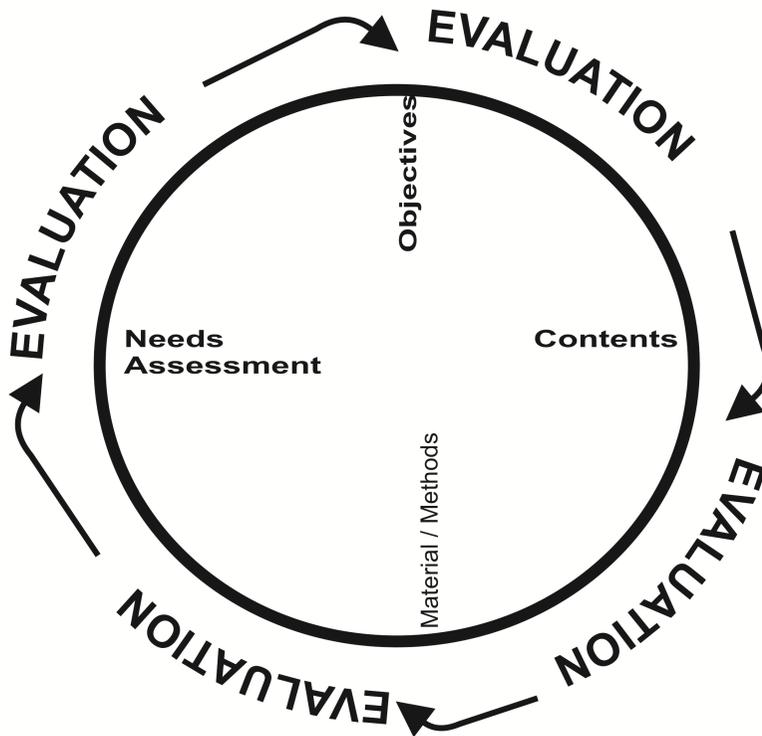


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This Journal is a forum for the dissemination of research findings and reports on curriculum development, implementation, innovation, diversification and renewal. In developing a curriculum, it is often necessary to use the experiences of the past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

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

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- \* Innovations for effective education delivery.

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## **CURRICULUM DELIVERY AND SECURITY CHALLENGES IN NIGERIA**

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

### **Presidential Address**

#### **Introduction**

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

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

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

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

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

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

Schools and other authorities vested with the burden of curriculum development

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

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

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

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

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

## Conclusion

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

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

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## **CURRICULUM AND NATIONAL SECURITY CHALLENGES IN NIGERIA**

**By**

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### **Keynote Address**

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

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

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

Morris and Adamson (2010) further see curriculum itself as a “planned outcome”. This definition could be considered to be too narrow because Morris and Adamson failed to shed light on what and or how “planned outcome” came into being. Another perspective is that of Oliva (1997) cited in Wilson (2006) which provided a multiple definitions of curriculum. According to Oliva, curriculum is that which is taught in schools, a set of subjects, content, a programme of studies, a set of materials, a sequence of courses, a set of performance objectives, a course of study, everything that goes on within the school. It also includes extra-class activities, guidance, and interpersonal relationships; everything that is planned by school personnel, a series of experiences undergone by learners in a school and that which an individual learner experiences as a result of schooling. In the opinion of Olivia, curriculum means different things but not a certain thing.

Similarly, curriculum is conceived as an interrelated set of plans and experiences which a student completes under the guidance of school (Marsh & Willis, 1995 as cited in The Open University of Tanzania, Faculty of Education, 2013). In the same vein, Marsh and Willis posit that curriculum includes interconnected series of plans and experiences in terms of requirements which a student fulfills under the auspice of the school. In addition, Kochhar, (2008:67) defines curriculum as “the instructional and educative programme through which the pupils achieve their goals and aspirations of life”. Kochhar further stresses that the curriculum consists of components/elements such as the curriculum intent (aims), content, learning activities, learning experiences and lastly, evaluation. All these components of the curriculum are interrelated and important for an effective curriculum implementation.

These are only a few definitions amongst others. These definitions however, portray contradictions on how curriculum can be viewed. Most of these definitions stress on content, objectives, learning experiences and methodologies. Some have incorporated one or another element and ignored others. Moreover, each definition in isolation from others has limitations. For instance, by defining curriculum as all experiences learners have under the auspice of the school, or content or objectives for which a student is held accountable, it does not depict a clear picture of what or how a curriculum should be. If the curriculum is perceived as a written plan which drives instructions, we realize that it defines the skills and concepts taught and evaluated to enhance students' achievement. A cursory look at many of the aforementioned definitions

would bring to surface that what all authors give is important as descriptions of curriculum but none of them provides a full representation of the term.

The summary of the perspectives on curriculum may reflect so many things which include:

1. Curriculum entails those subjects that are most useful for living in contemporary society.
2. Curriculum is all planned learning for which the institution is responsible.
3. Curriculum is all the experiences learners have under the guidance of the institution.
4. Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites.
5. Curriculum is a structured series of intended learning outcomes and so on.

