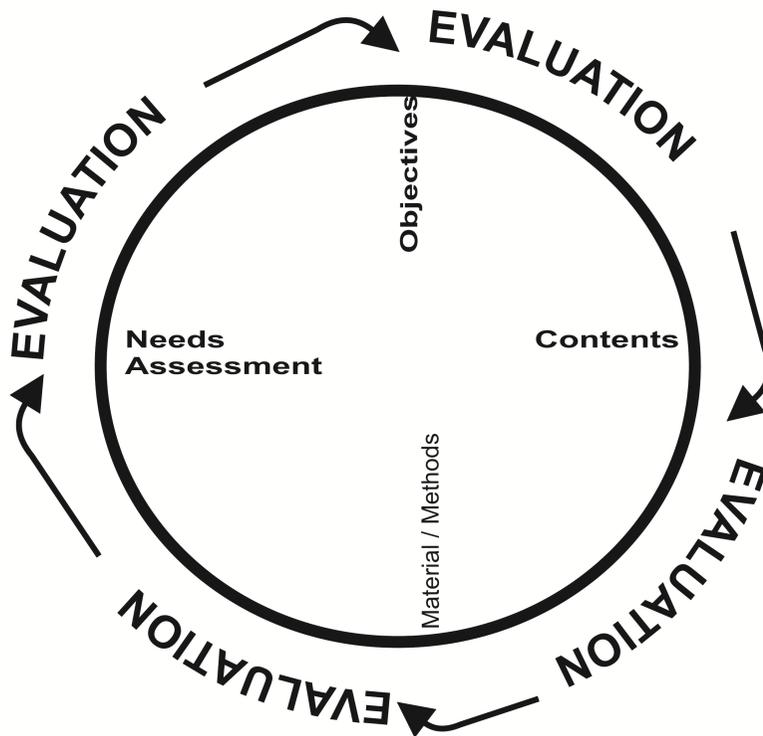


Nigerian Journal *Of* **Curriculum Studies**

Vol. 29 No.2

2022



Journal of Curriculum Organization of Nigeria (CON)

ISSN: 0189-9465



NIGERIAN JOURNAL OF CURRICULUM STUDIES
EDITORIAL BOARD (ISSN 0189 - 9465)

Editor

Professor Uchenna Nzewi Faculty of Education University of Nigeria, Nsukka

Associate Editors

Professor G. C. Offorma

Faculty of Education University of Nigeria, Nsukka

Professor I. M. Kalu

Faculty of Education University of Calabar, Calabar

Professor Nnenna Kanno

Faculty of Education, Michael Okpara Univ., Umudike.

Professor Abeke Adesanya

Faculty of Education Olabisi Onabanjo University
Ago-Iwoye, Ogun State

Professor Akon E. O. Esu

Faculty of Education University of Calabar, Calabar

Professor A. E. Udosen

Faculty of Education University of Uyo, Uyo

Editorial Advisers:

Professor P. A. I. Obanya

10 Ladoke Akintola Avenue
New Bodija, Ibadan, P. O. Box 7112,
Secretariat, Agodi, Ibadan

Professor Peter Lassa

Faculty of Education University of Jos

Professor U. M. O. Ivowi

Professor R. D. Olarinoye

College of Science and Engineering, Landmark
University, Omu-Aran, Kwara, State

All articles for publication should be sent to:
Professor Uchenna M. Nzewi
Department of Science Education,
Faculty of Education, University of Nigeria, Nsukka.
[www. con.org.ng](http://www.con.org.ng)

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

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

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

CONTENTS

PRESIDENTIAL ADDRESS	1
A Key Note Address By	6
Articles	
Security Challenges And The English Language Curriculum Implementation In Senior Secondary Schools In Ebonyi State <i>Adaobi F. Okonkwo and Rapheal I. Ngwoke</i>	27
Mitigating the Effect of Security Challenges on the Basic Education Curriculum Delivery in South Western Geo-Political Zone of Nigeria <i>A.M. Asebiomo (PhD); NERDC, Sheda Abuja</i> ,.....	39
Developing And Delivering Security Education Curriculum At Basic Education Level In Nigeria <i>Dr. Chika Chukwuma-Nosike & Prof Grace C. Offorma</i>	49
Equipping Nigerian youths with functional quality Educational Curriculum programme in the face of Insecurity in Nigeria. <i>Prof. Comfort E. Mbachu & Dr. Frank - Oputu E.</i>	60
Effects Of Insecurity On Girl-child Education Curriculum Delivery In Zamfara West Senatorial District, Nigeria <i>Halilu Rabiu, Sani Abubakar Sadiq & Abdullahi Hamza Bayero</i>	73
Analysis of Verbal and Non Verbal Aspects of Chemistry Curriculum Delivery and Attendant Security Challenges in Oyo State, Nigeria. <i>Ogundare, Olusegun Godwin Ph.D & Mefun, Fredrick Ebimobowei Ph.D</i>	86
Infusing Security threat surviving skills in Senior Secondary School English Language curriculum: Key to Safe School Environment for Learners <i>Eke Ogbu Eke Ph.D, Ibebuike Ursla Ph.D & Enwereuzo Ngozi Ph.D</i>	98
Implementation Of Security Education In The Basic Education Curriculum In Ebonyi State: Rationale And Influence <i>Dr. Pius Okoro (MCON, NAEAP & CCEAM), Dr. Iheanyi O. Igwe (MSTAN, FCON & FCAI), Dr Francisca N. Ogba & Chukwuma Ogbonnaya Chukwu</i>	<u>108</u>

Rising Insecurity And Its Impact On Students' Retention In Public Secondary Schools As Perceived By Parents In Niger State OMOKIDE, Oremeyi S. & OTARU, Bernard Meshach (Ph.D.)	123
Strategies For The Successful Implementation Of Islamic Studies Curriculum In Secondary Schools To Reduce Youth Restiveness To Enhance Security In Nigeria Sani UMAR, Adamu ABDULLAHI & Dr. A. D. ALIYU	131
Teachers' Perception Of The Rationale And Challenges Of School Security Policy In Public Senior Secondary Schools In Kwali Area Council, Federal Capital Territory (fct), Abuja, Nigeria. YERO MUSA	143
Assessment of Security Challenges in teaching and learning of Social Studies in secondary schools in Abia State: Implications for curriculum implementation. Ovute, Lawretta Ebere, Ph.D. Eze, Titus Onyemaechi B.Ed., M.Ed., (Nigeria) Professor T. N. Kanno	152
Security Challenges in Nigeria: It's Impact on Basic Science and Technology Curriculum Delivery at Basic Education Level in Plateau North Senatorial Zone, Plateau State Blessing Solomon Dawal	165
Civic Education Curriculum Delivery: Pathway to curb security challenges in Nigeria MUHAMMAD, Yunusa Uba, MUHAMMAD, Tahir Abdullahi & MINJIBIR, Magaji Ado	174
Security Challenges: A Correlate of Poor Curriculum Delivery in Nigeria Institutions of Higher Learning Dr. ADEGBOYE, Surajudeen Olayiwola Dr (Mrs) YUSUF, Taiwo Hamdalat & Dr. BELLO, Yekeen.	188

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.

References

- Agwu, S. N. (2009). Emerging issues in Curriculum Development. In U.M.O. Ivowi et al. *Curriculum Theory and Practice*. Curriculum Organization of Nigeria.
- Federal Republic of Nigeria (2013) *National Policy on Education* Yaba-Lagos: NERDC Press.
- Glatthorn, A. A. & Jailall, J. M. (2009). *The principal curriculum leader: shaping what is taught and tested 3rd Edition*. Thousand Oaks, California: Crowin Press.
- Odey, E. O. & Opoh, F. A. (2015). Teachers perceived problems of curriculum implementation in tertiary institutions in Cross River State of Nigeria. *Journal of Education and practice*. www.iiste.org 36(19): 145-151.
- Okonkwo, A. F. & Agwu, S. N. (2014). Human resource management and effective curriculum implementation in Ebonyi State, Nigeria. *International Journal of English Language Teaching*. 2(4): 44-55.
- Orikpe, E. A. (2013). Education and national security: challenges and the way forward. *Journal of Educational and Social Research MCSER Publishing, Rome-Italy*. 3(10): 53-59

CURRICULUM AND NATIONAL SECURITY CHALLENGES IN NIGERIA

By

Prof. Babatunde Adeniyi ADEYEMI

*Institute of Education, Faculty of Education
Obafemi Awolowo University, Ile-Ife, Nigeria.*

Keynote Address

There are two major issues in the above topic which require conceptualisation. These are curriculum and national security. The task of defining the concept, curriculum, is perhaps the most difficult of all; as the term has been used with quite different meanings. Throughout the history of education, specialists in curriculum have failed to reach a consensus about a general acceptable definition of the term. In several literature, curriculum has been variably defined by authors depending on their personal views and personal experiences. Some scholars perceive it as what is found in the textbook or the teacher's guide. Some scholars broaden the definition to mean everything that happens with the support of the school while some coin it merely as a course of study. Some scholars took a step further to portray it as an interaction between students and teachers that is designed to achieve specific educational goals. Some perceived it as a means while others see it as an end. To some, it is an end to a means and vice versa.

Nevertheless, curriculum has been seen to represent the conceptual material and instructional delivery systems for implementing set objectives and goals of education (Ehindero, 2014). According to Ehindero, there is a reciprocal relationship between the curriculum and education. Ehindero's definition sheds light on the fact that curriculum is a means through which formulated objectives and goals of education is being delivered. In the same vein, the Indiana Department of Education (2010) perceives curriculum as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. This is partly in line with Ehindero's (2014) opinion which perceives curriculum as a representation of conceptual materials and instructional delivery systems for implementing set objectives and goals of education because both definitions perceive curriculum as a means of achieving educational objectives. The view of Alade (2011) is partly in agreement with that of Ehindero (2014) and Indiana Department of Education (2010) views' which purport that curriculum is the medium through which educational institutions seek to translate the societal values into concrete

reality. Through it, educational institutions actualize what the society considers as desirable learning.

Morris and Adamson (2010) further see curriculum itself as a “planned outcome”. This definition could be considered to be too narrow because Morris and Adamson failed to shed light on what and or how “planned outcome” came into being. Another perspective is that of Oliva (1997) cited in Wilson (2006) which provided a multiple definitions of curriculum. According to 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; Ojieh, 2010). Most popular among these militant groups are; Movement for the Emancipation of the Niger Delta (MEND), Niger Delta Peoples Volunteer Force (NDPVP) Niger Delta Vigilante (NDV), Tombolo Boys (TTB), Joint Revolutionary Council (JRC), Martyrs Brigade (MB) and Icelanders Coalition for Military Action (ICMA) (Ogege, 2011). It will be recalled that on the 1st of October 2010, during Nigeria's 50th Independence anniversary celebrations in Abuja, eight people were killed by suspects sponsored by MEND, with an extraordinary series of car bomb attacks (Alumona, 2016; Daily Post Newspaper, 2017).

Terrorism: Recently, the London-based institute for economics and peace ranked Nigeria fourth on the Global Terrorism index (GTI) also noting that in 2013 more than 80 per cent of lives lost to terrorism occurred in five countries namely: Iraq, Afghanistan, Pakistan, Nigeria and Syria (Institute of Economics and Peace, 2014). According to the report, this index is reached having considered three criteria: (1.) The incident must be intentional - the result of a conscious calculation on the part of a perpetrator. (2.) The incident must entail some level of violence or threat of violence, including property violence, as well as violence against people. (3.) The perpetrators of the incidents must be sub-national actors. Also considered as a baseline is that these three criteria must reflect violence act targeted at attaining a political, economic, religious or social goal. The violence act must include evidence of an intention to coerce or convey some other message to a large audience other than the immediate victims (Institute of Economics and Peace, 2014). This ranking did not only expose the extent of damage done to Nigeria social development but also exposes Nigeria's contribution to global threats and terrorism. Preceding this ranking and the listing of Boko Haram as a terrorist group, Nigeria had been faced with series of violent crisis and insecurities since the 60s that tend to reflect some of the aforementioned boundary line. Isyaku (2013) opines that the level on which domestic terrorism strives and operates in Nigeria relates to acts by persons or groups that are external to the affected state and whose objective is to advance a cause, either the struggle for political leadership, mobilization for resource control, uneven distribution of national wealth, sentiment across religious belief, ethnic marginalization, calming or fighting over absolute superiority of others.

Herdsmen/farmer conflicts: The conflict between Herdsmen and the farming communities has become a major national crisis. Malcom and Adeleke (2016) posit that the combination of a growing cattle population, the effects of climate

change on the availability of water and forage crops, as well as the lack of access to North Eastern foraging grounds due to the Boko Haram crisis are the immediate reasons of the increasing tensions between farming communities and Fulani herdsmen. The conflict between the Fulani herdsmen and the farmers mostly begin when the former raid community farmland with their cattle and let them graze on cultivated and uncultivated lands, destroying food and cash crops of the host communities (Daily Independent Newspaper, 2014).

Kidnapping and Abduction: Kidnapping and abduction is another insecurity challenge that has also continued unabated within Nigeria. The act of kidnapping is described in Section 364, Chapter 77 of the Nigerian Criminal Code Act of 1990 as unlawfully imprisons of any person in such a manner as to prevent him [or her] from applying to a court for his [or her] release or from disclosing to any other person the place where he [or she] is imprisoned, or in such a manner as to prevent any person entitled to have access to him [or her] from discovering the place where he [or she] is imprisoned. In the opinion of Oyewole (2016), Nigeria has been associated with kidnapping in the world, it accounts for about half of the kidnapping cases in Africa with thousands of cases recorded annually in the last decade. This dreadful crime is also utilized by militants, hooligans and ritualists in Nigeria. In 2014, over 200 girls were abducted in Chibok by the renowned Boko Haram group. Between 2004 and 2009, over 600 refugee workers were kidnapped within the Niger Delta Region by militants (Ikein, 2009). About 886 reported cases of kidnapping were recorded by the Nigeria police in 2015 (Sunday Punch Newspaper, August 28, 2016). Kidnapping for ransom has not only become an activity of armed robbery but also that of criminals thriving along Kaduna Express way, Abuja-Lokoja Okene Express, Lagos Ibadan Express Road and within major cities. In June 2017, the Nigeria police arrested and paraded one of the most wanted kidnap suspects in Nigeria, Chukwudi Onuamadike A.k.a Evans, who made millions of dollars ransom collected from his kidnapped victims (Premium Times, June 11, 2017).

Curriculum and National Security Challenges in Nigeria

The “Socio-cultural” philosophical foundation of any curriculum emanates from the society from which such curriculum evolved. That is, norms, customs and values of such a society are embedded into the curriculum in relation with the nation's educational philosophy so as to achieve stipulated and formulated aims and objectives of such nation. Therefore, it is not a fallacy to state that the curriculum is a basic tool for the achievement of a nation's goals. It is obvious that in Nigeria, series of curricula review and or reforms have taken place in the

past in order to meet contemporary needs of the society and also to meet up with the “competiveness” in the world standards. In spite of several attempts to combat national security challenges in Nigeria, the nation continues to witness internal insecurity issues such as terrorism, religious conflicts, militancy, communal clashes, Fulani herdsmen/Farmers clashes, kidnappings and armed robbery. These have not only hindered the swift development of the country but have continued to degenerate the stride of its growth and development, thereby threatening her national unity. One may be triggered to ask that the following questions:

1. Are our educational curricula not adequate to produce citizens who are capable of sustaining peace in the society?
2. Are educational curricula in all forms of education (formal, informal, nonformal) lacks our societal values?
3. Are we paying too much attention to the cognitive aspect of our educational curricula in the formal setting than to other aspects of educational domains (affective and psychomotor)?

The above thought-provoking questions may draw one's attention to the implementation of our educational curricula in all levels with reference to what and what should be in place. Scholars (Okoh, 2000; Offorma, 2005; Akinbote, 2007; Oghuvbu, 2011; Domike & Edward, 2014; Ali & Ajibola, 2015; Arise, 2015) have delved into the assessment and evaluation of different curriculum in all educational levels in Nigeria so as to proffer solutions to poor implementation of curriculum but we need to pay keen attention to factors affecting the effective implementation of curricula at all educational levels in Nigeria. This is pertinent in the sense that if educational curricula at all levels of education are well implemented, national security challenges will be curbed.

As a nation that believes in using education as a tool for peaceful society, Nigeria introduced emerging issues such as value re-orientation, peace and dialogue and human rights education into the Basic Education sector. All these are aimed at laying a firm foundation for fostering a peaceful scenario necessary for sustainable development (Federal Ministry of Education (FME), 2006). However, the pangs are issues in the Education curricula which might be a huge challenge to effective national security in Nigeria. These issues are likely to impede effective implementation of education scheme (Adokiye, 2013) which may also jeopardize the achievement of the “National Security” tenets of 2030 Global Agenda of Sustainable Development Goals in Nigeria. It is imperative to state at this juncture that the 2030 Agenda for Sustainable Development goals according to United Nations Educational, Scientific and Cultural Organisation

(2017) are:

Goal 1: End poverty in all its forms everywhere;

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture;

Goal 3: Ensure healthy lives and promote well-being for all at all ages;

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;

Goal 5: Achieve gender equality and empower all women and girls;

Goal 6: Ensure availability and sustainable management of water and sanitation for all;

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all;

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation;

Goal 10: Reduce inequality within and among countries;

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable;

Goal 12: Ensure sustainable consumption and production patterns;

Goal 13: Take urgent action to combat climate change and its impacts;

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development;

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels; and

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

The issues affecting effective implementation of education curriculum which may also jeopardize the achievement of the “National Security” tenets of 2030 Global Agenda of Sustainable Development Goals in Nigeria are enumerated and elucidated below:

Fund: Ebong (2006) indicates that financial resources are made of monetary inputs into a system such as the education system. They act as a lubricant for the system and without these financial resources, programmes cannot be properly

planned and policies implemented. This connotes that without the availability of funds and proper management to carry out any work at all educational levels, any plans of transformation are bound to fail. In the same vein, Jayeoba (2007) and Amuchie, Asotibe and Christina (2013) buttress the view of Ebong. They assert that funding issues at all education levels in Nigeria plays a crucial role in determining the level of success, development and change. It also helps to direct attention towards the achievement of set goals in all levels of education. Therefore, adequate funding entails a timely supply of funds, qualified teachers, administrators and infrastructural facilities to ensure success in any organization. In addition, Osokoya (2011) cited in Adokiye (2013) posits that the success of any education enterprise hinges on adequate funding. Provision of educational infrastructure, training of professionally qualified teachers, procurement and maintenance of ICT resources, and production and distribution of instructional materials/resources amongst others require huge amount of money. For instance, to add to this financial burden is the declaration by the Act that established the Universal Basic Education (UBE). The Act asserts that UBE is free, compulsory and universal. Thus, an education enterprise such as that of the UBE project is a huge enterprise that ought to take a substantial chunk of the nation's budget, if it has to be well implemented (Universal Basic Education Curriculum, UBEC, 2010; Osokoya, 2011).

Educational Infrastructure: Educational Infrastructure includes all physical facilities needed to make schools function as intended and attain set goals. These include classroom and office blocks, laboratories, furniture, equipment and materials, toilet and water facilities. Okoh (2000), Okoh (2002), World Bank (2003) and Akinbote (2007) purport that dearth of these school facilities in the education sector does not promote a pleasant environment for effective teaching and learning process. Domike and Edward (2014) further posit that if educational facilities that will aid the achievement of teachers' and students/pupils activities stipulated in the curriculum are grossly inadequate, it impacts negatively on human resources development. This is in the sense that experiences which will lead to unveiling and harnessing human potential and talents are inhibited due to inadequate educational infrastructure. In addition, it has even become more problematic to maintain existing infrastructural facilities in schools (Amuchie, Asotibe & Christina 2013). This is evident as learners in most schools across the country are seen learning in dilapidated buildings, sitting on broken chairs and desks or even on bare floor, and carrying out practical works without the necessary equipment and materials. These conditions are capable of reducing learners' interests in teaching and learning process in and outside the classroom.

Oghuvbu (2011) notes that there is an urgent need to provide these facilities in terms of adequacy, appropriateness and gender sensitivity because their use maximizes the benefits from educational programmes.

Professionally Qualified Teachers: It is often said that no school system can rise above the quality of its teachers. To this effect, the Federal Republic of Nigeria (2013) via the National Policy on Education (NPE) articulates that all teachers in educational institutions shall be professionally trained. Thus, teacher education programmes shall be structured to equip teachers for the effective performance of their duties. However, it is worrisome to note that many teachers in both private and public schools are graduates in courses other than education (Tahir, 2006). The high rate of unemployment in the country has further compounded this situation. Following the directives by the Federal Government that the minimum teaching qualification shall be the National Certificate in Education (FRN, 2013), teachers have seized the opportunities of part time programmes offered by National Teachers' Institute (NTI), and sandwich or long vacation programmes organized by different Faculties of Education in tertiary institutions to improve on their academic qualifications. Improved qualification notwithstanding teachers still operate under very pathetic conditions such as overcrowded classrooms, wide variations in age and with little or no materials for teaching. Most worry, of course, is the fact that some of these teachers are still ill equipped to cope with such situations. Teachers need to be empowered with skills which will enable them identify their own problems (administrative or pedagogical) and seek solutions to these problems (Chimombo, 2008). Tahir (2006), Nwagwu (2000) cited in Amuchie, Asotibe and Christina (2013) also assert that lack of professionally qualified teachers constitute curricular issues in UBE.

Information Communication Technology (ICT): ICT has been introduced into Nigerian education programme. This is in recognition of its prominent position and role in advancing knowledge and skills required for effectively functioning in a global village occasioned by modernity in science and technology. The use of ICT has proved very rewarding in teaching and learning, agriculture, health, governance, trade, budgeting and industries to mention a few, hence it was integrated into the curriculum (Jayeoba, 2007; Adeyemi, 2008). However, the matters arising from this integration have been very overwhelming. The computer is one primary device for ICT compliance, but unfortunately, majority of teachers who are to teach computer education to students are themselves illiterates in the field. There is also a dearth or paucity of ICT gadgets, materials and equipment in schools. Since ICT relies on electricity, its functionality maybe hampered due to unstable power supply in schools where they may be found.

Instructional Materials: Materials/resources for instruction are very critical to the teaching and learning process. Instructional materials which are alternative channels of communication concretize learning and give life to concepts being learnt. Besides, instructional materials give direction as to the achievement of set school goals (Oghuvbu, 2011). This is true of curricula documents such as National Policy on Education, National Policy on Integrated Early Childhood Care and Education, National Minimum Standards, Curriculum for Early Childhood Education and the 9 year UBE curriculum. These documents are the pivot of the entire basic education system, but it is disheartening to observe that they are hardly found in teachers' possession.

Infrastructural Issues: Physical facilities play important role in teaching and learning in all educational levels. (Domike & Edward, 2014). The availability of adequate school building, classrooms and other facilities are necessary to the attainment of objectives of an educational system.

Other issues according to Akinbote (2007), Akinsola and Abe (2006), Anaduaka and Okafor (2013) includes the following:

1. **Little or no involvement of teachers in the curriculum development:** Teachers who implement the curriculum have little or no contribution during curriculum development because of the Top-Down Approach employed by curriculum developers in the country.
2. **Huge disparity between expected school enrolment and the actual enrolment figure:** This leads to difficulties in accurately planning and allocating human, material and financial resources adequately to the various primary schools in the country.
3. Poor implementation strategy, management and lack of assurance as responsible factors that contributed to the failure of educational curricula to attain its goals.
4. Poor quality assurance, delivery and supervision in the education system.

Conclusion

The role of curriculum in sustaining national security in Nigeria is vital. It is a known fact that, education, through the curriculum, aids in the achievement of a nation's stipulated and formulated goals. In fact, the curriculum is the vehicle through which educational goals are achieved. The theory of the future for sustainable development whose tenets spin around “security” may not come across relevant development and general support, if factors that affect effective

implementation of education curriculum still persist at all levels. Implementation of strategies for sustainable development is a result of the development of educational curricula and this is the reason why the vision of sustainable development must be constructed over the way of education because education is the basic tool for change. Thus, for Nigeria as a nation to successfully curb national security challenges, best measures must be put in place to effectively implement the school curriculum/curricula (as the case maybe) in system because no matter how adequate, relevant or standard a school curriculum is, poor implementation of curriculum goals will paralyze its aims.

Recommendations

1. National security-related school curriculum contents should not be treated as a theoretical and conceptual analysis but as practical training.
2. Incorporation of the principles of national security sustainability cannot be a special subject, since some of its element is incorporated in subjects such as Social Studies and Civics among others; they must be reinforced at all educational levels.
3. Educational programmes related to national security in all states should be taught via other means of socialization apart from the school (i.e. mass media), in this way, others will imitate this, regardless, the disparity in ethnicity, social affiliation, and national borders amongst others. This is to enhance security consciousness, in order to be abreast with appropriate security measures and to avert the chances of being unwittingly manipulated to propagate any destructive act.
4. Excess funding from the government and volunteers should be tailored towards Education programmes for sound national security.
5. Curriculum issues in all educational levels should be tackled in order to address not only the “security” aspect of sustainability development goals but also to effectively achieve all the goals of the 2030 Global Agenda for Sustainable Development Goals in Nigeria.
6. A joint collaborative effort by the family, schools, religious groups, and mass media is also necessary to revive emphasis and sustain moral values for the eradication of moral ills such as corruption, ritual killings and other illegal activities that are capable of damaging the safety and survival of citizens.

References

- Abubakar, A. (2011, August 22). A Diary of ethno-religious Crises in Nigeria: Causes, effects and solutions. *Princeton Law and Public Affairs Working*

- Paper*. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2040860.
- Adesoji, A. O. (2011). Between Maitatsine and Boko Haram: Islamic Fundamentalism and the Response of the Nigerian State. *Africa Australia*, 57(4), 99-119.
- Adeyemi, B. A. (2008). Information and Communication Technology (ICT) in the teaching and learning of Social Studies. In Karen McFerrin, Robert Weber, Roger Carlsen & Dee Anna Willis. *Proceedings of Society for Information Technology and Teacher Education International Conference 2008*, 4846-4853.
- Adokiye, A. O. (2013). Human Resources Development (HRD) and the Universal Basic Education (UBE) in Nigeria. *Mediterranean Journal of Social Sciences*, 4(5). Published by MCSER-CEMAS-Sapienza University of Rome. Doi:10.5901/mjss.2013.v4n5p19. ISSN 2039-2117 (online) ISSN 2039-9340 (print)
- Ake, C. (1984) “Parameters of Nigeria's Defense Policy” in M.Vogt and S.C. Ukpabi, National Interest, National Security and Defense Policy, Minne: Tradoc.
- Akinbote, O. (2007). Problems of Teachers Education for Planning School in Nigeria: Beyond Curriculum Development and Implementation. Ibadan: Ibadan University Press.
- Akinsola, A., & Abe, F., (2006). A Guide to School Effectiveness in Nigeria. Ibadan. Laville *Publications Journal of Education and Practice*, 6(34).
- Ali, A. A. & Ajibola, A. L. (2015). Issues and Prospects of Effective Implementation of New Secondary School Curriculum in Nigeria. Zing, Taraba State.
- Alli, W. O. (2010). *The Changing Environment of Nigeria's Foreign Policy*. In Osita, C.E (ed). “Beyond 50 years of Nigeria's Foreign Policy: Issues, Challenges and prospects”. Lagos: Nigerian Institute of International Affairs.
- Alumona, S. (2016), Terrorism: Nigeria's Newest Faceless Social Problem and Retardation to Social Development. *International Journal of Social Sciences and Humanities Reviews*, 6 (1) 120–124.
- Amuchie, A., Asotibe, N. & Christina, T. A. (2013). An Appraisal of the Universal Basic Education in Nigeria. *Global Journal of Management and Business Research Administration and Management*, 13 (11), 1-6.

- Anaduaka, U. S. & Okafor, C. F. (2013). The Universal Basic Education (UBE) Programme in Nigeria: Problems and Prospects. *JORIND* 11(1), ISSN 1596-8308. Retrieved from www.transcampus.org/journals; www.ajol.info/journals/jorind.
- Arise, O. R. (2015). The Integrated Nature of Social Studies Curriculum and its Implication for Nigerian Society. *Asian Journal of Education and e-Learning*, 3(2), ISSN: 2321–2454.
- Bekoe, D. (2011), *Nigeria's 2011 Elections: Best run, but Most Violent* by (Peace Brief, August 2011) Washington: UNO Publication.
- Chimombo, J. P. G. (2008). Issues in basic education in developing countries. An exploration of policy options for improved delivery, CICE Hiroshima University. *Journal of International Cooperation in Education*, 8(1), 129-152.
- Daily Post (2017). Nigeria's Security Agencies don't co-operate – Ex-Military spokesman, Olukolade. 13 June. Retrieved from <http://dailypost.ng/2017/06/13/nigerias-security-agencies-dont-cooperate-ex-military-spokesman-olukolade-blasts>.
- Domike, G. C. & Edward, O. O. (2014). An Evaluation of the Major Implementation Problems of Primary School Curriculum in Cross River State Nigeria. *American Journal of Educational Research*, 2(6) 397–401.
- Ebong, J. M. (2006). *Understanding economics of education*. Port Harcourt: Eagle Lithograph Press.
- Ehindero, O. J. (2014). *Intellectual Foundations of Curriculum Development, Implementation and Innovation*. Melrose Publishing Company Limited, Sango Otta, Ogun State.
- Ehindero, O. J. (2008). Curriculum, Teaching and Instruction. In O. J. Ehindero, O. O. Dibu - Ojerinde, & Y. A. Ajibade (Eds.), *Curriculum and The Teaching Process*. Damas; Educational Services Ltd: Ghana.
- Eme, O. I. & Onyishi, T. O. (2014). Boko haram and security challenges in Nigeria. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 3 (11), 1-18.
- Eso, H. (2011). Boko Haram: The Enemy Within. Retrieved on June 6, 2014 from www.kwenu.com/moe/2011/boko_haram_enemy_within.htm.
- Federal Republic of Nigeria (2013). *National Policy on Education* (6th Ed.) Lagos NERDC Press.
- Hussain, A.; Dogar, A. H.; Azeem, M. & Shakoor, A. (2011). Evaluation of Curriculum Development Process. *International Journal of Humanities and Social Science*, 1(14).

- Ikein, A. (2009) —The Potential Power of West African Oil to the Economics and Energy security Interest of Euro-America in the 21st Century. *Journal of Sustainable Development in Africa*, 10 (3), 540–556.
- Indiana Department of Education. (2010). Definition of terms. Indiana Accountability System for Academic Progress. Retrieved from <http://www.doe.in.gov/asap/definitions.html>
- Institute of Economics and Peace. (2014). *Global Terrorism index; Measuring and understanding the impact of terrorism*. London: Institute of Economics and Peace.
- Isyaku, A. (2013). Terrorism: A New Challenge to Nigeria's Stability in the 21st Century. *International Affairs and Global Strategy*, 16 - 24.
- International Peace Academy (2004). The Security-Development Nexus: Conflict, Peace and Development in the 21st Century. International Peace Academy Report.
- Jaiyeoba, A. O. (2009). Perceived Impact of Universal Basic Education on National Development in Nigeria. Retrieved from <https://ojcs.siue.edu/ojs/index.php/ijaaas/article/view/89/149>
- Kochlar, S. K, (2008). *Methods and Techniques of Teaching*. 2nd Revised Edition. New Dehli: Sterling Publishers Private, Limited.
- Malcolm, F, & Adeleke O. (2016, June 3) Why the Fulani Herdsmen & Farmers Fight: How Climate Change & The Boko Haram Crisis Created the Crisis and Six (6) Evidence-Based Policy Recommendations For Its Resolution. Retrieved from Sahara reporters on 2016/06/03
- Morris, P. & Adamson, P. (2010). *Curriculum, Schooling and Society in Hong Kong*. Hong Kong, HKSAR: Hong Kong University Press.
- Moulaye, Z. (2006). *Democratic Governance of Security in Mali; A sustainable Development Challenges*, Abuja: Friedich Ebert stifing.
- Oderemi, (2012), “Agitation for State Police: Real Police or Private Armies?” *Daily Sun*, July 1, 8.
- Offorma, D. (2005). A Critical Appraisal of Mode of Implementation of Nigerian Secondary School Curriculum: Towards Socio-Economic Empowerment of Youth (Published Research Work)
- Ogege, S. (2011). Amnesty Initiative and the Dilemma of Sustainable Development in the Niger Delta Region of Nigeria. *Journal of Sustainable Development*, 4 (4), 101-108.
- Oghuvbu, E. P. (2011). Implementation of the Primary School Curriculum Modules in Nigeria: the role of Supervision Abraka: Kamla-Ray Anthropologists, 13(2), 147-150.

- Ojieh, C. (2010). The Niger Delta Crises: A Focus on post Amnesty, Militancy and National Security. *African Journal of International Affairs*, 3 (1/2), 1-14.
- Oluwasegun, V. & Anofi, D. (2007). "Military, Police Allocated 20%" in *The Daily Nation, Friday, November, 9, 2* (467).
- Onwudiwe, E. & Berwind-Dart, C. (2010). *Breaking the Cycle of Electoral Violence in Nigeria* by (Special Report, December 2010) Washington: UNO Publication.
- Osabiya, B. J. (2015). Ethnic Militancy and Internal Terrorism on Nigeria's National Security. *International Journal of Development and Conflict*, 559–75.
- Oyewole, S. (2016). The Fate of Hostages: Nigeria's Conflict Theatres in Comparative Perspective, *African Security Review*, 25(2), 193-207.
- Patton, M. Q. (2011). *Essentials of utilization-focused evaluation: a primer*. UK: Sage Publications, Thousand Oaks.
- Premium Times (2017). How arrested kidnap kingpin Evans made millions of dollars from ransom – Police. Sunday 11 June.
- Okoh, B. (2000). An Appraisal of Vocational and Technical Education Programme at the Primary School Level in Nigeria, *African Journal of Education*, 5(2).
- Okoh, S. E. N. (2002). High level education, manpower developing and training: a key to sustainable economic growth and development. Inaugural Lecture Series 63. University of Benin.
- Rumpus, A. & Whitlock, W. (Eds.). (2008). Education Initiative Centre. Principles and Processes of Curriculum Design. An EIC Guide.
- Sunday Punch Newspaper (2017). Police Uncover Badoo shrine, arrest 51- year-old for killing couple 1, August.
- Tahir, G. (2006). The universal basic education programme; Issues and challenges implication for teacher education institutions. A Convocation lecture delivered at the Federal College of Education Kano. The Open University of Tanzania, Faculty of Education (2013). Curriculum development and evaluation. ISBN 978 9987 00 225 2, First Edition. The Constitution of the Federal Republic of Nigeria 1999.
- Totten, S. (2012). Addressing the "Null Curriculum": Teaching about Genocides Other than the Holocaust, College of Education, University of Arkansas, Fayetteville.
- Universal Basic Education Curriculum (UBEC) (2010). Universal Basic Education Commission, Minimum Standards for Basic Education in Nigeria. ISBN -13 978-978-49501-8-3 EAN 9789784950183

- UNESCO (2017). National Curriculum Framework. Retrieved from <http://www.unesco.org/education/edurights/media/docs/2cda5a0a236191e565a7e98f8242308b5dad32.pdf>. On 27th July, 2015.
- Vincent, O. (2016, January 17) Nigeria: Terrorism and the Menace of Porous Borders. This Day, Retrieved from <http://allafrica.com/stories/201601181234.html>
- Wilson, L. O. (2006). The Second Principle. Church WordPress Theme by themehall.com
- World Bank (2003). School Education in Nigeria: Preparing for UBE, (Human Development II, African Region).
- Zabadi, S. I. (2005). Understanding Security and Security Sector Dynamics. Baltimore: John Hopkins University Press.

Security Challenges And The English Language Curriculum Implementation In Senior Secondary Schools In Ebonyi State

Adaobi F. Okonkwo and Rapheal I. Ngwoke

*Department of Arts and Social Science Education,
Faculty of Education, Ebonyi State University, Abakaliki*

Abstract

This paper explores the influence of security challenges on the implementation of the English language curriculum in secondary schools in Ebonyi State. A descriptive survey design was adopted and simple random sampling technique was used to illicit information from three hundred and forty five (345) respondents. One hundred and seventy two (172) males and One hundred and seventy three (173) females were randomly selected from the three Education Zones of Ebonyi State. Self structured questionnaire was used as the instrument for data collection. The instrument was validated by two experts and was further subjected to a reliability test and an index of 0.91 was realized. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at an alpha of 0.05 level of significance. Results indicated that schools face security challenges which adversely influence curriculum implementation especially the English language curriculum. There is no significant difference in the mean responses of male and female respondents on why security challenges have not been tackled for effective implementation of the curriculum. It was recommended that since security is vital in any nation's educational system and development of the nation, the government should seriously address the issue of security in the country.

Keywords: *Curriculum, Security challenges, English language, Equity, government, and Ethnocentrism*

Introduction

Education is crucial to human welfare and existence. It is the best legacy a country can give to her citizens. This is because only educated persons are enlightened and this leads to national and global development. Education is one of the most important investment any country can make as it leads to opportunities for sustainable and viable economic growth for the future of a country. In today's world, education is extremely important for a happy and stable life; it creates more chances of making money, equal opportunities, self dependent, turning one's dream into a reality, economic growth, keeping one

abreast with new technologies, overcoming superstitions, good health care, making the world a safe place to stay, and makes one wiser and knowledgeable and it saves one from being exploited and fooled (Edogun, 2015). In Nigeria, the affairs of education is conducted in English language which serves as a subject and as a medium of instruction as its importance in national affairs cannot be over emphasized being the countries official language. English Language curriculum therefore needs to be properly implemented for proper national development.

The country has witnessed adverse political and social conditions as well as intolerable economic depressions and down turns: The nation all over seems to be bedeviled by insecurity as people's lives are no longer safe, men and women loose their lives on daily bases due to the killings and destruction of properties by the Fulani herds men, the merciless killings by the Boko Haram people, demand for secession by IPOB and other terrorist groups in the country. The notorious activities of students who are cultists, who kill, maim, and forcefully draft people into their cults; kidnappers who demand whooping sums of money from people as ransom or they kill, ritualists who steal people especially children and use them for rituals or for wining of political elections, armed robbers, who kill and rob to make money on a daily basis; IPOB, AREWA and other secessionist groups demanding for cessation because of feelings of injustice and deprivation have all contributed to the security issues facing the nation. All these constitute security challenges to the realization of the educational objectives of the country and this includes the teaching and learning of English Language.

Effective implementation of curriculum in schools requires a high level of security in schools. The National Policy on Education in the FRN (2014) lent credence to this when it stated that provision of a free and peaceful atmosphere and provision of education resources will boost national development. English language is a bench mark for certification and students need to be proficient and acquire competency in it to help them comprehend other subjects for good academic achievement. Oluikpe (2007), Bamgbosa (2005), Jude, Udosen & Akpan (2018) assert that the proficiency level of English at all levels of education in Nigeria have become a matter of great concern to educationists and stakeholders in Nigeria. The education sector had witnessed public out cry on students' poor performance in English. The West African senior school certificate Chief Examiner's report on students performance in 2017, 2018 and 2019 showed that students did not achieve up to 45% credit passes. This poor performance may have been as a result of security challenges in curriculum

implementation. Dasuku (2013), stated that insecurity means lack of security as a result of the action or inaction of law enforcement agencies. Unfortunately there seems to be poor security in the nation and this affects the educational sector which seems to be contributory to decline in students' performance especially in English language.

Most areas in Nigeria now experience security challenges and Ebonyi State is not an exception. These crises include societal generated crises such as secret cult related criminal act, land dispute, drug abuse, terrorism, kidnapping, inter and intra ethnic strife, robbery, hijack, cybercrime, armed robbery and other related crimes that distort lives and properties. All these constitute security challenges in our educational system and these make the implementation of curriculum especially the English very difficult. Different communal clashes are witnessed on the daily basis in Ebonyi State. Most youths and adults, children are co-opted to fight for their communities, land and boundaries dispute seem to be normally the cause of the fight or animals grazing on farm lands and this usually leads to massive and incessant killings resulting in members of different communities running for their lives. These seriously affect teaching and learning adversely as most students and teachers in such areas are always absent from schools and their lives seem to be in danger. All these distort learning and make it impossible for effective curriculum implementation especially English language.

There are many security challenges bedeviling people's lives and properties and kidnapping is a major threat to lives and properties. Kidnappers are great threat to schools. They usually aim at forcefully getting a share of the nation's wealth. Akpan (2010) explained that most young men and women want to get rich quick and kidnapping happens to be the only industry of last resort. There are many kidnapping cases in the country and Ebonyi State is not an exception. Eze (2020) discovered many kidnapping cases in Ebonyi State. Example, in Mgbo a case of 25 year old man and his cohorts were found with correlational facilities and was charged with committing felony to wit: kidnapping young people who are supposed to be in school, thereby causing fear and insecurity. Again siblings ages 5 to 10 were abducted at gun point and a ransom of ten million naira was demand. Also a seven year old baby was abducted by three teenagers in Ezza North and Ngbo respectively (Punch Newspaper Report, 2020). All these create fear and make pupils, students and teachers to be absent from school leading to poor implementation of the curriculum.

Insecurity adversely affects the implementation of the English Curriculum while Poverty and financial insecurity adversely affects the education system. All together 61.68% of Nigerians are vulnerable to food poverty (National Bureau Statistics NBS, 2020). The statistics indicates that Ebonyi State is the 4th poorest and most wretched state in the country and had emerged as a breeding ground for poverty as a result of inequality in distribution of human resources. Absence of basic services unemployment and bad governance and corruption produce disgruntled members of the society which lead to springing up of more mischievous youths and radicals. The incidence of kidnapping goes hand in hand with insurgency, the menace of Boko Haram, and senseless killings by herdsmen in most part of the country. Lackshi (2008) carried out a survey on children and youths in organized armed violence in Nigeria and discovered that frustration among the youths and children, mass poverty, inequality, and unemployment were responsible for violence in the country and Ebonyi State is not an exception.

Awaru (2013) noted that elections in Nigeria normally witnesses a lot of violence and insecurity. The army of unemployed youths are normally used by politicians as thugs. These youths kill and maim people for them because they are hungry and in penury. These are the youths who are supposed to be in school. Most of them cannot pay their fees and their poor parents do not seem to help them. Also most children and youths turn to be hawkers, beggars, and prostitutes and are subjected to child labour instead of being in schools. Most families experience hardship and are in poverty. This leads to poor feeding, increased insecurity, and low level of education. The state government policy of very high taxation and cuts from both business people and working class people as well as non-promotion of workers, irregular payment of salaries, destruction of people's houses and shops without compensation in the name of development could also be contributory to the abject poverty being experienced in the area of study. All these seem to bedevil effective curriculum implementation generally and that of English language in particular. English language as a subject is an everyday teaching subject and it is the official language and subject of certification. Yet, students perform poorly in it. It is the focus of this paper to explore how security challenges have influenced the implementation of the English language curriculum in Senior Secondary Schools in Ebonyi State.

Purpose of the Study

The main purpose of the study is to find out how security challenges influence the implementation of English language curriculum in Senior Secondary Schools in Ebonyi state. Specifically, the study was to ascertain the

following.

1. How security challenges influence the implementation of the curriculum of English Language.
2. Influence of security challenges on the implementation of the curriculum of English Language.
3. Hindrances to effective tackling of security challenges to enhance the implementation of the curriculum of English Language.

The following research questions guided the study:

1. What are the security challenges affecting the implementation of the curriculum of English Language.
2. What are the influence of security challenges on the implementation of the curriculum of English Language?
3. What are the hindrances to effective tackling of security challenges in the implementation of the curriculum of English Language?

Hypotheses:

One null hypotheses were formulated to guide the study.

H₀₁: There is no significant difference on mean ratings of male and female respondents on the damaging influence of insecurity in the implementation of the curriculum of English Language.

Research Method

The research design adopted in this study is a descriptive survey as it involves the opinion of questionnaire to illicit information from respondents. The population comprised 345 teachers who were randomly selected from Senior Secondary Schools in Ebonyi State. 115 teachers each were drawn from each zone: Abakaliki, Onueke and Afikpo Education Zones, making it a total of 345 respondents with 172 males and 173 females. Self structured questionnaire was used as the instrument titled security challenges and implementation of the English language curriculum Questionnaire (SCIELCQ). The questionnaire consisted of two sections. Section A. is for demographic data of the respondent while section B consisted of 21 question items which were based on a 4 point likert scale of a strongly Agree 4 point, B Agree 3 point, C Disagree 2 point and D. Strongly Disagree 1 point.

