for the present needs and growth of a student considered in relationship to the needs and growth of the society where he or she would be expected to function as a productive citizen. It is to this intent that civic education was introduced.

The democratizing function of civics education, according to Salisu, (2019), demands that the schools, as social institutions should be concerned about a consideration of what constitutes a good life in a good society. He endorsed that schools in a socio-political system must enable learners develop a philosophy of life and a social outlook through genuine educative participation. The societal aspirations and values that are implicit in the ideals intrinsic in democracy demand that citizens must necessarily embrace the democratizing function of basic education if we are to acquire and embrace them. These social aspiration and values constitute vital ingredients which are highly indispensable for the growth, stability and sustenance of any socio-political system. Okam, (2017) reflects that any socio-political system that aspires to democratic ideals must employ democratic means if such ideals are to become a reality. He emphasizes that these democratic means will largely derive from curriculum delivery which must be based on the methods that are designed to influence and direct citizens' attitudes, feelings and emotions so as to enable them acquire better understanding good citizenship. Okam (2017) held that a democracy requires a citizenry that is committed to and capable of reflective thinking in addressing and solving pervasive security challenges, issues and problems.

Dewey (1952) endorsed that a curriculum which acknowledges the social responsibilities of education must present situations where problems relevant to the issues and problems of living together are solved. Dewey expatiated further that these social responsibilities call for the execution of a number of goals and dividends which could only be achieved through basic education for the advancement and enhancement of societies which are operated by way of democratic governance. He reflects that the assets intrinsic in this curriculum delivery in a given school setting should emphasize the following: (a) relating the curriculum to life; (b) re-synthesizing and re-humanizing the curriculum for a search for new knowledge and curriculum structures; (c) a commitment to a variety of attempts at developing interdisciplinary courses, all geared to addressing and bringing-about solutions to socio-economic and socio-political problems; (d) a commitment to personal-social problem-approach to curriculum planning and development; (e) inquiry and knowledge production for social problem-solving, (f) reflective thinking tailored in the context of socio-economic problems, (g) exhibition of intellectual productivity; (j) 'relating learning to real life situations and problems'; and (k) pursuit of education tailored at closure of the gap between curriculum delivery and development and social needs and interests.

Effective Curriculum Delivery in Basic Education as an alternative way of confronting Security Challenges for sustainable democracy in the 21st Century n Nigeria.

The main philosophy behind the teaching and learning of security education in schools, according to the Federal Republic Nigeria (FRN, 2014), is the production of effective citizens and for forging a cohesive society that will support nation-building, national development and sustainability. An acquisition of the tenets and norms of effective citizenship by learners or students in various schools settings has to be mastered and cultivated through relevant curriculum programmes and processes intrinsic in classroom instructions in Basic Education. The policy endorses that instruction in the Basic Education Curriculum be governed not only by the principles of immediacy and utility but also channeled to a major purpose of enabling young learners acquire desirable attitudes and attributes characteristic of effective citizens who are expected to function within the framework of a democratic society. This philosophy emphasizes that classroom dispensation of a variety of curriculum perspectives may not only lay solid foundation for a perpetuation of democratic principles and a just society but may also positively influence a fashioning-out of youths and students alike who are expected to be acutely aware of the characteristics of a democracy and be committed to its ideals. The emergence of basic education in Nigeria is aimed at a mobilization of youths, students and young learners for the purpose of helping them cultivate an awareness and understanding that would transform them into citizens with skills, attitudes, competencies, moral values and reasoned judgment to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian Society (UBEC, 2014). The introduction and teaching of Security education as part of basic education in Nigeria is meant to assist schools and colleges groom and produce patriotic Nigerians as demanded by the National Policy on Education. The subject is not only designed to contribute a major quota in the social education of the young but is also required to play a significant role in their growth and provide them with insight into these values and processes through which, people live, work and play together.

Conclusion

The paper has attempted to look at what effective curriculum delivery in Basic Education is all about; also major security challenges in Nigeria were as well highlighted. Based on this, it becomes obvious that insecurity crisis in Nigeria including kidnapping, armed robbery, banditry and insurgency are associated to

numerous factors like high rate of unemployment, corruption, and lack of patriotism among some leaders in the position of authority, as well as ineffective curriculum delivery of security education at the Basic Education level. In order to achieve a degree of peace, stability and development in the country, the paper suggested that security education curriculum be taught at the well taught at the Basic Education Level. This is because security education can make a lot of contribution not just to avoid violent conflict but in producing a culture of safety, peace and respect for human dignity.

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