This suggests that in studying curriculum, one is likely to come across many definitions which he or she must carefully analyze into pertinent elements to later synthesize into own general definition. According to Naqvi (2012), examples of common misconceptions about the curriculum include the following:

1. The curriculum is just a textbook or list of topics from which a student is to be taught and assessed.
2. The syllabus is the curriculum and once the syllabus has been completed, the teacher's work is largely finished.
3. Curriculum should be developed by offsite experts, and teachers should implement it as the designers intended.
4. The curriculum tells teachers what to teach, how to teach it, and what types of exercises to assign to their students.

Thus, it is pertinent to state that as far as conceptualization of the term curriculum is concerned, there is no general acceptable definition of curriculum. Ehindero (2014) supports this by asserting that the conceptualization of curriculum is a never-ending inquiry. This purports that the achievement of consensus as far as the conceptualization of curriculum is concerned is eternal. He further buttressed this with the state of chaos within the field of curriculum which are not only obvious in the incapability of experts to deal efficiently with the multiplicity that exists among themselves but also in the confused method in which other educators and the general public become entangled in puzzling and self-defeating hullabaloo over curricular matters by journals and other media.

Nonetheless, according to my personal view, it could be perceived as the totality of both ever-changing planned and unplanned series of learning experiences which an individual acquire under the guidance of a school, socialization agencies and or other environmental factors in order to achieve both planned and unplanned learning outcomes which would make such an individual to be useful to him/herself and to his/her society and or whenever he/she finds him/herself. The lack of consensus among curriculum experts about a generally acceptable definition is as a result of colliding ideological perspective due to the disagreement about curricular issues among scholars. This is supported by the view of Ehindero (2014), who asserts that curriculum as a field of study is in a state of anarchy and disarray in all its ramifications due to issues such as the aims of education approaches and orientation as well as orientations to curriculum development, amongst others. He further buttressed this by asserting that the decay in the education system is a deep signal of the crises and confusion in curriculum studies. This connotes that educational issues such as the dichotomy between the quality and quantity of education in education system is an evidence of the lack of consensus among experts in curriculum studies. At this juncture, it is not a gainsaying to affirm that there is no single definition of the term curriculum.

In literature, the following represent the many different types of curricula used in schools today amongst others:

1. **Overt, explicit, or written curriculum:** The overt, explicit, or written curriculum is simply that which is written as part of formal instruction of schooling experiences. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school. Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively (Wilson, 2006).
2. **Societal curriculum:** The societal curriculum according to Cortes (1981) cited in Wilson (2006) is the curriculum that is perceived as the massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches, organisations, occupations, mass media, and other socializing forces that educate all of us throughout our lives. This type of curricula can be expanded to include the powerful effects of social media (YouTube; Facebook; Twitter; etc) and how it actively helps create new perspectives, and can help shape both individual and public opinions.

- 3. The hidden or covert curriculum:** The hidden curriculum is a vital complementary facet of the formal curriculum school curriculum (Ehinder, 1986 as cited in Ehinder, 2008). He also purports that it is logical for educators to assume that teachers may be uninformed of some facets of the curriculum which were not planned but students do reveal a number of attitudes, values and behaviour. This connotes that learners stumble upon unplanned experiences which are not highlighted in the official curriculum (school curriculum) and which teachers are unaware of, which can be utilized and assimilated through socialization agents such as family, peer group and media. Examples of the hidden curriculum, according to Wilson (2006), might include the messages and lessons derived from the mere organisation of schools with emphasis on: sequential room arrangements, the cellular and timed segments of formal instruction. Others include an annual schedule that is still arranged to accommodate an agrarian age, disciplined messages where concentration equates to student behaviors where they are sitting up straight and are continually quiet, students getting in and standing in line silently, students quietly raising their hands to be called on, the endless competition for grades, and so on. Wilson's view about examples of hidden curriculum connotes that the hidden curriculum may include both positive and negative messages, depending on the models provided and the perspectives of the learner.
- 4. The null curriculum:** The excluded curriculum is what has been left out, either intentionally or unintentionally. Eisner (1979) terms this the "null curriculum," since it is not readily noticeable. For example, U.S. history curricula often have omitted or covered only briefly such topics as the labor movement, the importance of religion in American life, or the internment of Japanese Americans during World War II (Patton, 2011). Rumpus and Whitlock (2008) point out that the excluded curriculum is "powerful by virtue of its absence" (p. 53). This connotes that null curriculum refers to what is not taught but actually should be taught in school according to the needs of society. In addressing "null curriculum", Totten (2012) asserts that null curriculum is a kind of vacant phenomenon between the ideal of curriculum value and the actual development of curriculum. For example, environmental education, gender or sex education, life education, career planning education, local culture and history education courses are still empty in some schools.

### **Security**

There is no consensus or a general definition of security. This is not overwhelming because as a social trend, it is always an issue with uncommon

understanding because it is often perceived from different angles. Some security experts argued that the concept of security has always been related with the safety and survival of a nation and its citizens from destruction and or hazardous threats. For some others, security measures the absence of threats to attain values in a general sense and the absence of fear that such values will be attached. Thus a nation is secure to the extent to which it is not in danger of having to sacrifice core values if it wishes to avoid war, and is able, if challenged, to maintain them by victory in such a war (Moulaye, 2006; Eme & Onyishi; 2014). Those conceptions generally hold that the nation is the only institution on which primary responsibility and power for the safety of its territory and its citizens' reposes. Therefore, for some others, security entails a functional and interdependent body of supervisory facilities and institutions. Also, security is a situation wherein a person or thing is not exposed to any form of danger or risk of physical or moral aggression, accident, theft or deterioration.