The instrument was validated by experts from the Arts and Social Science and Science Education Departments and the inputs they made were taken into consideration. The instrument was further subjected to a test of reliability in a test re-test using Cronbach Alpha method and an index of 0.91 was obtained. On the spot distribution and collection were used to avoid mortality of the instrument. Mean and standard deviation were used to answer the research

question and a criterion mean score of 2.5 was regarded as being high and accepted and anything below it as being low and rejected while Z. test was used to test the null hypothesis at 0.05 level of significance.

Results

The results of the study were presented in the table based on the research questions and the null hypothesis raised.

Research question 1: What are the different types of security challenges influencing the implementation of the English language curriculum?

Table 1: Mean responses of respondents on the types of security challenges influencing implementation of the English language curriculum.

S/N	Items: Types of security challenges	Mean	SD	Decision
1.	Tribal/community clashes drive students out of schools which lead to poor implementation of the English curriculum	3.2	6.4	Accepted
2.	Drug abuse by most students makes it difficult for them to be in classes and learn	2.8	8.2	Accepted
3.	Kidnapping cases makes most students and teachers to dodge schools	2.4	8.7	Rejected
4.	Government policy of heavy tax, and excessive charges of people lead most people to abject poverty and could not pay their children/wards school fees lead to poor implementation of the curriculum especially English Language	3.1	6.5	Accepted
5.	Students resort to cultism, maim and kill people put great fear in students and they dodge classes lead to poor learning especially the English language	2.9	6.80	Accepted
6.	Non-payment of teachers salaries & allowances and non promotion by the government lead to teachers non-challant attitude to duty which lead to poor implement of the English curriculum	3.0	7.00	Accepted
7.	Health challenges of different illnesses especially Covid-19 lead to close down of schools and non implementation of the English curriculum	3.2	6.2	Accepted
8.	Herds men and their cattle ravage farms, kill and maim people lead to disperse of people leading to poor implementation of the English curriculum	2.5	8.5	Accepted
Grand mean			2.88	

Summary of result in Table 1 above reveals that senior secondary schools face many security challenges in the state. The grand mean of 2.88 indicates different security challenges that exists in schools.

Research question 2: What are the effects of security challenges on English language implementation?

Table 2: Mean responses on influence of security challenges on the implementation of English language Curriculum

S/N	Items: How security challenges affect curriculum implementation	Mean	SD	Remark
1.	Security challenges brought killing, kidnapping of people and students in schools	3.2	6.4	Accept
2.	It leads students to drug insanity, intimidation and rape	3.1	6.3	Accept
3.	It leads to non challant, poor devotion and attention and non commitment to duty	3.4	6.0	Accept
4.	It leads the people to abject poverty, illness death and nonpayment of school fees	3.2	6.4	Accept
5.	It leads to redundancy psychological trauma and drop out of school	3.3	6.1	Accept
6.	Leads to total close down of schools, poor curriculum implementation	3.1	6.3	Accept
7.	It leads to fear, unrestful mind depression and death	2.9	7.9	Accept
8.	It leads to benefit of the people	2.1	9.1	Reject
Grand mean			3.17	Accept

Table 2 reveals how security challenges affect senior secondary students in different ways with a grand mean of 3.17.

Research question 3: What are the hindrances to effective tackling of security challenges to English language implementation?

Table 3: Mean responses of respondents on why insecurity had not been effectively tackled to improve curriculum in schools

S/N	Items: Why insecurity had not been tackled	Mean	SD	Remark
1.	Demarcation of land boundaries had not been clearly made officially by the government and stake holders	3.1	6.3	Accept
2.	Serious secret agents had not been planted among students to find, out students who are on drugs	2.8	7.8	Accept
3.	Government had not redeemed her promises, do not see to welfare of workers and do no give promotions	3.4	6.00	Accept
4.	Government normally make policies that would negatively affect the subjects. The destroy peoples properties without compensation	3.3	6.1	Accept
5.	Government do not pay teachers complete salaries and allowances and excessively tax their salaries	2.9	7.9	Accept
6.	Health care services are very expensive and most people cannot not access it	3.0	6.2	Accept
7.	Government had not provided made essential services and welfare to get to the hands of those who actually need it	3.2	6.4	Accept
8.	Government had not addressed the issue of unemployment that would absorb the youths	3.3	6.1	Accept
Grand mean			3.1	Accept

Table 3 above reveals mean responses of respondents on why insecurity had not effectively tackled to forestall effective curriculum implementation in schools with a grand of 3.1.

Table 4: Mean responses of male and female respondent on why security challenges has not been tackled in schools for effective implementation of English Language curriculum.

Variables	N	Mean	SD	t-test	z-critic	Remark	
Male	172	3.02	0.74	0.60	0.05	1.96	Accept
Female	173	3.08	0.73				

Not significant at 0.05 level

The t-test result in Table 5 indicates that hypothesis 2 is also accepted, showing no significance difference in the mean responses of male and female respondents on why security challenges had not been tackled for effective implementation of the English language curriculum.

Findings

The findings of the study were based on the three research questions and one null hypothesis that guided the study. Results were discussed based on the major themes of the study. The tables presented indicated clearly that there exists security challenges in Ebonyi State and in the secondary schools and that persistence of insecurity not been able to tackle were as a result of many reasons. Community and tribal clashes, drug abuse, kidnapping, cultism, illness especially, covid-19, herds men ravage are security challenges which lead to killings and maiming, intimidation and rape, non challant to duty, poverty, illness and death, redundancy and psychological trauma, total close down of schools, waste and suffering, fear and unrestful mind. Abound are the reasons why insecurity had not been tackled. Non clear demarcation of boundaries, non implant of secret agents among students, not redeem of the government promises, government not making a viable policy statement to benefit the people, nonpayment of salaries and allowances and non promotion of teachers. Security challenges can be tackled for effective curriculum implementation especially in English if the government will sincerely and genuinely make good polices that would benefit the masses.

Discussion of Findings

Data in Table 1 indicate the security challenges of English Language curriculum implementation to include involvement in tribal/community wars, students drug abuse, kidnapping, Poor government policy, poverty and non-payment, students and Cults, Health challenges, Covid 19 and other illnesses

herds men fight and ravaging farms and displacement of families. This findings are in line with Eze (2020) who discovered terrorism, drug trafficking and abuse, cultism criminal acts, ethnic dispute lead to security challenges which pose treat to the security in the nation. This findings also concur with Dasuku (2013) who stated that when security challenges are above the law enforcement agencies, they usually mar peace and daily activities of the people to make their daily bread.

Data in Table 2 shows that security challenges affect students in the implementation of the English Language curriculum in schools. Insecurity affects the students in the following ways: maiming. Killing, kidnapping of students and some students getting involved in drug, drug abuse, insecurity, intimidation and rape, non- challant attitudes and diversion of attention to study, abject poverty, illness and death and non-payment of school fees, redundancy, psychological trauma and drop out of school, close down of school waste of lives and death, fear, unrestful mind, depression and death. This finding is in line with Osiobe (2014) who stated that the effect of insecurity on properties mar and disrupt activities, loss of lives and properties. These to a great extent indirectly leads to disruption of academic activities and making it difficult for effective implementation of curriculum especially the English language curriculum.

Table 3 reveal why insecurity had not seen seriously and effectively tackled: the reasons include that demarcation of land boundaries had not been officially met by the government, secret agents had not been planted to mingle within the student and fish out those students in secret cults, government had not redeemed promises of the welfare of workers and do not give good condition of service to workers, government make polices that negatively affect citizens, government do not pay teachers full salaries, no promotion and no allowances with heavy tax on the salaries, healthcare services are very expensive and most people cannot have medical care, government do not provide essential services and welfare to get to the hands of those who actually need them. The finding is in line with the National Bureau statistics (2020) that some states had emerged as a breeding ground for poverty which is as result of bad government policy.

Table 4 indicated that there is no significant difference on the mean responses of male and females on why security challenges had not been effectively tackled for effective implementation of the English Language curriculum. This is in line with Ngu (2008) and Sharma (2012) found that school climate both physical and emotional should be maintained by both school and community. This however extends to the government who should take bold and genuine step to tackle security challenges.

Implications derivable from the Study

1. Security is vital for effective curriculum implementation in the state, so issues on security should be seriously dealt with.
2. Government should embark on policy that will always be more beneficial to the people.
3. White paper on land boundary matters should be brought out and information on that should be disseminated.
4. Government and the local communities should secure schools provide palliatives for both students and staff.
5. A busy person is a busy mind, government should create an enabling environment for people to be meaningfully engaged and provide academic materials that would help boost the school system.

Recommendations

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

1. Whatever that poses security challenges should be a joint effort of everyone in Nigeria more especially the government and it should be seriously combated in the school system.
2. All forms of palliatives and poverty alleviations should be genuinely and effectively distributed to the right persons
3. White papers burning rearing of animals outside ranches should be brought out and defaulters should be punished.
4. White paper on land boundary matters should be brought out and published and land encroachment be seriously dealt with.
5. The government should bring lives in schools by building and reconstructing school that are no longer in good form and also protect and provide for schools them so that serious curriculum implementation especially the English language studies would take place.

Conclusions

Based on the findings of the study, it is therefore concluded that there is no significant difference on the opinion of male and female respondents on the damaging effect of insecurity on the curriculum implementation in schools especially in English. This shows that schools face serious security challenges and that are as a result of general unemployment, bribery and corruption, poverty and hunger, wars, killings, lost of lives and properties and armed general insecurity. All these lead to very poor curriculum implementation in schools especially the English language teaching and learning which is the bed rock of development in Nigeria. Insecurity weakens the strings of the society. For security to be strong, everyone: individuals, government, communities and

forces should jointly address this ugly trend in the society to implant strong education and effectively implement curriculum especially the English language.

References

- Akpan, S.N (2010). Kidnapping in Nigeria Niger Delta. An exploratory study. *Journal of social Science*, 24(1), 32.42
- Aliju, J. S. (2010). *Upgrading English achievement*. Zaria: Tamaza Publishing Company Ltd.
- Awaru, A. F Awara. N. F., Enuwunchoia, J. Adeqkunle, M. and Udaw, F.E (2013). Unemployment and poverty. Implication for National security and good governance in Nigeria. *International journal of public Admin IJPAMR*. 2 (1) 24-32
- Bamgbose, A. (2005). *English in the Nigerian environment in the new Englishes* Ed Ayo Bamgbose, Ayo Banjo, T. Thomas. Ibadan: Mosuro.
- Dasuku, S. (2013). Nigerian Security Challenges. The way forward <http://leadership.ng/nga/articles/46623/2013/02/01>. Nigeria security Retrieved on Monday 3 June, 2013.
- Edogun, B. (2015). Importance of Education in society <https://nigeriaobservernews.com> Retrieved 3.35 am 6/9/2020
- Eze, S. (2020). *Kidnapping case in Ebonyi State in punch news paper*.
- Federal Republic of Nigeria (2004). *National policy on education*. Abuja: NRDC.
- Federal Republic of Nigeria (2017). West African senior certificate Chief Examiner's Report.
- Federal Republic of Nigeria (2018). West African senior certificate Chief Examiner's Report.
- Federal Republic of Nigeria (2019). West African senior certificate Chief Examiner's Report.
- Ibukun, W.O. (2004). Quality teachers for quality education in Nigeria. *Issues in Education Foundations and management* (1) 12-21
- Jude, W.I., Udosen, A.E and Akpan, I.M. (2018). Teacher trainee preparation. The Desired change for citizenship Development. *Nigerian Journal of Curriculum Studies*, 24(4), 100.118
- Kpee, G.G. (2006). Administrating UBE in Nigeria: Lessons from the UPE in Maduagwu S.N. (ed). *Administration of universal Basic Education: the Basic facts*. Owerri. Spring Field Publisher Ltd.
- Lakshmi. I. (2009). Geography Poverty and conflict in Nepal P.4 Niger Delta Development Commission NDDC. Report 2008. Poverty, Equality /doe

- poverty explainer-en pdf Report poverty in the UK Commission NDDC. Report 2008. Poverty, Equality in the EU <http://www.eapn.eu/images>
- National Bureau Statistics (2020).
- Ngu, M. (2008). The management of policies and Strategic plans. *Journal of Public Administration. Faculty of public Administration. Amadu Bello University Zaria* 1(2)95-106
- Okonkwo, A. F., Ngwoke, R. O., and Obeka, N. O. (2020). Corruption and literacy in the basic education schools in Onueke Education Zone of Ebonyi State. *Journal of Education and Practice*, 11, 227-236.
- Oluikpe E. N. (2007). Enhancing students; achievement in expository writing using collaborative learning. *Journal of Applied Literacy and Reading*, 1(3), 54-62.
- Punch Newspaper (2020)
- Sharma, A. (2012). School Community Relationship: the Principal's Roles. A paper presented at the 7th Annual Conference of FCEA at the University of Hongkong 20th August.
- Vanguard News paper (2020) President Buhari and the Service Chief on security. <https://www.vanguardngr.com>. Retrieved 2.14 Pm. on 12th August, 2020.

Mitigating the Effect of Security Challenges on the Basic Education Curriculum Delivery in South Western Geo-Political Zone of Nigeria

By

*A.M. Asebiomo (PhD); NERDC, Sheda Abuja,
Iorliam, Emmanuel Ighalumun Vambe (PhD); University of Abuja,
Adebayo Lawrence, OJO; NERDC, Sheda-Abuja.*

Abstract

The entire geographical space of Nigeria has been hunted by security challenges which affected the school programmes and hence the effective delivery of the Basic Education Curriculum. This study therefore investigated the effect of security challenges on the effective delivery of BEC in the South Western geo-political zone of Nigeria. All the Primary and Junior Secondary Schools and their teachers in South West Zone of Nigeria form the population of the study. The sample was made up of three states randomly selected, and from each state 3 schools were randomly selected, one from each senatorial district. In each of the schools selected, 30 teachers were purposively selected bringing the sample size to 270 teachers. The sample showed a fair gender representation. Security Challenges Analysis Questionnaire for Teachers (SCAOFT) designed by the researcher and was validated by administering it to a neutral state that did not take part in the study. The reliability coefficient of the instrument was found to be 0.82 using Cronbach Alpha. Mean and standard deviation were used to answer the research questions; while t-test was used to test the hypotheses at 0.05 level of significance. The study revealed that most schools were closed due to security challenges and there were no visible alternative means of teaching and learning. However, gender effect was not significantly pronounced in the finding but location effect was significant. It was recommended that alternative means of learning such as e-learning should be promoted and more significantly security matters should be seen as everybody business to enhance effective BEC delivery in the Country.

Keywords: *security challenges, curriculum delivery, basic education and basic education curriculum*

Introduction

Education is viewed by many as the learning which occurs within the school and culminates in the acquisition of certificates. Others see education as preparation for life. However, education is far more encompassing and should be seen as life itself in the context of "Education for All" according to Obanya (2004). Education helps individuals to develop physical, moral, and intellectual abilities. Every individual needs education in order to gain perfect understanding of the

world in which he lives and be able to conquer it according to Ademola (2008). Boyi (2014) opined that education as what brings about the moral development and spiritual upliftment of the human personality and of the community lives, education makes mankind more creative and enables him to live a more fulfilling life through interaction.

Basic education is education given to Nigeria citizen from primary one to junior secondary school three. One year pre-primary schooling is among. It is a compulsory nine or ten years basic education for a child after which the first leaving certificate is issued (FRN, 2013). The essence of education therefore is the ability to transfer the knowledge, facts, skills, values and attitudes learnt in one situation to solve problems in another situation, and this is done through the curriculum. Curriculum is considered the heart of any learning institution which means that schools cannot exist without a curriculum because it refers to the total learning experiences of individuals not only in school, but in society (Bilbao, Lucido, Iringan and Javier 2008).

The word curriculum was derived from the Latin word *Currus*, which means “to run a race. It is a race course, which implies that the moment a child starts school; the race begins and stops at the end of the child's educational career. Curriculum in a formal setting can be seen as the planned learning experiences offered to the learner in the school (Asebiomo, 2018). According to Offorma, 2005, curriculum is a programme which is made up of three components: programme of studies; programme of activities; and programme of guidance. Curriculum can be taken to mean the instrument by means of which schools seek to translate the hope of the society in which they function into concrete reality. It is planned and sequenced. According to Anwuka (2005), curriculum is a vehicle through which education is attained. Functional education is determined by the quality of curriculum content and its implementation. Functional curriculum content must be valid, significant, learnable, consistent with social realities, useful and reflect the interest of the learners (Offorma, 2005). However, no matter how good the Basic Education Curriculum (BEC) might be, the safety of its delivery determines its effective implementation.

The entire geographical space of Nigeria has been hunted by security challenges which has affected the school programmes and hence the effective delivery of the Basic Education Curriculum. Security according to Asebiomo (2021) is the protection of a person, building, organization or country against dangers. In other words Security is the state of being free from danger or threat. Security can be classified into two types - internal Security and external Security. Insecurity on the other hand is the absence of peace and harmony in any society. Security is the

most basic need of human beings and societies. It is recognized as the pre-condition for the survival of the Nigerian people and nation hence, the Constitution of the Federal Republic of Nigeria (2014 Reviewed) provided in section 14 (1) (b) that the security and welfare of the people shall be the primary purpose of government. This entails the protection of human rights, from physical threats and violence within the states territory. Security can be conceived as the absence of threats to (a) the sovereign powers and territorial integrity of a nation; (b) the capability of a countrys government; (c) safety of the person and property of citizens, and (d) freedom of citizens from oppressive rule, economic exploitation, discrimination and exclusion, diseases, homelessness, starvation, ignorance and illiteracy, environmental degradation and all other forms of structural and criminal violence (Wulf, 2006). Omede (2012) views security as a dynamic condition which involves the relative ability of a state to counter threats to its core values and interests.

The current issue in Nigeria Society of which schools belongs is Security. Today, the Nigeria Society is experiencing serious insecurity. Insecurity is the antithesis of security and has attracted such common description as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others (Achumba, Ighomereho and Akpor- Robaro 2013). The authors further stated that these common descriptors point to a condition where there exists a vulnerability to harm, loss of life, property or livelihood. Therefore, they consider insecurity to be a state of not knowing, a lack of control, and the inability to take defensive action against forces that portend harm or danger to an individual or group, or that make them vulnerable. According to Beland (2005), insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection. It refers to lack or inadequate freedom from danger. Insecurity has become a major issue of concern to every citizen in Nigeria. On a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, terrorism, banditry, bombings, abductions, rape, cultic activities, election related crises, human trafficking, militancy, hunger, environmental degradation and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria (Nwangwa, 2014).

Media report are awash with the number of lives lost as a result of terrorist, insurgent, banditry and other attacks that seem to be alarming in the recent past. Our academic (schools) institutions have also become hot spots where cases of insecurity are recorded (Ojukwu & Nwanma, 2015). Schools have been closed causing interrupted learning activities and non-coverage of the school

curriculum. Insecurity impedes education when it keeps children and teachers home and shuts down schools. Teachers and pupils/students who were disrupted by insecurity often times flee schools for fear of being attacked.

The threat posed by COVID-19 has led to the closure of schools. Extended school closures may cause not only loss of learning in the short-term, but also further loss in human capital and diminished economic opportunities in the long-term. When schools are closed, the learners are going to suffer as teachers closed schools leaving chunks of materials untaught. When schools resumed, time lost and curriculum coverage may not be recovered.

To help mitigate the loss of learning and ensure curriculum delivery, education systems and schools world over adapted the use of technologies such as distance learning or home-schooling to continue to support student learning outside the traditional school setting. It is from this background that this study centred on mitigating the effect of security challenges on the basic education curriculum delivery in South Western Geo-Political Zone of Nigeria. The purpose of the study therefore is to find out the effect of security challenges on the basic education curriculum delivery in order to mitigate the BEC effective implementation.

Method of Study

The methods used in this study are discussed below.

Research Objectives

The objectives of the study include:

1. To identify the security challenges that hinders the effective BEC delivery in South Western Geo-Political Zone of Nigeria.
2. To determine to what extent the security challenges affect the effective BEC delivery in South Western Geo-Political Zone of Nigeria.
3. To sought out possible remedies that will bring about effective BEC delivery in South Western Geo-Political Zone of Nigeria.

Research Questions

1. What security challenges do teachers perceive as hindering the delivery of BEC curriculum?
2. What are teachers perception on the extent the security challenges has hindered the effective delivery of BEC curriculum in South Western Geo-Political Zone of Nigeria?
3. What solutions do teachers proffer to remediate the security challenges that hinder the Effective BEC delivery in South Western Geo-Political Zone of Nigeria?

Research Hypothesis

The null hypotheses formulated to guide the study is.

H₁: There is no significant difference between the extents of the security challenges and the effective BEC delivery in South Western Geo-Political Zone of Nigeria

Design of the Study

The population of the study consisted of teachers in basic schools in south western geo-political zone of Nigeria. Survey design was used because a survey reveals current conditions and also shows needs for improvement

The sample for the study was 270 teachers from basic schools that were purposively selected as follows: Three states were randomly selected from the six states that make up the south western geo-political zone of Nigeria. From each state three schools were selected, one from each senatorial zone, given a total of nine schools. Thirty teachers were purposively selected from each of the nine schools bringing the total number of the teachers to 270. Gender and location were given fair consideration in the respondents selection. The instrument used for the study is titled Security Challenges Analysis Questionnaire for Teachers (SCAQfT), designed by the researcher. It was validated by administering it to a neutral state that did not take part in the study was used. The reliability coefficient of the instrument was found to be 0.82 using Cronbach Alpha. The instrument had four sections, A, B, C and D. Section A sought information on the personal data of the respondents. Section B required the respondents to indicate the security challenges they perceive that affect BEC delivery; section C sought from the respondents the extent of which security challenges has affected BEC delivery and section D sought for possible remedies that can lead to eradication of these security challenges and or other means of BEC delivery in the face of security challenges. In sections B, C, and D each item had a five-point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D), and Undecided (UD).

The researcher and two research assistants participated in the field administration and retrieval of the 270 questionnaires which took three weeks to complete. Frequencies, means and ranking statistical tools were used to analyze the data. Mean and standard deviation were used to answer the research questions; while t-test was used to test the hypotheses at 0.05 level of significance.

Results/Findings

The results of the data analysis are presented in Tables 1-5.

Table 1: Bar Chart Gender Representation of the Respondents

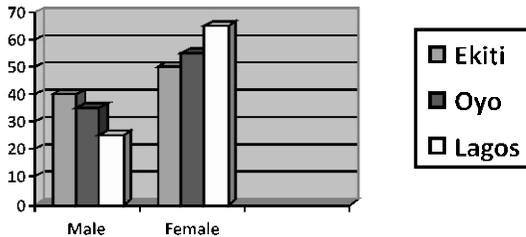


Table 1 shows bar chart gender representation of the respondents. Female teachers recorded the highest selected members in each of the state with Lagos state having the highest number of 63 (72.2%) with Ekiti state having the least of 50 (54.6%). The reasons could not be far from the emerging scenario of females dominating the teaching profession at the basic education level.

Table 2: Percentage Location Representation of the Respondents

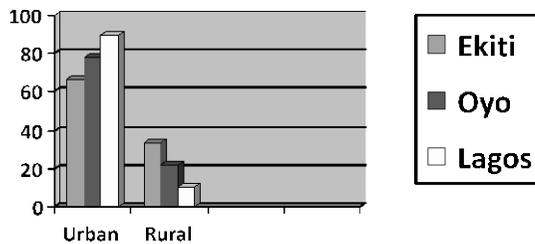


Table 2 revealed the bar chart representation of the respondents by location. Most of the respondents came from the urban settlement in all the sampled states with Lagos having the lead with 80 (88.9%) as against 10 (11.1%) from rural communities. This was followed by Oyo state 70 (77.8%) and 20 (22.2%) for rural and urban respectively. Ekiti state has urban/rural representation of 60 (66.7%)/30 (33.3%).

Table 3: Bar chart of Security Challenges as Perceived by Teachers

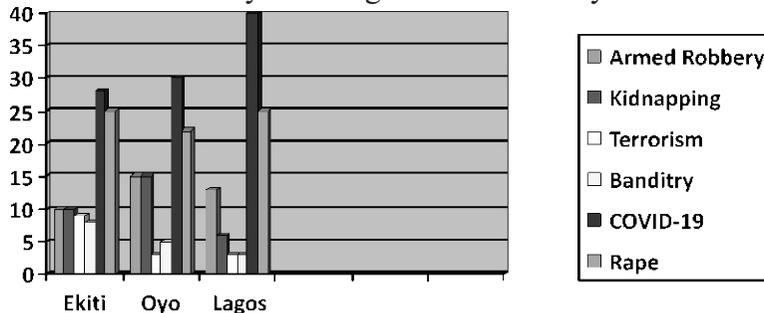


Table 3 above showed the security challenges as perceived by the teacher in the zone. COVID-19 was prominent in Lagos with 40 respondents rating it in Oyo State with 30 and closely followed by Ekiti (28). Rape was the second highest prevailing security challenges as perceived by the teachers with Ekiti (25), Lagos (25) and Oyo (22). Generally the security challenges in the three states followed similar pattern and in the order of COVID-19, Rape, Armed robbery, Kidnapping Terrorism and Banditry.

Table 4: Mean values of Teachers perceived security challenges that hinder the effective BEC delivery in South Western Geo-Political Zone of Nigeria.

Problem	Mean	Rank	Remarks
Inability to attend school for fear of being abducted	3.91	6	Significant
Destruction of school infrastructures by bandits	3.43	10	Significant
Lack of technical know-how for alternative learning processes	4.0	5	Significant
Lack of access to e-learning devices	4.64	1	Significant
Poor internet connectivity	4.47	2	Significant
Financial constraints	3.57	9	Significant
Poor living wage	3.81	7	Significant
Poor electricity	4.01	4	Significant
Ambiguity of the curriculum.	3.66	8	Significant
Lack of Teachers to teach the curricula.	4.07	3	Significant

Data in Table 4 shows the mean rating of how teachers perceived all the 10 security challenges confronting basic education curriculum delivery. All of them were judged as significant (all mean values are higher than the group average mean value of 2.5). The most frequently occurring security challenges confronting basic education curriculum delivery were Lack of access to e-learning devices with mean rating value of 4.64 followed poor internet connectivity with mean rating value of 4.47 while destruction of school infrastructures by bandits (3.42) was the least perceived security challenges confronting basic education curriculum delivery.

Table 5: Teachers perceived solutions to security challenges that hinder the Effective BEC delivery in South Western Geo-Political Zone of Nigeria.

Solutions to security challenges	Mean	Rank	Remarks
Providing alternative learning techniques such as e-learning	4.22	5	Significant
Security to be seen as everybody business	4.23	4	Significant
Promotion of religious tolerance among citizenry	4.41	2	Significant
Provision of adequate infrastructures	3.88	6	Significant
Guarantee of life and property by the government	4.6	1	Significant
Equity in dispensation of justice	4.3	3	Significant

From table 5 above, the most perceived solution to security challenges of effective BEC delivery is the guarantee of life and property by the government with mean value of 4.6 followed by promotion of religious tolerance among citizenry with mean value of 4.41. Provision of adequate infrastructure though significant was the least with mean value of 3.88. Provision of alternative leaning techniques such as e-leaning ranked fifth4 with mean value of 4.22.

Table 6: Summary table of findings of Correlation Coefficient and Converted t-values on the extent of the effect of security challenges to BEC delivery

Variables	Correlation	t-calculated	t-tabulated	Inference
Education Policy somersault	0.6044	3.12	1.96	Significant
Students socio-economic collapse	0.1845	2.66	1.96	Significant
Infrastructure neglect	0.4325	2.85	1.96	Significant
Curriculum Delivery stoppage	0.1655	2.33	1.96	Significant

Education policy somersault has a correlation coefficient value of 0.6 in relation to teachers assumed extent at which the security challenges affect the effective BEC delivery in school as shown in Table 6. Since t-calculated value of 3.12 exceed the critical t-value of 1.95 at 0.05 level of significance, the null hypothesis of no significant difference is rejected.

Result also in Table 6 reveals that student socio-economic collapse and infrastructure neglect has a correlation coefficient of 0.19 with calculated t-value of 2.66 and 0.43 with t value of 2.85 respectively as against the critical t-value of 1.96 at 0.05 level of significance, the null hypothesis of no significant difference is rejected. Curriculum delivery stoppage having significant relationship with the extent of the effect of basic education curriculum delivery as evident in the correlation coefficient of 0.16 with calculated t-value of 2.33 and critical t-value of 1.96. As the calculated t is greater than the critical t, the relationship is significant. The null hypothesis of no significant different is therefore rejected.

Findings

The findings of this study showed that the most frequently occurring security challenges confronting basic education curriculum delivery curriculum delivery were lack of access to digital learning devices, poor internet connectivity and destruction of school infrastructures by bandits.

The most perceived solution to security challenges of effective BEC delivery is

the guarantee of life and property by the government, promotion of religious tolerance among citizenry, provision of adequate infrastructure, and provision of alternative leaning techniques such as e-leaning.

The findings of the study agreed that the education policy somersault, socio-economic collapse, infrastructure neglect, curriculum delivery stoppage have significant relationship with the extent of the effect of basic education curriculum delivery.

Conclusions

This study revealed that there is still a long way to go in making basic education curricula delivery in schools a reality. Security challenges in the country if not collectively and vigorously addressed will continue to negatively affect the effective curriculum delivery. The good news is that if the various solutions identified from this study such as guarantee of life and property by the government and the promotion of religious tolerance among citizenry including equity in dispensation of justice, are implemented, basic education curricula delivery in schools will witness effective.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Alternative means of learning such as e-learning should be made available to all citizens and at affordable cost.
2. Security matters should be seen as everybody's business whereby everyone gives information pertaining to security breach to security and law enforcement agencies.
3. There should be promotion of religious tolerance among citizenry.
4. Provision of adequate infrastructures in schools will be of help.
5. Government and its agencies should guarantee the life and property of its citizens.
6. There should be equity in dispensation of justice where all Nigerians will be treated equally irrespective of social, economic, tribal and religious status.

References

Achumba, I.C., Ighomereho, O.S & Akor-Robaro, M.O.M (2013). Security challenges in Nigeria and the implications for business activities and sustainable development. *Journal of Economics and Sustainable Development*, 4 (2), 79-99

- Anwuka, A.G. (2005). Re-thinking Nigeria Education: Curriculum implications. *Forum*. 5 (1), 6-19
- Ayodele M. Asebiomo,. (2018). *Contemporary Issues in Curriculum Studies*. Dele-Della Publications, Kwali Abuja. ISBN: 978-36561-4-7
- Ayodele M. Asebiomo, Adebayo L. Ojo, Joy O. Asebiomo & O. S. Akinsola (2021). Science and Technology Curriculum Implementation in a Developing Economy: Nigeria Political And Socio-Economic Challenges. *AJORAD Vol. 14 Issue 2, Pg. 11-23*
- Beland, D. (2005). The political construction of collective insecurity: from moral panic to blame avoidance and organized irresponsibility. *Centre for European Studies Working Paper Series 126*
- Boyi, A., A, (2014). Education and sustainable national development in Nigeria: challenges and way forward. *International Letters of Social and Humanistic Sciences 14*, 65-72
- Bilbao, P. P Lacido, P.I, Iringam, T.C, R.B Javier (2008): *Curriculum Development*. Philippines; Lorimar Publishing Inc. Nwangwa, K.C.K. (2014). Controlling the Security Challenges in Nigeria. The Managerial Perspective. A Lecture Presented at the Distinguished Lecture/Management Luncheon Day for Institute of management of Nigeria, Abia Chapter
- Obanya, P.A.I. (2007). *The Dilemma of Education in Africa*. Ibadan. Heinemann educational Books
- Ojukwu, M.O. and Nwanna, A.C. (2015). Influence of Insecurity of School Environment on the Behaviour of Secondary School Students in Isiala-Ngwa North and South Local Government Area of Abia State, Nigeria. *International Journal of Education & Literacy Studies*, 3(4), 49-55.
- Omede, A. J. (2011). Nigeria: analyzing the security challenges of the Goodluck Jonathan Administration. *Canadian Social Science*, 7(5), 90-102
- Wulf, H. 2006. Good Governance beyond Borders: Creating a Multi-level Public Monopoly of Legitimate Force. Occasional Paper -No10. Geneva Centre for the Democratic Control of Armed Forces (DCAF), p.9

Developing And Delivering Security Education Curriculum At Basic Education Level In Nigeria

Dr. Chika Chukwuma-Nosike

Department of Social Science Education

Imo State University, Owerri

&

Prof Grace C. Offorma

Department of Arts Education

University of Nigeria, Nsukka

Abstract

This paper discussed security education and the need to develop an authentic curriculum on security education as well as its delivery at the Basic Education level in Nigeria. The paper defined and explained the major concepts of curriculum, curriculum delivery and security education curriculum. It enumerated some of the possible curriculum contents that can be developed on security education at Basic Education Level. The relevance of security education curriculum and its delivery were enumerated and some recommendations were made which include: learners will develop more awareness on different security issues when they are exposed early to security education curriculum at basic education level. The content of the security education curriculum will educate the learners more on different ways they can curb security challenges when they encounter them. Teachers should be exposed to trainings and workshops using security personnel to enable them understand security issues for effective security education curriculum delivery.

Keywords: *security, security challenge, security education curriculum, curriculum delivery*

Introduction

Every day all over the world, we hear, read or witness one form of security issue or the other. In Nigeria, security issues have become a trend. It comes in the forms of abductions, burglary, armed robbery, ritual killing, kidnapping, arm banditry, militancy, insurgency, suicide bombing, religious intolerance, raping and cybercrime. No matter the nature, any of these security issues are seen as security challenges world over. Thus, Albinus (2012) explained that security challenges are centered on crimes such as militancy, bombing, wanton destruction of government property and kidnapping. It affects all citizens' peace directly and indirectly, bringing pains and anguish to those

affected. Hence, Oladiran (2014) stressed that security challenge is not unique with Nigeria but is seen both in other developing countries as well as developed countries.

Security challenges have persisted over the years in spite of all government and individual efforts (Duerksen, 2021 and Albnus, 2012). The tempo and speed have become unmatched as security issues keep developing new approaches and trends making it necessary that adequate steps must be taken to create needed awareness and orientation. Its effects on lives, property, even education and learning are best imagined. Presently, security challenges have brought about the closure of schools and stopping of boarding system of schooling in certain zones in Nigeria (Mukhtar, 2021 and Duerksen, 2021). Explaining further, Duerksen (2021) agreed that the surge of kidnappings for ransom targeting boarding schools had been on the high side recently especially, in the North western part of Nigeria. Thus, the need to develop action plan towards solving the insecurity challenge in Nigeria. With the continuous existence of varied security challenges in Nigeria and government security outfits inability to quell insecurity so far, to guarantee safety and security in the country, the question of concern to every Nigerian citizen today is “can there be security? How can security challenges be curbed? Is security of lives and property achievable? Security education could help to answer these questions, as that would create awareness of insecurity issues and impart knowledge in those regards to the citizens.

The Concept of Security

Security and insecurity are common words today in Nigeria because of the experiences Nigeria has in this malaise. Security is synonymous with peace. The word Security according to Idoko & Dasuma (2014) is the act of seeing that people live together within an environment without any form of harassment or violent. In other words, security refers to the survival of all and sundry in the society. While Joshua, Ibietan & Azu (2016) described security as the act of being safe from danger, the defense, protection, preservation of values and the absence of threats. On the other hand, Adebakin (2012) viewed security as freedom from threats or danger; and the ability of the nation to protect its citizens from all criminal disturbances. Generally, where there are no experiences of violence, threats, criminal activities, it is accepted that there is security. This is far from being the situation in Nigeria, as the country is bedeviled with varied security challenges. Many of the security challenges are hinged around our youths, teens and young adults (Adegoke, 2015). It is either they are victims or

they are part of the perpetrators. In some situations, these groups of citizens are ignorantly lured into constituting a threat to the security of the entire society. Thus, Igbuzor (2011) stressed that peace and security education is a critical factor in producing sustainable peace and security in any given society. This paper is stressing that the development and delivery of security education curriculum will assist in reducing the occurrence of security challenges.

The concept of Security Education

Security education is the delivery of information, knowledge, values, attitude and skills surrounding security issues to the learners to create awareness and knowledge under the auspices of the school. Security education is “the teaching and learning of the security concepts and experiences necessary to achieve the national security” (Al-Sakran, 2008:52). Security education will be a new area in the general education system, especially, at basic education level when adopted. The importance of passing the right information on security issues to young learners who are the most vulnerable members of the society as well as the future generation leaders becomes quite necessary. Students are expected at various levels to have adequate knowledge about an important subject such as security (Is'haq, Musa & Abdulhafiz, 2019 and Chukwuma-Nosike, 2013). This is called Security Education/literacy. Thus, Security Education or literacy is the ability of learners/citizens to participate in a discourse about security issues, having full knowledge and understanding of the terminology and its implications.

Basically, the teaching and learning of security education at basic education level is needed to instill security awareness and consciousness at young age. It will help to contribute towards making competent citizenship as there can be no more vital requirement for good citizenship in the present age than an ability to understand and be able to participate from early age, in security related matters (Igbuzor, 2011 and Harf, 1989). Security education will help school children to understand the subject more and take a stand against insecurity today which, will at the same time encourage the change of attitudes and behaviours needed for more sustainable peaceful coexistence. Oladiran (2014) is of the view that there should be a paradigm shift in tackling security challenges whereby the school curriculum needs to be redesigned to bring a value change, where by every person will be a participant in the fight against insecurity. This implies that security education needs to be given its place in education and classroom, considering its present trend and frequency of occurrence. Thus, it is necessary to develop and integrate security education into school curriculum to

disseminate security literacy.

In relating the meaning of curriculum to national interest, goals and objectives, Ehidero cited in Chukwuma-Nosike (2013), defined curriculum as a vehicle through which the school strives towards the achievement of any educational goals, be they those of the nation, state or local government. This definition agrees with the importance attached to the teaching and learning of security education to young learners. Teaching/learning of security education tilts towards repositioning and reshaping students' knowledge, skills, values and attitude towards security and security challenges. This means that the curriculum must be responsive to the need of a given society at any point in time. Many previous studies agree on the importance of school curriculum and its role in promoting the dissemination of security awareness and knowledge to all learners, leading to the reduction of distractions, crime and violence (Al-Edwan, 2016; Al-Zyadat & Qattawi, 2014 and Al-Sakran, 2008)).

This paper is hinged on the Functional Curriculum Theory which advocates that learners should be exposed to a wide variety of knowledge, ideas, information, inventions and skills that will make them become full participating members of the global society (Ahmadi & Lukman, 2015 & Obanya, 2004). Relating this theory to security education, implies that there is need to expose the learners to diverse security knowledge, skills, values and attitude that are useful to the learners in the present and future dispensation. The theory advocates that when security education is integrated into a curriculum, as security issues are vital aspects of national development, this makes such curriculum holistic, functional and goal-oriented. This is because the curriculum will be made up of significant knowledge, skills, values and attitude, and details concerning security issues that will be transferred to the learner during curriculum delivery. This wide variety of knowledge provides avenue for problem solving and makes the learners to be versatile functional citizens upon graduation. Hence, this theoretical framework agrees with the objectives backing this position paper.

The Security Education Curriculum will be a document that will contain all the learning contents, experiences and activities that the learners need to know and understand about security at any level of education. It will be planned and developed just like any other subject curriculum used in the school for achievement of educational objectives. The curriculum can be organized in themes, sub-themes, and topics. The Security Education Curriculum at the Junior Secondary School if adopted, could address but not be limited to the following conceptual security issues:

- Concept of security and security education

- Security challenges.
- Classes/types of security challenges (internal and external)
- Forms/types of security challenges on the government, society and their environment.
- Man's activities that promote insecurity (carrying heavy cash about, keeping late nights, maintaining wrong relationships, engaging etc.)
- Security and gender Issues (*which* include: kidnapping, banditry, ritual, armed robbery, militancy, abduction, cybercrime, hate crimes, insurgency, sexual harassment, raping, taking of illicit drugs, etc.)
- Identification of security threats in different environments.
- The history and trends of Security challenges in Nigeria
- Significance of security education.
- Security and crime instruments. (Different kinds of instruments used: guns, knives, machetes, daggers, bombs, grenades, acid, illicit drugs, etc.).
- Security communication- language, jargons, terminology
- Security publicity-The role of media-social media.
- Concepts associated with security challenges (419, scam, militia, yahoo-yahoo, luring of, rape, association, assimilation, stealing, hate speech, duping, doping, and one chance).
- Ways of curbing different security challenges (Rewards for reporting crime scenes and suspects, re-fortifying the 911 system, regaining public confidence, positive attitudes, and whistle blowing).
- Varied warning signs of security threats and actions to take.

All these broad themes can be divided into sub-themes, to be taught at the level of learners' age, maturity and class at basic education. Activities should be organized around the contents and learning experiences. Skills could be generated around the actions to take when in danger as well as from simple ways to defend one-self if an individual encounters any security threat. Appropriate teaching methods that will enhance the teaching and understanding of the subject should be employed during curriculum delivery. Suggested methods such as role playing, simulation, guided inquiry and dramatization could be used as they are learner-centered but great caution and guidance must be applied while using them. This will enable full learning participation of all learners especially, in the physical classroom. Teaching strategies and materials must present information and ideas about security in a balanced manner devoid of any personal or particular point of view (Harf, 1989).

Instructional materials and resources should be developed to be able to

explain the actual experience and knowledge the learner is expected to gain from the teaching (Chukwuma-Nosike, 2012). Models, pictures, relias, google maps, films, charts, online programmes and projects relating to security, video clips, artifacts, are some of the instructional materials and resources that can be developed for the implementation of the security curriculum. The use of these security-based curriculum materials during teaching/learning of security education will facilitate understanding of necessary concepts, ideas, values and skills. For instance, in using online pictures as instructional resource, the teacher and students can browse and download pictures of various security activities and challenges such as (arraigning of suspect kidnappers, militants, militia, herdsmen, Boko Haram members or even ritualists by the police to the public, court procedures). This will make teaching and learning real, reflective and interactive. It will encourage the learners to appreciate the impact of security challenges as well as what security challenges actually mean as the teacher uses the pointer to explain various scenes in the downloaded pictures. This will make teaching clearer and apt. This agrees with Anukam & Anukam (2006), who wrote that what we hear tend to evaporate with time but what we see tend to last forever. This implies that when learners are exposed to real life pictures during curriculum implementation it leaves an indelible impact in their learning. With the latest trend of lockdown as a result of the pandemic of Corona virus, the security education curriculum can easily be delivered using varied online platforms such as Zoom, Google Meet, Google Classroom, Webinar, Skype and Microsoft Team, as most of the teaching materials could be accessed basically online.

The proposed curriculum highlighted above targeted at the Junior secondary school level. This is because of the following reasons:

1. Introducing and delivering the security education curriculum at Junior Secondary school level of education which is the highest level of basic education, is proper because it is believed that the mental maturity of learners at this level is high enough to accommodate and understand the security concepts they will be exposed to. They have developed to the analytical level of the cognitive behaviour. So, they can analyze situations.
2. At primary school level, simple aspects of security education curriculum content can be integrated in subjects such as Civic Education, Social Studies, Religious Studies and National Values. Using existing concepts in the above curriculum, for instance, topics in civic education curriculum of how individuals can become law abiding citizens can be

used as a scaffold to stand and introduce the concept of security education at Junior Secondary School level.

3. According to Mbakwem (2010), every subject has its own language or terminology (jargon). Exposing learners at Junior Secondary School level early to the concepts, skills and activities surrounding security issues with their level, age and class, will promote proper usage of the language of discourse in the subject (Chukwuma-Nosike, Okoro & Akaronye, 2014).
4. The fact that teaching/learning context emphasize organization of learning experience from simple to complex and known to the unknown; developing and planning the security education curriculum for Junior Secondary School level will require starting with simple concepts such as definitions, importance, types, and relating it to familiar examples within the learners' surroundings.

The exposure acquired at Junior Secondary School Level can assist some of the learners towards considering pursuing security education as a course in the university. This will enable the achievement of security consciousness among the citizenry, thereby reducing insecurity in the country to a reasonable extent. It will enable the production of well-trained professional security personnel thereby, creating new areas of job careers and employment. Also, it can add to more entrepreneurial opportunities such as private and government detectives, security operators, personnel and agencies among many others. Thus, security education curriculum will be assisting the government in answering the call for solution to insecurity in Nigeria.

The Role of Government towards Security Education Curriculum Delivery

Identifying a problem and preparing a curriculum is one thing but delivery of such curriculum is another thing. Curriculum delivery is also called curriculum implementation Obasolape (2016). It is the transmitting of the curriculum document to the learner within the school environment (Mbakwem, 2005). It is the translation of the planned curriculum to operational curriculum (Offorma, 2019). Simply put, it is putting into action the planned curriculum. There are necessary requirements for the achievement of curriculum delivery, they include: training of existing teachers, recruitment of subject specialist teachers, developing and supply of curriculum/instructional materials, resources persons, writing and producing textbooks in the subject area, infrastructures and appropriate funding. The provision of some of these requirements will help promote smooth delivery of the new security education curriculum. Thus, the

government at all tiers can help in providing these requirements.

The government will first have to ensure the realization of this goal by giving necessary approvals and support. Nothing can be achieved in education without appropriate funding, so one of the major roles of the government, is the provision of funds that will enable the efficient delivery of the curriculum. The fund will help to produce the curriculum document, pilot-testing and eventual implementation. Again, the government can mobilize curriculum planners and other curriculum related agencies into producing textbooks, procuring of curriculum materials and equipment for the take-off of the curriculum delivery. According to Ike (2008) and Harf (1989) one of the challenges of effective implementation of any curriculum is unavailability and inadequate relevant instructional materials. In trying to tackle this challenge, the government can, commission the production of models, statues, images and pictures of some security issues peculiar to our country's environment. These can also be improvisation/produced by curriculum experts. For instance: pictures of boko haram members, herdsmen, militants can be drawn within the country to reduce cost and promote indigenization.

The government can also organize public lectures, seminars, conferences and workshops either virtual or physical using varied available platforms, relating to the subject where educators and planners can be trained to equip them for curriculum delivery. These trained personnel can serve as resource persons at different levels of the basic education. Akuma (2016) opined that a good teacher must be competent to teach the subject of his/her specialization at the appropriate level. This agrees with one of the objectives of teacher education which is to produce efficient classroom teachers for all levels of education system (FRN, 2013). Teachers, we know, form the bedrock of any educational endeavor. Therefore, there is need for government to train more teachers on security education. Government can also recruit national and international security strategic scholars that can come and teach other teachers, so that they can be grounded both in theory and practice in security issues. This will ensure the bridging of the gap between theory and practice usually witnessed in past curriculum delivery.,

Conclusion

Security issues have been a great challenge in Nigeria. This can be tackled through education. This paper had x-rayed the current security issues and the need to develop a curriculum on security education. It went further to highlight the role of the government in security education curriculum delivery.

The paper developed a security education curriculum for the Junior Secondary School Level in Nigeria. The conclusion reached is that developing a security education curriculum is necessary for reorientation creation of adequate awareness at Junior Secondary School level thereby helping to curb security challenges in Nigeria.

Recommendations

Based on the above discussion, the authors made the following recommendations:

1. Security education curriculum should be developed for the basic education level.
2. Security Education curriculum should be integrated into the existing Junior Secondary school subjects
3. Teachers should be encouraged to develop/improvise the relevant instructional materials for the implementation of the curriculum.
4. Teachers should be properly trained through workshops and seminars on security issues and the curriculum implementation strategies.
5. The Curriculum can be extended to other education levels.
6. Government should ensure that the security education curriculum is given necessary support so that its delivery can be effective.

References

- Adebakin, M. A. (2012). National Security Challenges and Sustainable Economic Development: Evidence from Nigeria. *Journal of Studies in Social Sciences, 1 (1): 1-30*.
- Adegoke, N. (2015). Youth unemployment and security challenges in Nigeria. *Asian Journal of Humanities and Social Studies, 3(1)*. February, 2015. Retrieved on 29 August, 2020 from: <https://www.ajouronline.com/index.php/AJHSS/article/view/2245>
- Ahmadi, A.A. and Lukman A.A. (2015). Issues and prospects of effective implementation of new secondary school curriculum in Nigeria. *Journal of Education and Practice, 6(34)*, 29-39.
- Akuma, N. (2016). Meeting the objectives of teacher education in Nigeria. In U.M.O. Ivowi (ed.) *Teacher education in Nigeria. A book of Readings in Honour of Prof. Mrs. Victoria Adaobi Obasi*. Lagos: Foremost Educational Services Limited. 57-68
- Albinus, C. (2012). Economic implications of insecurity, *The Punch*, 4th December.

- Al-Edwan, Z. S. (2016). The Security Education Concepts in the Textbooks of the National and Civic Education of the Primary Stage in Jordan—An Analytical Study, *International Education Studies*, 9, (9),146-156
<http://dx.doi.org/10.5539/ies.v9n9p146>
<https://files.eric.ed.gov/fulltext/EJ1112686.pdf>
- Al-Sakran, A. (2008). Teacher's role in presenting the security awareness. The Sixth Annual Security and Society Seminar. Reyadh: King Fahed Security College
<http://www.minshawi.com/other/faraj.htm>
- Al-Zyadat, M. & Qattawi, M. (2014). Social studies, their nature, and the methods of teaching and learning them. Second floor. Amman: *The House of Culture*.
- Anukam, I.L. and Anukam, H.O. (2006). *The Hidden curriculum and school administration*. Owerri: Skillmark Media Limited.
- Chukwuma-Nosike, C. (2013). Relevance of developing curriculum on climate change education at the upper basic education level in Nigeria. *Nigerian Journal of Curriculum Studies (NJCS)*, 20(4), 192-200.
- Chukwuma-Nosike, C., Okoro, F.I. and Akaraonye, J. (2014). Towards developing and infusing gender education curriculum into the Nigerian education system at all levels for sustainable development. *International Journal of Gender and Development Issues (FUTOIJGDI)* (1) (3) 88-94
- Duerksen, M. (2021). Nigeria's Diverse Security Threats, *African Center for Strategic Studies*. March 30, 2021
<https://africacenter.org/spotlight/nigeria-diverse-security-threats/>
- Federal Republic of Nigeria (2013). *National policy on education*. Yaba: NERDC Press.
- Harf, J.E. (1989). National security in the curriculum. *ERIC Clearinghouse for Social Studies/Social Education* Bloomington IN. Retrieved on 27 August, 2020 from <https://www.ericdigest.org>
- Idoko, C.U. and Dasuma, A.M. (2014). Security challenges in Nigeria and national transformation. *International Journal of Managerial Studies and Research (IJMSR)*, 2(8), 8-16.
- Igbuzor, O. (2011). Peace and security education: A critical factor for sustainable peace and national development. *International Journal of Peace and Development Studies*. 2(1), 1-7.
- Ike, P.O. (2008). The universal basic education and neighbourhood schools. In Chuka Okonkwo (ed.) *Universal Basic Education in Nigeria: Some fundamental issues*. Owerri: Eminent Graphics Arts.

- Is'haq, A. B.; Musa, T. A. and Abdulhafiz, Z. (2019). Education and insecurity in Nigeria https://www.researchgate.net/publication/332548880_education_and_insecurity_in_nigeria
- Joshua, S., Ibietan, J. and Azuh, D.E. (2016). Education and Nigeria's national security, *Proceedings of INTED 2016 Conference 7th-9th March 2016*, Valencia, Spain, 3660-3665
- Mbakwem, J. N. (2005). *Curriculum implementation and instructional plan*. Uptrust.
- Mbakwem, J.N. (2010). Strategies for implementing environmental education curriculum for sustainable development in Nigeria. *Imo State University Journal of Curriculum Studies (IMSUJOCS)*, 1(2), 26-35.
- Mukhtar, G. K. (2021). Banditry: Small but Mighty Security Challenge in Nigeria, *The Muslim Voice Nigeria*, [Muslim Voice Opinion](https://muslimvoice.com.ng/2021/09/13/banditry-small-but-mighty-security-challenge-in-nigeria-by-mukhtar-garba-kobi/), Online Magazine, [September 13](https://muslimvoice.com.ng/2021/09/13/banditry-small-but-mighty-security-challenge-in-nigeria-by-mukhtar-garba-kobi/).
- Obanya, P. (2004). *The dilemma of education in Africa*. Ibadan: Heinemann Educational Books Nigeria PLC
- Obasolape, A. (2016). Role of teachers in curriculum delivery. *Protech Nigeria*. Retrieved on 30 August, 2020, from .
- Offorma, G.C. (ed) (2019). *Curriculum implementation and instruction*. Enugu: Sparkle Design.
- Oladiran, A. (2014). Security challenge and development in Nigeria: Leadership to the rescue. *International Journal of Academic Research in Government Policy and Governance*. 1(1), 49-58.

Equipping Nigerian youths with functional quality Educational Curriculum programme in the face of Insecurity in Nigeria.

Prof. Comfort E. Mbachu

Dept. of Arts Education, Faculty of Education

&

Dr. Frank - Oputu E.

Dept. of Social Science Education

Faculty of Education, Niger Delta University

Wilberforce Island, Amassoma

Abstract

The insecurity in Nigeria of recent has taken a new dimension. Before this time, it was militancy in the South-South, Boko Haram in the North, but currently it has become the order of the day in all parts of the country. A day does not pass without hearing the news about one form of insecurity or the other. There is now frequent attacks by Boko Haram Sects, kidnappers, armed bandits, Fulani herdsmen, unknown gunmen, different forms of cult groups, all terrorizing and making people live in fear and making the country unsafe to live in. All these terrorist activities are committed by youths. Therefore, equipping Nigerian youths with quality education curriculum programme could be the antidote for insecurity in Nigeria. This paper explains briefly the concept of curriculum, quality/ functional education curriculum, discusses insecurity and the state of insecurity in Nigeria, and explains the causes of insecurity in Nigeria. The paper also explains the consequences of insecurity in Nigeria and the strategies to equip Nigerian youths with quality education in the face of insecurity. The challenges that can constitute obstacles in equipping Nigerian youths with quality/functional education curriculum were raised. Recommendations on how to get the youths out of the menace of terrorism and criminal activities were made.

Keywords: *Equipping, Nigerian youths, functional/quality education, educational Curriculum, curriculum programme, Insecurity.*

Introduction

Education is an instrument for national development and social change. It maximizes the creative potentials and skills of the individuals for self-fulfillment and general development of the society. Education is a means by which members of a society are enlightened for social and human progress. Nnachi (2018), agrees

that Education is geared towards bringing about certain desirable behavioural changes in the total development of the human person, through its instrument - "the curriculum". It is the sure process of developing the citizenry - cognitively, affectively and psychomotively. Agreeing with Ikiyei (2018), Education is an embodiment of what makes our level of reasoning different. It is a process by which an individual acquires the many physical and social capabilities demanded by the society in which he is born into to enable him function effectively. Mandela in Ikiyei (2018) concurs that Education is the most powerful weapon one can use to change the world.

There has been emphases that education in Nigeria should be qualitative, comprehensive, functional and relevant to the needs of the youths and the society at large (paraphrased) **Federal Republic of Nigeria** (2013). The philosophy of Nigerian education is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nations - youths inclusive at the basic, secondary and tertiary levels both inside and outside the formal school system. Therefore, equipping the youths with functional education curriculum in the face of Insecurity in Nigeria becomes very paramount which must be pursued with vigour.

Curriculum as an educational instrument has diverse definitions depending on its functions and its relevance in serving the society and members of the society. According to Sani as cited by Nwosu (2017), Curriculum is the means through which societal values are translated by educational institutions into tangible and memorable attestation, and combine objectives, subject matter, learning activities and evaluation techniques as components that together serve as contributors of educational value. Thus, through the use of school curriculum, the learners/citizens acquire the desired knowledge, skills, attitudes and habits accepted by the society. It is argued by Ahmed Rufai (2018), that the bedrock of every educational system is the curriculum. Thus, she says that curriculum consists of the diverse parts of the education process that participants need to go through in order to attain the objectives of the educational system; the quality of the education process is therefore dependent on the curriculum and its application. No matter the angle from which you define the curriculum, it's relevance to the youths and to the society in general lies on its quality and functionality. Curriculum can only be said to be benefiting to the recipients - the youths and other members of the society when it is of good quality and functional.

What then is quality functional Education Curriculum?

Quality Education as put by Nnachi (2018) is the process or act of imparting knowledge, skills, facts and ideas to the individual learner in such a manner that he or she acquires the full development of the potentials. It is what nurtures the human person. Quality Education Curriculum is defined by Mbachu and Soberokon (2017) as the type of education designed to teach students skills which will allow them function as competent and accepted adults. Offorma (2005) refers to such educational curriculum as curriculum for wealth creation which can be regarded as entrepreneurial knowledge, skills and attitudes. This type of curriculum is the type that Nelson and Leach as cited by Offorma (2005) referred to as occupational survival skills. Quality functional education curriculum is seen by Obanya (2004) as the type of educational Curriculum that enables an individual or nation meet up with scientific technological changes that are taking place at neck-breaking speed. Quality functional education curriculum as defined by Osaat (2011) is the type that aids in the provision of skills, preparation of youths for economic, social and political functions, transmission and transformation of social, economic and cultural structures from generation to generation. It is the type of educational programmes which provide students with the knowledge skills and motivation to encourage entrepreneurship success in variety of settings.

Quality and functionality in educational curriculum is a three dimensional concept as stated by Obanya as cited by Mbachu (2011), - *Quality Inputs* (responsive policy, efficient management at the system level, adequate funding, qualified and competent teachers in adequate numbers, and adequate infrastructure and teaching learning facilities). *Quality processing* (efficient management at the school level, efficient teacher supports and reward systems, teaching-learning methods that bring out the best in the learner). This help to produce *Quality Outcome* – positive change in learners and satisfaction in the larger society. Quality Educational programme as opined by Obanya (2009) is an apt illustration of the saying “What you sow is what you reap”. In essence, the seed of quality functioning education have to be sown early into the youths for quality fruits to be harvested in the end to avoid insecurity as being experienced in the century today.

State of Insecurity in Nigeria.

Insecurity is referred to as a state of feeling unsafe. It is a feeling of being a target for hurt or harm. It is seen as an absence of protection or safety. It is the state of being prone or vulnerable to danger or threat of danger. It is the state of being

exposed to risk or anxiety. Insecurity can occur when people's basic necessities of life are lacking. Onwuchekwa and Eya (2020) see insecurity as a degenerated state of conflict, threats to human security, intense violence characterized by fighting. It is a state of not being secured in certain environment. Insecurity is conceived as a situation where human and national security of a state is compromised by internal or external forces or interests. Insecurity in Nigeria has gotten to an alarming rate that people can no longer walk about freely or travel from one state or the other without one form of fear, worry or another. Insecurity in Nigeria can be attributed to the following

1. **Unemployment:** The rate of unemployment among the youths is quite alarming and on the increase. On yearly basis, higher institutions in Nigeria keep on graduating students with no jobs or any other means of livelihood for them. Some who even had jobs before had been retrenched as a result of harsh economy. Most of them are in a state of hopelessness. Unemployment has led to the increase in hostility, kidnapping and other forms of criminality in the country. Amadi and Maliki (2019) cited Niger Delta as an example by saying that youth restiveness and insecurity in Niger Delta is caused by lack of confidence of the youths on the political class at all levels, including traditional rulers of crude oil producing communities who connive with multinational companies to alienate the people from their God-given resources has incited the tendency to “take it by force” in the youths of the region. The figure of unemployment in Nigeria has risen from 20.9million in the third quarter of 2018 as cited by National Bureau of Statistics in Nnorom and Adegbesan (2018) to 32.5 percent as at March 2021. If nothing is done urgently, it is estimated that the rate of unemployment among Nigerian youths will rise to 33 percent in 2022.
2. **Regional Factor:** Again, taking Niger Delta as a case study, Mbachu and George (2018:5) identify Niger Delta region as “the egg that lays the golden egg”, “the economic wire of the nation”. The crisis in the Niger Delta is traceable to the political economy of oil characterized by destruction of the environment, crises of governance, unjust revenue allocation formula, infrastructural decay, poor regulation of the oil and gas sector with its attendant vulnerability and human suffering. The major causes of conflicts and violence in the Niger Delta Region as pointed out by Etekepe (2007) are:
The refusal of Multi-National Oil Companies, especially Shell Petroleum Development Company (SPDC) to compensate the region for the

degradation of their environment.

The non-implementation of the principle of deprivation in the allocation of revenue

The agitation for resource control management.

It has been warned by Alagoa (2003) that Nigeria must as a matter of necessity deal with these issues to gain peace, a stable and secure environment in which to pursue its goals of economic and social development.

Causes of insecurity in the North are attributed to lack of priority and focus on Education by the Northern leaders. Educationally, the Northern parts of the country have been backward because the leaders there do not take education as the number one priority. They do not see education for all citizens as the bedrock for national development. They have failed to recognize and take education of the youths as an instrument to fight poverty, by equipping the youths with relevant skills that is capable of taking their minds off from crime. In 2013, 2014 – 2015, The Boko Haram sect made it open that their reason for terrorism was to stop Western Education which they claimed was against their religion and belief. It therefore becomes very imperative that the Northern leaders make education in their region the priority of all priorities by trying to re-orientate and change the mindsets of those youths by telling them that education is the best for them, this should be done while they are still young.

Another factor that can cause insecurity in Nigeria is that of ethnic and religion issues. Mbachu and George (2018), informed that this is traceable to the pluralistic nature of the country. There are people of diverse cultural values, diverse religious learning, diverse language groups and diverse interests, expressions and thoughts, all are seen living and struggling together in a nation. These challenges are very glaring where there are pronounced ethnic, religious and linguistic groups and where the groups live under one government and constitution. It is of a truth that the ethnic and religious composition of Nigeria and its manipulation by the political elite has posed a lot of challenges to governance and security in Nigeria. Because of the pluralistic nature of Nigeria with its diverse ideologies. It is very likely that conflicts, mistrusts and prejudices would arise. It is very obvious that if adequate harnessing of pluralism is not employed, the possibility of breaking down of peace and security must arise

Consequences of Insecurity in Nigeria especially in terms of having quality Education.

1. Kidnapping of Students: This has devastated so many lives especially in

the North. For instance, in the educational sector, Education in Nigeria is bisected with myriads of problems. The insecurity of the school environment has significantly affected the academic activities thereby affecting students' academic performances. It is an established fact that more than one thousand students both at secondary and tertiary school levels have been abducted from 2020 – 2021 alone. Up till now, some of the abducted Chibok girls since 2014 have not yet been released. Those who have been released were released on the condition of ransom for millions of Naira. The North is the epic centre of abduction of students. Infact no state in the North can be said to be free from banditry including the President's State – Katsina State.

2. Declining Quality of Education due to closure of school. So many schools in the North are currently compulsorily closed down and students asked to vacate school premises. As we speak now, University of Jos is closed down for the past three weeks, various state Governments sent buses to convey their youths back home. As a result of this, the duration of students' graduation is quite uncertain.
3. Loss of lives and destruction of school property. Mass killings of students in Kaduna, Borno, Benue, Niger, Yobe, Adamawa, Zamfara etc, it is quite unacceptable. In April 19th, 2012, a lecturer - Theatre in Arts Department, a sports complex used by Christian worshippers at the old campus of Bayero University, Kano were attacked by gunmen. Information heard it that about seventeen students were killed in the process and school property destroyed. The abduction and killing of both students in secondary and tertiary levels of education have continued unabated with no remedy on sight.
4. Inability to attract qualified students and competent teachers and other staff from within and outside Nigeria due to fear of violence and insecurity in the volatile states.
5. Decline in students' environment in areas or states engulfed by insecurity violent conflicts, insurgency, terrorism and banditry in the Northern part of the country, as well as violent crimes in several states in Nigeria have caused serious low students' enrolment thereby leading or contributing to educational inequality.

Strategies to equip Nigerian youths with quality Education in the face of Insecurity.

The curriculum content developed at the three levels of education in Nigeria can be said to be relevant in making Nigerian youths self-reliant. However, more

needs to be done so as to disabuse their minds from negative thoughts in the face of insecurity. More of such strategies include:

1. Education for all talents.

Education for all talents entails education for all. This means the provision of educational opportunities for all persons in all social circumstances at all phases of life. Obanya (2009), agrees that every unique endowment is needed for genuine individual and societal development on a sustainable basis. He argues that “Education for All” must address a variety of special endowments available within a population. He frowned that conventional practices of education have tended to over-emphasize one type of endowment (talent), the purely “intellectual”. In the opinion of Nafisatu (2008), nomadic Education programme should be vigorously pursued and fully implemented. He explains that nomadic Education is an alternative functional curriculum for the education of the pastoral nomads, migrants- fisher folks and migrant farmers in Nigeria.

Nomadic education is an educational attempt meant to integrate the nomads into the mainstream Nigeria society through the application of formal and non-formal educational provision. The essence of it is to provide access to quality basic education for the nomads to boost literacy and equip them with skills and competencies to enhance their well-being and keep them away from banditry and other criminalities. As advised by Alkali (2008), the idea of training students and other youths in practical life skills such as wood and metal work, technical drawing, painting, fine arts, pastoral agricultural activities should be re-introduced and vigorously pursued at the early school stage.

2. Investing in Educative Schools.

A school can only be an agency of Education when it is tied to the following five key sets of quality enhancing features as listed by Obanya (2014)

Physical/Environmental features – Adequate classrooms/furniture among others.

Managerial/Organizational features – Teacher professional support. Healthy school – community relationship, participatory decision making.

Teaching-learning facilities – Quantitatively adequate.

Learner Psycho-social support systems-special needs support services, advisory and guidance support services.

- Pedagogical features – General and professional education of teachers, level of experience of teachers, level of teacher knowledge of curriculum, level of creativity in teachers. Obanya (2014), advised that such features must be built into schools to ensure that schools become teaching – learning friendly that can genuinely educate.
3. Promoting quality as the real thing in Education. Education is not provided until quality is assured, and quality is not assured until the system attains the level of all the children (all the people/youths) learning. Obanya (2014) is of the opinion that educational system has to systematically build in mechanisms for sowing, nurturing and reaping quality and functionality. An array of quality inputs (ranging from good politics to quality funding) would have to be fed into the education development process. Quality processing or nurturing of the inputs would most likely lead to the reaping of quality outcomes. Obanya (2004), opines that quality outcomes encompass both cognitive and non-cognitive positive behaviour change as well as life-coping skills and enhanced usefulness of educational system and of individuals to the ultimate beneficiary of education – society at large. Mbachu and George (2018), are of the opinion that to make education really successful, there is need to ensure that quality inputs are systematically processed to yield quality outcomes in the lives of the Nigerian youths.
 4. Building Ethical/Societal Values into the child right from the family. It is believed that when a child is brought up in the way and fear of God, either through Christian or Moslem religion, such child ought to have moral and ethical values being inculcated in him. The Bible says “Train up the child in the way he should go, when he is old, he will not depart from it”. (Prov. 22:6 KJV). Ethical values must be built into all phases of education right from the pre-school phase up to tertiary level.
 5. Eradication of Poverty. The hall mark of peace and security sustenance in Nigeria is poverty eradication. Poverty is known to be the major challenge of insecurity and lack of peace in Nigeria, and this can be eradicated through three approaches as listed by Mbachu and George (2018).
 - Raising of income through employment and support to the citizens to engage in small scale business.
 - Conceptualization and Implementation of pro-poor policies and mitigation of effects of policy on the poor. Part of this will involve priority to education, health, infrastructure and provision of social services, subsidies to the poor and implementation of comprehensive social protection measures.

6. Unrestricted/diversification of learning environment. Okoro in Mbachu and Allen-Agih (2021), advised that the current practices in the implementation of Basic Education are skewed in favour of providing more and more places for children of school going-age. It is believed that if the goals of Education for All should be achieved, the barriers to learning have to be broken (space, time, age and circumstances). Innovative strategies must be put in place to meet the learning needs of the unreached and to respond to the challenges of life-long learning. The opportunity to learn must be available to any person at anytime, anywhere, at any age and in any circumstance. This calls for open, flexible/learning environment, responsive to diverse learning needs and easily accessible for people in different circumstances

Challenges of equipping Nigeria Youths with quality functional education curriculum.

Some of the glaring challenges that can constitute or pose challenges against equipping Nigerian youths with quality/functional Education Curriculum include:

Poor funding of the education sector.

It is an acceptable fact that one cannot talk of quality education without adequate funding. An adage has it that - "sweet, delicious soup is being determined by the quantity of money spent in cooking it". Government has never funded the education sector adequately as it ought to be. Obanya (2014), advised that the Nigeria Government should avoid the danger of merely spending on frivolous things instead of investing genuinely on Education. Money is devoted to peripherals rather than putting the funds on items that would have a long-term multiplier effect on the educational system. Without adequate funding, quality education cannot be achieved. Oriafio (2005) decried that the quality of learning and professional output from the school system was and is still out of alignment with expected Public service orientation, professional commitment and productivity.

Poor Infrastructure - It is an undisputable fact that majority of the public schools in Nigeria are dilapidated and fast going into decay. Unachukwu (2010), laments that there is mismatch between our policy provisions and the implementations. The learning environment is in a pitiable state, with dilapidated buildings and dusty floors. The teachers/students ratio in public schools is approximately 1:100 and even above, against the policy

of 1:25 or 30.

Delay in salaries and promotions: Teachers in so many states do not get their salaries and promotions as at when due. This ugly situation has compelled some head teachers to collect or rather extort money from students in form of one levy or the other.

Inadequate learning facilities: So many public schools do not have laboratories, even those that have, do not have equipment for science classes in the 21st century. The few schools that have libraries, do not have current books in them. The question is, how can quality learning thrive in schools with inadequate infrastructure, facilities and other things that make learning environment friendly? Current insecurity in Nigerian schools. The insecurity situation in Nigeria, especially in the Education sector is so alarming and calls for urgent attention. Students are being kidnapped, some are killed, schools are closed down, school facilities destroyed by Boko Haram and bandits. Some have been rendered homeless and orphans by bandits, with no body to care for such children. Some have been living in IDPs camps with no form of education. Some have been so traumatized with no interest again for education. How can quality education be achieved in the face of such high level of insecurity in Nigeria?

Lack of Implementation of Education policies. A glance at the curriculum content at the three levels of Education will convince you that the contents are capable enough to equip the youths with salable skills, but the problem lies on proper implementation. Agwu (2009), decried that the major problem of functional curriculum is the gap between ideas and aspirations and the will power to operationalize them.

Conclusion

Political dictators invariably determine the shape of educational policy, which further dictate educational processes in schools that consequently condition education products (outcomes/results). It is not out of place to say that deterioration in the human condition is the surest breeding ground for insecurity. Thus, quality Education is accepted to be an antidote to insecurity because education is concerned with nurturing human potentials for continuous regeneration of security, thereby contributing to ameliorating the human mind and enhancing security and sustainable development. Government/Education stakeholders are advised to make haste while the sun shines, because any

continued neglect of or inattention to the real issues in quality education would amount to sowing seeds for the eventual bursting of the political, economic, social and technical bubbles that trigger off insecurity.

Recommendations

The following recommendations are put forward for consideration:

1. Federal Government and Education stakeholders should stop playing lips-service over education matters by funding the education sector properly for quality and functionality to thrive.
2. The appropriate Curricula should be developed by curriculum planners and developers and implemented by the government for the nomadic migrants.
3. Education should be taken to displaced youths by Ministry of Education Personnel in the IDPs camps. An idle soul is the devil's workshop.
4. Injustice, unemployment, poverty should be dealt with squarely, by the Government of the day. This will go a long way to reduce insecurity in Nigeria.
5. Education policies should be implemented by the Federal Ministry of Education Stakeholders to ensure quality assurances in the Education sector.

References

- Agwu, S.N. (2009). Emerging issues in curriculum development. *In U.M.O. Ivowi, K. Nwifo, C. Nwagbara (Ed). Curriculum Theory and practice. A publication of Curriculum Organization of Nigeria (CON) 271–283.*
- Ahmed, R.R. (2018). Curriculum and Community development - A keynote address. *Nigerian Journal of Curriculum Studies. 25(4), 4-18.*
- Alagoa, E. T. (2003). The Ijaw and the Niger Delta in Nigeria History. *Keynote address delivered at the "Boro Day" celebration of the Ijaw National Alliance of the American (INAA), at the Hilton Woodbridge, New Jersey USA, May 24th.*
- Alkali, M.N. (2008). Challenges and opportunities for the development of human capital in the context of global competitiveness. *Paper presented at the NERDC. Nov. 19th.*
- Amadi, C. C. & Maliki, A. E. (2019). Youth restiveness in Niger Delta: Counselling for Social reforms. *In A. E. Maliki, A. A. Adeyinka, F.G. Paulley, C.E. Mbachu et Al (Eds) Educational for Social Reforms and*

National Security in Nigeria 53-60.

- Etekpe, A. (2007). *The politics and Conflicts over oil and gas in the Niger Delta Region, The Bayelsa State experience. Port Harcourt: Tower gate Resources.*
- FRN (2013) *National Policy on Education, Lagos: NERDC.*
- Ikiyei, P.K. (2018). Quality education and the challenges of National leadership. *In R.O. Nnachi & I.A. Onyekwere (Eds). Nigerian leadership and the Psycho-social issues. 71-78.*
- Mbachu, C. E. & Allen-Agih (2021). Universal basic education. Issues and challenges in the face of insecurity in Nigeria. *Paper presented during the 3rd International Conference for Social Science and Teacher Education of Nigeria (SOSTEN), held at FCOE (The), Omoku 1-3rd Sept.*
- Mbachu, C.E. & George, C. (2018). Relevant educational programme as a panacea for sustaining peace and security in Nigeria for national development. *Journal of Capital development in behavioural sciences. 6(1), 128-143.*
- Mbachu, C.E. & Soberekon, W.S. (2017). Quality education: a veritable tool for women empowerment for national development in Nigeria. *Canadian International Journal of Social Science and Education. Vol. 11, 148-165*
- Mbachu, C. E. (2011). Quality assurance at the tertiary level of education in Nigeria. An overview of the curriculum in the global era. *African Journal of Educational Research and Development (AJERD) 4(29), 63-72*
- Nnachi, R.O. (2018). Education in Nigeria and the challenges of effective leadership: The psychological position. *In R.O. Nnachi & I.A. Onyekwere (Eds). Nigerian leadership and the psycho-social issues. 1-16.*
- Nafisatu, D.M. (2008). Evolution of functional curriculum for poverty eradication, wealth creation, knowledge and innovation in the formal and non-formal systems: A case study of the Nomads in Nigeria. *Paper presented at the National Conference on Education Reforms for Sustainable Development. Organized by Nigerian Educational Research and Development Council, held at the International Conference Centre, Abuja. 19-20th Nov.*
- Nnorom, N, & Adegbesan, E. (2018). Unemployed Nigerians increase by 3.3m to 20.9m, *Vanguard Newspaper. 20/12/2018. P.7*

- Nwosu, A. A. (2017). Aligning sustainable development goals (SDGS) to curriculum. *Journal of World Council for Curriculum and Instruction (WCCI) Nigerian Chapter* 4-25.
- Obanya, P.A.I. (2014). *Educationeering*. Ibadan: HEBN Publishers plc.
- Obanya, P.A.I. (2009). Basic consideration in funding quality education. *Paper presented at the Lagos State Education Summit, Eko Hotel 17th – 18th*.
- Obanya, P.A.I. (2004). *Educating for knowledge economy*. Ibadan: Mosuro publishers.
- Offorma, G.C. (2005). Curriculum for wealth creation. *Paper presented at the seminar of the World Council for Curriculum and Instruction, held at the Fed. College of Education, Kano. Oct. 25th*.
- Onwuchekwa, G.U. & Eya, L.O. (2020). Insecurity and academic performance in Universities in Abia State of Nigeria. *Journal of the Society for Psycho social Research of Nigeria*. 10(2), 12 – 25.
- Osaat, D.S. (2011). Functional education in Nigeria: Issues and problems and way forward. In S.D. Osaat (Ed). *Education in Africa. The 21st Century Nigeria Experience*. 213-233
- Oriaifo, S.O. (2005). Curriculum studies: an overview of some significant issues. In S.O. Oriaifo, G.L. Edozie & D.N. Ezeh (Eds). *Curriculum Issues in contemporary Education. A book in honour of Prof. Ebele Maduewesi*. 1-14.
- Unachukwu, G.C. (2010). Improving learning environment and curriculum: Challenges of 2020. *Lead Paper presented at the Nigerian Academy of Education Conference. Held at Gloryland Cultural Centre, Yenagoa, Nov. 8-12th*.

Effects Of Insecurity On Girl-child Education Curriculum Delivery In Zamfara West Senatorial District, Nigeria

Halilu Rabiu

*Department of Geography,
Zamfara State College of Arts and Science, Gusau*

Sani Abubakar Sadiq

Zamfara State Teachers' Service Board, Gusau

Abdullahi Hamza Bayero

*Shinkafi Local Government Education Authority,
Zamfara State*

Abstract

This study assessed the Effects of insecurity on Girl-Child Education curriculum delivery in Zamfara West Senatorial District, Nigeria. The study had one objective. Survey research design was used for the study from a population of 10,077, a sample of 370 was drawn, and multi-stage sampling technique was used. Proportionate sampling technique was used to make equal distributions among the elements of the population. The researchers used simple random sampling technique to select the 370 Students and Teachers who are the respondents of the study. Questionnaire was employed to obtain the data from the respondents. The data were analyzed using Mean and standard deviation to answer the research question, the null hypothesis was tested using Kruskal-Wallis (H) Test. The findings revealed that insecurity had affected the Girl-Child Education curriculum delivery in Zamfara West Senatorial District, Nigeria. It was recommended that the Government should facilitate the provision of secured school environment and arrange for security of the girls in the boarding schools and those that are day-students. This will encourage parents who are very protective of their children to allow their girl-children go to school.

Keywords: *Insecurity, Girl-Child, Education.*

Introduction

Education is a fundamental right of every person, a key to other human rights, the heart of all developments, the prerequisite for equity, diversity and lasting peace. It is seen as a powerful means to reduce poverty and achieve economic growth. It empowers people, improves individuals' earning potential, promotes health population, is a major determinant of democracy and builds a competitive

economy (Buchmann and Hannum, 2002). Basic Education is the type of education given in the first level of education. The meaning of basic education changes from country to country. In Nigeria, basic education is the six years of primary schooling and is currently extended to include the three years of Junior Secondary School. It embraces formal and non-formal education including education of the marginalized groups within the Nigerian society. The Basic Education programme is aimed at eradicating illiteracy, ignorance and poverty (Universal Basic Educatio, 2011).

In recent times, Nigeria has witnessed an unprecedented plaque of crisis and insecurity, such as Boko Haram insurgency in Borno, Yobe and Adamawa states in the North East where a lot of schools have been raided as a result of attacks by Boko Haram militants, and in Zamfara, Kaduna and Katsina States in the Northwest, where rampaging gangs of armed bandits have engaged in violent acts, attacking, abducting, killing, and robbing villagers and travelers, and engaging in cattle rustling. Although sometimes exaggerated or underestimated by some political actors, casualty figures are quite alarming. Each activity leading to loss of lives and destruction of properties such as schools. A problem, which initially appeared as localized disputes between herders and farmers over access to land in the Northwest, has metamorphosed into an intractable crisis posing a major threat to national and regional security. Nigeria's Northwest is gradually becoming another major regional theatre of violence, much like the Northeast where Boko Haram terrorists have wreaked havoc in the past ten years. The level of rural banditry escalated between 2014 and 2019 attracting a lot of attention, while assuming increased political undertones in the run-up to the 2019 Nigerian elections.

Ever before, the girl-child education in the North was not thriving as it was supposed to. This was due to several factors, majorly due to the traditions that often hamper the progression of the female folk. With the advancement in technology and social developments in recent times, the situation appears to have improved. But with the eruption of the Boko Haram insurgency in North Eastern part of Nigeria in 2009 and Banditry activities in the North western part, the girl child education seemed to have come under serious threat (Guardian News, 2018). This massive violence has kept a number of female children out of school. The UNICEF report (2015) confirmed that one in every three primary school child and one in every four junior secondary school girl child is out of school. The narratives show that in most traditional African settings, young girls' education is dependent largely on encouragement from families, government provision of

school instructional materials and safety of girls in school. The socialisation provided by the family is expected to be complemented by government through the provision of a safe and secured teaching and learning environment. That is not the case in the region today. This is despite assurances by the security agencies and government at all levels, the frequent cases of kidnappings, abductions, killings and enlisting of girls of school age into sexual abuse and harassment are rampant (Guardian News, 2018).

The banditry/insurgents have since the commencement of their operations disrupted educational system in Zamfara State and Zamfara West Senatorial District in particular with destructive effects on the education of young girls. The zone has faced devastating trend of insurgency, banditry, terrorism and brutal killings of innocent citizens perpetrated by unknown gunmen. Worrisome also was the recent closure of all boarding schools in the state by the state Government, following the abduction of no fewer than 279 schoolgirls at the Government Girls Secondary School in Jangebe town, Talata-Mafara Local Government area of Zamfara West Senatorial District on Friday, 26/02/2021. Although, the girls were later freed by the insurgents after negotiation was concluded on Tuesday, 02/03/2021. What should be rightly done to secure schools, especially in the North to ensure that the girl child education does not suffer another serious setback? This ugly situation calls for serious attention by all the critical stakeholders, governments and people of Nigeria, especially those in the North and Zamfara State in particular.

Beland (2005) defined insecurity as "the state of fear or anxiety stemming from a concrete or alleged lack of protection. "Insecurity refers to lack or inadequate freedom from danger. In this same vein, Wikipedia free encyclopedia (2013) as cited by Jimoh (2013) defined insecurity as a feeling of general unease or nervousness, that may be triggered by perceiving oneself to be vulnerable or inferior, a sense of vulnerability or instability which threatens oneself image or ego. Insecurity can be defined as the general unease, lack of safety, sudden or unexpected interruption of educational activities. Insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others (Achumba, Ighomereho and Akpor-Robaro, 2013). Achumba et al argue further that these common descriptors point to a condition where there exists a vulnerability to harm, loss of life, property or livelihood. They consider insecurity to be a state of not knowing, a lack of control, and the inability to take defensive action against forces that portend harm or danger to an individual or

group, or that make them vulnerable. For Beland (2005), insecurity is “the state of fear or anxiety stemming from a concrete or alleged lack of protection.” It refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic security and social security. In this paper, insecurity is conceived as a situation where human and national security of a state is compromised by internal or external forces or interests exacerbated by the formers weak or poor economic, military and/or human resource development conditions.

Security means stability and continually of livelihood, predictability of relationships, feeling safe and belonging to a social group. Some of the common descriptors of insecurity include: want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention a few. All of these have been used by different people to define the concept of insecurity (Ezeoha, 2011). According to the OECD/DAC Guide line, (2001) cited in Jumare, (2020) Security could be seen as an all-encompassing condition in which people and communities live in freedom, peace and safety, participate fully in the government of their countries, enjoy fundamental rights, have access to resources and basic necessities of life and inhabit an environment which is not detrimental to their health and wellbeing. Security is dynamic condition which involves the relative ability of a state to counter threats to its core values and interests (Omede, 2012). For Nwolise (2006), security is an all-encompassing condition which suggests that a territory must be secured by a network of armed forces; that the sovereignty of the state must be guaranteed by a democratic and patriotic government, which in turn must be protected by the military, police and the people themselves; that 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.

In this paper, the term girl-child is used to mean any female child, normal or special, married or single, mother or not, who has the intellectual ability and is participating in secondary education. The concept of girl-child has been a neglected phenomenon until after the Beijing Conference of 1995 and the rectification of the Child Rights Act (Isaac, 2014). With gender equity being advocated by both International and National Development Partners, the matter concerning girl child has now come to limelight in the issue of development most especially on the provision of basic human needs such as education and health

care services. Whereas girl-child education is any type of education provided in the society that is aimed at promoting the participation of girls and women in secondary schools (Bakwai, et al, 2014). The girl-child is a female child born to the family, community, society or nation.

Curriculum content delivery according to Unachukwu and Nwosu, (2018) is that component in curriculum design that has to do with bringing the curriculum face to face with the learner. This is the point at which what has been planned for the learner is brought to him/her. It could be viewed as the many ways by which a curriculum enables learners to achieve their learning goals and this includes teaching, learning support, advice and guidance, coaching, mentorship, peer and collaborative learning, feedback and assessment, personal development planning and tutoring, skills development and practice, and access to resources. It is the point at which the child interacts with the designed curriculum. It has to do with how the content is taught taking into consideration the mode of teaching, images and the language used in teaching. Also for Ivowi (2012) content delivery entails classroom teaching/instruction. Curriculum content delivery often is conceptualized as techniques or approaches used in teaching the content of the curriculum. Insecurity is an obstacle to education in Nigeria. Security challenges have effects on learning. Some of these are:

Stressful Studies: Security challenges trigger traumatic disorder and toxic stress that affect learning negatively. Stressful conditions make children to experience neurobiological changes (Patterson, 2008). Insecurity engenders fears in students making them to study in an atmosphere of stress. The fear of being attacked at any time causes lack of concentration in learning activities (Hurwitz, 1996) and students' lack of confidence too. Students' thinking, creative processes, memory and attention are tampered with. Fear, anxiety and frustrations do not bring out the best in students.

Poor School Attendance: In the face of security threats in Nigeria, parents consider pulling their children out of schools. Many students have been displaced and kept out of school (Gustafsson-Wright and Smith, 2014). Nwachukwu, Abdullahi and Kyari, (2015) students may miss school for days as a result of security challenges. The girl-child is also negatively affected. She is kept at home for a long time or given out for early marriage.

Positive Mind-set: Having a positive mind-set is critical in coping with environmental insecurity. The Nigerian school child should be determined to

survive and forge ahead in spite of all odds. The learner should make good use of the limited time at his/her disposal to study effectively. As an adage says, “Every problem has an expiry date”. Maintaining a positive outlook of life will help to give hope for a better future. It will help the school child to still pursue great academic heights in spite of insecurity (Akintunde and Selzing-Musa, 2016).

Closure of Schools: Some schools are shut down as a result of security challenges. Government had to close down many secondary schools in crises-prone areas for several months. This is the case of Borno State where schools were shut-down in major towns as a result of insurgency (Ameh, 2015).

Being Security Conscious: Coping with security challenges demand that learners should be sensitive to happenings around and within the school. Learners should avoid walking alone in darkness; avoid picking “attractive” clocks, phones, i-pad and so on. on the ground; report suspicious or strange individuals, events, appearances and objects to the school authorities and/or security operatives (Akintunde and Selzing-Musa, 2016).

Vandalization of School Facilities: School buildings and facilities are destroyed during insurgency or crises. Many secondary schools have been burnt down by insurgents. School facilities become inadequate (Akintunde and Selzing-Musa, 2016).

Production of Half-baked Graduates: Some schools are not closed down by government but end up churning out half-baked graduates as a result of insecurity. Schools are not able to spend stipulated number of months per term. Schools in unsafe areas lack adequate qualified teachers. As such, students are not properly taught (Akintunde and Selzing-Musa, 2016).

The Purpose of this study is to examine the effects of insecurity on Girl-Child Education Curriculum delivery in Zamfara West Senatorial District, Nigeria.

What are the effects of insecurity on Girl-Child Education Curriculum delivery in Zamfara West Senatorial District, Nigeria?

There is no significant effect of insecurity on Girl-Child Education Curriculum delivery in Zamfara West Senatorial District, Nigeria.

Method

The research design for this study was survey. The choice of survey design was based on the fact that the entire population cannot be covered, and so sampling would be done. The population of the study was ten thousand and seventy-seven

(10,077) which was made up of sixty-three (63) Head teachers, one thousand and fifty-four (1,054) teachers of Junior Secondary Schools and eight thousand, nine hundred and sixty (8,960) girl-students in Zamfara West senatorial District as shown in Table 1 along with Local Government Areas that constituted the Zone. A sample size of 370 students participated in the study. This is based on the recommendation by the Research Advisor (2006), who recommends that for a population of 10,000 a sample size of 370 is sufficient for generalization at 95% confidential level and 5% margin of error. Multi-stage sampling procedure was used for this study, at the first stage; three (3) Local Government Areas and eleven Schools were purposively selected by the researchers, and the selection is based on their being accessible and within the proximity of the researchers. It is used to obtain a representative sample by using a sound judgment, which will result in collection of reliable data, saving time and money. At the second stage, Proportionate sampling technique was used to make equal distributions among the elements of the population (Head teachers, Teachers and Students). At the third stage, the researchers used simple random sampling technique (using hat and draw method) to select the Head teachers, Teachers and Students who are the respondents of the study.