Zabadi (2005) conceptualises security as a state in which people or things are not exposed to danger of physical or moral aggression, accident and theft. This view is associated with the survival of the nation and the preservation of its citizens. Zabadi's view corroborates the standpoint of Alli (2010) which asserts that security is a state of being safe and the absence of fear, anxiety, danger, poverty and oppression. It is the preservation of core values and the absence of threats to these values. In other words, the nation has the responsibility of the use of force and power for the safety of its territory and its citizens. Conventionally, security was defined as the protection of the territorial integrity, stability, and vital interest of states through the use of political, legal, or coercive instruments at the state or international level (International Peace Academy, 2004). In the same vein, Vincent (2016) sees security as the act of keeping peace within the governing territories. Both definitions suggest the existence of a government marked with the primary responsibility of maintaining stability and protecting interest of all that is within her territorial boundaries. Relating to this is the constitution of the Federal Republic of Nigeria Section 14(1) (b) which clearly states that the security and welfare of the people shall be the primary purpose of government, thus the first responsibility of a nation is the capacity to cater for the protection and defense of its citizenry, therefore the inability of the government to grantee the safety of life and property of her citizenry most especially within her territory negates the very existence of the government.

The concept of “national security” in literature is often misinterpreted and indescribable. According to Eme and Onyishi (2014), it is a strange

phenomenon, a subjective “feeling”, and therefore relational and relative, rather than an objective “thing” than can be seen and handled. This connotes that you cannot touch security but you can only feel secure. This also implies that if security is something that can only be felt, it must be security from something. This may be from threat or something hazardous. For a nation, the most obvious threat is that posed by another nation which may be a threat of invasion of control by another power leading to loss of liberty and or self-reliance. Scholars are yet to agree on the definition of the term “national security”. This is so because; the term “security” is hardly precise as earlier stated in aforementioned discourse. Yet, two basic viewpoints have emerged in the attempt to defend national security. One viewpoint focuses on tactical definition and the other, on the non-tactical definition by reinforcing socio-economic factors. The tactical viewpoint perceives national security in terms of self-defense by accumulating weapons to deter aggression. This viewpoint sees conflict between human beings and nations as being common. To buttress this, Eme and Onyishi (2014) admonish that to a great or lesser degree, therefore, the international political system can be seen as anarchic, power and the struggle for power and the control of resources is central to this manner of thinking. In this environment, nations will only be controlled by agreements, audiences, treaties and creeds of international law that they see as being in their own interests. Security in this setting focuses on military values, strategies and competencies and the survival of the nation.

National security could also be seen as the ability of a nation to protect its internal values from external threat. In the opinion of Oderemi (2012), it is the defense and survival of the state. The risk of perceiving national security from this narrow angle according to Omudiwe and Berwind-Dart (2010), is three-fold. The first is the tendency to liken “defense” with “security” and to confer unnecessary duties to the military as if the armed forces alone are the custodians of national security. This tendency, in turn, creates in the minds of the armed forces that it is only through them that security, stability and progress can be achieved. Secondly, national security has been used by civilian statesmen as political motto for assembling the citizens in the face of perceived internal and or external threats to the governments in power and for strengthening their local influence and political pedestal (Oluwasegun & Anofi, 2007). The third is the tendency to equate national security with the security of the state. The state in a capitalist state like Nigeria is an instrument for the preservation of capitalist socio-economic formation, which protects the interests of a privileged class vis-à-vis the entire populace (Ake 1984).

According to Al-Mashat (1985) cited in Bekoe (2011), national security

is more than territorial defense and should focus on the physical, social and psychological quality of life of a society and its members, both in the domestic setting and within the larger regional and global system. In other words, national security is positively correlated with the increase in the distributive capability and genuine democratization of a given nation. That is, the tranquility and well-being of a society are pre-conditions for security. By well-being, this means the ability of the democratic nation to provide its populace with social, economic, and political conditions conducive to contentment and relative prosperity, which are some of the basic elements of national security. Held (1998) cited in Adesoji (2011) gives a traditional meaning of national security. He describes national security as “the acquisition, deployment and use of military force to achieve national goals”. Similarly, Eso (2011) describes it as the lack of danger or risk to held standards, values and ideals and the absence of fear that such values will be attacked now or in the future. Thus, national security is the preservation of the values a nation holds as it relates to the defense of its territory from human as well as non-human threats and guides in the pursuit of its national interest in the international system. In recent times, it is vivid that the focus of national security stresses strategic-military perspective alone. This has breeds pressure and antipathy, leading to violent conflicts, civil wars and funded terrorism all over Nigeria and Africa at large.