The research instrument for data collection was a structured questionnaire that was developed by the researchers based on the variables of the study and has 10 items. The questionnaire was made up of two sections A and B. Section A collected personal data of the respondents and section B dwelt on the main statement items under investigation and was structured on four point likert scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD=1). The instrument was validated by two experts from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria.

Result and Data Analysis

Data collected were analyzed statistically using the Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistics were used, research question were analyzed using mean and standard deviation with index scores of 2.50 and above as bench mark for Agreed and 2.49 and below as Disagreed. Null Hypothesis was tested using Kruskal-Wallis (*H*) Test at a 0.05 level of significance.

Research Question: What are the effects of insecurity on Girl-Child Education Curriculum delivery in Zamfara West Senatorial District, Nigeria?

Table 1: Opinion of the respondents on the effects of insecurity on Girl-

Child Upper Basic Education Curriculum delivery in Zamfara West Senatorial District, Nigeria

S/N	ITEMS	M	STD	DC
1.	Insecurity obstructing the annual school academic calendar in Zamfara West Senatorial District, Nigeria	3.62	.78	Agreed
2.	Insecurity affected the academic programme of Girl -Child Basic Education in Zamfara West Senatorial District, Nigeria.	3.05	.71	Agreed
3.	Year of entry into the Basic Education has been truncated due to insecurity in Zamfara West Senatorial District, Nigeria	3.32	.96	Agreed
4.	Boarding School closure as a result of insecurity suspended all teaching and learning activities at Basic Education in Zamfara West Senatorial District, Nigeria.	3.34	.84	Agreed
5.	Boarding school closure due to insecurity, resulted in the suspension of internal and external examinations in Zamfara West Senatorial District, Nigeria.	3.57	.55	Agreed
6.	Insecurity suspends all extra-curricular activities in Upper Basic Schools in Zamfara West Senatorial District, Nigeria.	3.57	.67	Agreed
7.	Insecurity brings about massive drop out o f school of Girl - children in Zamfara West Senatorial District, Nigeria.	3.59	.77	Agreed
8.	Insecurity delayed the promotion of students to the next level of studies in Zamfara West Senatorial District, Nigeria.	3.54	.77	Agreed
9.	Students of boarding schools attended extra moral classes during long period of closure in Zamfara West Senatorial District, Nigeria	2.10	.74	Disagreed
10.	Boarding school closure delayed the graduation of students from Upper Basic in Zamfara West Senatorial District, Nigeria.	3.22	.88	Agreed
Cumulative Mean/STD		3.29	.77	

Decision Mean 2.50

Data in Table 1 revealed that insecurity in Zamfara West senatorial District has affected the Girl-Child Education. The findings of the study indicate that all the scores of means were greater than the decision mark of 2.50 except on item 9 which has a mean of 2.10. Also, the cumulative mean was 3.29 which is above the decision mean. Thus, this is evidence to show that insecurity has affected the delivery of Girl-Child Education.

Hypothesis: There is no significant effect of insecurity on Girl-Child Education delivery in Zamfara West Senatorial District, Nigeria.

Table 2: Kruskal-Wallis (*H*) test on the opinion of the respondents on the effects of insecurity on Girl-Child Education Curriculum delivery in Zamfara West Senatorial District, Nigeria.

Respondents	N	Mean Rank	<i>H</i>(<i>X</i>²)	Df	Sig.	Decision	
Head teachers	11	142.45	4.13	2	0.05	0.00	Rejected
Teachers	112	127.97					
Students	274	149.16					

As shown in Table 2, the findings of the Kruskal-Wallis (*H*) test revealed that there were significant effects on the Girl-Child Education Curriculum delivery in Zamfara West senatorial District, Nigeria due to insecurity. The calculated p-value was (0.00) which is lower than the 0.05 level of significance. Therefore, the null hypothesis which states that there is no significant effect of insecurity on Girl-Child Upper Basic Education Curriculum delivery in Zamfara West Senatorial District, Nigeria, is rejected. This implies that insecurity significantly affects the Girl-Child Education Curriculum delivery in Zamfara West senatorial District, Nigeria.

Discussion

The findings revealed that insecurity had effects on Girl-Child Basic Education delivery in Zamfara West senatorial District, Nigeria ($p = 0.00 < 0.05$). Findings of the research question revealed that insecurity affected the delivery of Upper Basic Education Curriculum of the Girl-Child in Zamfara West senatorial District, Nigeria. This was further confirmed by the hypothesis, which showed that the outcome of the insecurity pandemic was significant, implying the insecurity significantly influenced facet of Girl-Child Upper Basic Education in Zamfara West senatorial District, Nigeria. The findings agreed with the findings of Murray-Bruce (2013), who opines that the falling levels of education can be

linked to insecurity in the country. According to Sanni (2015) the North-East region has been greatly affected by suicide bombing, kidnapping and attacks by militant groups particularly the boko haram group and this is responsible for the north-east part of Nigeria recording the highest levels of girl-child illiteracy in the country. Also, according to Buba (2015) the children who are kidnapped are subjected to emotional trauma such as rape, child marriage, slavery and torture. The children are also used as human shield and suicide bombers (Sanni, 2015). These frequent kidnapping of schools' girls has seen the attendance in schools across the country drop as a result of fear of such events (Ovuorie, 2015). According to Olugbode (2015) the children now live in perpetual fear.

Also, the findings of this study is in line with Joda and Abdurashheed (2015), in their study on the effects of the insurgence on girls' education in most of the affected states in Northeastern Nigeria, provides a gory picture. The study reveals that: the insurgent attacks have affected the girls' education through mindless attacks on their schools, frequent abduction of school girls in their dormitory, occasional kidnapping of school girls on their way to school have reduced their attendance in schools drastically (more than 1,000 female students have thus been kidnapped), most teachers and school heads in the region are among the internally displaced persons, female teachers and school girls were traumatize, and afraid of going to their schools for fear of attacks from insurgents, Educational planners and inspectors of girls education programme cannot conduct periodic, checking on schools as most education officers in the region were currently out of their states and the resultant closure of schools have exacerbated the previous poor rating of the region in terms of access to education.

Conclusion

Education is the right of every girl-child, a key to transforming her life and making her a responsible member of society. Without education, girls are denied the opportunity to develop their full potentials and play productive roles in the society. Although some efforts have been made to improve girl-child education in Nigeria, much still needs to be done if women must realize their potentials and fully contribute to the political, socio-economic and technological transformation of the country. Moreover, the extended boarding school closure due to insecurity, is an unprecedented shock to the education system. Due to learning loss and increase in dropout rates, insecurity poses a high risk to girls' education and well-being, as girls are more likely to drop out of school and are more vulnerable to violence as they face child marriage.

Recommendations

Based on the findings of the study, the following recommendations are made by the researchers:

I Government should facilitate the provision of secured school environment and arrange for security of the girls in the boarding schools and those that are going and coming back home. This will encourage parents who are very protective of their children to allow their girl-children to go to school.

References

- Achumba, I. C., Ighomereho, O. S. & Akpor-Robaro, M. O. M. (2013). Security Challenges in Nigeria and the Implications for Business Activities and Sustainable Development. *Journal of Economics and Sustainable Development* 4 (2) 79- 99.
- Akintunde, O. & Selzing-Musa, G. (2016). Environmental Insecurity and the Nigerian Child's Learning: Coping Strategies. *Asia Pacific Journal of Multidisciplinary Research*, 4(1) Retrieved August 05, 2021, from www.apjmr.com
- Ameh, J. (2015, July 30). Borno Reps Seek reopening of Schools. *Punch Newspaper*. Retrieved August 05, 2021, from www.punch.com
- Atama, G. C. (2012). Girl-child education: A challenge for sustainable development in Nigeria. *Mediterranean Journal of Social Sciences*, 3 (14). Retrieved August 09, 2021, from <http://www.mcser.org/images/stories>
- Bakwai, B., Yisa, H. M. & Jega, M. A. (2014). Insecurity in Northern Nigeria and Girls Participation in Basic Primary Schools: Planning for Peace Culture. Retrieved August 12, 2021, from <https://www.researchgate.net/publication/322437492>
- Beland, D. (2005). The Political Constitution of Collective Insecurity: From Moral Panic to Blame Avoidance and Organized Irresponsibility: *Center for European Studies Working paper series* 126, 56-64.
- Black, K. (2010). *Business Statistics: Contemporary Decision Making*. 6th edition, John Wiley & Sons.
- Buba, I. A. (2015). Terrorism and rape in Nigeria: A cry for justice. Oman Chapter of Arabian Journal of Business and Management Review, 34(2610), 1-12.
- Buchmann, C. & Hannun, E. (2002). Education and Stratification in Developing Countries: A Review of Theories and Research. *Annual Review of Sociology*, 27, 77-102.
- Dada, A. A. (2016). *Conducting Research in Education*. Nigeria, Concepts

Design & Prints.

- Emmanuel, Y. (2013). *Research Procedure; Fundamentals of Research Methodology*: Kaduna, Sunjo A. J. Global Links Publishers.
- Ezeoha, S.L. (2011). Causes and Effects of Insecurity in Nigeria. *The National Scholar*, 8 (2) 28.
- Federal Republic of Nigeria (FRN) (2014). *National Policy on Education*, (6thEd.) Lagos, NERDC Press.
- Gustafsson-Wright, E. & Smith, K. (2014). Abducting School Girls in Nigeria: Improving Education and preventing future boko haram attacks, *Education & development*. Retrieved August 05, 2021, from <http://www.brookingsedu/blogs/education-plusdevelopment/post/2014/17/-nigeria->
- Hurwitz, E. (1996). Critical Issue: Developing and maintaining safe schools. Retrieved August 05, 2021, from www.ncrel.org/sdrs/areas/issues/environment/drugfree/sa200.htm
- Isaac, W. H. (2014). Girl-Child Education: Important for National Development. Daily Independent Newspaper Sunday, July 06, 2014.
- Ivowi, U. M. O. (2012). Failure of Curriculum Implementation in Nigeria. In Ivowi, U. M. O. & Akpan, B. B. (Eds). *Education in Nigeria: From the beginning to the future*. A book of Readings in Honour of Prof. Obioha C. Nwana. Lagos, Foremost Educational Services Limited.
- Jimoh, K. I. (2013). Corruption and Insecurity in Nigeria: Social Studies as a Way Out. Kaduna, Joyce Graphic Printers and Publishers.
- Joda, F.M. & Abdulrasheed, O. (2015). Effects of Insurgency on Girls Education in North Eastern Nigeria' *European Journal of Education and Development Psychology*, 3(1), 44- 50.
- Jumare, A. M. (2020). *Simplified Approach to Education Management in Nigeria*. Nigeria, Concept Design and Prints.
- Maslow, A. K. (1954). *Motivation and Personality*. New York: Hover Brown Co.
- Murray-Bruce, B (2013). 'Education and Insecurity in Nigeria: Why We Need More Brain Infrastructure! Unite Nigeria.
- Nwachukwu, K. J., Abdullahi, U. & Kyari, Y. B. (2015). Use of Defense Mechanism in Coping with Psychological Stress among Insurgency Displaced Adolescents in Maiduguri. *The Nigerian Educational Psychologist*, 13 (1), 197-203.
- Nwolise, O. B. C. (2006). National Security and Sustainable Democracy. In

- Ojo, E. O. (Ed.) *Challenges of Sustainable Democracy in Nigeria*. Nigeria: Ibadan: John Archer.
- Olugbode, M. (2015). Children Now Live in Fear in Northeastern Nigeria. Retrieved August 05, 2021, from [https://allafrica.com/stories/201501070078.html]
- Omede, A. J. (2012). Nigeria: Analyzing the Security Challenges of the Goodluck Jonathan Administration. *Canadian Social Science*, 7(5), 90-102.
- Omoifo, C. N. (2018). Environmental Factors in Curriculum Content Delivery in Nigeria. In Kanno, T. N. & Nzewi, U. M. (Eds). *Issues in Curriculum Development and Implementation in Nigeria* (pp.244-260). Lagos, Foremost Educational Services Limited.
- Ovuorie, T. (2015). 'Northern States have Nigeria's worst girl-child education – Report. Retrieved August 05, 2021, from <https://www.premiumtimesng.com/news/146560-northern-states-nigerias-worst-girlchild-educationreport.html>
- Patterson, C. J. (2008). *Child Development*. U.S.A: McGraw-Hill companies Inc.
- Research Advisor (2006). Determining the Sample Size. Retrieved August 05, 2021, from <https://www.research-advisors.com/tools/SampleSize.htm>
- Samson, E. (2018, March 31). Increasing Insecurity in North as a Threat to Girl-Child Education. *Guardian News*. Retrieved August 02, 2021, from <https://guardian.ng/saturday-magazine/increasing-insecurity-in-north-as-threat-to-girl-child-education/>
- Sanni, O. B. (2015). Effects of Insecurity And Challenges On Females' education In Nigeria. *African Journal for the Psychological Studies of Social Issues*, 18(3), 49-56.
- UBE (2011). *Revised guidelines for the development of school-based management committees*. Abuja: Social Mobilization Department. Retrieved August 05, 2021, from <http://www.ubeonline.com/>
- Unachukwu, G. C. & Nwosu, K. C. (2018). Psychological Issues in Curriculum Contents Delivery in Nigeria. In Kanno, T. N. & Nzewi, U. M. (Eds). *Issues in Curriculum Development and Implementation in Nigeria* (pp. 431-440). Lagos, Foremost Educational Services Limited.
- Zamfara State Ministry of Education, Gusau (2020). School Annual Census.

Analysis of Verbal and Non Verbal Aspects of Chemistry Curriculum Delivery and Attendant Security Challenges in Oyo State, Nigeria.

Ogundare, Olusegun Godwin Ph.D

&

Mefun, Fredrick Ebimobowei Ph.D

*Nigerian Educational Research and Development Council,
Sheda, P.M.B 91, Garki, Abuja*

Abstract

The recent threats to life and property experienced in Nigeria and in particular Oyo state has assumed an alarming dimension which requires attention because of its adverse effect on our Education system. The study assessed detailed processes of verbal and non-verbal classroom interactions in relation to security challenges confronting education in Oyo state. Past studies focused largely on effect of classroom interaction with little consideration on associated security challenges. Sample consisted of 18 teachers and 1004 students located in 18 classrooms spread across 3 local Government areas. Survey design and classroom observational techniques were used. Classroom interaction Analysis Sheet (Scott's pi = 0.89) was used. Data were analysed using percentages, mean and bar chart. The results showed that of all the verbal interactions, teacher centred activity had highest frequency (4041) which represented the highest percentage (56.82%) of activities that occurred in the chemistry class. It revealed that teacher talked continuously during the class with little student interaction. It was concluded that teachers dominate lesson and students' low participation was due to unsafe learning environment. It is therefore, recommended that chemistry teachers should plan their lessons such that students participation is encouraged as well as government to provide more conducive and secure environment for learning.

Keywords: *verbal and non-verbal interactions, curriculum delivery, security challenges.*

Introduction

The issue related to curriculum implementation procedures and strategies have been a topical one in recent times. More importantly at this critical time in Nigeria history when security problems pose a major challenge that threatens national development including the education sector. How can we use curriculum content and delivery as tools to tackle current security challenges which also affects the education sector? It is no doubt that current security

challenges such as killings, kidnapping of school girls, Fulani/farmer clash etc. have affected almost all facet of our economy including education. Chibok and Dapchi girls that were abducted from their various schools are a clear indication that our learning environment seems to be unsafe.

Sustainable educational development may not be guaranteed where insecurity is the order of the day. This may likely affect students' emotional and psychological stability in the classroom. How can the security challenges associated with teaching and learning in the classroom be addressed by carefully studying procedures involved in curriculum content delivery with a view to identify areas that pose security threat to smooth teaching and learning process? This is a serious concern for education stakeholders who continually seek ways to improve education system. This present study sought ways to address current security challenges that do not allow educational system to run smoothly by assessing the verbal and nonverbal aspects of chemistry delivery process. Ojukwu (2017) found that insecurity of school environment significantly affects the academic performance of secondary school students. According to him, as a result of happenings around the school environment such as kidnapping, raping, unrest of all kinds, students are afraid and feel insecure, skip school, miss certain lessons. It results in a situation where students lose concentration in class and engage in all kind of non-facilitating learning behaviours such as making noise, playing. This may encourage the teachers to carry all the classroom activities alone by talking continuously or writing note continuously.

Chemistry is one of the important science disciplines that is being offered in senior secondary schools in Nigeria. The inclusion of chemistry education in the secondary school curricular is to help secondary school students have a good grasp of fundamentals of chemistry for all round scientific and technological development. Knowledge of chemistry is needed in such professions as nursing, medicine and agriculture. Moreover, a minimum of credit pass at ordinary level of education is needed for candidates seeking admissions into courses such as medicine, chemical engineering, agriculture and nursing in the Universities and other tertiary levels of education. Chemistry education at secondary school level may have little or no effect on nation's quest for technological development and overall scientific knowledge base of students if chemistry curriculum is implemented poorly by the chemistry teachers. Generally, researches such as those of Duffy, Warren and Walsh (2001), Adegoke (2007), Mefun (2018) and Ogundare (2019) on implementation of science curriculum makes it clear that

fidelity and quality in lesson delivery impact students' acquisition of the lesson content and outcomes. Therefore in focused on assessing how teaching and learning activities in chemistry lessons were being conducted by chemistry teachers especially the verbal and non-verbal classroom interaction in order to suggest content delivery pattern that will benefit the students.

Classroom interaction has been referred to as the activities that take place between the teacher and the students which has an anticipated result (Akinsola, 2000). Similarly, Okoye (2009), stated that classroom interaction is aggregate of classroom activities which occur between the teacher and students as well as interaction with and learning resources. Thus, classroom interaction can be defined as verbal and non-verbal interactions between teacher and students, or between the students, or between teacher and learning material or between the students and learning materials. Verbal interaction occurs when the teacher or students talks during chemistry class. Non-verbal interaction occurs when the teacher demonstrates or students carry out teacher's directive without necessarily talking. Teacher-centred activities include such activities which are entirely controlled by the teacher. Sometimes, during teaching-learning process, teacher is the sole dominant. That is he talks continually non-stop, no interjection at all. Teacher demonstrates the topic using real life object, providing in-depth explanation on the concept by using supporting facts and evidences. Experience show that teacher alone may be doing such activities for almost all lesson period without necessarily giving room for students to contribute. Sometimes, students may be nodding in affirmation to what the teacher is explaining, but that may not give measure of students understanding until students are evaluated. Since the essence of teaching is to cause a behavioural change in students in terms of better performance, it is important to assess lesson delivery process.

Individual-student activities are such activities which only students involve in. Such activities are classified when students talk or given opportunity to explain a concept. When he write notes, narrates story alone, expresses his opinion about a topic, come out openly to explain a concept for other classmates, it is observed that such activities do not occur frequently during lesson session. Though there is little available empirical data to support actual percentage of time really given to students during a whole 40 minutes lesson. This study analysed the fraction and frequency of verbal and non-verbal activities that occurred in chemistry classroom. Sometimes, it is important to have a blend of activities such that both

students and teacher are actively involved.

Teacher-students activities include such activities that both teacher and students participate in. Teacher guiding students to make practical objects based on the topic under discussion, guiding students to identify real life objects in their environment based on the concept being discussed, guiding students as he moves from one step to another to provide answer to questions teacher asked, teacher using instructional aid and then ask students to do the same, checking students notes as they write and asking necessary questions, teacher interact with students while the class is going on to ease tension, teacher responding to students questions, teacher initiates discussion and allow students to participate. Apart from teacher –student activities, sometimes teacher may need to use instructional aids to explain concept to student.

In the teacher-material interaction pattern, the teacher illustrates teaching with instructional materials in the classroom (Jaja, 2002). Teacher-material activity occur when teacher touches and analyze drawing on the wall chart based on the topic under discussion, adjust equipment in an attempt to explain topic of discussion, teacher assembling component part of an object to make a whole while the students looks on. The materials which are used in chemistry class to enhance learning include big chart containing the periodic table of elements, dilute solutions of chemicals in reagent bottles, substances such as alum, salt, separating funnel, beakers and other apparatus which are used to carry out practical. In this study whenever teacher uses any of these during learning process, it is categorized as teacher-material interaction. The interaction patterns which were assessed include: teacher – student, student – student, teacher – material and student- material interaction patterns. Student material activity occurs when students make use of instructional materials to facilitate understanding. It involves students' active participation and acquisition of manipulative skills (Okoli, 2006). Other activities in this category include students writing notes, consulting dictionary, touching chemical substances, using scientific calculator, drawing using pencil, checking wall charts, analyzing periodic table of elements, manipulating real life objects. Smith (2000) gave some examples which include reviewing and expanding lecture notes, using some apparatus during practical class, carrying out experiments, searching the internet and reading materials on a website. Students-students activity occurs when students talk with peers to solve problem, students discuss assignment in a group and other tasks involving only students' co- participation and interaction in team.

In all above divisions of interactions, what percentage and frequency of each interaction is recorded during lesson delivery? What is the nature of learning environment while the lesson is going on? How good are the learning materials available for teaching and learning? How much of the lesson period is really used to facilitate or hinder students' learning of chemistry? To what extent do chemistry teachers use instructional materials to facilitate learning? What proportion of lesson period is allocated to verbal and non-verbal behavior? This study provided empirical information which can be of great significance to education stakeholders especially at this period when insecurity seems to threaten our education system. Research such as those of Isiugo-Abanihe and Long John, 2005; Adegoke, 2007; and Ogundare & Mefun, 2020; have shown that teacher-student interactions have effect on students learning outcomes. Therefore it is logical to observe what transpires in the classroom especially in terms of verbal and non-verbal behaviours in order to identify some security challenges linked to effective curriculum delivery and suggest likely ways to address such problems.

Statement of the Problem

The issue related to curriculum implementation procedures and strategies have been a topical one in recent times. More importantly at this critical time in Nigeria history when security problems posed a major challenge that threatens national development including our dare education sector. How can we use curriculum content and delivery as tools to tackle current security challenges which also affected education sector? It is no doubt that current security challenges such as killings, kidnapping of school girls, Fulani/farmer clash etc. have affected almost all facets of our economy including education. There cannot be Sustainable educational development where insecurity is the order of the day. Students cannot learn with stable emotion and psychology when the learning environment is not safe. Past studies on classroom interaction have focused on its effects on academic performance of student with little consideration to how its findings can be used to address the current security challenges bedeviling our society including education sector. However, detailed information on student-student, teacher-material and student-material interactions are yet to be well documented especially with respect to chemistry as a subject. Specifically, the study assessed the verbal classroom interaction (teacher-centred activity, individual student activity, and teacher-students activity) and non-verbal classroom interaction (teacher-material activity, student-material activity) pattern of teacher-student classroom interactions

during senior secondary school Chemistry lessons with a view to suggesting ways to have a safe, secured, stable and conducive learning climate.

Research Question

- 1 How can the security challenges be addressed in classroom using the detailed analysis of teacher–students interaction in terms of:
 - i. Teacher-centred activity?
 - ii. Individual student activity?
 - iii. Teacher-student activity?
 - iv. Teacher-material activity?
 - v. Student-material activity?
 - vi. Student-student activity?
 - vii. Non facilitating learning behaviour?

Method

Descriptive survey design was used for this study. This type of design involves the collection of data through observational techniques. The target population consisted of all chemistry teachers and students in senior secondary school two (2) in public schools in Oyo state, Nigeria. Multi stage sampling procedure was used to select participants. First, two educational zones were randomly selected from the eight educational zones in Oyo state. then, simple random sampling techniques was used to select three local Governments from each selected educational zones making a total of six LGAs. Three schools were randomly selected from each of the six selected LGAs to make a total of 18 schools. Finally, from each selected school, an arm of only senior secondary school II (SS II) chemistry classes was selected making a total of 18 classes and the study made use of a chemistry teacher teaching in each class making a total of 18 SS2 chemistry teachers. In all, 1004 students (449 male and 555 female) participated in the study.

The instrument used was Classroom interaction sheet (CIS), which was adapted from classroom observation instrument developed by the institute of education, University of Ibadan. It consists of two sections. Section A contains date, subject taught, class, time lesson start and time lesson end. Section B contains nine main headings and 65 categories. Teacher-centred activity (10 categories), individual student activity (9 categories), teacher-student activity (11 categories), teacher material activity (8 categories), student –material activity (7 categories), student – student activity (3 categories), non- Facilitating learning (8 categories), confusion (6 categories), and others.

The researcher employed the services of some assistants who have been trained

in the act of coding and clerking observation instrument. Every activities that occur occurs during classroom interaction was captured using both audio recording and normal clerking. The two were later reconciled to ascertain some degree of validity of the process. During the teaching session, whenever the teacher or student talks, each statement was classified accordingly every 60 seconds. The reliability index of the classroom interaction sheet was determined using Scott's coefficient “pi” method which gave the value of 0.89. Frequency of each activity as contained in the observation sheet was analyzed using percentages, frequency count and bar charts.

Results

Data collected for this study were analyzed using descriptive statistics of percentages, frequency count and bar chart. The results are presented according to the research question raised earlier.

Research question:

How can the security challenges associated with teaching and learning in the classroom be addressed using the detailed analysis of teacher –student interaction in terms of

- i. Teacher-centred activity?
- ii. Individual student activity?
- iii. Teacher-student activity?
- iv. Teacher-material activity?
- v. Student-material activity?
- vi. Student-student activity?
- vii. Non facilitating learning behaviour?

To analyze responses to this research question, descriptive statistics (frequency, percentage, bar chart) were used.

Results

Table 1.0 show total tallies for each sub category when classroom interaction sheet was used to observe the chemistry class.

Table 1.0: Analysis of verbal and non-verbal teacher-student Interaction

/n	Category	frequency	Percentage (%)
1.	Teacher centred activity	4041	56.82
2	Individual student activity	410	5.76
3	Teacher-student activity	1248	17.55
4	Teacher-material activity	216	3.04
5	Student-material activity	203	2.85
6	Student-student activity	86	1.21
7	Non facilitating learning behavior	451	6.34

8	Confusion	441	6.20
9	Others	16	0.22

Teacher centered activities had total of 4041 which represented 56.82 % of the entire time spent to teach the student. It showed teacher-centred activities such as teacher talk continuously, explaining, writing note for students dominated the class. Individual student activities were limited, the frequency was 410 which represented 5.76 % of the total time students were engaged. Activity that involved interaction between teacher and students was minimal; it had the frequency of 1248 which represented 17.55 % of the total time spent in the class. The amount of time teacher interacted with instructional materials was small compared with the entire period of instruction delivery. Teacher material activity had 216 which represented 3.04 % of the total time used to teach the students. Student interacted with instructional materials only 203 times which represented 2.85 % of the engaged time. Student-student activity only happened only 86 times which represented 1.21 % of the total spent for teaching. Activities which do not support learning occurred 451 times which represented 6.34 % of the entire time of teaching. Others activities which do not belong to any of the above category had 16 which represented 0.22 % of the engaged.

The information is also presented in a bar chart as shown below.

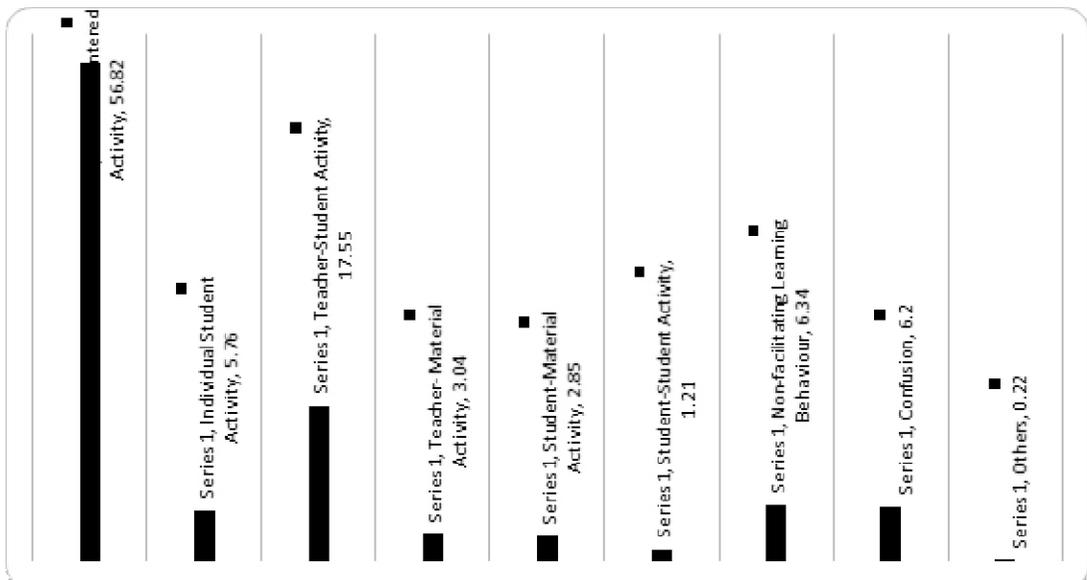


Figure 1.0: Bar chart showing verbal and non-verbal classroom interaction

Figure 1.0 shows the categories of the various categories of the activities which happened in the use of classroom interaction sheet. It was obvious that teacher-centred activity dominated the class which has the tallest bar and frequency of 4041. Teacher student activity was the next with frequency of 1248. And the least was other activities which were not represented above.

Discussion of findings

Careful observation of what transpires in the classroom during curriculum delivery process revealed that some challenges which are associated with smooth learning include class congestion, porous nature of classroom, and lack of adequate furniture which make the classroom unsafe and insecure for students to learn. This is in line with the findings of Ojukwu (2017) who reported that insecurity of school environment significantly affects the academic performance of secondary school students. Results showed that teacher-centred activity dominated the class. The sub category include teacher explaining the concept, giving examples, writing note for the students, demonstrating, talking non-stop. This finding corroborates finding of Uzoechi (2008) who reported that teacher-centred instruction lead to weak classroom discourse based on role memorization and no provision for development of intellectual and creative thinking skills among students. Similarly, Adegoke (2005) reported that students who were given maximum opportunity to participate in teaching and learning process (integrative group) had higher achievement score in Mathematics than their colleagues in the dominative group. Further results of teacher-student interaction revealed that category 3 (teacher-student activity) was very low in term of its percentage. Little or very minimal activities were carried out for category 4 (teacher-material activity), category 5 (student-materials activity) and category 6 (student-student activity). These results show that teachers did not make use of instructional or learning aids to a very large extent. The teaching aids are important to assist student to further understand the concept being taught. Teachers did not guide the students to touch or manipulate learning aids during chemistry lessons.

Also the rate at which student interacted with fellow students to carry out a task as directed by the teacher during the lesson was very low. All these class activities which were not properly carried out during chemistry class could have adverse effects on learning pace of the student and ultimate student achievement. This may not be unconnected with the fact that teachers lacked adequate preparation before coming to class. This was confirmed by the experience the researcher had while doing field work. A trained teacher is supposed to have an imaginary

picture of how the class will be arranged, prepare what task will be given among students to solve, prepare what instructional material matches the topic to be discussed and so on. Experience from the field showed that many teachers come to class without preparation and thereby allowed teaching-learning process to take any form which lacked direction. Since there were no prepared instructional materials to be displayed before the students which can facilitate learning, teachers talked almost throughout the lesson as well as copy note on the chalkboard. The results of this findings is in line with Odinko and Williams (2006) who found that pre-primary classrooms spent a larger proportion of lesson period (51.2 %) on interacting (prompting learning) with the whole class (e.g. explaining, talking continually, questioning pupils, giving directives to pupils, writing, giving learning materials to pupils, etc.) whereas less proportions of the lesson period were used for learning-enhancing events that centred on groups of pupils (19.8 %) and individual pupils (12.3 %).

Conclusion

Based on the findings, it was concluded that porous nature of classrooms, congestion with poor ventilated class, were observed and identified as part of what made classroom unsafe and insecure to learn properly. This made students' level of participation and active involvement in learning process very low. Teacher-centred activity was the dominant feature among verbal and non-verbal teacher-student interaction. Most teachers did not make use of real life objects to explain concepts. Students did not use the learning materials to a greater extent.

Recommendations.

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

1. Government should make adequate provision for students in terms of furniture, space, infrastructures which can help to guarantee a safe, conducive and secured learning environment.
2. Chemistry teachers should try to device and use teaching methods that facilitate learning by involving students at every stage of the teaching process.
3. The curriculum planners should plan content such that elementary security tips could be learnt in schools as well as immediate precautions that could be taken when security challenges arise.
4. Generally, as a country, government needs to engage state and community policing. We need to put in place some protection mechanism in our schools. Use of modern security alert technologies and human intelligence to improve the works of service chiefs and security agencies.

Whatever unrest that disrupts our community will in turn affect our dare education system.

5. On the part of government, more jobs should be provided for unemployed youths so that they will not resort to joining bandits and kidnapers.

References

- Adegoke, B.A (2007).Patterns of Teacher-Pupils interaction in the Classroom and Learning Outcomes in Primary Science. *West African Journal of Education (WAJE)*, vol. XXVII.Pp 124 – 134
- Akinsola.O.S. (2000).A Causal Model of Personal Factors and Threshold Time for Classroom Interaction Pattern of Mathematics Teacher Trainees in Two Nigerian States. Unpublished Ph.D Thesis, University of Ibadan.
- Duffy, J., Warren, K., & Walsh, M. (2001). Classroom interactions: gender of teacher, gender of student, and classroom subject-Statistical Data included. Sex Roles: *A journal of Research*. Downloaded from the internet www.findarticles.com/p/articles.
- Isiugo-Abanihe, I.M., & Longjohn, I.T (2005). An observational study of classrooms of science student teachers in Port Harcourt, Nigeria. *West Africa Journal of Education*, XXV, 161-176
- Jaja, O.P. (2002). Assessment of Biology study support environment in our Schools. *43 Annual conference Proceedings of science Teachers' Association of Nigeria*.
- Mefun, F.E. (2018).Evaluation of implementation of new senior secondary school mathematics Curriculum in Ondo State, Nigeria. An Unpublished Ph.D thesis. University of Ibadan.
- Odinko M.N and Williams J. (2006) .Language of instruction and interaction patterns in Pre-primary classrooms in Nigeria. *Journal of classroom interactions Vol. 41 (1): 22-32*
- Ogundare, O.G. (2019). Assessment of classroom interactions and senior secondary school students' learning outcomes in Chemistry in Oyo State, Nigeria. An Unpublished Ph.D thesis. University of Ibadan.
- Ogundare, O.G & Mefun, F.E (2020). Effect of Classroom interaction Patterns, Teachers' Gender and Qualification on students learning outcomes: A step towards Planning a Corruption – free School Chemistry Curriculum. *Nigerian Journal of Curriculum studies*. 27, (1): 147 – 156
- Ojukwu, M.O. (2017). Effect of insecurity of school Environment on the Academic performance of secondary school students in Imo state. *International Journal of Education & Literacy studies*. 5 (1): 20 - 28

- Okoli J.N. (2006). Effects of Investigative Laboratory Approach and Expository Method on Acquisition of Science Process Skills by Biology Students of different levels of Scientific Literacy. *Journal of Science Teachers Association of Nigeria*. 41(2): 79-88
- Okoye, N.S. (2009). The effect of gender, socio economic status and school location on students' performance in Nigeria. *Integrated Journal of science education*. 2, 23 – 24
- Smith, K.L. (2000). Going Deeper; Formal Small-Group Learning in large Classes” In J.MacGregor, J.L. Cooper, K.L. Smith & Robinson classes: *From small Groups to learning communities New Directions for teaching and learning*. 81, Spring. 25 - 46
- Uzoechi, B.C. (2008). Determinants of students Questioning, Attitudes in Science lesson. Unpublished PhD Thesis university of Nigeria, Nsukka.

Infusing Security threat surviving skills in Senior Secondary School English Language curriculum: Key to Safe School Environment for Learners

By

Eke Ogbu Eke Ph.D,

Ibebuike Ursula Ph.D & Enwereuzo Ngozi Ph.D

Department of Curriculum and Instruction,

Alvan Ikoku Federal College of Education

Owerri. Imo State

Abstract

The purpose of this descriptive survey was to determine senior secondary school English language teachers views on infusing security threat surviving skills in senior secondary school English language curriculum for safe school environment. The population of the study comprised all senior secondary school English language teachers totaling 71 teachers (24 males and 47 females) in Owerri Municipal Council of Imo State. These teachers were all used for the study since the population were small. Instrument for data collection was a questionnaire titled “SSS English Language Teachers Perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum (SETPIST). It had reliability coefficient of 0.7.7 determined using Cronbach Alpha. The data collected were analyzed using mean and standard deviation in answering research questions while the hypothesis was tested using t-test. The findings showed that senior secondary school English language teachers have positive views on infusing security threat surviving skills into senior secondary school English language curriculum contents.. It was recommended among others that there is need to build the capacity of the English language teachers to be able to teach these emergent issues such as security threat surviving skills using the suggested learner centred methods and strategies.

Keywords: Security threat surviving skills, Senior Secondary School English language Curriculum, Safe school environment

Introduction

Despite the fact that schools are upholding their fundamental obligation of meeting the educational needs of individuals and the community, schools as an open society are vulnerable to various forms of security threats both the ones emanating from the school and other security threats coming from outside school environment. This is as a result of social, economic and cultural precarious situations prevalent in this period. Some of these threats being faced by schools

include violent crimes perpetrated by students within the school to students and school personnel such as peddling prohibited narcotic substance and drug abuse by students, kidnapping and abductions of students for ransom in the school environment. Also included are pandemic diseases, fires, and many natural disasters such as, flood, landslides, and so on.

Security is the extent of protection against danger, damage, loss and crime (Devine and Cohen, 2007). According to Morrison (2007) security is a form of defense where a detachment is created between the assets and threat. Security is the preventative measure taken to protect an environment and people from an impending danger or injury. It is a measure taken to prevent danger and threat. Security threat surviving skills are measures taken to survive from existence of life threatening security challenges; or strategies put in place to mitigate and deter perceived threat against individuals and environment. Security threat surviving skills are measures taken to make the school environment, students and school personnel safe. A place where there is security is a place of safety (Trump, 2010). Equipping students with security threat surviving skills is cardinal in realizing a secure safe school environment (Skaba, 2001 and Cox, Bynum and Davidson, 2010). The safety of students, school personnel and school environment is paramount for conducive teaching and learning. Carter (2001) stressed that school safety requires a broad-based effort by the entire community, including government, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. Carter, (2001) further stated that government can help to ensure safe school by organizing periodic threat assessment in schools, creating school-wide prevention and intervention strategies that incorporate students and school personnel, making policies and legal issues that support safe and secure schools and so on.. Some of these approaches are already put in place by the government, school community, school management and teachers. But in spite of these efforts, security threats against students in school environment continue unabated as there are raising cases of violent crimes by students, drug and substance addiction by students, kidnapping of students in school for ransom and so on. All these undermine the safety of students in the school environment.

Researchers (Fairbun and Grossman, 2006, Montee, 2008, Nwaobodo and Udebun, 2019) have suggested that schools can ensure safe environment for students by focusing and educating the students on security threat surviving skills that hinge on security threat prevention, intervention and responses in case of eventually. It is on this note that the researchers are of the opinion that if security

surviving skills are integrated in senior secondary school English language curriculum contents, it will help in equipping students on appropriate skills that will help them in surviving security threats. This will help to have students that are equipped with effective security threat surviving skills. English language is a core subject that all students offer irrespective of areas of specialization or subjects of interest. It is therefore an ideal subject that can be infused with contents that will improve students' security threat surviving skills. This will help to have students equipped with effective security threat surviving skills in senior secondary schools that will make for effective school security and safety School security

A safe and secured school environment is fundamental for effective sustainable schooling and students' progression in education. Recent activities in schools have indicated that schools are no longer safe for students and school personal. Some of these security challenges like kidnapping of school children for ransom have nearly collapsed the continuation of schooling in some part of Nigeria. Some states in North central Nigeria like Kaduna, Zamfara and others have had to close schools because of incessant kidnapping of school children by terrorists. Also different studies (Ona, 2018; Ozmen, Dur and Akgul, 2010 and Health Wise Staff, 2020) have shown that schools are no longer safe for the students and for the school personnel any more, due to some problems threatening school security. Montee (2008), maintained that, it is the responsibility of government and school manager to see to it that school environments are safe for students to maximize their educational pursuit and for teachers to maximize their teaching career. Health Wise Staff, (2020) stressed that to ensure school safety, it is imperative for students to be educated on safety issues like security threat surviving skills and emergency preparedness plans. It also includes education on the prevention of emergencies, kidnapping and safety issues as well. Creating a safe environment starts with awareness of the environment by individuals that stay in it. Teaching students how to identify security threat issues in an environment before they become a challenge can help in creating a safe school environment. U S Department of Education, (2009) suggested strategies for ensuring school safety. It maintains the need for schools to have a disaster plan that covers both man-made disasters and acts of nature. Schools should include action items for both teachers and students. And each group should be made to understand their specific roles and responsibilities in the event of an actual emergency /security threat. In addition, time should be set aside to conduct yearly emergency/security threat preparedness workshops for teachers and students. The better educated the staff is, the more likely they are to respond appropriately in a true emergency. It further advocates incorporation of security surviving skills topics into the

curriculum so that students get comfortable with discussing safety issues. And that thorough background investigation should be conducted on any potential new staff members as keeping children safe starts inside the school. It also asserts establishment and maintenance of close contact with local law enforcement agencies, emergency workers, social services agencies, and the community. And to empower students by involving them in planning, creating, and sustaining a school culture of safety and respect. This cannot be achieved if there are no policies targeted at equipping students who mostly experience these security threats on prerequisites security threat surviving skills. This will help them to take informed actions and informed choices that will militate against security challenges that threaten the school environment. This can be effectively done if security threat surviving skills are infused in English language curriculum.

For concerted efforts to be made in curbing security challenges in secondary schools in Nigeria, it is critical that a comprehensive approach is developed with the support of those in the domain of education given the importance of education in solving societal problems. Also, the global best practices in education now involves countries using their school curriculum systems to equip youths on security threat surviving skills and the need for collective and individual responsibility to maintain security in school environment. Nigeria as a nation should join this global best practices of using curriculum to equip its citizens on security threat surviving skills in the school environment. This is based on the fact that safe and secured school environment is basic for progressive and continuous schooling of students which makes for effective national development. The school curriculum can be used to engage young people with constructivist, collaborative activities and explorative dialogue on how they (students) can mitigate and survive security threat in an environment.

Specifically, English language teachers can play a key role in connecting with the younger population and effectively and positively reorienting them on security surviving skills by engaging them in critical thinking and reflections on the strategies that can help to mitigate security threat and skills to cope with emergency security challenges in school environment. This assertion is based on the fact that English language is a core subject and coupled with the fact that the nature and structure of the subject makes it easy for emergent issues to be infused in its components such as; reading comprehension passage, summary passage, easy topics and others. Little wonder Eke, Igwe & Eke (2017) assert that the English language teacher is the luckiest of all as he/she can use the substantive content of English to explore diverse issues and problems confronting man in any society. Apart from these advantages based on the nature of the subject, they have

ethical responsibility to strengthen the security surviving skills of their students as safety of students in school environment is part of the responsibility of the teacher. This can only be achieved, however, if security threat surviving skills are infused in the Secondary School English language curriculum. This becomes necessary because the curriculum is designed not only to equip students with facts and ideas but also to equip them with live skills which include skills that will help them to mitigate security threat. In addition, if the English language teachers have positive attitudes towards infusing security surviving skills in English language senior secondary school curriculum, they will easily implement it. The reason is not farfetched because teachers are the implementer of curriculum. It is on this basis that this paper set out to investigate teachers' perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum for a safe school environment

The main purpose of the study is to determine the views of English Language Senior Secondary School teachers on infusing security threat surviving skills in Senior Secondary School English Language curriculum for safe school environment. The study also investigated if there will be differences between male and female English Language Senior Secondary School teachers' perceptions. The study was guided by 2 research questions and one hypothesis.

Research Questions

1. What are the perception of English Language Senior Secondary School teachers' on infusing security threat surviving skills in Senior Secondary School English Language curriculum for safe school environment?
2. What is the difference between the perception of male and female English Language Senior Secondary School teachers' on infusing security threat surviving skills in Senior Secondary School English Language curriculum?

Hypothesis

1. There is no significant difference between the perception of male and female English Language Senior Secondary School teachers' on infusing security threat surviving skills in Senior Secondary School English Language curriculum.

Method

The study used a descriptive survey research design to gather information from Senior Secondary School English Language teachers in all the nine Public Senior Secondary Schools in Owerri Municipal Council of Imo State. The population and sample for the study comprises all Senior Secondary School English language teachers totaling 71 teachers (24 males and 47 females). Instrument for data collection was a questionnaire titled "SSS English Language Teachers

Perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum (SETPIST)”. This 13-item questionnaire was designed by the researchers and validated by two experts in teacher education. Their inputs were effected in the final draft. The Instrument was divided into two sections. Section A dealt with the demography while section B dealt with Teachers' Perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum. Options were provided thus: strongly Agree (SA), Agree (A), strongly Disagree (SD) and Disagree (D). Respondents were made to tick the option that best describes their opinion. The instrument was subjected to trial testing using Cronbach Alpha to determine its internal consistency using thirty six senior secondary school teachers outside the study population. A reliability coefficient of 0.77 was realized. The researchers used two research assistants in the administration and collection of instrument from subjects. This yielded a 100% return. The data collected were analyzed using mean and standard deviation in answering the research questions. Any Item with mean less than 2.50 was rejected while 2.50 and above was accepted. The hypothesis was analyzed using t-test statistical tool tested at 0.05 level of significance.

Results

Data generated from survey questionnaire were analyzed and presented in Tables below.

Research Question 1

What is English Language Senior Secondary School teachers' perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum for safe school environment?

Table1: English Language teachers' perception in infusing security threat surviving skills in Senior Secondary School curriculum.

Infusing security threat surviving skills in Senior Secondary School English Language curriculum for will be beneficial to students through the following:

S/N	ITEM STATEMENT	Male Teachers			Female Teachers		
		X	SD	REM	X	SD	REM
1	Help students not to engage in any action that will threaten the safety and security of students and school environment	2.97	0.59	Accept	3.20	0.80	Accept
2	Help students to be aware school security plan and response that will enhance students security threat surviving skills	2.84	0.62	Accept	2.77	0.62	Accept
3	Help students to work with school personnel to create the safest method to report threat	3.41	0.43	Accept	3.20	0.67	Accept

4	Help students to know who to meet regarding vital information or observations about potential threat	3.13	0.68	Accept	3.10	0.53	Accept
5	Help students to adhere and follow strictly school laid down preventive guidelines regarding safety	3.28	0.87	Accept	3.31	0.81	Accept
6	Help students to care for victims security challenge like kidnapping and rape	3.20	0.70	Accept	2.98	0.59	Accept
7	Help students employ security skills to avoid being kidnapped in school environment	3.61	0.80	Accept	3.67	0.82	Accept
8	Help in equipping the students with the capacity to make informed decision that has far reaching positive effect on their security and safety	2.8.5	0.68	Accept	2.95	0.71	Accept
9	Help in equipping Students on speaking out and refusing to join groups or cliques who are engaged in negative behaviors or attitudes that breaches safety and security.	2.76	0.52	Accept	2.87	0.69	Accept
10	Help in equipping the students with the capacity to employ security threat surviving skills in safety threaten situation	3.52	0.83	Accept	3.61	0.93	Accept
11	Help students to identify students that involve in drug and substance abuse and avoid them	3.22	0.82	Accept	3.39	0.88	Accept
12	Helping in the safety of school this will help to reduce school-dropout out as a result of security threat in school environment	3.09	0.68	Accept	3.05	0.70	Accept
13	Help Students confide in their parents, teachers and other trusted adults about	2.84	0.70	Accept	2.88	0.65	Accept
	Average mean response	2.89					

Data in Table 1 shows that all the items on the questionnaire were accepted as they had response mean greater than the instrument scale mean (2.50). Also, the average mean (2.89) is greater than the scale mean. This implies that S.S.S English language teachers have positive perceptions about infusing security threat surviving skills in Senior Secondary School English Language curriculum.

RQ 2: What is the difference between male and female English Language Senior Secondary School teachers' views on infusing security threat surviving skills in Senior Secondary School English Language curriculum for safe school environment?

Table 2: Summary of male and female teachers mean response

Group	N	Mean x	SD	Mean	Difference
Male	24	3.13	0.68		0.5
Female	47	2.65	0.72		

Table 2, shows that a mean difference of 0.5 exist between responses of male and female English Language Senior Secondary School teachers' views on infusing security threat surviving skills in Senior Secondary School English Language curriculum for safe school environment.

H01: There is no significant difference between male and female English Language Senior Secondary School teachers' view on infusing security threat surviving skills in Senior Secondary School English Language curriculum for safe school environment.

Table 3: Significant difference between male and female English Language Senior Secondary School teachers' perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum.

Group	N	Mean \bar{x}	SD	DF	T. cal	P.value	Decision
Male	24	3.12	0.68	56	.02	0.79	Accepted
Female	47	2.65	0.72				

The data above on Table 3 indicated that the t-calculated is 02 at 56 degree of freedom and a p. value of 0.79 which is greater than 0.5 at 0.05 level of significance which indicated that we retain the null hypothesis. Therefore, there is no significant difference between the mean response of male and female English language Junior Secondary School teachers' perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum.

Discussion

All the items on the questionnaire were accepted and their response mean were greater than the instrument scale mean. This implies that all the teachers have positive perception on infusing security threat surviving skills in senior secondary school English language curriculum. The responses of the teachers may be based on the dire security challenges that schools are being faced presently in Nigeria. Also this result is in agreement with the opinions and findings of Fairbun and Grossman, 2006, Montee, 2008, Nwaobodo and Udebun, 2019)) that schools can ensure safe school environment by focusing and educating students on security threat surviving skills that hinge on security threat prevention, intervention and responses in case of eventually. Also, the study showed little difference between the mean responses of males and female teachers' female English language teachers' perception on infusing security threat surviving skills in Senior Secondary School English Language curriculum.

Conclusion

The study shows that teachers have positive perception on infusing security threat surviving skills concepts in Senior Secondary School English Language curriculum for safe school environment. Also no significant difference existed between male and female English Language Senior Secondary School teachers' perception on infusing security threat surviving concepts in Senior Secondary School English Language curriculum for a corruption free society. This implies that need to infuse security threat surviving skills in English language curriculum for secondary schools. This need is mostly based on the fact that English Language is a compulsory subject for all students.

Recommendation

Considering the fact that schools face security challenges which are prevalent in the society, it is noted that infusing security threat surviving skills in senior secondary school English language curriculum contents could help to mitigate the security challenges schools are facing in Nigeria and so equipped students who are also the members of the community on security skills that will help curb security threat. It is on this note that the following recommendations were put forward:

1. Security threat surviving skills concepts should be identified and infused into relevant sections of the English language curriculum.
2. The capacity of the English language teachers should be built up to enable them teach these emergent issues using appropriate methods and strategies.
3. The teacher training programme of colleges of education and universities should be reviewed so that prospective teachers will be equipped with right skills for teaching emergent issues.

References

- Carter, S.P. (2001). *Surrounded by safety: A crime prevention through environmental design (CPTED) handbook for youth*. Miami, FL: Office of Juvenile Justice and Delinquency Prevention & Youth Crime Watch of America.
- Cox, S. M.; Bynum, T. S. & Davidson, W.S. (2010) *Understanding the relationship between carrying weapons to school and fighting in Holmes*. Contemporary Reade Journal.
- Devine, J. & Cohen, J. (2007). *Making your school safe; Strategies to protect children and promote learning*. Teacher College Journal of Education
- Fairburn, R., & Grossman, D. (2006), *Preparing for school attacks. The police marksman*. Retrieved from <http://www.killology.com/schoolattack.htm>

- Health Wise Staff, (2020). Child safety: preventing child abduction. University of Michigan Health. 7(2) 48-56.
- Igwe, U. A, Eke. O.E and Eke. C. (2018). Teachers' views on infusing anticorruption issues in J.S.S English language curriculum: A panacea for positive attitude in Students. Academic Journal of research and Development. 7(2) 75-86.
- Montee, S. (2008). Safe school initiatives-management advisory report. Missouri: Office of Missouri State Auditor. Retrieved from www.auditor.mo.gov
- Morrison, B. (2007). Restoring safe school communities. A whole school response to bullying, violence and alienation. Sydney: Southwood Press. Pty Ltd
- Ona, E. (2018). Safety tips for preventing kidnapping of schoolchildren. The Guardian Jan, p.p.12
- Ozmen, F. Dur.C and Akgul. (2010). School Security Problems and the ways of tackling them. Procedia Social and Behavioural Sciences. 2(10) 117-130.
- Trump, K. (2010). Education department redefines safety. Retrieved from <http://www.schoolsecurityblog.com/2010/8/ec>
- US. Department of Education (2009). Action guide for emergency management at institutions of higher education, Washington, D.C., Retrieved <http://www.ed.gov/emergencyplan>

Implementation Of Security Education In The Basic Education Curriculum In Ebonyi State: Rationale And Influence

by

Dr. Pius Okoro (MCON, NAEAP & CCEAM)
National Examinations Council (NECO)
Ebonyi State Office, Abakaliki

Dr. Iheanyi O. Igwe (MSTAN, FCON & FCAI)
Department of Science Education
Ebonyi State University, Abakaliki

Dr Francisca N. Ogba
Department of Educational Foundations,
Federal University Ndufu-Alike Ikwo
&

Chukwuma Ogbonnaya Chukwu
Department of Arts and Social Science Education
Faculty of Education
Ebonyi State University, Abakaliki

Abstract

Security Education in Primary and Junior Secondary Schools is embedded in Religious and National values as a school subject. The main purpose of this study was to investigate the rationale for security education and its perceived influence on behaviour and academic performance of Basic Education students in Ebonyi State. The population was ten thousand respondents (teachers, students/pupils) from five hundred recognized primary and junior secondary schools. The sample of the study was one thousand (1000) made up of five hundred (500) urban respondents and five hundred rural respondents, proportionally selected, after 10% was applied to the population. In all one thousand (1,000) respondents were used. The instrument used for data collection was a structured 4-point rating scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The questionnaire had reliability coefficient of 0.87 which was determined using Cronbach alpha approach. To guide the study two research questions were stated and one null hypothesis was formulated and tested. The research questions were

answered using mean and standard deviation while the hypothesis was tested at 0.05 level of significance using t-test statistic. The results indicated that the rationale for the inclusion of security education in Basic Education curriculum in Nigeria was a welcomed development because it improves security consciousness, explains need for more security awareness, prevents drug abuse and complements social studies and civic education. Insecurity in school environment influences behavior and academic performance of pupils and students by introducing fear and tension, encouraging school dropout, encouraging hooliganism and cult activities and breeding of immorality among students. It was therefore recommended that textbooks on security education should be developed; existing ones should be reviewed in line with the new curriculum and should be made accessible to both schools in urban and rural areas, among other recommendations.

Key Words: Curriculum, Curriculum Implementation, Security Education and Basic Education.

Introduction

The state of insecurity in Nigeria is quite unfortunate as it continues to pose threat to all. There has been an upsurge of criminal activities such as kidnapping, broad day light robberies, hired assassination, politically sponsored killings, looting of government treasuries by those in government, fraudulent banking activities, terrorism, cultism, child abuse, like child trafficking, child labour, child kidnapping, sexual abuse, physical abuse, neglect, physical or emotional abuse, among others anti-social crimes. All these have contributed to the security problems being witnessed in Nigeria. The resultant effect of this state of insecurity is that, the nation does not experience outstanding development (Fabinu, Ogunleye, and Sahu (2016). Education being different from schooling, had been free for thousands of years in what came to be called Nigeria until the practice of western schooling system was introduced in the middle of the nineteenth century. Education is the only attribute that differentiate man from animals. It is the process through which individuals are made participating members of their society. According to Ocho (2015), it is the system through which man becomes a moral agent capable of living in society and contributing towards the growth and development of the society. It is a process through which the young acquires the ability to be useful to himself and others. It is the process through which man realizes his potentialities and uses it for self-fulfillment in the service of himself and the society (Ocho, 2015).

Every successful concept and project in life needs an objective framework or

guideline and planning, the same is true of the process in education anytime we engage in any new programme or plan, it is required of us to ensure that we have all plan set up. For instance, what is on offer, what are the resources at our disposal, what are the steps which needed to be taken and what should be our aims and objectives? These are the principal issues that need to be looked upon. It was issues of this nature as it applied to education in schools that gave birth to curriculum. In the words of Megbo (2015), curriculum is a complex term that has no single universal acceptable definition. The term curriculum connotes running a programme of study. Simply put it is body of courses or work schedule in organized progression for specific objectives. It is often associated with teaching and learning since it provides a template for academic programme – what should be taught, how it should be taught and to whom it should be taught. Curriculum must be seen as the reconstruction of knowledge, and experience, systematically developed under the auspice of the school or relevant agencies which would enable the learner to have mastery of learning experiences for the learners and society's well-being (Moronkola, 2000). This knowledge comprises attitudes and skills which are expected to be acquired or developed by learners within the school system in formal and non-formal setting (Okebukola, 2004). It is both planned and unplanned activities take place within the school environment with the intention of achieving school's aims and objectives; such activities may include a host of courses, physical activities, guidance, specific instruction, testing and evaluation in specific field. The curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the learning experiences, in particular with regards to methods to be used, the resources for learning and teaching (Jerry, 2010). Finally, curriculum can be defined as all the learning activities carried out in the school, which is well planned and guided by the schools, regardless of the fact whether it is carried out in groups or individually inside or outside the schools (Igwe, 2013). A curriculum is more than putting together a set of academically required subjects. It must have impact on all aspects of the students' life, the learning needs of both the students and society.

The world today is undergoing major transformations. The globalizations are multidimensional, affecting the technological, economic, social, cultural, moral and political development of human communities most especially those of the third world countries like Nigeria. Education in the generic and global context is a strategic instrument for social and economic transformation. The focus of education system all over the world is the development of the human capital

required to meet present and future challenges of globalization and knowledge economy (Igbokwe, 2015). Against this background, the second international congress on Technical and Vocational Education held in South Korea identified challenges that would inform changes in education world-wide as:

- population growth and urbanization
- poverty and lack of skills of income generation; and
- low participation rate in technical and vocational education (Obioma, 2012(a)).

Consequently, the National Economic Empowerment and Development Strategy (NEEDS) recognizes that Nigeria's economy could only be transformed and sustained through education that empowers the people and assures the technological development of the country. No wonder education is a foundational component of Nigeria Transformation Agenda and vision 20: 20: 20. Hence, between 2008 and now, the country has witnessed two major curriculum reform initiatives at the basic education level, namely:

1. The 9 – year Basic Education Curriculum (BEC) (September 2008 – August 2014); and
2. The revised 9 – year Basic Education Curriculum (September 2014 - present).

Following the decision of the Federal Government of Nigeria to introduce the Universal Basic Education (UBE) programme in September 1988, the Nigerian Educational Research and Development Council (NERDC) re-structured and re-aligned primary and junior secondary school (JSS) curricula into a 9-year Basic Education Curriculum for implementation in Nigerian schools with effect from September, (NERDC, 2008). The 9-year Basic Education Curriculum emphasizes value re-orientation, poverty eradication and employment generation skills in learners. In these curricula reform initiatives, science, technology, mathematics, and vocational education and training are specifically designed to provide the content, learning experiences and skills for the socio-economic transformation of the Nigeria nation (Igbokwe, 2015).

Nevertheless, the school curriculum is a dynamic and open document that is constantly changing with the needs, education curriculum, the structure, objectives and features of the Basic Science and Technology Curriculum and the implementation strategies of the curricula, hence the change or revised 9-year Basic Education Curriculum in September, 2014. The philosophy of the revised 9-year Basic Education Curriculum was that every learner who has gone through the 9-year of basic education should have acquired 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 a life-long

learning, as a basis for scientific and reflective thinking. The philosophy of this curriculum depicts the real meaning of basic education. The revised BEC comprises ten (10) subjects namely: English language, Mathematics, Basic Science and Technology, Religion and National values, Cultural and Creative Arts, Business Studies, Nigerian Languages, Pre-vocational studies, French and Arabic (Obioma, 2012(b)).

The core subjects are English language, one Nigerian language, mathematics, basic science and technology, religion and national values, cultural and creative arts, pre-vocational studies, French and business studies. Elective (optional) subjects are Arabic language. French and pre-vocational (Home Economics, Agricultural Science and Entrepreneurship) are introduced in primary 4 as core subjects, while business studies is introduced as a core subject at the junior secondary school level. Basic science and technology, religion and national values and pre-vocational studies are composite subjects. The composite subjects and the compositions are:

Basic Science and Technology - (Basic Science, Basic Technology, Physical and Health Education and Information Technology)

Pre-vocational Studies – (Agriculture, Home Economic)

Religion and National Values – (Christian Religious Studies, Islamic Religious Studies, Social Studies and Security Education) (Awafala, 2012).

Since the length of basic, free compulsory and uninterrupted education in Nigeria has increased from 6 years to 9 years, the general feeling has been that a six – year primary education was not enough for the mastery of the basic needs of life. The authors of this paper believes that Agricultural Science should be given a prominent attention alongside science and technology in line with the urgent need for diversification of Nigerian's economy through manpower development and subject mastery. Many educationists that have discussed the issue of curriculum implementation in Africa have identified lack of manpower development as the major setback for attaining goals of education in Africa (Obanya, 2007). Curriculum implantation entails putting into practice the officially prescribed courses of study, syllabus and subjects (Chikumbi & Makamure, cited in Ali, and Ajibola, 2015). Mkpá 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. From other authors, curriculum implementation pervades work for the achievement of the goals; transition of objectives of the curriculum from paper to practice; transition of theory into practice or proposal

into action (Garba, Okebukola & Ivowi cited in Ali and Ajibola, 2015). In summary, curriculum could refer to 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. It could be said that putting the curriculum into operation requires an implementation agent. The teacher is identified as the agent in the curriculum implementation process.

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 the curriculum. A major setback in effective curriculum implementation is the problem of unqualified teachers especially specialist teacher in area like ICT and technical subjects. 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 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 influences the implementation of curriculum in Nigeria schools, especially at the basic school level. A good curriculum package, the presence of quality implementers and the provision of curriculum materials and facilities will yield no good result in the face of mounting insecurities as witnessed in the Nigerian society these days. According to Wulf (2016), the most basic function of the State should be to ensure security which entails the protection of human rights, from physical threats and violence within the nation's boundary. If a government is unable to guarantee and promote the security of citizens and their property, it loses legitimacy and its ability to demand and command obedience from the citizens is significantly weakened.

The deteriorating security situation in Nigeria is worrisome as Nigeria has witnessed and is still witnessing unprecedented level of insecurity ranging from

intra-communal, inter-communal and interethnic clashes; religious violence; armed robbery; assassination, kidnapping and “boko haram” insurgency, banditry and unknown gunmen (Abubakar, 2011). Insecurity in Nigeria is causing developmental challenges such as endemic penury, high rate of unemployment, corruption, low industrial output, unstable and deteriorating exchange rate, high inflation rate, inadequate physical and social infrastructure, large domestic debt, and rising external debt profile and worst still, the very unstable school calendar (Ewetan, 2013). These problems have posed severe threats to curriculum implementation and socio-economic development in the country in that they have stifled business and economic activities and discourage local and foreign investors (Ewetan & Urhie, 2014). Insecurity in the country have stemmed from these dimensions: physical insecurity (personal violent and property crimes), public insecurity (violent conflicts, insurgency and terrorism), economic insecurity (poverty, unemployment), social insecurity (illiteracy, ignorance), human rights violations (denial of fundamental rights by state and non-state actors in different states), political insecurity (denial of good and social democratic governance) (Athanasius and Okonkwo, 2022). Dike (2003) has submitted that the socio-political and economic development of a nation are in many ways determined by the quality and level of educational attainment of the population, but lamented that the state of education in Nigeria cannot produce the critical and creative minds Nigeria needs to guide and manage democratic system and survive as a viable nation due to the level of insecurities in the country that has led to breakdown of law and order, thus affecting the school system badly.

Nigeria is currently plagued by different forms of insecurity that need to be tackled in order to promote and protect human development as well as national integration through proper curriculum implementation. Insecurity in the country is a wild wind that blows no one any good. In the assertion of Onyechere (2014), major security challenges include: pervasive cases of violent crimes, especially armed robbery and kidnapping, widespread incidence of ethnic and religious violence and terrorism across the country, prevalent conflict between herdsmen and farmers resulting in frequent killings, destruction of villages and settlements, and internal displacement of victims in different parts of the country, destruction of critical infrastructure (vandalization of oils and gas pipelines, electricity grids and facilities, educational and health facilities, setting offices on fire) by individual criminals, ethno-religious militias, and criminal groups. All these have resulted into poor curriculum implementation and its consequences: frequently incidences of crime, conflict and violence on schools, destruction of infrastructure and disruption of activities in school, disruption of effective learning, teaching, research and administration by terrorists, declining quality of

education due to closure of school, displacement and shortage of teachers due to terrorist insurgency, interrupted and shortened school year due to fear in the school and terrorist attacks between 2001 and 2015, withdrawal or non-enrolment of females or recruitment of males as combatant by rebel and terrorist groups, and decline in enrolment in areas engulfed by insecurity - violent conflicts, insurgency and terrorism as in Northern parts of the country, and violent crimes in several states in the country - which may cause or aggravate educational inequality between communities within and outside conflict zones. These situations call for another curriculum that will prepare the citizens for coping tendencies. And the authors believed that security education is the answer that should commence at the basic education level.

According to Ojukwu and Nwanma (2015), since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen. On daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombings, abductions, rape, cultic activities and a high rise in ethnic, religious and communal clashes, which has become regular occurrences and have characterized life in Nigeria (Nwagwa, cited in Ojukwu and Nwanma, 2015). Media report are awash with the number of lives lost as a result of attacks by terrorists and insurgents that seem to be endless. As if some places in the country could be walled off from the negative impact of violence, our academic institutions should have been number one, rather they have become hot spots where cases of insecurity are recorded mainly. Due to this problem of insecurity, perpetrators in the act of stealing, assassination, suicide bombing, child abuse among other crimes keep increasing in the society. Attempt to curb this menace may have influenced the newly revised basic education curriculum in one way or the other. Critically, in the newly revised basic education curriculum, out of the four elements that form the subject called religious and national value education, security education seems to be totally new to all the levels of basic and secondary education in Nigeria education system. This appears necessary as the knowledge obtained would help to prepare the Nigerian citizenry present and future to cope with the fallout of insecurities in the Country. The problem of this study therefore is to investigate the rationale for security education and its perceived influence on behavior and academic performance of basic education students in Ebonyi State.

The main purpose of this study was to investigate the rationale for security education and its perceived influence on behaviour and academic performance of basic education students in Ebonyi State. Specifically, the study:

1. Ascertained the rationale for the inclusion of security education in the basic education curriculum in Ebonyi State.

2. Ascertained the perceived influence of insecurity of the school environment on the behaviour and academic performance of basic education students in Ebonyi State.

The study was guided by 2 research questions

1. What is the rationale for the inclusion of security education in the basic education curriculum in Nigeria?
2. What is the perceived influence of insecurity of school environments on the behavior and academic performance of basic education pupils in Ebonyi State?

One null hypothesis was formulated and tested at 0.05 alpha level

There is no significant difference in mean ratings of urban and rural respondents on the perceived influence of insecurity of the school environment on the implementation of security education in basic education in Ebonyi State.

Methodology

The study adopted a survey design due to the descriptive nature of the research. The population comprised all the teachers and pupils/students from five hundred (500) government recognized primary and Junior Secondary School in Ebonyi State. The population of the study was estimated at ten thousand (10,000) respondents. The assertion by Nwana (2008) was applied which stated when population is into thousands, 5-10% could be used as sample. Therefore, 10% was used of this population to give a sample of one thousand (1000) respondents. Proportional sampling technique was applied to give five hundred respondents in the urban schools and five hundred respondents in the rural schools. A structured questionnaire titled “the Implementation of Security Education in Basic Education Curriculum (TISEBEC) was developed by the researchers. The TISEBEC was made up of two sections, section A consisted of respondents' bio-data while section B contained items on the rationale for the inclusion of security education in the basic education curriculum and on the behaviour and academic performance of pupils/students based on urban and rural schools. The instrument had a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and was weighted 4, 3, 2, and 1 point(s) respectively for positive items and the reverse for negative items. The instrument was given to three experts from the Departments of Educational Foundations and Science Education, Ebonyi State University, Abakaliki, for face validity on appropriateness of content, grammar for understanding and adequacy for analysis. In the process, some items were restructured and the final draft of the instrument produced. The reliability of the instrument was determined through

Cronbach alpha and with a reliability coefficient of 0.87, it was considered adequate. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions using 2.50 as a cut-off point and the hypothesis was tested using t-test statistic at $p < 0.05$.

Result

Research Question One: What is the rationale for the inclusion of security education in the basic educations curriculum in Nigeria?

Table 1: Mean scores on Rationale for the Inclusion of Security Education in Basic Education Curriculum

S/N	Statement	Urban		Rural		decision
		Mean	SD	Mean	SD	
1.	Level of insecurity in Nigeria contributed to the inclusion of security education in the basic education curriculum	2.89	1.14	3.01	1.11	Accepted
2.	Level of security consciousness of Nigerians is reflectively low	3.45	1.20	2.33	0.87	Accepted
3.	There is the need for more security awareness among Nigerians	4.50	1.17	4.33	0.87	Accepted
4.	Security education prevent drug abuse among basic learners	3.56	1.19	2.76	0.83	Accepted
5.	Security education is a complement of social studies and civic education	3.36	1.20	2.56	0.81	Accepted
Grand Mean		3.55	1.18	3.01	0.96	Accepted

Data in Table 1 shows that the mean value for respondents from urban basic schools was 3.55 while that of respondents from rural basic schools was 3.01. With a cutoff of 2.50 all the items (1–5) are accepted as the rationale behind the inclusion of security education into the basic education curriculum, among others.

Research Question Two: What is the perceived influence of insecurity of the school environment on the behaviour and academic performance of basic education students in Ebonyi State?

Table 2: Mean scores on the influence of Insecurity of the School Environment on the Behaviour and Academic Performance of Basic Education Students

S/N	Statement	Urban		Rural		decision
		Mean	SD	Mean	SD	
6.	Insecurity of the school environment creates fear and tension on the basic learners	3.03	0.61	2.92	0.87	Accepted
7.	I will do better in my examinations if my school environment is secured	3.57	0.60	3.39	0.75	Accepted
8.	Insecurity of school environment encourages school drop outs	3.16	0.61	3.44	0.54	Accepted

9.	Insecurity of school environment encourages hooliganism cults activities among the young ones	3.01	0.57	2.94	0.76	Accepted
10.	Insecurity of school environment breeds immorality among students.	3.89	0.87	3.16	0.79	Accepted
Grand Mean		3.33	0.7	3.2	0.72	Accepted

Data on Table 2 show that the grand mean value for respondents from urban basic school was 3.33 while that of the respondents from the rural basic schools was 3.2. However, both of them were above the cut off mark of 2.50. This means that all the item statements (6 – 10) were all accepted as some of the influences of insecurity of school environment on the behaviour and academic performance of students.

Hypothesis

There is no significant difference in mean ratings of urban and rural respondents on the perceived influence of insecurity of the school environment on the implementation of security education in basic education in Ebonyi State.

To verify the authenticity of the above hypothesis, a t-test analysis was carried out and the result is summarized in Table 3.

Table 3: t-test Results Perceived Influence on Insecurity of the School Environment in the Implementation of Security Education from Urban and Rural Basic Education Students

S/N	Respondents	No	Mean	SD	Df	t.cal	t.crit	Decision
1	Urban	500	2.89	1.14	998	3.89	1.96	Accepted
	Rural	500	3.01	1.11				
2	Urban	500	3.45	1.20	998	2.98	1.96	Accepted
	Rural	500	2.33	0.87				
3	Urban	500	4.50	1.17	998	7.23	1.96	Accepted
	Rural	500	4.33	1.20				
4	Urban	500	3.56	1.19	998	3.57	1.96	Accepted
	Rural	500	2.76	0.83				
5	Urban	500	3.36	1.20	998	11.0	1.96	Accepted
	Rural	500	2.56	0.81				
6	Urban	500	3.03	0.61	998	6.01	1.96	Accepted
	Rural	500	2.92	0.87				
7	Urban	500	3.07	0.60	998	3.03	1.96	Accepted
	Rural	500	3.39	0.75				

8	Urban	500	3.16	0.61	998	5.28	1.96	Accepted
	Rural	500	3.44	0.54				
9	Urban	500	3.01	0.57	998	4.31	1.96	Accepted
	Rural	500	2.94	0.76				
10	Urban	500	3.89	0.87	998	6.11	1.96	Accepted
	Rural	500	3.16	0.70				
t-test value						5.34	1.96	Accepted HO ₁

Summary of analysis in Table 3 shows that there is a significant difference in the mean ratings of urban and rural respondents on insecurity of the school environment in basic education in Ebonyi State. These ten items had their calculated values higher than their critical values at the significant level of 0.05. Equally, the sum of their t-cal values is higher than the sum of their t-critical values ($5.34 > 1.96$). In conclusion therefore, since the t-test value of 5.34 is greater than the t-critical of 1.96, it means that there is a significant difference in the opinion of the two classes of respondents on the influence of insecurity of the school environment on security education in basic Education in Ebonyi State. This means also that the hypothesis is rejected.

Discussion of the Findings

The first research question sought to find out the rationale for the inclusion of security education in the basic curriculum. The study revealed the following as among the rationale for the inclusion of security education in the basic education curriculum; reduction in the level of insecurity in Nigeria, promotion of security consciousness among Nigerians, enhance the knowledge of basic learners about the dangers of harmful substances, preventing pupils and students against drug abuse and good practice of personal knowledge. The finding is in line with the submission of Towner cited in Fabinu et al (2016).

Research question two was to investigate the perceived influence of insecurity of the school environment on the behaviour and academic performance of basic education students in Ebonyi State. Findings from this study revealed that insecurity of school environment significantly influenced the behaviour and academic performance of basic education students. The result is in line with the finding of Ojukwu (2017) who maintained that a sense of competency will often emerge in an atmosphere that is fair and stable which will in turn provide necessary academic supports and expectations. Equally, Wang (2010) suggested that improving students' behaviour and academic performance will definitely require changing school environment for the good. He stressed

that students' who receive strong academic support in school are more likely to be academically motivated as they perceive that their teachers are supportive, responsive and caring about them.

Other findings of the study showed that as a result of insecurity in school environment students are afraid and feel insecure, skip schools, miss certain lessons which affect them during their examinations. Besides, they lose interest in school and academic activities which leads to truancy, school dropout and other immoral acts such as drug abuse, gangsterism, and cultism. This finding lends credence to the opinion of Ojukwu and Nwanma (2015) who opined that as a result of insecurity of the school environment that sometimes female teachers and students complain of being harassed sexually. The analysis further revealed that there is a significant difference in the mean ratings of urban and rural respondents on the implementation of security education in basic education in Ebonyi State. It is possible that urban learners experience more insecurity than learners in the rural areas, though both basic learners feel insecure and unsafe all the same. This may be due to urbanization with its attendant crime waves.

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 influence in an unimaginable magnitude the incessant cases of child abuse, molestation and other terror acts in Nigeria.

Recommendations

The 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 subject, security education, needs specialized teachers, therefore there is the urgent need to employ. Train and retrain more teachers in this area for effective delivery of the new topic content, although, retraining and employment of teachers should not be limited to this new area.
- iii. Textbooks on security education need to be developed; existing ones should be reviewed in line with the new curriculum and should be made accessible to schools both in urban and rural areas.

References

- Abubakar, O. S. (2011). Promoting culture of peace for sustainable development in Nigeria: Issues and Options. *Journal of African Scholars and Practitioners*, 1(1), 45 – 54.
- Athanatius, I. I. & Chukka-Okonkwo, O. F. (2022). Security challenges on schools and curriculum delivery in tertiary institutions: Roles of stakeholders and students. A paper presented and accepted for publication by Curriculum Organization of Nigeria (CON).
- Awofala, A.O.A. (2012). An analysis of the new 9-year Basic Education Mathematics Curriculum in Nigeria. *Acta Didactica Napocensia* 5(1) 18 – 28.
- Dike, V. (2003). The state of education in Nigeria and the health of the nation. Retrieved from <http://www.afbis.com/analysis/education10204234737.htm>
- Ewetan, O. O. (2013). Insecurity and socio-economic development: Perspectives on the Nigerian experience. A lecture Delivered St. Timothy Anglican Church, Sango-Ota, Ogun State,
- Ewetan, O. O. & Urhie, E. (2014). Insecurity and socio-economic development in Nigeria. *Journal of Sustainable Development Studies*, 5(1), 40-63.
- Fabinu, F.A., Ogunleye, T.O and Sahu, A.T. (2016). The Inclusion of Security Education in the Basic Education Curriculum: A Means for Preventing Child Abuse. *Asian Journal of Education and E-learning*, vol. 4(02), 71 – 77.
- Igbokwe, C.O. (2015). Recent Curriculum Reforms at the Basic Education Level in Nigeria Aimed at Catching them Young to Create Change. *American Journal of Educational Research*, 3(1) 31 – 37.
- Jerry, E. (2010). *White collar jobs and unemployment in Nigeria*. Ikoyi, Lagos: Centre for Policy Alternation.
- Megbo, B. C. and Saka, A. (2015). Assessment of Secondary School Curriculum in Nigeria. *International Journal of Multi-disciplinary Research and Development* 2(9) 141 – 145.
- Moronkola, O.A. (2000). *The Nature of Curriculum*. Ibadan: Royal People Nig. Ltd Press.
- Nigerian Educational Research and Development Council (2008). *The 9-year Basic Education Curriculum at a glance*. Lagos: NERDC Press.
- Obioma, G. (2012(a)). *Review of the 9-year Basic education Curriculum*. Nigerian Tribune, Thursday 8th November.
- Obioma, G.O. (2012(b)). An address delivered at the critique workshop and teacher's guides for the revised 9-year Basic Education Curriculum (BEC) held At *NERDC Conference Centre*. Lagos: 26th – 28th November.
- Ocho, O.O. (2015). *Issues and Concerns in Educational Life Institute for Development Studies*. University of Nigeria. Enugu Campus.

- Ojukwu, M.O. (2017). Effect of Insecurity of School Environment on the Academic Performance of Secondary School Students in Imo State. *International Journal of Education and Literacy Studies*, 5(1), 20–28.
- Ojukwu, M.O. and Nwanna, A.C. (2015). Influence of Insecurity of School Environment on the Behaviour of Secondary School Students in Isiala-Ngwa North and South Local Government Area of Abia State, Nigeria. *International Journal of Education and Literacy Studies* 3(4) 49–55.
- Okebukola, P.A.O. (2004). *Curriculum implementation in Nigeria; strategies for the 21st century*. Ibadan: A publication of Central Education Services.
- Onyechere, I. (2014). *Safe school manual: Comprehensive guide to save school best practices for education stakeholders*. Abuja: Save School Academy
- Wang, T.T. (2010). Adolescents' Perceptions of School Environment, Engagement and Academic Achievement in Middle School. *American Educational Research Journal*, 47, 663–672.
- Wulf, H. (2006). Good governance beyond borders: Creating a multi-level public monopoly of legitimate force. Occasion Paper - №10. *Geneva Centre for the Democratic Control of Armed Forces (DCAF)*, p.9

Rising Insecurity And Its Impact On Students' Retention In Public Secondary Schools As Perceived By Parents In Niger State

OMOKIDE, Oremeyi S.

&

OTARU, Bernard Meshach (Ph.D.)

Educational Research & Development Council (NERDC)

Sheda, P.M.B. 91 Garki– Abuja

Abstract

With the rising insecurity in Niger state, the need to assess the impact of the phenomenon on the education and retention of public secondary school students in the state became imperative. This study therefore sought to investigate the extent to which rising insecurity in Niger state had impacted on students' retention in public secondary schools from the perception of parents. The study was guided by one research question. The design for this study was the descriptive survey. The population for the study comprised all parents of children enrolled in public Secondary Schools in Chanchaga Local Government Area in Niger state. Multistage sampling procedure was adopted for this study. The final sample comprised 400 parents who were randomly selected from eight purposively selected secondary schools in in the local government area. The instrument used for collecting data was titled "Impact of rising insecurity on students' retention questionnaire". The research question was answered using descriptive statistics such as percentages, mean scores and rank order statistics. The study found that parents perceived that the rising insecurity in Niger State significantly impacted on students' retention in public secondary schools. The study thus recommends that a security taskforce be set up in the state to provide round-the clock protection to all public schools in the state as a matter of priority and urgency.

Keywords: Student retention, insecurity, secondary education, dropout rate, attrition

Introduction

Student retention which has been described as the situation whereby students are able to stay and complete their schooling through self-motivation, school interventions or counselling (Kamundi, 2021), has remained a critical concern for educators and stakeholders in the education sector of Nigeria. The impetus to continue exploring ways of retaining students in school throughout the

lifespan of their secondary education is due to the increasing rate of out-of-school children and youths being reported across the country. This trend is worrisome as several studies have shown that students' retention rates in Nigerian secondary schools are generally unimpressive (Achor, 2009; Kurumeh, 2012; Ajayi & Ogbeba, 2017). With the increasing attrition (dropout) rates, is an associated social cost to both the school system and society at large. Some of the associated social costs of dropout include increased cost of security due to increased crime rates, poor political participation, increased cost of social welfare and poor levels of health (Azam, 2007). According to the Global Partnership for Education (GPE) website (2021) education is 'one of the most important investments a country can make in its future'. Any meaningful investment in education therefore, should focus not only on student enrolment but also their retention throughout the duration of their studies. The importance of quality education to national development and nation building can be likened to the importance of oxygen to human existence. As a person's health begins to deteriorate with lower oxygen levels in the body, so does a nation begin to retrogress in all spheres of her economy with poor education. In response to the alarming figures of out-of-school children reported in Nigeria, the government and other Development Partners have rolled out series of initiatives to reverse this trend and ensure that students are retained in the school system for the entire duration of their studies. Sadly, the many interventions of Government and Development Partners notwithstanding, insecurity, banditry and other extreme forms of violence have introduced a new dimension to student attrition which threatens the many interventions. Due to conflicts, crises, insecurity and banditry, parents and guardians of children in vulnerable regions of Nigeria have begun to systematically withdraw their children/wards from formal education for fear of being kidnapped or killed.

Niger state, which until very recently had been a relatively peaceful state, has over the past one year become a target of insurgents and bandits who in different instances have kidnapped secondary school children for ransom across the State. Due to increased cases of insecurity reported in the state, the government has, at various times, had to shut down schools for weeks to give security agencies time to strategise and carry out comprehensive risk assessment of all public secondary Schools in the state (This Day, 2021). With the frequency of abduction cases on the rise in the state, education is now seen as a risky venture which portends loss of life and raising of millions of naira by parents/guardians as ransom for their children/wards. Therefore, with the prevalence of insecurity in many regions of

Nigeria today and social problems birthed by this phenomenon, there is need to rethink the security architecture of institutions of learning especially those of public schools if we are to succeed at attracting learners to and keeping them in school. Providing adequate security in schools across Niger State should as a matter of emergency be prioritised by the state government in collaboration with the Federal Government. Never in the history of public education in the country has it been more important to fund the education sector than now. Security risks in all public schools should be assessed, acknowledged and mitigated to protect the lives of learners and school workers while at the same time safeguarding extant investments of government in the sector. From the literature, it is not clear what strategies the government has put in place to safeguard the lives of school children in Niger State. There is also scanty research evidence of interventions that seek to support education during periods of conflict compared to interventions in post-conflict periods (Davies, 2009; Thompson et al, 2014). It is in this context that this study seeks to investigate the impact that insecurity in Niger state might have on students' continued attendance and retention in public secondary schools.

While government and non-profit developmental partners across the country have been making huge investments in campaigning for students' enrolment and retention in public schools across the country on one hand, the recent increase in conflicts and insecurity on account of banditry across Niger State is keeping students away from the school environment, on another hand. Insurgency is becoming a major threat to families and students in Niger State and with the increase in the frequency of kidnaping, abduction and attack on schools, students, teachers and school administrators, schools now have to be closed for long periods of time. Even where they are left open, it appears that parents are still keeping their children at home for fear of being kidnapped or even killed. The consequence of this, is loss of study time which can result in students falling behind in their learning compared to their mates. Also, insurgent activities have been shown to have dire consequences on students' access to quality education, enrolment, retention and completion rates (Edemenang., Garba., Mande & Danladi,2021). If nothing is done to safeguard children in their schools, more and more students may likely dropout based on their parents'/guardians' decisions to keep them safe at home. This no doubt, will be a setback to investments in increasing enrolment and retention rates in the state. Unfortunately, not much has been done in terms of research to assess parents' perception on the continued education of their children in the face of rising insecurity in Niger State. Understanding parents'/guardians' disposition to allowing their children/wards

continue going to school, would be useful for developing sustainability plans that will not only ensure that students continue to attend their regular classes, but that they are able to complete their education by yielding to policies and guidelines put in place by government to safeguard students and staff of schools especially public schools in the State.

The study was therefore, conceived to determine the extent to which the rising insecurity in Niger state impacts on students' retention in public secondary schools in the state from the perspective of parents. The study was guided by one research question thus: What is the impact of the rising insecurity in Niger State on students' retention in public secondary schools as perceived by their parents?

Method

The design for this study was the descriptive survey. The population of the study comprised parents/guardians of all public in secondary school students in Chanchaga Local Government Area in Niger state. The multistage sampling procedure was adopted for this study. At the first stage, parents of students in 8 secondary schools in Chanchaga Local Government area were purposively selected for the study, namely; Army Day Secondary school, Minna; Gidan Kwano Secondary School, Minna; Women Day College, Minna; Hill Top Model Secondary School, Minna; Government Girl's Secondary School, Minna; Ahmadu Bahago Senior Secondary School, Minna, Zurumai Model School (Senior) Minna and Government Day Senior Secondary school, Minna. The purpose for this selection was based on the schools' susceptibility to bandit attacks and kidnapping due to being public owned schools with high risk assessment. Fifty parents were then randomly sampled from each of the selected schools which brought the sample size to 400 parents. The instrument used for collecting data for this study was titled "Impact of rising insecurity on students' retention questionnaire". The questionnaire was developed by the researchers and the items were derived from the reviewed literature. The instrument had two sections. Section A was designed to elicit demographic information from respondents whilst section B contained 15 items each of which have been carefully designed to elicit information about how the various variables of the study impact students' retention as a result of the rising insecurity in Niger State. The instrument was designed using a 4-point Likert-type rating scale with the following grading: Strongly agree (SA) =4 points, Agree (A) =3 points, Disagree (D) = 2 point and Strongly Disagree (SD) =1 point. The mean score of 2.5 was adopted as the criteria mark for accepting or rejecting the results for each item. The items in the instrument were validated by researchers, civic education and

national value teachers and experts in Educational Measurement and Evaluation. After series of modifications and adjustments of the items on the questionnaire, the instrument was adjudged to meet both content and construct validity respectively. To ascertain the reliability of the research instrument also, a test – retest method was employed and a reliability co-efficient value of 0.88 was obtained. This reliability value indicated that the instrument was very reliable and therefore suitable for the study. Descriptive statistics such as percentage and mean scores were used to analyze participants' demographic data and research questions.

Results

Table 1: Analysis of the Demographic Information of Respondents N = 400

	Category	Frequency	Percentage (%)
Age	20-40	243	61
	41-60 years	157	39
Gender	Male	187	47
	Female	213	53

Table 1 shows the distribution of respondents for the study. Analysis of demographic data indicated that parents between the ages of 20 – 40 years (243 (61%)) constituted the majority of respondents while those between the ages of 41-60 years (157 (39%)) were fewer.

Research Question: What is the impact of rising insecurity on students' retention in public secondary schools as perceived by parents in Niger State?