Insecurity in Nigeria revolves around social, religious, economic and political spheres. Some of the most destructive insecurities issues in Nigeria are: **Ethno-religious Conflict:** Ethnicity and religious crises are major threats to global peace. Ethno-religious conflicts are conflicts arising from groups defined along ethno-religious lines, ethnic identities which create distinctions between conflicting groups and religious beliefs/teaching which reinforces actions or inactions of adherence. While ethnicity is generally regarded as the most potent and politically salient identity in Nigeria (Abubakar, 2011), Religion functions as a unifying force capable of creating moral values. To Osabiya (2015), some of the devastating ethno-religious conflict experienced by Nigeria in the last decade includes among others, 2008, 2010, 20011 and 2017 clashes in Jos, Plateau State; 2008 Yelwa massacre, 2009 Boko Haram uprising, 2013 Baga massacre, 2015-2016 killings of Biafran Protesters and 2016- 2017 Southern Kaduna killings.

**Militancy:** Militancy is often associated with a group active willpower to reach a goal with the willingness to employ extreme force. The history of Nigeria is one covered with the activities of militants around the Niger Delta agitating against perceive injustice by the Nigerian government and group of companies. These groups mostly engage in different forms of violence and criminal activities

ranging from hostage taking, vandalization of oil pipes lines and installations, illegal oil bunkering, sea piracy and disruption of business activities (Ikein, 2009; Ojeh, 2010). Most popular among these militant groups are; Movement for the Emancipation of the Niger Delta (MEND), Niger Delta Peoples Volunteer Force (NDPVP) Niger Delta Vigilante (NDV), Tombolo Boys (TTB), Joint Revolutionary Council (JRC), Martyrs Brigade (MB) and Icelanders Coalition for Military Action (ICMA) (Ogege, 2011). It will be recalled that on the 1st of October 2010, during Nigeria's 50th Independence anniversary celebrations in Abuja, eight people were killed by suspects sponsored by MEND, with an extraordinary series of car bomb attacks (Alumona, 2016; Daily Post Newspaper, 2017).

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

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

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

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

### **Curriculum and National Security Challenges in Nigeria**

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

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

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

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

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

(2017) are:

Goal 1: End poverty in all its forms everywhere;

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

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

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

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

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

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

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

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

Goal 10: Reduce inequality within and among countries;

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

Goal 12: Ensure sustainable consumption and production patterns;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Conclusion

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

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

### **Recommendations**

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

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## **Assessment of the Implementation of Civic Education towards Curbing Insecurity at the Basic Education Level in Benue State**

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### **Abstract**

*The study sought to assess the implementation of civic education curriculum for sustainable security based on teachers' qualification and level of instructional method used. Two research questions and one hypothesis guided the study. The population of the study was 320 teachers from 211 schools in Benue state. A sample of 97 civic teachers was selected for the study using purposive simple random sampling technique. A questionnaire instrument that was face validated for credibility by three experts was used for data collection. The instrument was tested for reliability using cronbach Alpha to estimate its internal consistency. This yielded a reliability coefficient index of 0.85. Data were analyzed using percentage, Mean and standard deviation to answer the research questions, while an independent sample t-test statistics was also used to test the null hypothesis at 0.05 level of significance. Findings revealed that teachers were qualified but do not comply with the recommended instructional method in teaching civic education, which might have an implication for curbing insecurity through the curriculum.*

**Keywords:** *Assessment; Basic education; Civic education; Curriculum implementation; Insecurity;*

### **Introduction**

Security is crucial to any form of development, no states or nation can be develop or thrive in the state of insecurity. The abysmal state of in security in Nigeria is alarming, no day passes with a horrifying tale of deliberate and wanton destruction of life and property. The consistent threat to life and properties in the past ten years is unprecedented in the history of Nigeria. These security challenges present itself in different forms and shapes such as kidnapping, communal clashes, religion violence borne out of extremism, armed robbery, hostage taking, cybercrime, child abuse, poverty, insurgencies, banditry, Fulani herder/farmer clashes, and many others. According to Anyanwu (2018), the contemporary thinking about national security has expanded to encompass, social, political, economic and environmental security calculations, culminating

in the concern for human security and improvement in the quality of people. The level of sophistication which the perpetrators brought to bear in their operations has made mockery of the operations of the national security agencies. According to Bankong (2012), the number of deaths caused by Boko-Haram alone far outnumbered any known cause of death in Nigeria. Insecurity has retarded every developmental efforts made by the government as budgetary allocation to other sectors has reduced drastically especially in education in favour of security. Ewatan and Urhie (2014) contend that the issue of insecurity has posed severe threats to socio-economic development in the country in that it stifles business and economic activities and discourages local foreign investors. As stated by Ali, Gengle and Badau (2015), the drive towards re-engineering the process of teaching and learning civic education in Nigeria primary and secondary schools has become very imperative especially in the face of awakening national consciousness. Education using civics curriculum could assist in curbing this mess in the society.

The place of education in ensuring national security cannot be undermined. It is a medium through which desirable changes can be affected through various school curricula. The desire to achieve the goals of education underscores the importance Nigeria government places on education of its citizens. It is this recognition that has led to many curriculum reforms in order to align the curriculum to the needs of the society. One of such reforms led to the introduction of civic education curriculum as part of general subject in the school at the basic education level in Nigeria. The introduction of civic education was in response to the critical state of the nation in terms of effective citizenship and other issues (Federal Republic of Nigeria (FRN), 2013). Research has shown that awareness of civic education is okay to achieving cultural values that are needed to foster sustainable national security (Al-Edwan, 2016). One of the objectives of civic education as stated in the national policy on education is to bring awareness of the right of citizens to participate in the political, social, economic and cultural aspect of their country and of the obligation they should discharge likewise. These objectives of civic education promote citizenship training of Nigerian youths at the basic education level.