Table 2: Mean Analysis of the impact of rising insecurity on students' retention in public secondary schools as perceived by parents in Niger State

Item	Impacts of Rising Insecurity on Students' Retention	Mean	Decision
3	Increase of peer influence leading to decrease in school attendance.	3.93	1 st
1	Increase in activities that cause increased truancy and absenteeism.	3.91	2 nd
4	Due to insurgent activities, students now show less interest in their studies.	3.80	3 rd
7	Since both teachers and students are targets of incessant attacks, parents prefer to pull their children/wards away from school	3.49	4 th
2	Since Insurgent activities affect everything including income, some parents find it difficult to pay their children's school fees and buy learning materials	3.47	5 th
8	Attacks on schools have made school materials inadequate which contributes to poor engagement and leads to poor attendance.	3.45	6 th

9	Since insurgents attack their target indiscriminately, education has lost its priority place to parents.	3.47	7 th
5	The value of education is affected as students' completion decline	3.37	8 th
10	Due to insurgent activities, attendance is irregular as a precaution	3.33	9 th
6	Making my child drop-out of school is my best safeguard for now	3.39	10 th

Data in Table 2 shows the mean and rank order analysis of responses to the perceived impacts of the rising insecurity on students' retention in public secondary schools as perceived by parents in Niger State. The results presented in table 2 shows that increased peer influence, increased activities that cause truancy and absenteeism, loss of interest in studies, parents' preference for withdrawal of their children/wards as safety precaution and economic hardships from insurgency with mean scores of 3.93, 3.91, 3.80, 3.49 and 3.47 respectively topped the list of impacts that the rising insecurity in Niger State has on students' retention in public secondary schools in the state. The table further indicated that parents agree that all the other items investigated in the table significantly impacted students' retention with mean scores ranging between 3.39 and 3.45 which were far above the mean criteria for judging an impact as significant. This finding therefore suggests that the rising insecurity in Niger State significantly impacts on students' retention in public secondary schools based on the perception of parents in the State.

Discussion of Findings

This study investigated the rising insecurity in Niger State and its impact on students' retention in public secondary schools as perceived by parents. Findings from the study revealed that with the rise of insecurity in the state, there has been a corresponding negative impact on students' learning and retention in public secondary schools across the state. The study specifically found that increased negative peer influence amongst students, decrease in school completion rate, increased truancy and absenteeism, low school completion rate, increased risk of drop out, difficulty paying children's school fees and buying learning materials and inadequate learning materials, are the major impacts that the rising insecurity in Niger state has had on students' retention in public schools in Niger State. The findings of this study align with the finding of Edemenang, Garba, Mande and Danladi (2021) who carried out a study on the impact of insurgent activities on government senior secondary education in Borno and Yobe states and revealed that students are reluctant to go to school for fear of insurgents. This no doubt decreases the value of education as students' attendance continue to decline due to cases of abduction of school children in the state. Random closure of schools due to insecurity is disruptive and holds negative implication not only

for students, but the nation as a whole. With desolated schools, coupled with the already pathetic conditions of schools in Niger State, one wonders what the fate of public education would hold in the state if nothing drastic is done to address the challenges of insecurity that continues to plague the state. Since the consequences of incessant school closures due to security threats are dire not only for students, but for all stakeholders in the education sector, including teachers, parents, education administrators, policy makers, etc., it is imperative that adequate safeguards are put in place to ensure that public education continues to happen in safe spaces. The responses of parents are most likely a reflection of their lived experiences. Therefore, so long as they continue to see the school as an environment capable of exposing their dear children/wards to the risks of kidnap and bandit recruitments, they are less likely to continue sending their children to schools. To reverse this trend and forestall a situation where the number of out-of-school children in Nigeria reaches an all-time high, government and security agencies in the state must as a matter of urgency and priority develop and implement a security plan that safeguards all children in all public schools in Niger State.

Conclusion

The study therefore concludes that no form of sustainable development can happen in an environment devoid of peace and stability. Since the study has been able to establish that parents would rather keep their children at home than send them to school for fear of their safety outside their homes, it behooves on the state government and critical stakeholders in the security architecture of the state to put processes and infrastructure in place, especially in all the state-owned public schools to ensure that students and teachers do not only feel safe to learn but parents are assured of the safe return of their kids after school hours. Until this is prioritized and dealt with, the State may experience an unprecedented increase in the population of out-of-school children due to increased dropout.

Recommendation

Niger State government should set up an education safeguard task force saddled with the responsibility of assessing the risk levels of all government owned schools across the state and providing round-the clock protection of learning spaces by armed security personnel. This recommendation, though, capital intensive is a necessary sacrifice that government must be willing to make to stop the infrequent abduction and killing of children whose only crime is to seek education for a chance of survival in their country.

References

- Achor, E.E., Imoko, B.I. & Uloko, E.S. (2009). Effect of ethnomathematics teaching approach on senior secondary students' achievement and retention in locus. *Educational Research and Review*, 4(8), 385-390.
- Achor, E.E., Imoko, B.I. & Uloko, E.S. (2009). Effect of ethnomathematics teaching approach on senior secondary students' achievement and retention in locus. *Educational Research and Review*, 4(8), 385-390.
- Achor, E. E., Imoko, B. I. & Uloko, E. S. (2009). Effect of ethnomathematics teaching approach on senior secondary students' achievement and retention in locus. *Educational Research and Review*, 4(8), 385-390.
- Ajayi, O.V. & Ogbeba, J. (2017). Effect of gender on senior secondary chemistry students' achievement in stoichiometry using hands-on activities. *American Journal of Educational Research*, 5(8), 839-842.
- Davies, L. (2009). Thinkpiece on Education and Conflict (prepared for the Education for All Global Monitoring Report 2011 - The hidden crisis: Armed conflict and education). UNESCO. Retrieved from : <http://www.unesdoc.unesco.org/images/0019/001907/190778e.pdf>
- Edemenang, C. E., Garba, A., Mande, M. M., Danladi, J. M. (2021). The impact of insurgent activities on governmentsenior secondary education in Borno and Yobe states. *EPR International Journal of Research and Development*, 6(5), pp. 63 – 70. Retrieved on 16/09/2021 from : <https://www.eprajournals.org/index.php/IJRD/article/view/84/68>
- Global Partnership for Education (2021). Benefits of education. Available online at <https://www.globalpartnership.org/benefits-of-education>
- Kamundi, S. (2021). Student Retention in Secondary Schools of Seventh-day Adventist Church in East Kenya Union Conference. *Science Mundi*, 1(1), pp. 20-30. Available online at: <https://sciencemundi.net/article/download/26/32/151>
- Kurumeh, M.S., Onah, F.O., & Mohammed, A.S. (2012). Improving students' retention in junior secondary school statistics using ethno-mathematics teaching approach in Obi and Oju Local Government Area of Benue State, Nigeria. *Greener Journal of Educational Research*, 2(3), 54-62.
- This Day (2021). Insecurity: Niger Shuts Public Schools. March 11, 2021. Available online @
- Thompson, H. (2014). The Role of Communities in Protecting Education from Attack: Lessons Learned. GCPEA. Retrieved from : http://www.protectingeducation.org/sites/default/files/documents/the_role_of_communities_in_protecting_education_from_attack.pdf

Strategies For The Successful Implementation Of Islamic Studies Curriculum In Secondary Schools To Reduce Youth Restiveness To Enhance Security In Nigeria

Sani UMAR

*Department of Curriculum and Instructions,
An-Nur College of Education, Kano State*

Adamu ABDULLAHI

Government Junior Secondary School Birnin Gwari, Kaduna State

Dr. A. D. ALIYU

*Department of Educational Foundations
and Curriculum Faculty of Education
Ahmadu Bello University, Zaria, Nigeria*

Abstract

This paper discusses the strategies for effective implementation of the Islamic teachings to reduce youth restiveness most especially in Secondary Schools as an aid in tackling moral degeneration and insecurity that have both become part and parcel of Nigeria. The causes of youth restiveness especially in a pluralistic society like Nigeria, is examined. The paper discusses the importance of youths to the society, mentioning that they constitute the active population. Causes are identified as emanating from the home, school and society. Solutions from the Islamic perspective are suggested; citing instances from the life of the prophet of Islam such as how he empowered the youths of his time by appointing them to key positions. The paper concludes that the participation of youths in the civic processes of community and nation building should be increased and that youths should be empowered to contribute positively to the economic and social progress of the community, while at the same time, a sense of purpose should be instilled in them. Strategies for successful implementation of Islamic Studies curriculum in Secondary Schools in Nigeria were suggested.

Keywords: Islamic Studies, Curriculum, Strategies, Islamic values, Youth, Restiveness, Security

Introduction

The Nations that make up Nigeria are still struggling to live in good harmony. To gauge the state of Nigeria today, a look at the security and welfare of

the people which the 1999 Constitution declares shall be the primary purpose of government. Hence safeguarding the lives and properties of the people becomes the first and most critical responsibility of government. Millions of Nigerians are in poverty, looking up to Allah for deliverance from the shackles of an uncaring Nigerian system that failed to provide for their social basic needs. These needs include good roads, food, shelter, healthcare, better infrastructure, overall welfare package, most importantly, the security of life and property which is the subject of this paper. Unfortunately, the immediate past leaders except few, blinded with their corruptive style of governance, mortgaged the future of Nigerians; and the results are being witnessed today. People are killed on a daily basis from incidents of attacks, kidnapping, assassinations, bomb blasts, armed robbery and road accidents. Insecurity has become the monster likely to frustrate the governments' efforts at realizing its goals.

Youth restiveness is a condition in which youths are seemingly uncontrollable because the state of affairs in a nation or society are unsatisfactory. Education most especially the Islamic education is an instrument that can be used to bring about national cohesion and integration. Islamic Studies as a subject is of prime importance in inculcating moral and ethical values to the students in Nigerian schools. The subject involves the study of human life and moral education. Specifically, it stresses the relationship of man and his various components such as his environment, social, political setting, economic transactions and moral obligations. It places emphasis more on the hereafter than the material world. More fundamentally, the inclusion of Islamic Studies as one of the subjects offered in secondary schools is an indication of the relevance of the subject in Nigerian education. In addition, government and the public sectors emphasis on morals and discipline in recruitment exercises in public service, private and non-governmental organizations are significant justification of the relevance of Islamic Studies for individual and national developments. (Lawal, 2011).

Peace and security in Nigeria has been seriously compromised because of the inability of the government to provide quality education to some section of the country. Evidence that are obvious in schools are factors like unqualified teaching staff, lack of learning facilities, classroom congestion, poor teachers' motivation and inadequate supervision including non-coverage of curriculum contents. This paper discusses the strategies for the successful implementation of Islamic Studies curriculum as a panacea to reducing youthful restiveness for the enhancement of security in Nigeria.

Concept of Curriculum and Curriculum Implementation

Any knowledge which specifies the channels, means or procedures that knowledge can be taught, is referred to as curriculum. According to Block as cited by Yusuf (2012), curriculum is a prescribed body of knowledge and methods by which it can be communicated. According to Dikko (2011), the way curriculum is implemented influences the degree of its success and unless curriculum is adequately implemented, it cannot be evaluated. From the above definitions therefore, curriculum could be seen simply as the contents of the coursework offered in the schools. In other words, curriculum refers to the lessons and academic content taught in a school or in a specific course or program. Implementation takes place when the learner acquires the planned or intended experiences, skills, knowledge, ideas and attitudes that are aimed at enabling the same learner to function effectively in the society. Obanya (2014) defined implementation of curriculum as the day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum.

Curriculum implementation is the practical utilization of an innovation and is the most important phase in curriculum change. It has been asserted by Fullan (2010) that the success of a curriculum implementation depends to a large extent, on teachers as they are often the agents in the implementation process. Unfortunately, in Nigeria, teachers are not involved in the planning of the curriculum. From the above definitions, curriculum implementation could be seen as the interaction between the subject, policy, learners, teachers, schools and societies in order to achieve the aims and objectives of education in schools. Teacher quality, willingness, commitment, energy and self-motivation will in no small measure contribute to the desired outcome of implementation. Putting the curriculum into operation requires implementation agents. These agents are those participants engaged in the implementation; some are inside the school while others are outside the school. Participants within the school include the teacher, the learner, supportive staff, the Parent Teachers Association (PTA) and the principal. Participants outside the school include institutes of education, local, state and federal government, education commission and boards, Nigeria Education Research and Development Council (NERDC), Examination Bodies like West African Examination Council (WAEC), National Examination Council (NECO), National Business and Technical Examinations Board (NABTEB) and National Board for Arabic and Islamic Studies (NBAIS) that operate in Nigeria.

Objectives of Islamic Education in Nigerian Secondary Schools

The aims and objectives of Islamic Studies according to the National Curriculum for Secondary Schools are stipulated as follows:

- a. recognition of Allah as the creator and sustainer of the universe and the sole source of values
- b. cultivating of the sense of gratitude to Allah and submission to His guidance and moral law, both in our worship to Him and our behaviour towards our fellow men;
- c. awakening of the faculty of intellect and reasoning in accordance with the Qur'anic injunctions which says “will you not use reasons and you not ponder and reflect”;
- d. encouragement of the pursuit of useful knowledge in accordance with the saying of the prophet Muhammad (S.A.W) “Their search or knowledge is a duty for every muslim male or female and the application of such knowledge for the benefit of humanity in the field of science, technology, Medicine and so on;
- e. attainment of balanced development of the individual and community by giving due weight to the physical, social, intellectual, moral and spiritual needs of man;
- f. awakening in the heart the consciousness of the presence of Allah as a witness of our action, thought and behavior, acting as a restraint on wrong doing whether public or private and as an incentive to good behavior; and
- g. realization of human rights equally and brotherhood with emphasis on practical means of achieving social solidarity and ethnic harmony in place of greed and selfishness.

Therefore, the teaching of Islamic education aims at seeking the pleasure of Allah (SWT) and acceptance from Him and to extend the message of Islam to those who do not know (Dauda, 2014)

Curriculum Implementation in Islamic Studies Education in Nigeria

The secondary school curriculum in various subjects emanated from this policy statement by the Federal Government regarding plans for the Nigerian school system. Orthman, Salleh and Noraini (2013) see curriculum as that content made up of all the experiences, both curricular and co-curricular, which children have under the administration of the school. By interpretation, these consist of all situations that the school selects and organizes consistently for the purpose of bringing about changes in the behaviour of children as a means of developing

their personality. For instance, section six, sub section (b) of the preamble to the curriculum points at the ill preparedness of the country of all-embracing senior secondary school Islamic studies curriculum in the area of textbooks for the subject. It states that, some of the textbooks used for the five year secondary school Islamic studies are also suitable for parts (underlining) of the new curriculum (FME, 2010). There are also a lot of religious activities which parents are enjoined to perform whenever they have an additional member to the family but which the curriculum does not cover. In Islam, such activities are believed to have implications on individual's life. Also, the curriculum does not deal with Janazah (Islamic funeral rites). That is how to treat a dead Muslim up to when he/she is finally interred. This is not just an ordinary aspect of Islamic studies. Although, areas like the aforementioned are better dealt with at higher levels, they are not just ordinary aspects of Islamic studies.

Teaching Strategies in Islamic Studies for the Enhancement of Security

Teaching Strategy's' explains the different theories of teaching and learning, of course with their underlying methods and principles. It looks at the role of a teacher in the learning process and what contributes to effective practice according to new research. It enables looking for further expertise as it deals with key issues and provides more references to explore the subject (Westwood, 2015). Some of the suggested strategies are:

Role-Playing

Role-playing is a teaching strategy that fits within the social family of models (Joyce and Weil, 2009). These strategies emphasize the social nature of learning and see cooperative behavior as stimulating students both socially and intellectually. Role-playing as a teaching strategy offers several advantages for both teacher and student. First, student interest in the topic is raised. Research has shown that "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content

Field-trip

Field trip is a planned exercise taking place outside the four walls of the classroom. It offers the opportunity for learners to get first-hand information on people, places and things for the permanency of learning experiences (Instructional Strategies Online, 2013). Field trip is a tour planned by the teacher to benefit the student learning process. The trip is planned for learners to experience theory in practice. Using field-trips in teaching and learning of Islamic studies, it leads to teacher-learner interaction outside the classroom. These interactions take place in a new learning environment and result in a

meaningful teaching and learning process. Fakomogbon, Ibrahim and Gegele (2017) noted that the basic technology curriculum requires child-centered and activity oriented teaching and learning processes. Nowadays it is imperative to use different teaching methods and learning processes as well as strategies to ensure student understanding.

Discussion

Discussion method allows the participation of students in the learning process. This method is still used in “Makarantum Ilmi” that is, traditional Islamic schools in some parts of northern Nigeria. There are three aspects of discussion method, they are the teacher, the topic and the students. This methodology is good for teaching “Al-Tawhid” and morally related issues which the students could perceive. Topics like the effects of alcohol, fornication and gambling in the society, could be taught through the use of this teaching method. The same could be used in the teaching of concept of Allah, His creation powers, the revealed books and so on. Those topics are better taught through students' participation. The method is good for secondary school students, though Islamic Studies teacher in primary schools can use it by way of modifying it to make it very simple for students

Al-Ghazali

The term al-Ghazali strategy is used here in the place of Socratic Method being used in some places. Imam al-Ghazali introduced the method of teaching by way of questions in the curriculum of Islamic studies. The methodology, as explained by al-Ghazali in his book *al-mustasfa fi ilmial-usul*, contains three essentials they are; the Mas'ala (the problem), al-hadd (the defined scope of the problem), and al-Burham (that is the elaboration of the problem). When these three essentials are available, al-Ghazali method is set in motion. The teacher will ask questions and guide students in the light of the three essentials towards the goal that is the solution of the problem. (Fanfuwa in Sumuili, 2011)

The Importance of Youths to the Society

Youth play a vital role in the society, they are the major determinant of peace and stability of a nation (Nigerian Youths were unemployed, 2012). Their activities are experienced at home, in schools, and in the society and the nation. They are spoken about in top social researches and educational priorities as seen in the following points: The stage of youth is man's spring of life. The child looks forward to this stage and holds it in great esteem and reverence and considers it the ultimate aim in which he pins his hopes for a bright future. A youth begins to

feel his identity at this stage, becomes intoxicated by it, they feel that they are fully matured, that they occupied their own status in life and the society. The middle-aged or the old person looks back at the stage of youth with love and appreciation as a bright past, a lost heritage that he misses and regrets the way in which it was squandered. Youths enjoy tremendous energy, awesome capabilities, unique vitality and great sharpness of mind. They also possess the freshness that leads to the society, its beauty, and shine, and instill in it hope, aspiration and optimism. The youths represent the gear of the present and the hope of the future. They are the pillar of the nation, the treasure of the country, the effective nerves and hot blood that blows through the veins emanating strength.

Causes of Youth Restiveness in a Society

The causes of youth restiveness are connected to unemployment, lack of basic and inadequate infrastructural facilities and inadequate social amenities among others. A study carried out by (Chukuezi, 2009) identifies lack of humanitarian and social welfare, lack of good governance, corrupt practices of government officials, inadequate training programmes, unemployment, inadequate recreational facilities, lack of quality education, etc, as the reasons for youth restiveness. This implies that a catalogue of closely-related factors is responsible for youth restiveness. The summary is given below:

Poor Parental Upbringing This is one of the most important causes of the restiveness of youth. The deviation or behavioural contradictions of the parents, sometimes affect the practical behaviour of the children. For example, parents may choose to lead a decadent life of staying up late alone or with their children watching lewd films or even pornographic tapes, drinking or taking drugs. Such things are contagious, as the children are more likely to emulate their parents and follow their footsteps. (Happiness & Innocent, 2013).

Bad Governance. Good governance is required for the growth and development of any nation. Unfortunately, in Nigeria bad governance is more common than good, resulting in disjointed development. Scholars observe that successive administrations in Nigeria have not allocated much to the need of youths, and, worse still, the meager allocation are often diverted by government officials to their private accounts and projects. Thus, the youths are restive and agitated when they perceive that resources meant for them are being wasted by those in authority (Nigerian youth were unemployed, 2012).

Unemployment. Unemployment is a hydra-headed monster which exists among the youth in all developing countries. Estimates showed 54% of Nigerian youths are unemployed. (Vanguard, 2013) Nigerian youths are trapped by

unemployment. Studies have shown “the rising tide of unemployment and the fear of a bleak future among the youth in African countries have made them vulnerable to the manipulations of agents provocateur.

Poverty: Poverty connotes inequality and social injustice and this traumatizes the poor. More than 70 percent of people in Nigeria are in abject poverty, living below the poverty line, and one-third survive on less than US \$1 dollar a day (Akinlade & Igbalajobi, 2012). This figure includes an army of youth in urban centres in Nigeria who struggle to eke out a living by hawking chewing sticks, bottled water, handkerchiefs, belts, etc. the sales-per-day and the profit margin on such goods are so small that they can hardly live above the poverty line (Ogunrinola, 2011).

Inadequate Educational Opportunities and Resources. Quality education has a direct bearing on national prestige, greatness, and cohesion. The knowledge and skill that young people acquire helps determine their degree of patriotism. Research has shown that most of those youths who engage in restiveness had finished their primary and secondary education, others are undergraduates of various institutions (polytechnic and universities) while few are graduates of various disciplines. Further investigation revealed that they joined militancy and became restive because of lack of job opportunities (Oboada, Daniel & Nwachukwu, 2014).

Implementation of Islamic Teaching to Reduce Youths' Restiveness

The prophet framed correct social, political, educative, as well as religious and economic policies based on these “youth lenses”. To bring this about, the prophet employed different initiatives which include:

Societal Reformation: Apart from spiritual resurrection brought by the holy prophet (S.A.W), he also brought about a marvelous moral and psychological metamorphosis of his followers. The conditions prevailing in Arabia (as also the world conditions) at the time of the advent of the Holy Prophet was that of a society in disarray. Compare the same with the conditions that prevailed at the time of his demise, and the condition during, the four rightly-guided caliphs, and you will have to admit that the Holy Prophet effected a complete transformation, an absolute metamorphosis. He raised the morals of his followers to lofty and angelic heights. By emulating the holy prophet Muhammad (peace be upon him), they became good conscious, and the presence of Allah became for them a living reality. For this reason, they eschewed evil and tried to do good deeds (Altaf, in Adekunle, 2015).

Peaceful Co-Existence. As its name signifies, Islam is a religion of peace and

security and so almost the first thing which the holy prophet did on settling down in Madinah was to enter into a solemn pact with the Jews of Madinah. Quran has invited all People of the Book to retain their faith and reach an agreement with Muslims over commonalties as this will be the firmest ground for peaceful coexistence. Aside this, the Prophet also organised his followers into a well-knit and disciplined community. Despite differences of language, colour, race, country of birth, and social and economic status, they all became one Ummah - brethren in faith, living in peace and harmony. They acted on the Holy Prophet's precept that a Muslim is one from whose hands and tongue a man is safe.

Exemplary Leadership: Under the magnetic personality and exemplary leadership of the holy prophet Muhammad, all vestiges of race superiority, all distinctions of Quraish and non-Quraish, Arab and non-Arab, all distinctions based on class and colour completely disappeared, and all became brothers in the true sense. The only distinction was that of piety and righteousness. Also, the two groups of Ansar and Muhajirun (Helpers and Emigrants) became like blood-brothers (Adekunle, 2015) and they were so treated in matters of inheritance during the period when they were cut off from their kith and kin. While the Ansar considered it a privilege and honour to assist their Muhajir brothers, the latter did not wish to be a burden on them for long. Very soon, the Muhajirun through trade, industry and hard work, were able to stand on their own feet. The rights of blood-relations in Makkah, and the helper – brethren in Madinah were both safeguarded.

Youth Empowerment. The prophet of Allah (SAW) directed his attention to the young people of his time. He brought them from the corrupt society where they constituted nuisance to the society. They embraced Islam, memorised the Qur'an, and undertook the call to the new religion. The youths were well trained and drilled by the prophet. He gave them education, transformed their lives and engaged them positively. The knowledge and skill they acquired helped determine their degree of patriotism and contribution to societal integration and progress. The prophet appointed them in high positions of leadership in the army, the judiciary and government, and assigned important tasks to them.

Mutual Consultations (Shurah). Most of the companions of the prophet (SAW) were from the youth. He consulted his companions on all matters. The prophet recognised the youth as a strategic resource and vital decision-making agents. He allowed them to participate in decision-making processes on issues that affected their lives. He also gave them a voice to articulate the kind of required assistance and the opportunity to participate in the delivery of assistance policies (Qur'an 42 (Al-Shura) v 38 and Qur'an 3 (Al-Imran) v 159). This method helped people to

express their thoughts and feelings

General Amnesty. When the pagans of Makkah saw that the holy prophet's efforts at preaching Islam were meeting with success, they gave up their initial attitude of contemptuous indifference and mere jeering and ridiculing and began actively to harass and persecute him (Altaf in Adekunle, 2015). When the level of persecution reached its peak, Allah commanded the prophet to emigrate to Madinah. After some years in Madinah, the prophet conquered Makkah and left Madinah with an army which, by the time he reached Makkah, numbered ten thousand. Before entering Makkah, the holy prophet Muhammad announced a general amnesty reported by Al-bukari hadith No. 4287. Amnesty promotes national integration and prevents youth restiveness

Conclusion

The prime responsibility of any responsible government is to provide for the security of lives and properties of its citizenry. Currently, Nigeria is in a critical state of insecurity manifested in killings, bombings, kidnapping and wanton destruction of lives and property. From the foregoing, it can be seen that Islam has really made conducts of honesty, trustworthiness and probity part and parcel of faith. This means that, Muslim students are guided by their faiths in discharging their obligations and in keeping their trust. They believed that Allah shall call them to account for all their deeds and deals and that nothing of this is hidden from God. No good and practising Muslim therefore, will ever be wicked, dishonest, fraudulent and deceitful. These concepts should therefore be taught to them in Secondary Schools. They will recall that keeping their trust and being honest in all their affairs at home and in public life is an important aspect of worship to Allah.

Recommendations

1. This study has postulated that since the most peaceful and secured countries in the world today are those that lay emphasis on religious ethos such as justice, welfare, God consciousness and campaigns through religious admonitions; for Nigeria to tackle its security problems, it is instructive that recourse should be made to the Islamic panacea discussed in this study.
2. Islamic Studies teachers should make use of mentioned strategies since they were found suitable for teaching-learning and capable of yielding positive students' academic performance result;
3. Curriculum planners should incorporate the stated strategies as

pedagogical approach while planning a curricular. However, the incorporation of these strategies should be done considering the nature of learners;

4. Government at Federal, state and local levels in collaboration with ministry of education, education boards, philanthropies, international organizations and other non-governmental organizations should from time to time organize workshops for Islamic studies teachers;
5. Fairness and equity should be the watchword of the political leadership in the distribution of the gains and pains of development.

Reference

- Abdullahi, A. (2021) Effects of role-playing and field trip strategies on the Performance of Senior Secondary Schools Islamic Studies Students in Kaduna State, Nigeria. An Unpublished M.Ed. Thesis Submitted to the Post-Graduate School, Ahmadu Bello University, Zaria.
- Adeyegbe, B. (2014). Quality and Performance of Teachers on (JSS) Curriculum Implementation in Ondo State, *Nigerian Journal of Guidance and Counseling*, University of Ilorin (8): 22-28.
- Akinlade, M. T. & Igbalajobi M. (2012) Good Governance: A Variable Tool for Nation Building in Nigeria. *International Journal of Advanced Legal Studies and Governance*, 3(1), 82.
- Chukuezi, C. O. (2009). Poverty and youth restiveness in Nigeria: Implications for national development. *Ozean Journal of Social Sciences*, 2(2.)
- Dauda, A.D. (2014). Effects of Inquiry and Simulation Games Techniques on Academic Performances of JSS students in Kaduna State-Nigeria. An Unpublished M.Ed. Thesis Submitted to the Post-Graduate School, Ahmadu Bello University, Zaria.
- Dikko, M.A. (2011). “*Curriculum Implementation*” in Umaru, F.A. (ed) Curriculum Development for Modern Africa: Theory and Practice. Kaduna: De New creation publishing House Ltd.
- Happiness, I. I., & Innocent, I. (2013). Causes, effects and ways of curbing youth restiveness in Nigeria: Implications for counseling. *Journal of Education and Practice*, 4, 132.
- Fakomogbon, M. A, Ibrahim, A. I., & Gegele, W. B. (2017). *An Introduction to Vocational Method*. Ilorin, Nigeria: Onigba: NERDC Press.
- Federal Ministry of Education (2010). Educational Resource Centre: *Report on The State of Junior Secondary School Examination*; Federal Ministry of Education” Document 2010.

- Fullan, M. (2010). *All Systems Go*. Thousand Oakes: Corwin Press
- Instructional Strategies Online. (2013). What are Field Trips? Retrieved from olc.spsd.sk.ca/DE/PD/instr/strats/fieldtrips/index.htm
- Joyce, B.R., Weils, M., & Calhoun, E. (2009). *Models of Teaching*. Boston: Pearson Kaduna State; an Unpublished PDGE Project National Teachers' Institute.
- Lawal, S. (2011). Arabic and Islamic Literacy writing in Hausa land: A Source for African Historiography. *Journal of Nigeria Association of teacher of Arabic and Islamic Studies ANTAIS* vol. 1 No. 1 (maiden Edition) Department of Arabic A.B.U. Zaria-Nigeria.
- Muhsin M.K. (2020). The translation of the meanings of Sahih Al- Bukhari with Arabic text
- Nigerian Youths were unemployed in 2012. (2013, December 17). *Vanguard*. Retrieved March 22, 2015, from www.vanguardngr.com/2013/12/54-nigerianyouths-unemployed-2013
- Obanya, P. (2014). *Revitalizing Education in Africa*. Ibadan: Sterling Horden Publisher (Nigeria) Ltd.
- Oboada, A. U., Daniel, E. E., & Nwachukwu, P. O., (2014): The Challenges of Youth Restiveness and Educational Development in Rivers State. *International Journal of Scientific Research in Education*, 7(2), 108.
- Ogunrinola, I., O. (2011) Informal Self-Employment and Poverty Alleviation: Empirical Evidence from Motorcycle Taxi Riders in Nigeria. *International Journal of Economics and Finance*, 3(2). Retrieved July 11, 2014. from www.ccsenet.org/ijef
- Othman, S. & Noraini, (2013). Effective Curriculum Implementation in Schools. *International Journal of Education and Research*. 1 (7) 1-10
- Sumuili, Y. (2012) *Al-Lughatul Arabiyya wadurkutadrisihanazryyanwataobeenqan. Al Maktabatul Arabiyya* Beirut.
- Westwood, P. (2015). *What Teachers Need to Know About Teaching Methods?* ACER Press an Imprint of Australian Council for Educational Research Ltd
- Yusuf, H.O. (2012). *Fundamentals of Curriculum and Instruction*. Kaduna: Joyce Graphic Publishers.

**Teachers' Perception Of The Rationale And Challenges Of
School Security Policy In Public Senior Secondary Schools
In Kwali Area Council, Federal Capital Territory (fct),
Abuja, Nigeria.**

Yero Musa

*Nigerian Educational Research and Development Council (NERDC),
Lokoja- Kaduna Road, Sheda,*

Abstract

The study examined teachers' perception of the rationale and challenges of school security policy in public senior secondary schools in Kwali Area Council, Federal Capital Territory (FCT), Abuja, Nigeria. The researcher adopted a descriptive survey design. The population of the study consists of 180 teachers teaching in the 6 public senior secondary schools in Kwali Area Council, FCT, Abuja. The sample of the study was 90 teachers teaching in 3 sampled public senior secondary schools of the study area selected through a random sampling technique. The instrument used in the study was a self-designed questionnaire. The instrument has a reliability coefficient index of 0.72. Two research questions guided the study. Data collected were analyzed using frequency and percentages. Results showed that all the rationale for a competent school security policy identified in the study were agreed by respondents; they include stating the broad measure for each school to assume and adopt in order to provide reasonable security in the school environment among others. The findings also showed that non-existence of a defined documented and articulated school security policy document to guide schools in their security operations among others is one of the challenges militating against school security policy. Based on the findings of this study, it was recommended among others, that school principals should be more conscious and creative in making and developing policies that relates to security matters and as well as ensuring the provision of adequate resources for implementation of school security policy.

Keywords: Rationales, Challenges, Security Policy.

Introduction

For proper insight into the empirical analysis of the concept of security and security phenomena for national development, it is worthy to briefly highlight a few definitions as perceived by some authorities. According to Adebayo (2011), security is defined as a measure that ensures peaceful co-existence and

development at large. From Adebayo's view, it implies that with the existence of security, there is absence of fear, threat, anxiety, tension and apprehension over the loss of life, liberty, property, goals and values, among others. Nwanegbo and Odigbo (2013) posits that security is the state of being or feeling secure; freedom from fear, anxiety, danger and doubt. Security is often seen as a situation where a person, low animal, or thing is not exposed to any form of danger or risk of physical or moral aggression, accident, theft or even deterioration (Al-Mustapha, 2017).

School security comprises of all measures taken to combat threats to people and property in an educational environment. School safety is often related to school security. School security is seen as measures put in place to protect lives and property. School security is all strategies that are applied particularly by school managers in order to ensure the protection of staff and students from internal and external dangers (Manga, Hakimi and Maihaja, 2013). School security has to do with protecting school staff and students from bodily harm which may emanate from violence or accidental injuries (Akpakwu, 2012). Children use to spend more time in school than anywhere else. It is therefore the responsibility of school managers, teachers, and parents to ensure their safety in the best possible way. They need to make sure that every student is safe inside the school premises as well as while traveling to or from the school. Keshard (2021) outlined ten critical guidelines schools should adopt to ensure the safety of children, they include: inspecting school routes; inspecting school infrastructure; inspecting school environment; inspecting school bus; awareness of road safety; displaying emergency numbers; first aid and inter-school clinic services; deploying police; check for unattended safety issues; and school safety committee.

School safety is paramount to protect all students and school personnel from violence that include assaults, bullying, victimization, theft, classroom disorder, fights, robbery, use of weapons, sexual attacks, violent crime, cattle rustling, kidnapping, indiscriminate killings, among others (Amanchukwu, 2014). There are some cases in some parts of Northern Nigeria were school teachers and students were slaughtered in their classrooms, hostels and staff quarters without hindrances. In some cases, schools were bombed and burnt down to ashes with students and staff inside the school buildings (Anonymous, 2018). There are several cases of kidnapping of students and teachers for ransom, cases of indiscriminate killings and maiming of students and staff by cultist groups, raping of female students, bullying, arson and vandalization of school facilities which led to the breached of populace to forcefully move to safety nearby villages or towns for shelter as some of them reside within the school buildings

these has led to closure of some of those schools and school attendance was seriously dropped down in those troubles areas (Umar, Aliyu, Muhammadu and Mukhtar, 2019). Due to the prevalence of insecurity in our schools today, school security policy is necessary. Security policy is a guiding principle for rules and decisions of people in authority which establish a basis for actions to be taken to ensure the security of schools in a state or country (Ocho, 2010). School security policy is a policy statement that aimed at providing a safe and secure environment for our school children, staff and visitors (Keshard, 2021). According to Manga, Hakimi and Mihaja (2013), school security policy is a policy that ensures a consistent approach to incident management across school and non-school sites, regions and at central services. School required having appropriate security measures in place to protect school property and ensure a safe and secure environment for staff and students. All staff are expected to comply with this policy and the arrangement made by the school managers to ensure that safety of students, employees and others on the school site is guarantee.

For school security to be efficient, an official guideline is required that will direct security activities in the right path. It is rather unfortunate that Nigeria has no clear security policy in use in its educational institutions at all levels (primary, secondary and tertiary). Based on the recent occurrences in Nigeria and the world, no place is safe from or immune to security challenges, hence, the need for a defined articulated school security policy that will enhanced security in our schools. School safety is vital to protect all students and school personnel from violence that includes assaults and bullying (Keshard, 2021). A competent school security helps to uplift security standard to a certain degree as part of the requirement for their accreditation; it help to state the legal duties and obligations of staff and students, school managers and other stakeholders towards providing and maintaining security in schools; and school security policy document will provide an authoritative basis for enforcement of security policy guidelines and directives in schools, among others (Ahmad, Adamu and Umar, 2019; and Oni 2019). Security standards in many Nigerian schools are below expectations and sometimes non-existence. The problems of school security policy in Nigeria include: lack of enforcement of security policy guidelines and provisions in Nigerian schools; lack of creativity by school managers to come up with micro school security policy which they can apply and enforce in their schools (Ocho, 2010). According to Manga, Hakimi and Maihaja (2013) and Ahmad, Adamu and Umar (2019), school security policy faces the following challenges: non-existence of a well-documented and articulated school security policy; where

schools have some sense of security policy, it is usually generally unknown by staff and students who are directly affected by the policy; acute shortage of security personnel, security equipment; and inadequate financial resources for effective implementation of school security policy provisions; and lack of school community integration to ensure full participation of the community in the provision and maintenance of school security. This study therefore, examined teachers' perceptions of the rationale and challenges of school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja, Nigeria.

The main purposes of this study are to:

1. Identify the rationale for a competent school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja.
2. Investigate the challenges militating against effective implementation of school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja.

The following research questions guided the study:

1. What is the rationale for a competent school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja?
2. What are the challenges militating against effective implementation of school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja?

Method

The descriptive survey design was used for the study. The population for this study comprises of all the teachers in public senior secondary schools in Kwali Area Council, Federal Capital Territory (FCT), Abuja. The total population was 180 teachers teaching in the 6 public senior secondary schools in Kwali Area Council, FCT, Abuja. The sample for this study was 90 teachers teaching in 3 sampled public senior secondary schools representing 50% of the total number of teachers and public senior secondary schools in the study area. Thirty (30) teachers (15 males and 15 females) were selected from each of the 3 sampled public senior secondary schools in the study area through random sampling technique. The research instrument used in the study was a self-designed questionnaire titled “Teachers' Perceptions on the Rationale and Challenges of School Security Questionnaire (TPRCSSQ)”. The instrument is made up of two parts-A and B. Part A sought information on the personal data of the teachers while Part B sought information on teachers' opinion of the rationale and challenges of school security policy which was divided into three clusters, 1 and 2. Cluster 1 elicited data on teachers' opinions on the rationales for a competent school security policy in public senior secondary schools, while Cluster 2

elicited data on teachers' opinion on the challenges militating against effective implementation of school security policy in public senior secondary schools. The instrument is made up of 14 items on options of “Agreed” and “Disagreed”. The instrument was subjected to face-validation to two specialists from Educational Management, Measurement and Evaluation. The measure of internal consistency of the instrument was established by administering the instrument to 20 teachers of two public senior secondary schools in Gwagwalada Area Council, FCT, Abuja which were different from the subjects of the study. The data collected was subjected to Cronbach reliability analysis approach with the aid of Statistical Package for Social Sciences (SPSS) which obtained the reliability coefficient of 0.72. The questionnaire was administered to the 90 teachers through direct method of data administration in order to make some clarifications on the item (s) where need arises. All the 90 questionnaires distributed were returned in completion. The three research questions guided the study was analyzed using frequency and percentage statistical tools.

Findings

Research Question 1: What are the rationales for a competent school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja?

Table 1: Rationale for Competent School Security Policy in Public Senior Secondary Schools

S/No	Rationale for a Competent school security Policy: It helps to:	Agree		Disagree		Total	%
		F	%	F	%		
1.	State the broad measures each school should adopt in order to provide reasonable security in the school environment	90	100.0	0	0.0	90	100.0
2.	Uplift security standards to a certain degree as part of requirement for their accreditation.	77	85.6	13	14.4	90	100.0
3.	Provide a legal framework for security decisions and actions in schools by clearly stating the security rights of staff and students as entrenched in the constitution.	77	85.6	13	14.4	90	100.0
4.	State the legal duties and obligations of staff, students, school managers and other stakeholders towards providing and maintaining security in schools.	81	90.0	9	10.0	90	100.0
5.	Provide an authoritative basis for enforcement of security guide lines and directives in schools.	77	72.2	10	14.7	68	100.0

6. Justify the provision of required material resources needed for proper executions of security policy.	65	72.2	25	27.8	90	100.0
7. Make it compulsory for the government to budget and allocate finance towards the maintenance of security in schools.	73	81.1	17	18.9	90	100.0

Data in table 1 shows that the respondents agreed with all the items, 1, 2, 3, 4, 5, 6 and 7 as the various rationale for a competent school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja with percentage high scores of 100.0, 85.6, 85.6, 90.0, 85.6, 72.2 and 81.1 respectively.

Research Question 2: What are the challenges militating against effective implementation of school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja?

Table 2: Challenges Militating against Effective Implementation of School Security Policy in Public Senior Secondary Schools

S/No	Challenges Militating against Implementation of school Security Policy: It helps to:	Agree		Disagree		Total	%
		F	%	F	%		
1.	Non-existence of a well-documented and articulated school security policy document to guide schools in their security operations.	69	76.7	21	23.3	90	100.0
2.	Some security policy was not known by staff and students who who are directly affected by the policy.	77	85.6	13	14.4	90	100.0
3.	Acute shortage of security personnel, equipment and inadequate security equipment financial resources for effective implementation of school security policy provision.	81	90.0	9	10.0	90	100.0
4.	Lack of enforcement of security guide-lines and provision in schools to curtail certain actions that compromise the overall security of a school environment.	65	72.2	25	27.8	90	100.0
5.	Lack of creativity by school managers to come up with micro security policy which they can apply and enforce in their .	61	67.8	29	32.2	90	100.0
6.	Lack of policy on school community integration and full participation of the community in the provisional maintenance of school security	61	67.8	29	32.2	90	100.0
7.	Little or no synergy between school security staff and State Security Agencies.	61	67.8	29	32.2	90	100.0

The result in Table 2 shows that the respondents agreed with all the items 1, 2, 3, 4, 5, 6 and 7 are challenges militating against effective implementation of school security policy in public senior secondary schools in Kwali Area Council, FCT, Abuja with percentage of high scores of 76.6, 85.6, 90.0, 72.2, 67.8, 67.8 and 67.8 respectively.

Discussion

The result revealed that majority of the teachers agreed that the rationale for a competent school security are to: state the broad measure each school to assume to adopt in order to provide reasonable security in the school environment; uplift security standard to a certain degree as part of requirement for their accreditation; provide a legal framework for security decisions and actions in schools by clearly stating the security rights of staff and students as entrenched in the constitution; state the legal duties and obligations of staff, students, school managers and other stakeholders towards providing and maintaining security in schools; provide an authoritative basis for enforcement of security guidelines and directives in schools; justify the provision of required material resources needed for proper executions of security policy; and making it compulsory for the government to budget and allocate finance towards the maintenance of security in schools. These findings are in tandem with Manga, Hakimi, Mihaja (2013 and Ahmad, Adam und Umar (2019) who pointed out the same various rationale for a competent school security policy in Nigerian secondary schools.

The findings on teachers' perception of the challenges militating against effective implementation of school security policy revealed that majority of the teachers agreed that the challenges militating against effective implementation of school security policy in the study area are : non-existence of a well-documented and articulated school security policy document to guide schools in their security operations; some security policy was not known by staff and students who are directly affected by the policy; acute shortage of security personnel, security equipment and inadequate financial resources for effective implementation of school security policy provision; lack of enforcement of security guidelines and provision in schools to curtail certain actions that compromise the overall security of a school environment; lack of creativity by school managers to come up with micro school security policy which they can apply and enforce in their schools; lack of policy of school community integration full participation of the community in the provision and maintenance of school security.; and little or no synergy between the security staff of schools and those of state security agencies. The findings align with Okunamiri (2009); Manja, Hakimi and Maihaja (2013); and Ahmad, Adamu and Umar (2019) who enumerated the same challenges militating against effective implementation of school security policy in Nigerian secondary education.

Conclusion

Based on the findings of the study, it was concluded that proper implementation of school security policy in secondary schools can help to bring about a sound and

effective citizenship, better human relation, national consciousness, national unity and social economic, political or cultural progression. Nothing thrives where there is insecurity whether in business, in production industries, in farming, in trading, in schooling to mention but a few. Educational goals cannot be achieved in an insecure schools environment.

Recommendations

Based on the findings from this study, the following recommendations are proffered to enhance school security policy in Kwali Area Council, FCT, Abuja, Nigeria:

1. There should be a well spelt out school security policy document sent to schools by the government; this is to ensure efficient security services in school.
2. The governments via FCT Secondary Education Board and schools proprietor are required to carry out advocacy and sensitization campaign on school security policy to both staff and students, this will help them to observe security regulations stipulated in the policy.
3. FCT Secondary Education Board are required to provide the human and material resources that will facilitate both staff and students in executing all policies that has to do with security in the school environment.
4. The government and school authority are expected to enforce and implement school security policy as well as designing punitive actions against anybody that goes against the policy.
5. Principals of schools are expected to be more conscious and creative in making and developing policies that has to do with security issues in their respective schools.
6. School authority should cultivate a good close relationship between school security service and State security agencies in the community.
7. Community members, philanthropists and political leaders are expected to be involved in making security policies. This will help in fostering interactions amongst all the stakeholders thereby giving an opportunity for identifying many security challenges and suggesting the right policies to address such challenges.
8. The government should be more proactive in addressing the issues of Boko haram insurgency, Niger Delta militant, cattle rustlers, kidnapping, sexual harassment/raping, among others in our schools and society at large.