The basic education civic curriculum is a nine (9) years programme that spans from Basic one (1) to basic (9) covering 6 years of lower and middle basic classes (Primary) and three (3) years of upper basic Education. The curriculum content covers topics like values, culture, patriotism, relationships, rights and duties, diligence in labour, and many others. Basic education civic curriculum is tailored towards ensuring good citizenship education in Nigeria which will

promote peace, cooperation, security and patriotism. These will address most of the root causes of insecurity which the Nation is grappling with today from the foundation of the school. According to Anyanwu (2018) security not only includes devices employed by government to ensure safety of life and property in the country but also include developmental strategies put forward to actualize effective social, political, economic and technological reforms that will bring about improvement in the quality of life of the people. In this context, Civic Education curriculum could play a major role in curbing security challenges.

Curriculum according to Esu and Ema (2014, p.17) “consist of knowledge, skills, values, activities and many more which student learn through various school subjects”. These knowledge skills and values are articulated and embedded in the curriculum inform of objective, content, experiences, methods and assessment mode in the curriculum development process. Achieving civic objective depends on how well the curriculum is implemented. Curriculum implementation is the action phase of the curriculum; it is putting into practice the planned curriculum. What teacher does in the classroom together with other factors determine whether the goals set will be achieved or not. Okebukola in Offorma (2019) described curriculum implementation as the translation of the objectives of the curriculum from paper to practice. Curriculum implementation entails carrying out in practical terms all school activities laid down in a curriculum by all who are involved in ensuring that those activities are carried out. By implication, many efforts such as the teachers, students and school are combined in ensuring that the curriculum is effectively implemented. For effective implementation of a curriculum, many factors must be considered which include teachers qualification, instructional method and location among many others factors. Achieving the objective of civic education depends on how effective the curriculum is implemented.

The teacher is at the centre of curriculum implementation. The constant emphasis placed on teacher's qualification as far as curriculum implementation is concerned cannot be overstated. Qualification is the certificate an individual obtains after passing through a prescribed curricula of instruction from an institution of learning. Teacher's qualification indicates their capacity in practicing the profession. Abe and Adu (2013) contends that the number of academic and professional degrees that enables a person to become a registered teacher in primary or secondary school include (N.C.E), B.Ed, P.G.D.E among others. According to Harmond in Anita, Jario, Olhiambo and Mary (2013), a qualified teacher is one who is fully certified and hold equivalent of a major in the field being taught. Research has shown that civic education teachers in primary

schools, possess the necessary professional qualification but do not possess the civic knowledge and attitude required for effective teaching of civic concepts in Southern Western Nigeria in their respective classes (Falade & Falade, 2014). Idowu (2015) lamented that civic education implementation focused more on learner's knowledge construction with less emphasis on developing skills and disposition. Ezegebe, Oyeoku, Meziobi and Okeke (2012), Studies have revealed that teachers have poor attitudes towards the implementation of Civic Education and lack of instructional materials was responsible for poor implementation of Civic Education curriculum. Teacher qualification is important but not enough without complying with the recommended instructional method.

Instructional method according to Nwanekesi and Emereonye, (2016) is used to enhance curriculum implementation in the classroom. In teaching civic education, methods such as discussion, demonstration, illustration, inquiry, cooperative learning approach and so on are recommended for effective teaching (NERDC 2013). In Moemeka (2016), instructional method refers to how the teachers unfold and present the subject matter to the students. The author further stated that the use of instructional method depends on the nature of the subject matter, availability and utilization of instructional resources which will aid achievement of stated objectives. Apart from other resources which could influence teaching of civics education, location of the school could also influence the choice of method in teaching. Most qualified teachers may wish to stay in the urban areas where there are more social amenities and opportunities than the rural areas. Schools in town are more favoured in terms of amenities and instructional resources.

Civic Education can play a major role in curbing insecurity which demands that teachers should drop the old method of teaching and embrace the child friendly learner centered teaching approach where children and youths have the opportunity to air their opinion and ideas on national issues. Insecurity is a major challenge confronting Nigerian. The incessant and wanton killing and destruction of life and property by Boko-Haran, Bandits, unemployment, suicide bombing, kidnapping for ransom among others is alarming. The case of Chibok girls, Dapchi girls and many other school children with some dying in captivity and the recent attack on Nigerian defense academy (N.D.A) is a pointer to the pathetic state of insecurity in Nigeria. This has made citizens to wander at the essence of being a citizen of a country that can no longer guarantee the safety of its citizens.

The purpose of this study therefore, is to assess the implementation of civic education curriculum for sustainable security at the basic education level in

Benue state.

Specifically, the study seeks to determine

1. The qualification of teachers' currently teaching civic education at the basic education level.
2. The extent teachers use the recommended instructional method in teaching civic education.

These Research Questions were posed to address the issues raised in the study.

1. What are the qualifications of teachers teaching civic education at the basic education level currently?
2. To what extent do teachers use recommended instructional method for implementation of civic education curriculum at the basic education level in Benue state?