References

- Adebayo, A. (2011). Elections and Nigeria's national security. In I. Albert, et al (Eds). Democratic elections and Nigeria's national security. Ibadan: John Archers.
- Ahmad, L. C.; Adamu, M. D. & Umar (2019). Politics of school security policy in Nigeria: Implications for national security and economic empowerment. *International Journal of Topical Educational Issues*, 3 (1), 87-102.
- Akpakwu, S. O. (2012). *Educational Management: Theory and Practice*. Makurdi: Destine Ventures.
- Al-Mustapha, H. (2017). Corruption, security and education in nation building. Being a lead paper presented at a National Conference organized by the Faculty of Education, University of Abuja on Monday, 12th Friday, 16th June, 2017).
- Amanchukwu, R. N. (2014). Management of secondary education for sustainable living in a period of security challenges in Nigeria. *Journal of Education and Practice*, 5 (19), 82-35.
- Anonymous, (2018). Insecurity: Cause of low school enrolment in Northern States. N.U.T. Daily Trust Newspapers, April 23, 2018.
- Keshard, M. (2021). Top ten safety measures schools should adopt to ensure the safety of students. Retrieved from <https://fleet.com/b> Accessed on 21/07/2021.
- Manga, S. D. (2013). *Politics of school security policy in Nigeria: Implications for school managers*. Sokoto: Usmanu Danfodiyo University.
- Manga, S. D.; Hakimi, M. W. & Maihaja, A. M. (2013). Managing education for personnel security in Nigerian secondary schools. In A. O. Ayom; U. G. Tinetaron; Y. A. Abdulkareem & J. A. Irvin.
- Nwanegbo, C. J. & Odigbo, J. (2013). Security and national development in Nigeria: The threat of Boko haram. Retrieved from: www.ijhssnet.com/.vol.../29.pdf Accessed on 20/07/2021.
- Ocho, L. O. (2010). *Educational Policy Making, Implementation and Analysis* (2nd Eds). Enugu: New Generation Books.
- Okunamiri, P. I. (2011). *The Politics of Education*. Okigwe: Fasmen Communication.
- Oni, L. O. (2019). The imperatives of national security for economic empowerment in Nigeria. *International Journal of Topical Educational Issues*, 3 (1), 185-194.
- Umar, M.; Aliyu, A. D. Z.; M uhammadu, K. A & Mukhtar, Y, T, (2019). Managing secondary education for economic empowerment and national security in Nigeria. *International Journal of Topical Educational Issues*, 3 (1), 171-184.

Assessment of Security Challenges in teaching and learning of Social Studies in secondary schools in Abia State: Implications for curriculum implementation.

Ovute, Lawretta Ebere, Ph.D.

***Eze, Titus Onyemaechi
B.Ed., M.Ed., (Nigeria)***

Professor T. N. Kanno

*Department of Adult and Continuing Education
Michael Okpara University of Agriculture, Umudike*

Abstract

The study assessed the security challenges and its implication in teaching and learning of social studies in secondary schools in Abia state. The design of the study was descriptive research design. It was carried out in Abia state. The population of the study was all the students of Social Studies at secondary education level in Abia state that totaled 620. Four hundred and thirteen students formed the sample. Assessment of Security Challenges in Teaching and Learning of Social Studies and Curriculum Implementation Questionnaire (ASCTSSCIQ) was used for data collection. The reliability co-efficient of the instrument was 0.98 which was determined by using Chrombach alpha statistic Data were collected directed from the respondent, by the researchers and three research assistants. Mean was used for data analysis. Some of the findings include that the security challenges in teaching and learning of social studies are stealing and pilfering, kidnapping, cult-related activities, drug abuse among others. Also the resources for teaching social studies are not adequate. The few resources that are adequate include staffroom, potable water sports and recreation facilities.. Following this findings, it was recommended among others that school administrators should place security as a top priority while workshops and seminar items should include the use of appropriate security measures for the implementations of social studies curriculum.

Key words: security challenges, teaching, social studies, curriculum

Introduction

Security basically refers to the totality of measures undertaken to ensure protection of lives and tangible assets such as landed property, and even protection of vital data of various organizations in the country including government establishments. Security is a protection or defense of people against

all kinds of victimization including protection from external militancy attack, economic want, poverty, illiteracy, disease or ill-health, political exclusion, social exploitation, criminality act, etcetera (Odekunle, 2012) . The concept of security also denotes the condition or feeling of safety from harm or danger. It also means the defense and protection of values acquired (Igbuzo, 2011). In order words, security could be said to encompass the socio-economic wellbeing of the people which enables the coexistence in peace and harmony of all agents of development, and enhances the ability of each to function without hindrance. Conversely, insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection (Beland, 2015). Presently, every newspaper in Nigeria is filled with stories of a variety of undesirable social ills. These social problems can be found at the local, state, national, and international levels. In Nigeria, insecurity which is the breach of peace and security either historical, religions, ethno-regional, social, economic and political that have contributed to recurring conflicts, is but a trauma incapacitating government to execute development agenda including delivery of quality education.

Education and security can influence each other positively or negatively depending on the context. This is necessarily so because it enables individuals, groups, countries and human race to explore, appreciate, understand and develop their physical and social environments for the satisfaction of their needs. An educated person has broad view of issues as against narrow and parochial outlook. A good number of conflicts often arise from ignorance and manipulation of ethnic and religious identity. In fact, education (not just passing through the four walls of the school) system produces tolerant and civil citizens who are able to understand and live with people from different ethnic, economic, religious and cultural backgrounds and other forms of identities (Alemika, 2016).

Since ages, education has been one of the greatest agents of the nation's development. Condoleezza Rice, former Secretary of State of the United States of America posited that quality education of a nation is a direct function of a country's national security (Ejirika, 2014). This relationship springs from the role education plays in providing the knowledge base for technological training.

A country that bequeaths the right type of education to its citizens makes it difficult for such citizens to turn against their father land. In fact, it is meaningless to talk of security in the absence of the right type of education. It is therefore, not a surprise that Radda, (2013) opines that education, when well imparted and utilized, has the potency of promoting national security. This is because it is mostly uneducated jobless and educated jobless youths that are easily attracted to crimes, thereby, constituting insecurity in a country. Social studies education is a

subject that develops in learners the right type of values and attitudes that are needed to create a peaceful and sustainable society. Social studies education teaches values that would enable peaceful social integration in students. Social studies inculcates values like maintenance of discipline, respect for law and order, recognition of the principles of cultural relativity and the effect of cultural ethnocentrism, respect for other people's rights, formation of social competency, and citizenship education (Adesina & Odedeji, 2011). These values are important factors in the human relationship with society and essential for the development of the individuals as contributing members in the society. Generally, lack of understanding of their societal norms, knowledge, values, and skills itself is insecurity and is a source of vulnerability to other forms of insecurity. Persons with low understanding of societal norms and education are more likely to be victims of crime and other forms of insecurity. Majority of individuals commit crimes because of lack of high moral standard. It often influences their tendency to commit crime and consequently, their abilities to avoid detection, arrest, trial, and conviction.

Social studies was integrated in the Nigerian school curriculum as a subject that intends to assist in understanding and finding solution(s) to the problems confronting the Nigerian society (Gabriel, 2008). Henceforth, social studies is society bound; it is the study of man in relation to his physical and social environment. Social studies as one of the Nigerian Educational carrier subject has the potentiality to make people to be tolerant of other people's religion, belief, culture, limitations and promote social harmony and security. It inculcates ability to listen to almost anything without losing your temper or your self-confidence. Schools all over the world are designed to be centers of learning and propagation of good conduct. School premises are expected to be places that are safe, secured and peaceful. The concept of school security has been viewed from different angles by different scholars. Thomas (2009) views security as the protection of lives and property against attack or danger. This implies that school security is the protection of lives of students and staff as well as school facilities against external attack and internal crimes happening within the school itself. According to Ojukwu (2017), insecurity especially in the school environment significantly affects the academic performance of secondary school students. When a child goes to school, one of the most critical things that parents are concerned about is the safety and security of children in school or while commuting (James, 2019). Keeping schools secure and safe is a very important task that should not be taken lightly. Terrorist attacks on schools are no longer a far-fetched notion that can be ignored. The primary goal of terrorism is to spread fear, and schools are now

prime targets for causing such fear (Mutum, 2018). The mere apprehension of a crime can be as debilitating as crime itself. Even when the actual crime rates are not as bad as they seem, the fear of becoming a victim is real (Edwards, 2003). According to Dungu (2019) attendance and academic performance are closely linked with the degree to which students perceive their school environment to be secured. It is hard for pupils to concentrate on learning task when they feel vulnerable.

The roles of the first two levels of education (i.e. primary and secondary) are crucial in determining the achievement of overall objectives of social studies education because they build the foundation and are mostly accessed by the public unlike the tertiary education. The effectiveness of primary and secondary schools, therefore, is very important because the subsequent level (higher education) depends on the products from these levels. There is the need to show the effectiveness of social studies education in solving the moral dilemma in Nigeria at the secondary school level. If the tenets are properly taught, it could help develop positive attitudes of togetherness and cooperation towards a sound and respectable nation through the transmission of appropriate values of honesty, integrity, hard work, fairness, justice, and fair play as one's contribution to the development of the nation and the creation of awareness in the learners that discipline is essential for an orderly society. Nigeria has adopted several reforms in an attempt to improve her education system. The Universal Basic Education (UBE) is one of such education reforms. Gbenedio (2012) who commented that for Nigeria to attain national development and transformation there must be a thorough revamping of the schools' curricula. The implementation of social studies curriculum at the secondary school level places much responsibility on schools. Security Challenges in teaching and learning of Social Studies in secondary schools in Nigeria has been a big problem. In order to realize a positive and effective learning environment which guarantees effective leaning, schools are required to be safe. School security and safety is an extremely important issue for effective schooling. This can be achieved through proper implementation of social studies curriculum.

Some of the challenges that may face teaching schooling and by extension the teaching of Social Studies include: Armed Robbery: Nigeria is now a fertile ground conducive for devilish activities such as armed robbery. Kidnapping: The history of kidnapping in Nigeria could be traced to the Niger Delta area where it was used as a tool to address externalities due to oil extraction. What people there believed is that the Nigerian Government maximizes utility at their expense. Kidnapping is now everywhere in Nigeria as a new source of income for mostly

the youth. Terrorism: Terrorism is a worldwide phenomenon that is threatening virtually everybody in the world. It has been defined by Sampson and Onuoha (2011) cited by Ifeoma et al (2015) as the use of threat or violence by an individual or group of individuals to cause fear, destruction or death; especially against unarmed targets, property or infrastructure in a state; intended to compel those in authority to respond to their demand(s). This group and some other groups like Niger Delta militants had caused disharmony and disruption to the peaceful co-existence among Nigerians (Olusola & Marcus, 2014). All of these have generated into insecure environment and has called for the need to re-organize, strengthen and re-redirect the delivery of functional, morals and values education in the broadest possible sense in our education system in such a manner as to effect the younger generation positively to build their level of consciousness as they seek to make the choices that will determine their future. This is evidenced in Levine (2010) conception of education as a major communicator of ideal values, moral, attitudes, and norms.

Despite the rapid spread of terrorism, banditry, kidnapping and other security challenges, schools in Abia State have taken little or no concrete steps to improve their internal security and compliment the efforts of state security agencies. The moral decay and social ills prevalent in Nigerian society emphasized the need for social studies as a value laden subject to transform Nigerian society. For this reason, Social Studies is assigned the responsibility to develop in Nigerian youth an understanding of their societal norms, knowledge, values, and skills that would enable them to deal with and manage the forces of the world in which they live, and learn how to live harmoniously in the society. Presently, the safety of the school child is of primary concern to stakeholders in the Education sector in Nigeria. An effective approach to deliver Nigerians from this moral decay and promote the growth and development of Nigerian society is to restore the Nigerian educational system. This can be accomplished through social studies education. The implementation of social studies at UBE programme requires adequate provision of the necessary resources such as human and material resources to cope with the increased security challenges being experienced and as a result it will bring about counter-terrorism and counter- insurgency efforts. Hence, the problem of this study is to find out the security challenges in teaching and learning of social studies in secondary schools in Abia state and the implications for curriculum implementation. The purpose of the study is to find out the security challenges in teaching and learning of social studies in secondary schools in Abia state and the implications for curriculum implementation. Precisely the study,

1. examined the extent to which security challenges affects the teaching and

learning of social studies in Abia state.

2. investigated the extent of the availability of resources for the implementation of social studies curriculum.

Research questions

This study sought to answer the following research questions:

1. To what extent does security challenges affects the teaching and learning of social studies in Abia state?
2. To what extent are resources available for the implementation of social studies curriculum for enhancing security?

Method

Design of the Study

The design of the study was descriptive survey research design. The area of study is Abia State which is situated in the South Eastern geographical zone of Nigeria. The population of the study was all students of Social Studies of secondary Education level in Abia State. There are 274 schools and 203 Social Studies teachers in the three Education zones that made up Abia State (Planning, Research and Statistics Department, Secondary Education Management Board Umuahia Abia State (2020). The sample of the study was 413 students that were randomly selected from 4130 students. This represents 10% of the schools in the three education zones of Abia State. In the first stage of the sampling, 28 secondary schools were proportionately sampled from the three education zones in the State. The three zones include Aba, Umuahia and Ohafia. In the second stage, proportionate sampling technique was used to select the number of students to be sampled from each school. Simple random sampling was used to select 413 JS3 students from the selected schools that was used for the study. The choice of J students was due to the fact that they were matured enough to understand and respond to issues of security in their locality. The instrument for data collection was, a 20 item researcher developed Questionnaire titled “Assessment of Security Challenges in Teaching and Learning of Social Studies and Curriculum Implementation Questionnaire.” (ASCTSSCIQ) developed by the researcher. The instrument was arranged in sections A and B. Section A is on personal bio-data of the respondents, while section B, is on the extent of the effect of Security Challenges in Teaching and Learning of Social Studies and Curriculum Implementation at Secondary Education level. The response options ranged from Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) which was rated 4 points, 3 points, 2 points and 1 point respectively. In other words it was a four (4) point scale. The instrument was

validated in order to ascertain the effectiveness, relevance and efficiency prior to its administration to the respondents. The instrument was validated by one expert in Measurement and Evaluation in the Department of Science Education and two Curriculum Education experts from Adult and Continuing Education from Michael Okpara University of Agriculture, Umudike. The reliability of the instrument was established by using Cronbach Alpha. A reliability coefficient of 0.98 was established. The researcher made use of three briefed research assistants. They were briefed by the researcher on how to distribute and collect the questionnaire. The research assistants comprised one each from each three selected Education Zone of the State. A total of four hundred and thirteen (413) copies of questionnaire were distributed and returned after the respondents had filled them. In other words, a hundred percentage return rate was recorded. Data on the completed copies of the questionnaire were used in data analysis. Statistical mean was used to analyze answers to the research questions. The decision rule for answering the research question is real limit of numbers and as follows: Very high extent (3.50-4.00), High extent (2.50-3.49), Low Extent (1.50-2.49), Very low extent (0-1.49).

Results

Research Question1:

To what extent do security challenges affect the teaching and learning of social studies in Abia state?

The mean response of the respondents on the extent security challenges affects the teaching and learning of social studies in Abia state is shown in Table 1.

Table I: Mean response on the extent security challenges affects the teaching and learning of social studies (N = 413)

Security challenges	Mean	Decision
1. Stealing and pilfering	3.07	High extent
2. Kidnapping	3.17	High extent
3. Cult- related activities	2.78	High extent
4. Drug abuse	2.19	High extent
5. Illegal possession of fire Arms.	2.51	Very high extent
6. Sexual Harassment	1.09	Very low extent
7. Robbery	2.01	Very low extent
8. Students' restiveness/ Riot demonstration.	3.56	Very high extent
9. Room break in	2.55	High extent
10. Political assassination	1.01	Very low extent
Grand Mean	2.18	Very low extent

Data in Table 1 shows the extent security challenges affects the teaching and learning of social studies as responded by respondents. It indicates that Illegal possession of fire arms and Students' restiveness/ riot demonstration highly affect the teaching and learning of social studies at the secondary education level to a high extent. Also, stealing, kidnapping, cult-related activities, drug abuse and room break in, affects teaching and learning of social studies to high extent. The other security challenges in the secondary schools like sexual harassment, robbery, and political assassination affect the teaching and learning of social studies to very low extent. Grand mean (2.18) was below the accepted cut-off mean (2.50) and consequently this indicated that students of social studies education curriculum in Abia State are not securely guarded well.

Research Question 2: How adequate are the resources for the implementation of Social Studies education curriculum?

Table 2. Mean scores of adequacy of resources for the implementation of security education curriculum

S/No	Items	Mean	Decision
1	Students are taught Security Education in classrooms with adequate furniture such as chairs and tables.	1.54	Not Adequate
2	Teachers have a staff room with adequate furniture such as chairs and tables.	3.10	Adequate
3	Computers are available in your school for both students and teachers to access the internet.	0.82	Not Adequate
4	School library is well stocked with current and relevant textbooks.	1.53	Not Adequate
5	Potable water is available in your school.	2.71	Adequate
6	Health care facilities are adequately provided in your school.	1.75	Not Adequate
7	There are good toilet facilities in your school.	2.91	Adequate
8	You have enough security education teachers	2.62	Adequate
9	There is constant electricity supply in your school.	1.97	Not Adequate
10	Sport and recreation facilities are adequately available in your school	2.51	Adequate
	Grand Mean	2.15	Not Adequate

To ascertain the extent of the availability of resources for the implementation of Social Studies education curriculum, the respondents' mean scores were analyzed. Accordingly, all the items with mean 2.50 and above were adequate and regarded as available. The respondents' view in table 2 has indicated that the grand mean (2.15) is less than the 2.50 cut off accepted mean. This showed that resources for the implementation of Social Studies education curriculum in Nigeria are not adequate.

Discussion of Major Findings

Based on the analysis, it was found that there are many security challenges in the secondary schools which affect the teaching and learning of Social Studies in Abia State. These include stealing and pilfering, kidnapping, cult- related activities, drug abuse, illegal possession of fire arms, sexual harassment, robbery, students' restiveness/ riot demonstration, room break in, political assassination. Some school administrators assume that their schools can never be faced with deadly security incidents. As a result they do not make time for regular evaluation of security situation in their schools let alone ensuring that their staff and students practice emergency security procedures of evacuation and lockdown in a case of unforeseen and sudden eventualities. This finding agrees with Ojukwu (2017) who also that insecurity especially in the school environment significantly affects the academic performance of secondary school students.

The absence of an existing school security policy in schools means that school may haphazardly map out their security strategies or even ignore any attempts at making serious efforts to put in place any security plans. This findings is in line with Garry (2000) who opined that without a clear official school security policy, school managers, teachers and students may not have a clear understanding of the objectives of schools security; strategies to achieve them; resources required to execute the strategies as well as required standards of school security atmosphere in schools. Lack of execution of school security operations by school security guards in schools is found to be a cause of insecurity in schools.

Many schools do not have permanent security guards and are not willing to hire security guards at their own expense. This findings is line with Garry (2000) who noted that some school security guards lack adequate training, are old, weak and incapable retirees. Some of them are lazy, corrupt, and physically handicapped.

Thus, it is not surprising that they are unable to perform their statutory security responsibilities satisfactorily. This agrees with Kenneth (2009) who noted that the most neglected school security operations include lack of regular patrols, improper guarding of school facilities and infrastructure, lack of regular scouting, inefficient crime investigation, poor reporting of security threats, and lack of intelligence gathering. In addition school security guards do not involve themselves in arresting, detention and handing over criminals to the police for prosecution. Above all there is the lack of sustained joint collaboration between school security guards, state security agencies and local vigilante groups. The findings reveal that the way and manner students conduct themselves causes a lot of insecurity in schools. The finding is in line with Sheila (1998) who noted that students cause insecurity by engaging in violent activities such as fighting, armed robbery, kidnapping, rape, bullying and other antisocial behaviours, among others. Edwards (2003) pointed out that some students commit crimes and get away without requisite punishment, while some expose themselves to danger by being alone in isolated places as well as failing to report suspicious characters, objects and activities in their vicinity. Education Boards, Secondary Managements Boards and other relevant authorities cause school to ignore security matters, thereby making schools to be porous and soft targets for bandits, kidnappers and other criminals. The findings of research question two shows that educational institutions in Abia State experience various forms of insecurity. This is in line with Arisi (2005) who identified assault, battery, bullying, manslaughter and murder as forms of insecurity.

Result also show that resources for the implementation of Social Studies education curriculum in Nigeria are not adequate, despite the fair availability of resources like teachers; seats for teachers; portable water; good toilet facilities; sports and recreation facilities. This is the main reason why the Social Studies education curriculum could not adequately instill security consciousness in the students.

Conclusion

Based on the findings of the study, the following conclusions were drawn. Insecurity in schools is real and it constitutes a threat to survival, preservation of school property and conduct of peaceful activities in educational institutions in Abia State. Insecurity is caused by many factors which emanate from school management, students conduct inadequate facilities and lack of security priority. Schools experience various forms of insecurity which include injury to persons, as well as destruction of lives and properties in extreme cases. School

administrators have the highest responsibility of maintaining security of schools entrusted to their care. The problem of insecurity is prevalent and widespread in schools in Abia States Nigeria. The causes of insecurity are diverse and complex as the school administrators, students, teachers, Ministry of Education and all stakeholders contributes in one way or the other through their acts of omission or commission.

Recommendations

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

1. That school heads should provide security measures in their schools to enhance the teaching and learning of school subjects. Workshops and seminars are organized for social studies teachers on the improvisation and proper use of instructional bodies.
Teaching and learning resources should be provided for enhancing security in schools. Workshop and seminar themes should include the use of appropriate security measures in the implementation of social studies curriculum.
2. School administrators should make school security as a top priority. They should enlighten staff and students on security consciousness through talks, seminars and workshops and also ensure that school security guards perform their duties efficiently and effectively. School administrators should identify various forms of insecurity in their schools and device preventive measures so as to protect the lives of staff and students in their schools.

References

- Adesina, A.D.O. & Odedeji, C. O., (2011). Peace Dilemma in Nigeria: A Case for a Peace Education Programme for Elementary School Children. *JPE/ e J o u r n a l o f E d u c a t i o n Policy*.<https://www4.nau.edu/cee/jep/journals.aspx?id=441>.
- Alemika, E.E.O.(2016) (n. d) Security Challenges and University System in Nigeria. Retrieved From <http://repos.unijos.edu.ng/jspuit/stream/1973--/security%20challenges>
- Arisi, R.O.C. 2011. Social studies education as a panacea for national security in Nigeria. *Africana Research Review. An International Multi-disciplinary Journal. Ethiopia* 5(12).
- Beland, D. (2015). The Political Construction of Collective Insecurity: From moral panic to blame avoidance and organised irresponsibility, Center

for European Studies Working Paper Series 126. Lagos Nigeria

- Dungu, J.B. 2019. Twelve *things to do which can ensure students safety in schools* www.indiatoday.in
- Edwards, S.W. 2003. *School safety and security kit*. Washington DC. National Crimes Prevention Council.
- Ejirika, P. (2014). The Need for Educaion Reform in Nigeria. *Sept. 23*. Retrieved on 20/1/2016 from [http:// dailyposting/2014/09/23/peter-ejirika-need-education-reform-nigeria](http://dailyposting/2014/09/23/peter-ejirika-need-education-reform-nigeria)
- Gabriel T. O. (2008). Social Studies Teacher as a Role Model in Achieving Value Regeneration. *Nigerian Journal of Social Studies*. 11 (1).
- Garry, D.G. 2000. *National study of delinquency prevention in schools*. Ellicot city M.D: Gotfredson. Available on line at www.gottfredson.com/national.htm
- Gbenedio, U. B. (2012). Education for national transformation, institutional innovation: Challenges and prospects. A keynote address presented at the National Conference Organized by Faculty of Education Unizik, Awka. 1st- 4th August. 2012.ss
- Ifeoma, O. R.; Purity, N & Anagbogu, T. (2015). Security Challenges and the Implications for Business Activities in Nigeria: A Critical Review. *Journal of Policy and Development Studies*, 9 (2), 157-168.
- Igbuzo, O (2011) Peace and Security Education: A Critical Factor for Sustainable Peace and National Development. *International Journal of Peace and Development* 2(1), 1-7. gov/pub/pat
- James, D.B. (2019). *School security threats: 13 ways to keep schools safe for learning*. Available www.sheriffdeputiesLtd.com
- Levine, A. (2010). Teacher education must respond to changes in America: Teacher education must adapt to the same changes in the economy, demographics, globalization, and more that are prompting change in K-12 schools. *Phi Delta Kappan*, 92(2), 19.
- Kemi, B. (2011). *How safe is the Nigeria learning environment?* Damm Nigeria. <http://blog.demagenigeria>
- Kenneth, S.T.(2003). *National school based law enforcement survey*. National Association of Research Offices Available at www.schoolsecurity.org/resources/2003_NASRO_Survey.pdf
- Mutum, R. (2018). Pitfalls in national security in 2018. www.dailytrust.com.ng 13(3a), 8-10
- National Crime Prevention Council (NCPC2001) *Are we safe?* Washington. D.C Bulletin 32 Nasarawa State University Keffi, September.

- Nworgu, B. G., 2006. *Educational Research: Basic Issues & Methodology*. Nsukka: University Trust Publishers.
- Odekunle, F. (2012). National Security and Education in Nigeria: an Overview: Keynote address to the 27th Conference of the Association of Vice Chancellors of Nigeria AVCNU, at
- Ojukwu, M.O. (2017). Effect of insecurity of school environment on the academic performance of secondary school students in imo state. *International Journal of Education & Literacy Studies*, 5 (1), 20-28. doi:10.7575/aiac.ijels.v.5n.1p.20.
- Olusola, A. I. and Marcus, B. A. (2014). Security Problems in Nigeria: A Challenge to Christian Women Associations (A. K. A. Obinrin Rere). *Academic Research International*, 5 (2), 413-420. Retrieved from www.journals.savap.org.pk. Onitsha: Enbe printing and Publishing Co. Ltd.Press. Pan-Afic Publisher.
- Radda, S.I (2013) *The Role of Education in Promoting National Security*. Being a Paper Samaru, Zaria.
- Sheila, H. (1998). *Violence and discipline in U.S public schools*. U.S Department of Education Center for Education Statistics (DENCES) Available at <https://nces.ed>. sheriffdeputiesLtd.com
- Thomas, U. (1999). *Importance of school security*, [http:// www.ncpc.org](http://www.ncpc.org) chow.com>education University of Nigeria.

Security Challenges in Nigeria: It's Impact on Basic Science and Technology Curriculum Delivery at Basic Education Level in Plateau North Senatorial Zone, Plateau State

Blessing Solomon Dawal
**Department of Science and Technology Education
University of Jos**

Abstract

Plateau North Senatorial Zone in Plateau State has witnessed unprecedented level of security challenges ranging from religious violence, armed robbery, assassination, kidnapping and boko haram insurgency which has led to constant closure of schools. This study was carried out to investigate the impact of these security challenges on Basic Science and Technology Curriculum delivery at the basic education level. The survey research design was adopted for the study. One hundred and twenty (120) teachers were randomly selected across the six Local Government Areas of Plateau North Senatorial Zone in Plateau State. Three research questions guided the study. The instrument for collecting the data was a questionnaire developed by the researcher to obtain information from teachers on factors responsible for security challenges and number of periods and topics covered during teaching. Data obtained for the study were analyzed using percentages, mean and standard deviation. The study revealed constant security challenges as a major factor responsible for lack of BST curriculum delivery. The study also revealed that number of periods allocated for teaching BST were not covered, and that curriculum content meant to be taught were not treated as expected because of constant closure of schools as a result of security challenges. It was recommended among others that government should address security challenges with seriousness and also provide ICT as learning alternative for every Nigerian child.

Keywords: Security challenges, Basic education, Curriculum delivery, Basic Science and Technology.

Introduction

Education is universally viewed as the bedrock of human and national development. Through education, each individual is able to acquire knowledge, skills and values which are necessary in the development of every nation (Binitie, Ezzeh & Akhator, 2018). In Nigeria, education is taken to be an instrument for excellence for bringing about national development. National

development starts from developing individual citizens in which, in their low capacities, build the nation for scientific and technological development (Babayemi, Akpan & Ayo, 2018).

According to Aniodoh (2012) and Mable (2017) Basic Science and Technology is the basic training in scientific skills required for human survival, sustainable development and societal transformation. Basic Science and Technology was designed to expose learners to develop science and technology skills which will assist them make informed decisions, develop survival strategies and learn to contribute and live quantitatively in the global community. Ainsworth (2014) Odidi (2014), VanLabeke (2014) and Dawal (2018), explained basic education, which is also known as primary education, as the first stage of organized formal education for children aged 6-11 years. Basic Science and Technology is a compulsory subject for children at the basic education level. It is aimed at exposing learners to opportunities that will enable them acquire the relevant skills and attitude of science which are used to search for scientific knowledge. This will prepare them to be able to solve problems that may arise in the future.

Science and technology plays a vital role in national development. It is not only a tool but a vehicle for all round development of a nation. Science and technology hold an important position in the curriculum of the Nigerian education system. The quality of basic science and technology for national development is dependent on the quality of the curriculum. A curriculum is planned, developed and delivered according to the needs and goals of any nation or society. Ibifiri (2012) viewed a curriculum as containing all the experiences/ activities [co- curricular] provided under the auspices of school to bring about a change in the learner in the desired direction. Basic Science and technology curriculum can provide all the experiences for the achievement of goals of a nation if well planned and delivered. The overall aim of delivering such curriculum is to bring about scientific literacy, science and technology culture in learners within a nation and a globe in general. The curriculum reflects depth, appropriateness, and inter-relatedness of curricular contents. Also, emerging issues which covered value orientation, peace and dialogue including human rights education, family life, HIV/AIDS education, entrepreneur skills among others were infused into the relevant contents of the new 9 year basic education curriculum.

Despite all efforts put in place to ensure that Basic Science and Technology curriculum is well delivered during the teaching and learning process, the nation is bedeviled with security challenges. Nigeria has witnessed unprecedented

level of security challenges ranging from intra-communal, inter-communal and inter-ethnic clashes, religious violence, arm robbery, assassination, kidnapping and boko-haram insurgency. These problems have posed severe threats to education and socio-economic development to the country. (Udoh, 2015). Security means the defense and protection of values acquired. Security has to do with freedom from danger or threat to a nation's ability to protect and develop itself, promote its cherished values, legitimate interests and enhance the wellbeing of its people. Security challenges implies a state of vulnerability to attacks, danger or threats to people, their properties, cherished values and the inability of the nation to protect its citizenry (Joshua, Ibietan & Azuh, 2016).

Plateau North Senatorial Zone in Plateau State has suffered plagues of challenges each leading to loss of lives and destruction of properties, and constant closure of schools. The state government through various security agencies have embarked on fundamental surveillance, investigation of criminal related offences to prevent attacks, protect lives and properties, yet the security challenges is on the increase. Schools are frequently shut down as a result of all these challenges. Different security agencies organizations, school authorities and scholars have been searching into the causes and remedies to this menace with little or no success. The inaccessibility of schools as a result of inherent dangers therefore remains a serious challenge to the teachers and the learners in most schools attacked. The traumatic experience alone cannot be easily erased as such experience instills fears on the teachers and the learners alike and make it very difficult for them to return back to schools. The teaching and learning process is hindered because the school environment is unsafe and teaching can't be properly conducted and coordinated in an unsafe environment. Schools are always vulnerable to attack which makes it difficult for teachers to cover the number of periods allocated and topics stipulated to be covered in basic science and technology curriculum. It is against this background that this present study was carried out to investigate security challenges in Nigeria and its impact on Basic Science and Technology curriculum delivery at the basic education level in Plateau North Senatorial Zone of Plateau State.

Purpose of the Study

The purpose of this study is to:

- Assess the factors responsible for insecurity in Plateau North Senatorial Zone
- Assess the number of periods covered in teaching Basic Science and Technology at the basic education level exposed to security challenges
- Assess the level of Basic Science and Technology topics covered due to

security challenges

Research Questions

What are the factors responsible for security challenges in Plateau North Senatorial Zone?

To what extent do teachers cover the number of periods allocated for teaching basic science and technology at the basic education level exposed to security challenges?

To what extent do teachers cover the stipulated topics in Basic Science and Technology curriculum during security challenges?

Method

The design for the study was a survey. The population of the study was all the teachers teaching Basic science and technology in all primary schools in all the six Local Government Areas in Plateau North. A total of 120 teachers composed using random sampling technique formed the sample for the study. Out of the sample of 120 teachers, 20 teachers were selected from each of the six local government areas from Plateau North. The instrument used for collecting the data was a structured questionnaire developed by the researcher and validated by two experts in curriculum studies in the Department of Science and Technology Education and one expert in test and measurement evaluation in the Department of Educational Foundations, University of Jos. The experts after examining the instrument, made some corrections in precision of items and ambiguity of statements. These corrections were effected in the final draft of the instrument. The instrument has 4 sections, A-D. Section A sought for personal information of the respondents. Section B elicited responses on factors responsible for security challenges. The options in this section was on a 4-point likert type of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point. As the scale is 4 points, the mean rating of each of the items which is greater than or equal to 2.50 was taken as agreed and below was taken as disagreed. Section C sought information on the frequency of teaching basic science and technology. This section was on a 2-point response mode of Covered and Not Covered. The scoring points are calculated in percentage from 0%-100% according to number of periods covered by each teacher in each class. Section D sought for the extent of basic science technology topics coverage. The section is also on a 2 point response mode of Covered and Not Covered. The scoring points are also calculated in percentage (%) from 0%-100% based on number of topics covered per class in each session. The split-half method for testing instrument reliability was applied. The researcher validated the instrument by administering 20 copies to a sample of 20 teachers who were

not part of the study but are in the area of the study. Their mean ratings were separated into odd and even number items. The 2 halves were correlated using Pearson Product Moment Correlation Analysis. To obtain the coefficient from the whole questionnaire, Spearman Brown prophecy formula was used to get the reliability coefficient of 0.86 which was reliable for the study. Two research assistants assisted in each of the Local Government Areas. The copies submitted were all correctly filled and collected with 100% return. The data was analysed using mean and standard deviation, and percentages.

Results

Results are organized and presented around the research question.

Research Question 1

What are the factors responsible for the security challenges in Plateau North?

Table 1: Factors Responsible for Security Challenges in Plateau North Senatorial Zone.

S/NO	Items	Mean	Standard Deviation	Decision
	Ineffective education	2.85	0.496	Agree
	High rate of illiteracy	2.86	0.485	Agree
	Unemployment	2.76	0.546	Agree
	Religious differences	3.11	0.870	Agree
	Poverty	2.67	0.676	Agree
	Corruption	2.99	0.906	Agree
	Poor information and communication technology	2.43	0.637	Disagree
	Underfunding of security agencies	2.44	0.653	Disagree
	Poor security infrastructures	2.50	0.852	Agree
	Selfishness	2.75	0.560	Agree
	Inadequate database	1.86	0.890	Disagree
	Weak state structures	1.79	0.916	Disagree
	Poor governance	2.71	0.576	Agree
	Lack of access to information	1.52	0.583	Agree
	Lack of respect for human rights	2.51	0.608	Agree
	Unpatriotic and greed	2.67	0.646	Agree
	Lack of ethical and moral education	2.67	0.646	Agree
	Lack of proper information dissemination	3.18	0.876	Agree
	Political clashes/ differences	2.75	0.560	Agree
	Lack of providing social amenities by government	2.86	0.458	Agree

In table 1 above, all the items had mean scores above 2.50 except for items No 7,8,11 and 12 that had low mean scores of 2.44, 2.49, 1.86 and 1.79 respectively.

Result showed that ineffective education, high level of illiteracy, unemployment are the major factors responsible for security challenges in Plateau North Senatorial Zone. Inadequate database and weak state structures were not regarded as factors responsible for security challenges.

Research Question 2

To what extent do teachers cover the number of periods allocated for teaching Basic Science and Technology at the basic education level exposed to security challenges?

Table 2: Number of Periods Covered by Teachers in Teaching Basic Science and Technology

Basic Level (Primary)		No of Period Session	No of Periods Covered (%)	No of Periods not Covered (%)
1		39	156(100%)	46 (29.5%) 110(70.5%)
2		39	156(100%)	32 (20.5%) 124 (79.5%)
3		39	156(100%)	34 (21.8%) 122 (78.2%)
4		39	117 (100%)	51(43.6%) 66 (56.4%)
5		39	117 (100%)	42(35.9%) 75 (64.1%)
6		39	117 (100%)	39 (33.3%) 78(66.7%)

Table 2 above showed that Primary 4 had the highest number of periods covered which was 51(43.6%), while the least was Primary 2 which covered 32 (20.5%). The results showed that less than 50% of periods for all the basic education level (Primary 1-6) were not covered as expected due to constant security challenges.

Research Question 3

To what extent do teachers cover the stipulated topics in Basic Science and Technology curriculum during security challenges?

Basic level of education	No of themes	No of sub themes	No of topics to be covered	No of topics covered	No of topics not covered
Primary 1-6					
1	4	25	148 (100%)	56(37.9%)	92(62.1%)
2	4	25	136(100%)	48(35.3%)	88(64.7%)
3	4	25	96(100%)	26(27.1%)	70(72.9%)
4	4	25	108(100%)	44(40.8%)	64(59.2%)
5	4	25	102(100%)	49(48.1%)	53(51.9%)
6	4	25	116(100%)	37(31.9%)	79(68.1%)

The result in table 3 above showed that Primary 2 had the highest number of stipulated topics covered which was 48(35.3%) out of 132(100%) topics, while

Primary 3 had the lowest which was 26(27.1%) out of 96(100%) topics. The result showed that less than 50% of topics meant to be taught were not delivered as a result of constant security challenges.

Discussion

The result of the study has shown that education at the basic level in Plateau North Senatorial Zone has suffered a lot of setbacks as a result of security challenges the zone has witnessed. This has affected Basic Science and Technology curriculum delivery. The study revealed factors responsible for security challenges among others are ineffective education, high rate of illiteracy, unemployment, religious differences, poverty, corruption, poor information and technology, poor security infrastructures, poor governance, lack of access to information and lack of proper information dissemination. The most prominent is ineffective education. This is because what are taught in the school environment are at variance with the needs of the society. This is in line with the study of Udoh (2015) Joshua, Ibietan and Azih (2016) who carried out a study on insecurity challenges in Nigeria found out similar factors responsible for insecurity in the nation. The study also revealed that more than 50% of periods allocated for teaching basic science and technology at the basic level(primary) were not covered as a result of security challenges. This is in agreement with the study of Babayemi, Akpan and Oyo (2018) who conducted a study on the impact of insecurity on Biology teaching in Nigeria found out that teachers have not been opportune to teach the subject as a result of security challenges. The study further revealed that more than 50% of topics meant to be taught were not covered as a result of security challenges which led to constant closure of schools. This is in line with the study of Binitie, Ezzeh and Akhator (2018) who conducted a study on effect of insecurity on teaching Chemistry discovered that most of the topics meant to be taught were left out as a result of insecurity where schools were closed. This result revealed serious setback on Basic Science and Technology curriculum delivery as a result of constant security challenges at the basic level. These researchers stated that education is a long term and everlasting tool for securing a nation from insecurity and its associates. It is paramount to note that sustainable global security can only be achieved when education is made a priority by ensuring proper delivery of basic science and technology curriculum in schools.

Conclusion

The study revealed ineffective education as a major factor responsible for security challenges which has brought a lot of setbacks in the education sector of the nation. This has affected the teaching and curriculum delivery of basic science

and technology at the basic education level. The study also revealed that number of periods allocated for teaching Basic Science and Technology were not covered, and that curriculum content meant to be taught were not treated as expected because of constant closure of schools as a result of security challenges.

Recommendations

Based on the findings of the study, the following recommendations are made

Children should be given proper education since high level of insecurity in Plateau North is associated with numerous factors in which ineffective education is the most prominent and root to other factors.

Schools should be equipped with adequate learning facilities to ensure proper transfer of knowledge.

Schools should be adequately equipped with security apparatuses which are human and non-human resources.

Curriculum contents should be reviewed to take care of societal needs, and also security and political education should be included.

Teachers should be encouraged and given incentives so that extra time and efforts should be put to cover up the number of periods allocated and topics meant to be treated.

Government should ensure stability of peace in the nation at all cost.

Plateau state government should train, sustain and nurture men to serve in her security and intelligent outfit.

School authorities should establish guidelines for preventing violence in the school. Parents and the community should be involved in the process.

Government should have a plan of action to alternatives in teaching by providing Information and Communication Technology (ICT) to be used during crisis period where children may stay at home.

References

- Ainsworth, S.E. & VanLabeke, N. (2014). Multiple forms of dynamic presentation. *Learning and Instruction*, 14(3), 241-200.
- Aniodoh, B. (2012). Cooperative learning that features a culturally appropriate pedagogy. *British Educational Research Journal*, 35 (6), 857- 875.
- Babayemi, J.O., Akpan, I.F. & Oyo, U.E. (2018). Assessing basic science and technology teachers teaching effectiveness in junior secondary schools in Eket Senatorial District, Akwa Ibom State, Nigeria, *Journal of Science Teachers Association of Nigeria*, 53(1), 151-160.

- Binitie, A.P., Ezzeh, P.O. & Akhator, D. teachers' awareness of the availability and usage of information and communication technology tools in combating examination malpractice among secondary school students. *Journal of the Science Teacher Association of Nigeria*, 53(1), 68-81.
- Dawal, B.S. (2018). Teaching basic science and technology in primary schools for sustainable national development. *Journal of Education Studies*, 18(2), 282-278.
- Ibirifi, B.P. (2012). *Resources for UBE and STM education: Teacher and learner produced learning materials for effective implementation of new national basic science curriculum*. Conference Proceedings of Science Teachers Association of Nigeria. HECN Publisher Ltd, 3-11
- Joshua, S., Ibietan, J. & Azuh, D. (2016). *Education and Nigeria's national security*. Proceedings of INTED Conference, Valencia, Spain, 3660-3665.
- Marble, D.N. (2017). Effect of team teaching method on student's achievement in mathematics. *Internal Journal of Sciences, Basic and Applied*, 32(3), 239-245.
- Odidi, G. (2014). *Opinion: the problems, challenges and solutions to insecurity in nigeria*.
Retrieved from <http://nnn.com.ng/?page id=4449>
- Udoh, E.W. (2015). Insecurity in Nigeria: Political, religious and cultural implications. *Journal of Philosophy, Culture and Religion*, 5, 1-7.

Civic Education Curriculum Delivery: Pathway to curb security challenges in Nigeria

MUHAMMAD, Yunusa Uba

*Department of Education
Bayero University, Kano*

Corresponding Author

MUHAMMAD, Tahir Abdullahi

*Department of Educational Foundations
Federal University, Dutsin-Ma, Katsina State*

&

MINJIBIR, Magaji Ado

Ministry for Local Government Kano State

Abstract

In recent times, Nigeria's insecurity has been growing and manifesting itself in the form of ethno-religious crisis, terrorism, insurgency (Boko Haram), serial bombing, armed robbery and banditry, gunrunning, Fulani-herdsmen conflict, cattle rustling, kidnapping, high profile murder, brutal assassination and arson, drugs and human trafficking, cyber fraud, currency counterfeiting, influx of illegal migrants, raping, violence and all other forms of crimes have become norms of the daily life. This paper aimed to examine how Civic Education curriculum delivery can provide solution to the security challenges in Nigeria. Drawing on the critical conceptual framework, the paper conceptualizes Civic Education and security; gives an overview of Civic Education curriculum in Nigerian schools; highlights some of the security challenges facing the country and examines the relevance of Civic Education curriculum delivery in curbing security challenges in Nigeria. The paper concluded that, Civic Education curriculum if effectively delivers is an effective means of combating security challenges in Nigeria. It was recommended among others that; Civic Education curriculum should be restructured for effective promotion of value reorientation in Nigeria; Civic Education teachers should be made to update their knowledge and skills on how to effectively translate the content of security and peace education through Seminars, Workshops and Conferences by government and other professional organizations.