The following null hypothesis was formulated and tested at 0.05 level of significance

**Ho:** There is no significant difference in the mean rating of urban and rural teachers on the extent to which civic education teachers comply with the recommended instructional methods.

## Method

The study employed a descriptive survey research design. According to Ezeh, (2011), it is the type of design that describes and explains situations the way they are by using respondents and questionnaires to fully describe a phenomenon. This design is deemed appropriate for the study as it seeks to collect data from respondents to assess the implementation of civic education curriculum in curbing insecurity at the basic education level.

This study was carried out in Benue state Nigeria. The state is located in the middle belt zone of Nigeria made up of different tribes known as Tiv, Idoma, Igede, and Itilo. Benue State is bounded in the North by Nasarawa and Taraba states, South by Cross River State, East by Ebonyi State, and West by Kogi State having six Education Zones. The state is predominantly agrarian and also inhabited by civil servants. The choice of the state is due to the fact that the state has witnessed a lot of ethnic and intra-ethnic clashes, kidnappings, Nomadic Fulani/ Farmers clashes in recent time. The state has also witnessed a sudden surge in population due to displaced persons returning from the North as a result of Boko-haram insurgences in some parts of the Northern Nigeria.

The population of the study comprises 320 civic education teachers from 211 Basic Education level in Benue state (Department of Planning, Research and

Statistics, Benue State Ministry of Education, 2018). The sample is 97 teachers of Civic Education selected from three education zones out of the six (6) education zones in Benue state using simple random sampling technique. The selected zones were Makurdi, Vandeikya and Okpokwu. Four schools were randomly selected from each of the twelve local government areas making 48 schools in all. All the teachers in the selected schools were used.

Instrument for data collection was Teachers Questionnaire on assessment of the implementation of civic education Curriculum for sustainable security (TQAICECSS), which was developed by the researcher to collect information from the respondents. The questionnaire was divided into two sections A & B. Section A was on respondents demographic information such as level of qualification, and school location while section B consists of ten items in a cluster to assess the recommended methods teachers use in teaching civics education. This was rated on a four-point rating scale of Very High Extent (V.H.E) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, and Very Low Extent (V.L.E) = 1. The instruments was face validated by three experts for credibility, one from science education, one from social science education and one from Arts education (Curriculum unit). The reliability coefficient of the ten items gave an index of 0.85 which indicates the dependability of the instrument. The instruments were administered by the researchers and collected on the spot to ensure 100% retrieval.

The data collected were analysed using frequency counts and percentage, Mean and standard deviation and independent samples t-test. Frequency counts and percentage were used to answer research question one while Mean analysis was used to answer research question two. Decision on Mean score was made using real limit of numbers based on various levels of measurement such as: Very High Extent (V.H.E) -(4)- 3.50 - 4.00; High Extent (H.E) -(3) -2.50 – 3.49; Low Extent (L.E) -(2) - 1.50 – 2.49; Very Low Extent (L.E) -(1)- 0.50 – 1.49.

An independent t-test statistics was employed in testing the null hypothesis at .05 level of significance. The decision rule regarding the hypothesis is to reject the null hypotheses if the exact probability is less than the 'a priori' probability of .05, otherwise do not reject.

**Research Question 1:** What are the qualifications of teachers teaching civic education at the Basic education level in Benue State?

**Table 1: Frequencies and Percentages of Qualifications of Teachers Teaching Civic Education**

S/N	Teachers' Qualification	Frequency	Percentage
1	SSCE/NECO	00	00
2	TCII	00	00
3	ND	02	2.1
4	NCE	20	20.6
5	HND	10	10.3
6	BSC/BA/BED	52	53.6
7	M.Sc/MA/M.Ed	13	13.4
8	PhD	00	00
	Total	97	100.00

The result of the study as presented in Table 1 shows the qualification of teachers teaching civic education at basic education level in Benue State. Result showed the qualification of teachers, their numbers and percentages as follows; ND (2.1%), NCE (20.6%), HND (10.3%), B.Sc/BA/B.Ed (53.6%) and M.Sc/MA/M.Ed (13.4%). Result shows that the minimum qualification of teachers teaching civic education is ND while the highest qualification is B.Sc/B.A/B.Ed.

**Research Question 2:** To what extent do teachers use recommended instructional methods for the implementation of civic education curriculum at the Basic education level in Benue State?

**Table 2: Mean Analysis on the Extent to which Teachers used Recommended Instructional Method for the Implementation of Civic Education Curriculum**

S/N	Recommended Instructional Methods	Rural (n=41)			Urban (n=56)			Overall (n= 97)	
		$\bar{x}$	SD	Dec	$\bar{x}$	SD	Dec	$\bar{x}$	SD
1	Observation method	1.70	0.87	LE	1.68	0.90	LE	1.69	0.88
2	Project method	1.79	0.59	LE	1.78	0.61	LE	1.78	0.59
3	Discovery method	1.79	0.59	LE	1.78	0.61	LE	1.78	0.59
4	Demonstration method	2.70	0.63	HE	2.73	0.63	HE	2.71	0.62
5	Field trip	1.38	0.88	VLE	1.51	0.92	LE	1.43	0.90
6	Drama/role play	1.88	0.81	LE	1.93	0.81	LE	1.90	0.81
7	Reflective/inquiry method	2.07	0.82	LE	2.07	0.84	LE	2.07	0.83
8	Debate	2.38	0.67	LE	2.41	0.63	LE	2.39	0.65
9	Problem solving	3.48	0.80	HE	2.76	0.43	HE	3.18	0.76
10	Discussion method	2.70	1.36	HE	2.88	1.26	HE	2.77	1.31
	<b>Cluster Mean</b>	<b>2.18</b>	<b>0.50</b>	<b>LE</b>	<b>2.15</b>	<b>0.49</b>	<b>LE</b>	<b>2.17</b>	<b>0.49</b>