Key Words: Civic Education, Curriculum Delivery, Secondary Education, Security and Security Challenges

Introduction

Nigeria in recent times has witnessed an unprecedented level of insecurity. This has made national security threat to be a major issue for the government and has promoted huge allocation of the national budget to security sector. Nigeria is undoubtedly facing a series of security challenges such as the intractable Boko-Haram insurgency, Fulani Herdsmen and farmers conflicts, ethno-religious conflicts/crisis, incessant killings, kidnapping, armed banditry in Northern Nigeria, militancy and expatriate hostage-taking in the Niger-Delta, secessionist agitation for the Sovereign State of Biafra in the South-East. Other threats to Nigeria's national security, peace and stability include the proliferations of small arms and light weapons (SALW), human trafficking, smuggling, illegal drug trading, maritime piracy, illegal oil bunkering, money laundering, terrorism, sectarian violence, political thuggery and electioneering conflicts, boundary disputes etc. (Abubakar, 2013).

Despite the fact that government at all levels is making various concerted efforts to address the security challenges in Nigeria through its' security agencies, the challenges still persists. It is clear that the security agencies and other stakeholders of security have tried different measures to overcome the challenges but these have not yielded the desired results. In line with aforementioned therefore, there is need for taking more proactive measures through a well-designed curriculum such as that of Civic Education. Civic Education is a subject which encompasses inculcation of patriotism, nationalism, and love for national unity, discipline, tolerance, obedience, mutual respect and spirit of togetherness became imperative. The main aim of this paper is to examine the relevance of Civic Education curriculum delivery in curbing security challenges in Nigeria.

The Concept of Civic Education

The term Civic Education is used to describe various educational programmes, with different names, such as: Citizenship Education and Ethics, Civic Culture, Civic Values, Legal and Social Education (Niemi & Junn, 1998), Civic Engagement (Smith, Fountain, McLean, 2002), Education for Democratic Citizenship (United Nations Development Programme, 2004) etc. Traditionally, Civic Education is used to provide insights into political traditions, principles, institutions and engagement in the political system of the state (Kahne & Wetheimer, 2006). Civic Education simply defined is that education which assists citizens to become actively involved in their own governance. It also refers to the teaching given to citizens on how to play their civic roles especially within the context and confines of national and global citizenship (Centre for

Civic Education, 1991). That is, it is concerned with how citizens exercise their rights as free human beings (Carter & Elshatain, 1997). This position agrees with Dudley's (1977) earlier definition of Civic Education as “that education which makes the individual conscious of himself as a citizen or as a member of a political community...” To him, it is “education for citizenship”. In Nigeria, Civic Education is generally defined to mean “*the education that concerned with development of values, social norms, skills and democratic ideals in the citizens*” (NERDC, 2007). From the foregoing definitions, we can deduce that Civic Education is a school subject which exposes the individual to the need for imbuing positive attitudes such as patriotism, peaceful co-existence, hard work, diligence, honesty, obedience, mutual respect, love, tolerance and self-discipline.

An Overview of Civic Education Curriculum in Nigerian Schools

Civic Education at both primary and secondary schools levels is a Core and Compulsory school subject drawn from the elements of Government, Social Studies, History, Sociology, Law and Emerging Issues formulated in an operational form to enable the nation achieve four key goals of National Economic Empowerment and Development Strategies (NEEDS) and also to the compliment of the Millennium Development Goals (MDGs) now Sustainable Development Goals (SDGs) (Mezieobi, 2013). Explaining further, Yahaya (2013) stated that Civic Education curriculum seeks to address young Nigerians in the affirmative educational years. The contents address issues that are important to developing young Nigerians into responsible and informed citizens. The curriculum is concerned with the development of values, social norms, knowledge, skills and democratic ideals in the citizens for national development. The Civic Education curriculum provides a base for integrated, interdisciplinary and multi-disciplinary approaches to curriculum design with sole goal of helping young people to develop sense of loyalty, honesty, discipline, courage, patriotism etc. which are essential requirements for effective and functional citizenship in a democratic setting (National Council of Social Studies, 2007). Therefore, Civic Education curriculum content in Nigeria was structured and organized in a thematic approach in which the major themes were selected and topics were arranged under them in a spiral manner to sustain the interests of the students. Also the format of the themes includes the topic, performance objectives, teachers' and students' activities, suggested teaching methods and materials as well as suggested evaluation guide. Furthermore, the thematic and spiral structure of the curricula have provided

sufficient deep, rich and extensive socio-political issues and problems which will make the Civic Education lessons interesting, active, interactive and very engaging to the Nigerian students.

Azebanwan (2010) opined that the curriculum content of Civic Education could cover but should not be limited to: The concept of Nationhood; Democracy; The process of government; Types of government; Different arms of government and the balance of power; Unity in diversity; Dealing with conflict; The legal system; Security; Political Parties and the election process; The role of the Legislature; Devolution of Powers; Pressure Groups and Sectional Interests; Child Labour; The Media and Public Opinion; Human Rights; Local Government; Crime and Society; Young People and the Law; Freedom of Speech; and The comity of nation states and the place and role of Nigeria in it. He further stated that Civic Education focuses on topical everyday issues that concern young people as citizens, that is, as members of society with legal rights and responsibilities, e.g. education, health, public transport, policing and law enforcement, immigration, international relations and the environment. According to NERDC (2007) the Civic Education curriculum reflects depths, appropriateness and interrelatedness of the curricula contents. Also emerging issues which covered value orientation, security education, peace and dialogue, law and order, rule of law including human right education, interpersonal relations, family life/HIV and AIDS education, entrepreneurial skills et cetera were infused into the relevant content of Nigerian School Curriculum. In general, the curriculum pays particular attention to the achievement of the Millennium Development Goals (MDGs) now Sustainable Development Goals (SDGs) and the critical elements of the National Economic Empowerment and Development Strategies (NEEDS).

The Concept of Security

The word “security” is derived from the Latin word '*securus*', meaning freedom from fear and anxiety. Security, according to Buzan (1991) is the freedom from threat and the ability of states and societies to maintain their independent identity and their functional integrity against forces of change, which they see as hostile while its bottom line is survival. The Technical Committee on Security (2008), conceptualized security as the actual or potential freedom and safety from physical/military, political, economic, socio-cultural or psychological danger or attack. That is, it is the protection or defence of people against all kinds of victimization from external/military attack, economic want, poverty, illiteracy, diseases, political oppression, social exploitation, criminality etc (Yusuf, Agbonna & Onifade, 2009). In the view of Adeola and Oluyemi (2012) security

refers to “the situation that exists as a result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions”. It is the existence of conditions within which people in a society can go about their normal daily activities without any threat to their lives or properties. It embraces all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, business and the nation against sabotage or violent occurrences (Dambazau, 2007). From the foregoing, security in this paper can be defined as the condition which enhances the ability of government, its agencies and its citizens to function freely without any hindrances in all ramifications.

Barry Buzan gives a theoretical insight to the understanding of the concept of security and he identifies three levels of security analysis which are the individual level, national level and international level. He is of the opinion that *individual security* which other scholars called personal security involves those values people seek to secure which include life, health, status, freedom and wealth (Buzan, 1991). Some of the threats which individual person endeavor to secure themselves from is what is referred to as social security. This captures physical threat, economic threat and human rights abuse (Muyiwa, 2016). On the other hand, Buzan (1991) describe *national security* as the protection and maintenance of national interest of a state or nation. It is the act of promoting the core values of a state that would enhance the protection of lives and properties of the citizenry (Okene, 2010). National security is seen in terms of a nation's military capabilities or the struggle to overcome internal and external aggression. According to Adebakin and Raimi (2012) national security covers critical dimensions, viz: economic security, political security, food security, health security, environmental security, personal security and community security. Lastly, *international security* is described as the efforts and measures taken by nations, regional and international organizations to ensure mutual survival and safety through the use of diplomacy and military actions. According to Muyiwa (2016), the concept of security at the international level is built on the basis of state-centric conception of security. International security is therefore synonymous with a global political circumstance which defining attribute is the distribution of power in the international system.

Security Challenges: The Nigerian Experience

It's no longer news that Nigeria has been experiencing series of security challenges at a scale that it could cause a serious concern to every good citizens of the country. Nigeria's insecurity manifest in ethno-religious crisis, militancy, terrorism, insurgency (Boko Haram), armed robbery and banditry, Fulani-

herdsmen conflict, cattle rustling, kidnapping, high profile murder, brutal assassination and arson, drugs and human trafficking, arm trafficking, cyber fraud, currency counterfeiting, influx of illegal migrants, raping, violence and all other forms of crimes have become norms of the daily life. According to Okene (2010) the prevalence of political gangsterism, ethnic militancy, insurgency, illegal drugs dealing, light arms trafficking, human kidnapping, pervasive corruption and financial mismanagement are manifestation of failure to Nigeria's national security. Since the Nigeria returned to democratic governance in May 1999, there have been frequent and persistent ethnic conflicts and religious clashes between the two dominant religions (Islam and Christianity) which pose a major security challenge in the country. In all parts of Nigeria, ethno-religious conflicts have assumed alarming rates. It has occurred in places like Shagamu (Ogun State), Lagos, Abia, Kano, Kaduna, Bauchi, Plateau, Benue, Nassarawa, Taraba, Adamawa, Ebonyi and Enugu states respectively. Groups and communities who had over the years lived together in peace and harmony now take up arms against each other in gruesome war (Abubakar, 2013). The claim over scarce resources, power, land, chieftaincy, local government councils, control of markets and Shari'a among other trivial issues have resulted in large scale of killings and violence amongst group in Nigeria. In these conflicts, new logics and social separation and dichotomy have evolved in many Nigerian communities. As rightly observed by Innocent and Onyishi (2011), there is the classification of the “settler” and “indigene”, “Christians” and “Muslims”, and “slave” and “free born”. These ethno-religious conflicts have become disintegrative and destructive social elements threatening the peace, stability and security in Nigeria.

Terrorism and insurgency is a big security challenge to Nigeria. According to Danjuma and Sarki (2015) insurgency in the name of Boko Haram, which is more pronounced in the North East of the country, is the most disturbing security problem to Nigerians particularly those in the Northern region. The North-Eastern Nigeria comprising of Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe states, were generally peaceful before the emergence of insurgent activities. But today insurgency is considered as one of the major security challenges threatening the corporate existence of Nigerian state. A lot of resources both human and material running into millions of Naira are being destroyed due to the activities of the insurgents, most especially in the North-eastern part of the country. The activities of the group have displaced over 450,000 Nigerian internally, forcing children to withdraw from schools and productive men and women from active socio-political and economic activities (United Nations, 2014). The problem has made significant number of children

orphans and many women widows, while thousands of people are displaced as refugees in neighboring Cameroon and Niger republic. Unnecessary attacks on places of worship, suicide bombing, destruction of properties and attacks on security personnel and their stations are common. In other words, the problem has negatively affected the political and socio-economic arrangements of the nation.

Another form of security challenges in Nigeria is the high level of unemployment and poverty among Nigerians, especially the youths who are adversely attracted to violent crime. According to Joshua, Ibietan and Azuh (2016), unemployment has been the cannon fodder in the orgy of violence and violent disorder in Nigeria. This is because unemployment exposes people to poverty and the twin problems combined to provide a fertile ground for activities that constitute a threat to national security. They further confirm that the rise in crime rate is a direct consequence of unemployment and poverty. As stated before, most of the people paraded as criminals by the law enforcement agencies before the mass media in the country are mostly unemployed youths. They are also use as suicide bombers by terrorist groups in the country.

As observed by Arikpe (2013) desperate, intolerant and ruthless contest among politicians and their followers have often resulted in violence, security breaches, killings and destruction, all of which threaten the existence of the Nigerian state. He further submits that violent and desperate politickings among political parties, electoral fraud and money politics poses a major challenge to democracy in Nigeria and by implication constitute a threat to the security of the country. There are also security challenges from food, water and health sectors; major threats to these sectors include hunger, famine, malnutrition, food poisoning, epidemic and pandemic diseases, poor nutrition, unsafe environment, lack of access to clean water etc. Lack of these basic social services often breeds discontents and social unrest among Nigerian citizens.

On the whole analysis, Nigeria as a nation bedeviled with numerous security challenges. Essentially, security is primary a pre-occupation of an individual state to protect its sovereignty, territorial integrity, citizens and their values. It is on this basis that Nigeria will have to gear up and take more proactive measures through the provisions of education in a way to enhance its national security. So, what role can Civic Education play in promoting security in Nigeria? How the security challenges in Nigeria can be solve through the Civic Education curriculum delivery? These two questions are briefly addressed hereunder.

The Place of Civic Education Curriculum in curbing security challenges in Nigeria

The relevance of education to the social, economic, political and technological

development of Nigeria is recognized by educators in this country. The National Policy of Education (2013) states that the Nigeria's philosophy of education is based on the development of the individual into a sound and effective citizen; the full integration of the individual into the community; and the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. Thus, one of the broad national educational goals which derived from the philosophy is the inculcation of national consciousness and national unity. In order to recognize this fact and to achieve this noble national educational goal; the development and implementation of Civic Education curriculum become inevitable to provide adequate security awareness among Nigerian citizens.

Curriculum is the vehicle for facilitating education. It provides directions and guide teachers for effective delivery. Curriculum delivery in the view of Nancy and Shirley (2006), is the systematic use of selected methods, techniques, and strategies to create a dynamic interface between the curriculum and learners. On the other hand, Stenberg (1998), sees effective curriculum delivery as the use of various techniques and methods of presenting the subject matter or content of the curriculum in an organized manner, focusing on objectives and creating possibilities in order to meet the learners' needs and aspirations. 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 (Offorma & Onyia, 2011). Teachers are the actual implementers of curriculum as they work directly with the students. The curriculum provisions are immense and profound for school teaching and learning. Thus the teaching and learning of Civic Education is pivotal to an understanding of the need for a cultivation of effective human relations. This perspective is geared towards inculcating in young Nigerians the knowledge of life skills, values and attitudes that will make them effectively function as responsible and responsive Nigerian citizens that will also enable them to appropriately fit into the social world, through the teaching and learning of Civic Education programmes in our schools (Meizieobi, 2013).

According to Ezeaku (2012), the British colonialists recognised that the noble values of honesty, obedience, hard work, tolerance and faith are germane to stabilizing national life and upheld same for determining the development and progress of a nation. Such values regulate the life of a nation and project good image for the country. They, therefore, introduced Civic Education to teach citizens the virtues of good citizenships, particularly, the values of obedience,

humility and submission to constituted authority. He further argue that the current insecurity challenges facing the country, ethnic and religious violence, terrorism, kidnapping, rape, political mugging and other social vices are results of the abandonment of Civic Education by successive governments. Jakayinfa et al (2010) added that Civic Education involves the teaching of national values and consciousness from the foundation level, the national values of honesty, obedience, hard work, tolerance and faith which are germane to stabilizing national life are important for determining the development and progress of a nation as they regulate the life of the nation and project good image for the country. Moreover, it has to do with the promotion of knowledge system that could help to overcome physical, psychological and structural violence while at the same time ensuring justice (Danjuma & Sarki, 2015). While analyzing the effectiveness of Secondary School Civic Education on the attainment of National Objectives in Nigeria, Okeahialam (2013) recognizing the importance of Civic Education as a vital tool for peaceful development of Nigeria. Thus, the Federal Government in 2009 directed that the teaching of Civic Education should be re-introduction in schools. The subject which is to be taught in primary and secondary schools is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the government process. The necessity of re-introducing Civic Education in Nigerian primary and secondary schools, according to Ezeaku (2012), has become very obvious because of the dwindling national consciousness, national unity, social harmony and patriotic zeal. He further stated that Civic Education is a very viable tool for peace building, particularly in heterogeneous democratic society like Nigeria. Because in Civic Education, part of the curriculum is knowing about values and different ethnic groups, their values and traditions.

Civic Education fosters national discipline, national ethics and values all of which promotes national interest, peaceful co-existence, unity and national development. This is why a good and patriotic citizen should defend his country in times of crises or war. For this reasons Enu, Unimna and Odidi (2017), postulated that for Nigeria to achieve true federalism, citizens must abide with the tenets or principles of: peaceful co-existence, cultural and religious tolerance, moral and ethical values of society, and doing the right thing at the right time. Civic Education encourages active participation of a citizen in a civic society. It is therefore the role of Civic Education to educate and enlighten the young Nigerians about their participation and contributions to ensure the sustainability peace and unity in the federation which it makes provision for courses that teach Nigerians to have respect for diversity in terms of gender, react, religion, age and political affiliations. Ayade (2016) believes that the right

skills and attitude in Civic Education will ensure that Nigeria experience peace and change at preserving Nigeria federalism. Also, teachers have the responsibilities of modeling and transmitting to Nigerians the right information that is necessary to achieve a peaceful and unified nation through the use of essential and relevant curriculum of Civic Education. Civic Education creates in the citizens the consciousness to safeguard government property, obey the laws of the land and refrain from acts that are inimical to the survival of the state such as armed robbery, corruption, kidnapping, militancy, terrorism and other acts of sabotage against the state (Alozie, 2019).

Effective implementation of Civic Education curriculum will enables the learners to acquire appropriate skills, knowledge, values and attitudes which will empower to seek, protect and maintain security in society. Muhammad, Bugaje and Yakasai (2017) reported that Civic Education prepares students for citizenship roles, democratic behavior and attitudinal change necessary for peaceful co-existence in the society. This finding is therefore an indicator of the fact that Civic Education has through the teaching of concepts of values, citizenship, nationalism, human rights, interpersonal relationship, law and order made some impacts on the lives of students at the Secondary School level. From the foregoing, one can deduced that the study of Civic Education will expose its beneficiary to all socio-civic competence and effective citizenship such as inspiring feelings of patriotism and these will make them socially distant from ethno-religious crisis, incessant killings, kidnappings, bombings, terrorism, armed robbery, banditry and all other forms of criminality. Thus, it champions the course of emphasizing more strongly the path that creates unity, tolerance, interpersonal relationship, conflict management and peaceful coexistence in the country.

Conclusion

Nigeria as the giant of Africa continues to face serious security challenges. There is no doubt that the security situation in the country calls for extraordinary measures to combat it. The education option comes in handy for the desired change. Thus, the essence of the Civic Education curriculum at all level of education in Nigeria which is expected to provide learners and students with insight into the use of a variety of knowledge, skills and dispositions, structures and processes that have relevance in modern democratic setting. Value re-orientation programmes with youths both at schools and places of work as the main focus should be designed by civic educators and pursued vigorously. This will help in no small measure to change those negative impulses such as greed, ethnicity, religious extremism, and oppression.

Recommendations

In order to use Civic Education curriculum as a means of curbing security challenges in Nigeria, the following recommendations are proffered:

- i. Civic Education teachers should be conversant with concepts, issues, challenges, objectives, principles and methods related to security and peace education. This will enable them use the opportunity in the instructional process to develop in the learners a culture of security.
- ii. Civic Education teachers should be made to update their knowledge and skills on how to effectively translate the content of security and peace education through Seminars, Workshops and Conferences by government and other professional organizations.
- iii. Civic Education curriculum should be restructured for effective promotion of value reorientation in the country.
- iv. Civic Education teachers should endeavor to make the class practical where students can relate whatever is being taught to real life scenario.
- v. Teachers should make adequate use of resource persons in teaching specialized specific contents of instruction and make use of appropriate teaching resources in teaching contemporary societal issues.
- vi. More textbooks should also be written and published by Civic Education specialists to sustain the fight against insecurity. Such books should have illustrations and examples that will promote security.

References

- Abubakar, Y. (2013). Proliferation of Small Arms and Light Weapons: A Threat to Nigeria's Security. Unpublished Paper Presented at the Al-Hikima University, Ilorin, Kwara State.
- Adebakin, M.A. & Raimi, L. (2012). National Security Challenges and Sustainable Economic Development: Evidence from Nigeria. *Journal of Social Studies*, 1(1), 11-29.
- Adeola, G. L., & Oluyemi, F. (2012). The Political and Security Implications of Cross Border Migration between Nigeria and Her Francophone Neighbours. *International Journal of Social Science Tomorrow*, 1(3), 1-9.

- Alozie, C.C. (2019). The Relevance of Civic Education in the Realization of National Objectives in Nigeria. *International Journal of Humanities, Social Sciences and Education (IJHSSE)*, 6(5), 17 – 27. Doi: <http://dx.doi.org/10.20431/2349-0381.0605002> (accessed 23/06/20).
- Ayade, B. U. (2016). *Resource control and true federalism*. Retrieved, September 29, 2017 from The New shine online Magazine, pg 24, 02:04:2016.
- Azabamwan, C. (2010). Integrating Civic Education in Schools and Strategy for Implementation. *The Nigerian Observer*. Online, October 16.
- Buzan, B. (1991). New Patterns of Global Security in the Twenty-First Century. *International Affairs*, 67 (3), 431 - 451.
- Carter, L. H. & Elshain, J. B. (1997). Task force on civic Education Statement of purpose. *Social Studies, Political Science and Politics*. 2(1): 744 - 748.
- Centre for Civic Education (1991). *CIVITAS: A Framework for Civic Education*. Calabasas, C.A: Centre for Civic Education Publication.
- Dambazau, A.B. (2007). *Criminology and Criminal Justice*. Ibadan: Spectrum Books Ltd.
- Danjuma, M.H. & Sarki, Z.M. (2015). Civic Education as a Strategy for Combating Insurgency in North-Eastern Nigeria. *OIDA International Journal of Sustainable Development*, 8(1), 104-107. Available at <http://www.ssrn.com/link/OIDA-Intl-Journal-Sustainable-Dev.html> (accessed 23/06/2020).
- Dudley, D. J. (1977). *Civic Education and the Transitional Period*. Unpublished paper presented at the 6th Conference of the Nigerian Council for Adult Education, Ibadan, 31st July – 2nd August.
- Enu, D. B., Unimna, F. A. & Odidi, M. O. (2017). Civic Education as Catalyst for the Sustenance of True Federalism in Nigeria. *International Journal of Advanced Research in Public Policy, Social Development and Enterprise Studies*, 2 (1), 36-46.
- Ezeaku, C. (2012). Civic Education, Peace Building and the Nigerian Youths. Online source retrieved on 20/09/2019 from www.thetidewsonline.com
- Federal Republic of Nigeria (2013). *National Policy of Education (6th Edition)*. Abuja: NERDC Press.
- Jekayinfa, A.A., Mofoluwawo, E.O. & Oladiran, M.A. (2011). Implementation of Civic Education in Nigeria: Challenges for Social Studies Teachers. *Nigerian Journal of Social Studies*, xiv (1), 147-155.
- Joshua, S., Ibietan, J. & Azuh, D. (2016). *Education and Nigeria's National Security*. Conference Proceedings of the 10th International Technology, Education and Development (INTED), March 7th – 9th – Valencia, Spain:

- IATED Academy.
- Kahne, J. & Westheimer, J. (2006). Teaching democracy: what schools need to do? In E.W. Ross (Eds.), *The Social Studies Curriculum: Purposes, problems and possibilities* (pp. 172-193). New York: State University of New York Press.
- Mezieobi, K. A. (2013). 'Foreword'. In Ukegbu, M. N. & Anyaoha, C. N. (Eds.), *Basic Civic Education for Senior Secondary Schools*. Owerri: Meybiks Nigeria Publishers.
- Muhammad, Y.U., Bugaje, H. M. & Yakasai, F. S. (2017). *The Impact of Civic Education on the Promotion of Peace and National Unity among Senior Secondary School Students in Kano Metropolis, Kano State*. Unpublished paper presented at the Maiden Annual National Conference of the World Council for Curriculum and Instruction (WCCI), Nigeria Chapter, Kano Branch, held at Murtala Muhammad Library Complex, Kano-Nigeria between 14th and 17th November, 2017.
- Muyiwa, B. A. (2016). 'Concept of Security'. In A. Abolorun (Ed.), *Readings in Intelligence and Security Studies*. Ibadan: John Archers Publishers.
- National Council of Social Studies (NCSS) (2007). The impact of citizenship and social studies in the society. Retrieved 17th Nov. 2019 from <http://www.socialstudies>
- Niemi, R. G., & Junn, J. (1998). *Civic education: What makes students learn?* New Haven & London, CT: Yale University Press.
- Nigerian Educational Research and Development Council (2007). *9-Year Basic Education Curriculum: Civic Education for JS 1-3*. Abuja: NERDC Press.
- Offorma, G. C., & Onyia, C. (2011). Higher education curriculum design and delivery for the 21st century Nigeria. Online source available at <https://www.researchgate.net/publication/282846652>. (accessed on 27/06/2020).
- Okeahialam, U. P. (2013). *An Analysis of the Effectiveness of Secondary School Civic Education on the Attainment of National Objectives in Nigeria*. Unpublished Thesis, submitted to the Department of Leadership, Research and Foundations, University of Colorado.
- Okene, A.A. (2010). '*National Security, Good Governance and Integration in Nigeria*'. Unpublished Lead Paper presented at the 6th Annual National Conference of the School of Arts and Social Sciences, Federal College of Education, Kano, on 13th July, 2010.
- Smith, A., Fountain, S. & McLean, H. (2002). *Civic Education in Primary and Secondary Schools in the Republic of Serbia*. Belgrade: UNICEF,

- UNESCO & Open Society Institute.
Technical Committee on Security (2008). Report of the Vision 2020 National Technical Working Group on Security. Retrieved 20th June, 2020 from <http://www.npc.gov.ng/downloads/Security%20NTWG%20Report.pdf>
- United Nations Development Program (UNDP). (2004). “Civic Education, Practical Guidance Note”. *Bureau for Development Policy. Working paper.*
- Yusuf, A., Agbonna, S.A. & Onifade, O.B. (2009). *Social Studies Curriculum and Security Component of the Nigerian Government Seven-Point Agenda: A Multicultural Perspectives*. Unpublished Paper presented at the 25th Annual National Conference of the Social Studies Association of Nigeria (SOSAN), Michael Otedola College of Primary Education, Noforijia-Epe, Lagos State, on 17th – 20th November, 2009.

Security Challenges: A Correlate of Poor Curriculum Delivery in Nigeria Institutions of Higher Learning

Dr. ADEGBOYE, Surajudeen Olayiwola
Dr (Mrs) YUSUF, Taiwo Hamdalat
*Department of Social Sciences University of Ilorin,
Ilorin, Nigeria*

Dr. BELLO, Yekeen
*Department of Arts Education University of Ilorin,
Ilorin, Nigeria*

Abstract

The issue of insecurity in Nigeria is worrisome as it has assumed a pervading form. Security is an encompassing phenomenon that is paramount to individuals, entities, communities and even nations. Without it, a country remains exposed to threats, and is vulnerable. Today, Nigeria is in the grip of various destructive forces that are coalescing to give it a failed-nation status toga and the Nigeria Tertiary institutions are not left out. The paper provides a pragmatic way of confronting security challenges facing the Nigerian tertiary institutions. To do this, the paper relied on secondary sources and made use of empirical approach. It examined the security challenges on Nigeria campuses and their implications on quality curriculum delivery; suggested ways forward towards conquering the challenges; and highlighted factors affecting curriculum implementation, Conclusion and recommendations were made on how to ensure efficient curriculum delivery and make our institutions become peace havens.

Key Words: Curriculum Delivery, Security, Security Challenges, Tertiary Institutions

Introduction

In African, a wide cleavage exists between wealth and income distribution, and as a result, poverty and unemployment complement one another on the largest possible scale, there is an evident propensity for the people, especially youths to resort to means, other than lawful and socially accepted, in satisfying their basic needs. Thus, we see parallel to the decline in productivity and equitable income distribution, a corresponding increase in urban crimes such as armed robbery, prostitution, drug peddling, touting, kidnappings, and cultism in institutions of

higher learning (Aliyu, 2012). Ogunleye-Adetona (2010) observed that, with a growing increase in population explosion (and a corresponding decrease in economic productivity and political accountability, occasioned by many years of higher level political corruption, bad governance, weak institutions and absence of the wherewithal to transform their human and material resources) developing countries often turned into veritable incubation centers for the emergence of violent.

Okobiah, (2010) opined that there is a common understanding that curriculum is a set of planned and organized materials designed for intended learning outcome, considered as adequate for any functional expectations of a people in time and place. Curriculum is the system of the body of materials and an organized plan put together to modify the behaviour of a person in his/her environment (Ivowi, 2009). Mkpa (2007) stated that curriculum delivery or implementation has a task of translating the curriculum documents into the working curriculum by the collective efforts of the students, teachers, and other stakeholders (like librarians, laboratory attendants, etc.). Mkpa as cited by Okoro (2011) on the other hand posited that curriculum implementation is thus, largely the classroom efforts of the teacher and students of a school in putting into operation the curriculum document. Ogar and Awhen (2015) maintained that curriculum implementation is the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Ivowi (2009) asserts that curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan plus the actual execution of the plan in the classroom setting where teacher-learning interactions take place.

The Concept of National Security and School Security Challenges

This paper attempts to draw a line conceptually between the concept of national and schools' security challenges. Adebayo (2011) referred to national security as a measure that ensures peaceful co-existence and development at large. This implied that with the existence of security, there is absence of fear, threat, anxiety, tension, and apprehension over the loss of life, liberty, property, goals and values, among others. Also, Akhakpe (2013) pointed out that security could mean different things at different times to different people. It could mean food security, financial security, personal security, energy security, environmental security, cyber security, national security, among others. But for the purpose of this paper, the concern here is about the national security of Nigerians as far as lives and property, and indeed, general wellbeing as it influences curriculum delivery.

Security implies a stable, relatively predicable environment in which an individual or group may pursue its aims or objectives without disruption, harm, danger and without fear of disturbance or injury (Mohammed, 2013). Mohammed (2013) further stated that security involves the aggregate of the security interest of all individuals, communities, ethnic groups, political entities and institutions which inhabit the territory of a nation. A country's national security therefore is concerned with the well-being, welfare and interest of her citizens, preservation of her sovereignty and territorial integrity against external aggression. Security can therefore be said to be a state of being or existence that is free from danger, fear, threat, anxiety and uncertainty. From this simple explanation, security transcends every facet of human endeavour. By implication therefore, security embraces the establishment of proactive and defensive measures to safeguard all persons, materials and information from every form of danger (Mohammed, 2013).

According to Ogbonnaya and Ehigiamusoe (2013), the concept of national security cuts across many disciplines covering military protection, surveillance, protection and human rights. Romm (1993), in providing an implicit sense, saw national security as the ability of a nation to preserve its internal values from external threats. Until recently, most of the mainstream writings on security studies literally defined it in terms of a state's capabilities to defend its territorial integrity from threats, actual and imagined, as well as acts of aggression from other potential enemies (Okwori, 1995). To this end, states build and equip armed forces towards achieving this goal.

The Nigeria Tertiary Institutions Curriculum Delivery and School Security Challenges: The Linkage

Tertiary institution is a study centre for students after secondary school and includes universities, colleges of education, polytechnics and other institutions offering correspondence courses. (FGN, 2004). Tertiary education aims at contributing to national development through high level relevant manpower training; developing and inculcating proper values for the survival of the individual and society; developing the intellectual capacity of individuals to understand and appreciate their local and external environments; acquire both physical and intellectual skills which will enable individuals to be self-reliant and self-sufficient and useful members of the society; promote and encourage scholarship and community service; forge and cement national unity; and promote national and internal understanding and interaction.

It has been observed that no matter how endowed and organized an institution is, it can hardly be totally free or devoid of security challenges. The security

challenges that various institutions contend with are inextricably linked with their history, culture, nature, social structure and economic conditions. Insecurity is a condition in which people have no confidence in the institutions and leadership that should protect their lives, property and provide for their wellbeing. Consequently, they live in trauma, fear, anger, despair, suspicion and mistrust. Some effects of insecurity on education include the closure of schools, loss of lives and property, arson within the schools, psychological and emotional trauma and much more. Insecurity as a normal occurrence will cause lack of progress in Nigerian universities as quality educational services is not delivered and curriculum implementation is poor.

The dynamics of our society have altered the configuration of security to now include consideration for society-induced crises such as riots, demonstrations, secret cult-related criminal acts, terrorism, drug-trafficking, intra and interethnic strife, religious intolerance, advance fee fraud, armed robberies, hijacks, kidnapping, cyber-crimes and a host of others that threaten lives and property and indeed the peace and tranquility in the society (Mohammed, 2013). Insecurity has grown to be a major influence in higher institutions, especially in terms of curriculum delivery. Other challenges facing curriculum implementation and its quality delivery in Nigerian tertiary institutions include:

a) **Inadequate Funding:** Mkandawire (2010) said that it is very difficult to implement a curriculum successfully if the education system has limited funding capacities. In the Nigerian society, university education lacks quality as it lacks adequate funding which would aid in quality delivery of educational services. The lack of funds would result to mismanagement, insufficient or inadequate teachers and teaching aids/resources, and possibly teaching methods and infrastructures.

b) **Brain Drain:** Ogenyi and Ugwu (2017) stated the mass departure of Nigerian intellectuals and skilled populations to western nations which is called “brain drain” has been one of the greatest obstacles to the development of African countries which has resulted to suffering from the shortage of professional and skilled individuals necessary for the advancement of the nation's capital.

c) **Non-Uniformity of Course Contents and Non-Availability of Ideal Learning Environment:** Most of the Nigerian universities and colleges that offer vocational educational programme do not have uniform course contents. Non uniformity in the course contents usually creates problems for students who may wish to transfer to another institution to complete their studies.

d) Political Factor: Ogbonnaya (2012) enumerated the political factors that influence education in Nigeria to be: government policies, instability of government, pressure groups, teachers' strike, students' riots and demonstration. Ogbonnaya believed that Nigerian government has some obnoxious educational policies e.g. the quota system, catchment areas and educational disadvantaged states. Such programmes have adverse effects on many Nigerians who are considered as coming from educationally advantaged states.

f) Technological Factor: Technological innovations have remained a core challenge to curriculum development and implementation in Nigeria. In the first instance, along with all aforementioned challenges, especially personnel, technology has a lot to contribute to modern curriculum monitoring and implementation.

g) Poor/Inadequate Science Materials: Science is experimental and so it is best learnt by doing. Experimentation in science is solely dependent on the availability of science equipment/materials for its understanding, development and application. The provision of these science equipment/materials is grossly inadequate in schools (Ogunkunle & Mbedede, 2008).

Security Challenges in Tertiary Institutions: Ways Out

No educational institution in the contemporary time is free of security challenges. These challenges also vary from one institution to the other. Those in a college of education, polytechnic, or university will differ in terms of nature and scope. Mohammed (2013) asserted that threats to an educational institution's security may range from low level civil disorder, large scale violence, cultism, and to even armed insurgency or terrorism. These threats may be directed against fellow students, teaching and non-teaching staff, internal and external security men and women, cleaners, cafeteria staff, business centres, utility providers, etc.

Security challenges in educational institutions have been further traced to two main domains- according to Mohammed (2013), these are internal and external sources. According to him, the security of an educational institution can be affected from within by a considerable number of educational, political, economic, social and religions factors. Educational issues such as academic failure, lecturers' truancy, students' truancy, late release of results, missing grades, etc. some or all of these can constitute internal security challenges. Politics, students' associations, student union governments, ethnic group associations' and political activities can be external source of security challenge if election matters are not carefully handled, in the educational institutions.

On the economic front, poverty often lures some students to engage in unethical behaviours like pilfering, stealing, wardrobe breaking, door breaking, burglary,

or outright armed robbery. Some students engage in theft of food items, beverages, clothes, shoes, bags, jewelry, under wares, handsets, lap tops, lecture notes, money, ATM cards, etc. This appears to be a major security challenge on our campuses.

Religion is another source of security challenge in our tertiary institutions. We have both intra and inter religious conflicts. This intolerance has assumed a very terrifying dimension, of recent, particularly with the activities of the dreaded Boko Haram. We are all aware of their assaults, especially in the Northern part of the country.

The social dimension of security challenges on our campuses is often traced to inadequate social amenities and public utilities like electricity and potable water. The shortfall in the quality and quantity of provision of these facilities is usually found to be a good ground for precipitation of crises. There are also other social problems like cultism, sports induced riots, kidnapping, ego massaging, etc. Many of these activities are criminal, in nature, and they need to be handled with caution.

Mohammed (2013) also posited that externally induced security challenges on our campuses have to do with how institutions' security is affected by neighbours, local community politics, transport workers/students relationship, police and other security agencies' relationship with the institutions, government policies, availability of public utilities (water, light, telephone, etc.) among several others. Another constant source of crises on campuses is the transport services on campus and the relationship between the transport providers and the students. Such badly managed relationship has led to many bloody clashes on and off campuses. Interaction between students and government security agencies constitute another source of security challenge, particularly when it comes to the issue of effecting arrest of any erring student, on or off campus. It is also the case, when police or other security agencies have to maintain law and order on campus. Government policies can also induce security challenge in educational institutions. This is particularly so with issues relating to bursary and scholarship matters, or even appointment of principal officers, etc.

Cybercrime is another menace that is worrisome. Today's cyber criminals are sophisticated. Unfortunately, the urge to 'get rich' quickly is prevalent among the youths, many of who are students of tertiary institutions. Information management through the Internet is considered an easy way out by students to 'cut corners', dupe, distort information and swindle local, national and international audience. Students are also using computer and internet-based knowledge to forge certificates, educational transcripts and other sensitive records.

The Way Out

National security apparatus and government security agencies which include the armed forces, police, security agencies and other para-military forces alone cannot provide the desired peaceful environment. The way to overcome many of the security challenges identified in this paper is for various stakeholders in the education industry – governments at all levels, non-governmental organizations interested in education, security agencies, parents, government agencies, students, as well as tertiary institutions administrators – to come together at different fora to holistically discuss the issues related to security challenges in our educational institutions. This is necessary due to the fact that the school is a microcosm of the larger society, and tertiary institutions remain the 'breeding pond' for the larger society's future elite class.

The campus security outfits must be strengthened and a current data base of students and staff maintained. This would go a long way in surmounting many of the security challenges confronting the campuses. **All new intakes must be monitored, and their data captured at the point of admission. Such captured bio-data will assist tertiary institution administrators to keep watch on students, at all times.**

Enforce the use of identity cards by all members of a school's community (students, staff, various service providers), including visitors. In other words, every human being on any campus must be identifiable, at every point in time. Also, there is the need for installation of closed circuit television (CCTV) cameras, in strategic locations, on campuses to monitor and record human and vehicular movements.

Tertiary institutions campuses should be made homely and conducive for quality teaching and learning. The state of physical facilities and infrastructures on the campuses need to be improved considerably. There is urgent need to improve the quality of the laboratories, lecture rooms, hostels, libraries, staff offices, staff quarters, roads, sporting facilities, transportation system and utilities, in order to make campuses attractive, busy and inviting, thereby reducing the tendency to engage in crimes.

Introducing security awareness courses into the curricula may be another way to confront this challenge. **There is a need to strengthen the Guidance and Counseling units of tertiary institutions so as to offer support services to students.** Poverty alleviation projects can be used to stem down the high wave of security challenges due to poverty. Various consultancy services in institutions

should work out ways of absorbing indigent and other willing students in available small jobs on campus. Employment opportunities in areas such as laundry, bakery, hair dressing, campus security (Man O War, Boys Scout, etc), campus cleaning, hospitality management, small-scale buying and selling, agriculture, etc. can go a long way towards redirecting students' energies positively.

Incessant strike actions in tertiary institutions should be addressed as these have constituted a worrisome source of security challenge on campuses. During and after strike actions, students often tend to vent their pent up anger on members of the campus community.

There is the urgent need to put an end to cultism-related activities. **Academic and non-academic staff on campus should be screened regularly to purge the bad models and mentors of cultists and extremists.**

Conclusion

The study concludes that maintenance of security is the responsibility of all Nigerians at the local, state and federal levels of governance. The issue of security should be one of the basic pre-occupations of every individual, community, nation-state and the international community'. In a general sense, security is the condition of being protected from or absence of danger that threatens the survival and well-being of the referent object.

Recommendations

1. It is also imperative, that educational institutions enhance their security and intelligence networks to contain the myriad of challenges and threats facing her daily. This is because an educational institution with an insecure environment is susceptible to distractions and possible disintegration.
2. There should be a continuous improvement on curriculum implementation policies which will take care of the student's needs.
3. Also, there should be training and retraining programmes for academic staff to enable them to be up to have adequate knowledge of the curriculum of Nigerian tertiary institutions.
4. Educational institutions should constantly review the internal and external factors that affect the entire security situation of our educational institutions, with a view to promoting survivability.

References

- Adebayo, A. (2011). Elections and Nigeria's National Security in Albert, I. et al (Eds). *Democratic elections and Nigeria's national security*. Ibadan: John Archers.
- Ajidagba, U.A. (2014). Basic Curriculum Concepts. In R.A. Lawal, A.G. A. S. Oladosu, A.A. Jekayinfa & S.B. Olajide: *Fundamentals of Curriculum Development*. University of Ilorin.
- Akhakpe, I. (2012). Election crisis, liberal democracy and national security in Nigeria's fourth Republic. *European Scientific Journal*, 8(4): <http://eujournal.org/index.php/esj/article>
- Akpan, B.B. (2010). Innovations in Science and Technology Education through Science Teachers' Association. *Science Education International* (2) 2, 67-69.
- Akpo, B. (2015). Education for Emotional Balance. In D.I. Denga (Ed) *Educational Fitness for Sustainable Development in Nigeria*. Calabar: *Rapid Educational Pub. Ltd.*
- Aliyu, M.K (2012). Nigeria's Security Challenges and the Crisis of Development: Towards a new Framework for Analysis. *International Journal of Developing Societies*: 1 (3), 107-116. <https://www.researchgate.net/publication/259757951>
- Federal Republic of Nigeria. (2013). *National Policy on Education*. Abuja: NERDC.
- Ivowi, U.M.O. (2009). Definition or Meaning of Curriculum. In Ivowi, U.M.O.; Nwifo, K. Nwagbara, C; Nzewi, U.M., and Offorma, G.C. *Curriculum Diversification in Nigeria*. Ibadan: CON. 1-16.
- Jekayinfa, A. A. (2008). Cult Activities in the Nigerian Institutions of Higher Learning, In *Sociology of Education*. University of Ilorin. Mkpa, M.A. (2007). *Curriculum development*. Owerri: Totan publishers Ltd.
- Mohammed, B. I. (2013). *Security Challenges in Educational Institutions: The Way Forward* Being the text of the 2013 Annual Lecture of Zaria Education Development Association (ZEDA) delivered at Kongo Conference Hotel, Zaria, on Friday 27th December, 2013.
- Ofor-Douglas, S. (2020). Curriculum Implementation and Quality Delivery Services in Nigerian Universities. *African Journal of Educational Archives*. 6(1). 2536-748 & 563-7498

- Ogar, O.E & Awhen, O.F. (2015).. Teachers Perceived Problems of Curriculum Implementation in Tertiary Institutions in Cross River State of Nigeria: *Journal of Education and Practice*,15, 6(19). ISSN 2222-1735. Retrieved from www.iisite.org .
- Ogbonnaya, M, & Ehigiamusoe, K. (2013). Niger Delta militancy and Boko Haram insurgency: National security in Nigeria. *Global Security Studies*, (4) <http://globalsecuritystudies.com/>
- Ogunkunle A.R. & Mbedele, N.G. (2008). Problems and Prospects of STM Curriculum Delivery in Nigerian Schools. *49th Annual Conference of STAN*(27-30).
- Ogunleye-Adetona, C. I. (2010). Human Resources and Economic Resources in Nigeria. *Journal of Sustainable Development in Africa*, 12(3), 204-211.
- Okwori, A. S. (1995). Security and Deterrence: Towards Alternative Deterrence Strategy for Nigeria in the 21st Century and Beyond. *Defence Studies: Journal of the Nigerian Defence Academy*, Kaduna, 5, 19-28.
- Onyeachu. E. (2008). Teachers' Characteristics and School Curriculum Implementation in Nigeria Secondary Schools: A Theoretical Review. *Journal of the Nigerian Academy of Education Nigeria JONAED* (1), 118-120.
- Romm, J. (1993). *Defining National Security: The Non-Military Aspect*. New York: Council of Foreign Relations Press.
- S Rourke, J. T. (2005). *International politics on the world stage* (10th Ed.). New York: MacGraw Hill.