Result in Table 11 shows the Mean and standard deviations of respondents on the extent teachers use recommended instructional method for the implementation of civic education curriculum in urban and rural basic schools in Benue State. The result shows that teachers in both urban and rural schools use demonstration, discussion and problem solving method to a high extent. This is because their Mean ratings are within the range of 2.50 – 3.49 set as criterion on real limit numbers. They also use Observation method, Project method, Discovery method, Drama/role play, Reflective/inquiry method, and Debate method to a low extent because their Mean ratings are within the range of 1.50 – 2.49. The field trip method was used to a very low extent (M=1.38, SD=0.88).

**Hypothesis One**

**H0:** There is no significant difference in the mean ratings of urban and rural school teachers on the extent to which civic education teachers use the recommended instructional methods.

**Table 3: An independent sample t-test Analysis of Influence of Location on Teachers Compliance to the Recommended Instructional Methods**

Status	N	$\bar{x}$	SD	t-value	df	Sig.	Dec.
Urban	56	2.18	0.50	0.29	95	0.76	NS
Rural	41	2.15	0.49				
<b>TOTAL</b>	97	4.33	0.99				

Sig. @ = 0.05

The result in Table 3 shows the independent sample t-test analysis of the significant difference in the mean ratings of urban and rural school teachers on their compliance recommended instructional methods at basic education level in Benue State. This resulted to  $t(95) = 0.29$ ;  $p = 0.76$ . Since the p-value is greater than 0.05, the null hypotheses was retained. Hence, there is no significant difference in the mean ratings of urban and rural school teachers on the extent to which civic education teachers use the recommended instructional methods for teaching civics education curriculum at Basic education level in Benue State.

**Discussion of the findings**

The findings of this study revealed that, fifty-four percent of the teachers possessed bachelor degrees in B.Sc., BA and B.Ed.; twenty-one percent has National Certificate of Education (N.C.E); thirteen percent has master's degree in M.SC, MA and M.ED; ten percent has H.N.D; while two percent has National

Diploma. According to Federal Republic of Nigeria (FRN) National Policy on Education (2014), “teachers' minimum qualification at any level of school is National Certificate in Education (N.C.E)”. By this, it implies that teachers teaching civic education at the basic education level are qualified. The reason for this could be the desire to obtain tertiary education to increase the chances of securing white collar job, at the end of the day, many due to lack of jobs take to teaching. The finding of this study agrees with those of Falade and Falade, (2014), study that most teachers teaching civic education are qualified and possessed N.C.E, B.Ed, and M.Ed certificates. This implies that achievement of objective would be high since they are qualified but problems still persist, which could be as a result of other factors.

On the use of recommended instructional methods, findings revealed that teachers to a low extent comply with recommended instructional methods. From the hypothesis tested, findings revealed no significant difference in the mean rating of urban and rural school teachers based on the use of recommended instructional methods in teaching civic education at basic education level. This indicates that location of school does not matter as far as using recommended instructional methods is concerned. This finding was affirmed by Ganiyu, (2011), who noted that traditional methods of teaching were still in vogue among teachers in secondary schools. Civic Education as a subject that deals with human relationship should be taught with the recommended instructional methods that are innovative which will bring out human affection and also to enable the students make meaning out of what they have been taught in relation to what is happening in the society. This will enable them to contribute in discussion thereby developing problem solving skills. By implication, traditional methods of teaching are out of place here. The traditional methods where teachers dominated the class and possess all the knowledge will not help the students. Some of the recommended instructional methods that could assist students in their knowledge construction in civic education include; observation, project, discovery, drama, field trip among others. Duruji, Azuh, Segun, Olanrewaju and Okorie (2014), contended that discovery method provides opportunity for discussion between teacher and students and students' to students'. The authors further stated that method is centered on shared ideas. According to Adeniji (2018), field trip provide learners with direct and first hand learning experience. When real life issues are discussed in the class and the opportunity given to them to experience it in real life it enables contextualization of the topic under discussion, there is more freedom of expression in a natural setting by so doing; the learners will develop problem solving abilities.

### **Conclusion**

Education is one among the viable means through which nations achieve their goals. For this goal to be attained, the curriculum must be effectively implemented. The basic issue which the findings of the study laid emphasis on was assessing the implementation of civic education curriculum at the basic education level in Benue State. However, findings revealed that, teachers were qualified based on stated criteria but teachers do not comply with the recommended instructional methods. This could have implications for sustainable nation through curbing insecurity that is ravaging our society.

### **Recommendations**

In view of the findings of this study, the following recommendations were made.

1. Government and stakeholders should increase their supervision to ensure that teachers comply with teaching using the recommended instructional methods.
2. In service training should be provided for teachers through seminars and workshops to acquire new innovative method and approaches to effective teaching.
3. Teaching qualification at the basic education level should be properly specified and adequate training given to teachers while in school.

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## **Curriculum Delivery And National Security Crisis In Education: Challenges And The Way Forward**

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### ***Abstract***

*The paper examined the concept of security and security education, and the role of education in national security. Also discussed were the role political interference plays in education and which robs off on national security. Strategies and the need for infusing national security concepts into the curriculum were discussed. The observed the wide spread absence of teaching and learning culture and lack of appropriate frame work for teaching security issues in civic education. The paper made a case that subject such as civic education, security education and entrepreneurship should be introduced and qualified teachers employed to teach the subjects. It was also suggested that text books on Security education should be developed, existing ones should be reviewed in line with the new arrangement in the curriculum structure. It was recommended that teachers should be trained on how to utilize low cost materials in the immediate environment of the learners in teaching and how to integrate information and communication technologies (ICT's) into pedagogy. These measures will help to catch the attention of young learners and increase their capacity to create change in their environment.*

***Keywords:*** *Security and Security Education, Curriculum, Teacher Education, Moral Attitude, Values, Disposition.*

### **Introduction**

Security 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. Odekunle (2012) averred that 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. In order words, security could be said to encompass the socio-economic wellbeing of the people which enables the co-existence in peace and harmony of all agents of development, and enhances the ability of each to function without hindrance. Oyegun (2012) described the security situation of Nigeria as a litany of unfulfilled dreams and disappointments. He observed cases of unrealized potentials, poverty in the midst of wealth, total lack of inspiration held for ransom by insecurity due to incessant crimes and abject poverty. Consequently, various symptoms of social disorganization and vices have become overt and easily noticeable with; child trafficking; severance of disregards for community values; general indiscipline, absence of law-abiding culture; communal strife, violent disorder; and ethno-religious conflicts. All of these have generated into insecure environment and have called for the need to re-organize, strengthen and re-direct the delivery of functional, morals and values education in the broadest possible sense in Nigeria 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 major communicator of ideal values, moral, attitudes, and norms.

On this note, therefore, it is pertinent to use education to reinforce positive nation's views or to discourage and even change negative ones. Ultimately, this process could concisely occur through the formal and non-formal programmes of school, as well as in the informal extra-curricular activities, which should be conveyed by both content and practice. Fundamentally, the major part of this practice is the restructuring of curriculum, and the status accorded to different fields of study. It is evident that in sovereign independent state, men and women are trained, sustained and nurtured through education to serve in its security and intelligence out fits. In Europe and America, for instance, such men and women are selected from the best and the brightest citizens, who are endowed with keen and subtle intellect, Esiemokhai (2005). The implication is that graduates with the best grades are deployed; not those who get ranks by the federal character formula.. Ultimately, nurturing critical thinking is a key component of education.

### **Concept of Security and Security Education**

Security, as a concept, is derived from the Latin word *Securus*, meaning to be safe, freedom from anxiety or fear to be emotionally secure, affording grounds to be confident. It has been defined as the feeling of safety from harm or danger, the defense, protection and observation of core values and the absence of threats to acquired values (David, 2006). According to Yusuf and Babatunde (2009) security is the condition which enhances the ability of government, its agencies and its citizens to function without hindrances. Security is the degree of protection to safeguard a nation, union of nations, persons or person against danger, damage, loss and crime (Wikipedia, 2010). It is the absolute guarantee that people enjoy under a nation or state in terms of being comfortable and operating without fear or threat (Salau, 2012).

Security education on the other hand, is a newly introduced element under religious and national values as a subject is yet to gain wider definition from various scholars. However, it may be used interchangeably with security awareness or security consciousness. In a simple form, security education may be seen as everything and anything one learns about security. It is a type of education designed to promote the level of security consciousness among citizenry of a particular country for them to be able to protect their immediate environment, nation and the world at large. It teaches one how to protect oneself, one's immediate environment, one's nation and the world at large (Okunola, 2010). It enriches one's knowledge against any form of threatening actions to one's lives and properties be it at home, in school, in place of work, or in country.

### **Concept of Curriculum**

Curriculum is the set of courses and their contents offered at a school or institution. It is an organized plan of course outlined with the objectives and learning experience to be used for achievement of these objectives. In a wider perspective, it is a way of preparing individuals to become productive citizens and useful members of the society to which they belong. Blenkin, (2012) defined curriculum as a body of knowledge, contents and or subjects. That is, curriculum is the process by which knowledge and skills are transmitted or delivered to the learners by the most effective methods that can be derived. Curriculum is a tool of education to educate and humanize the whole man. Modern interpretation sees the curriculum as all the knowledge and experience got by a child in and out of school, either on the time table or outside it, that is the experiences the learners has regardless of when or how they take place (Akinsola and Abe, 2006). Jeff and Smith (2010), argued that the notion of curriculum provides a central dividing

line between formal and informal education. Recognizing the fact that some informal education adopted curriculum theory and practices, with a desire to be clear about content, and the approaches to the curriculum which focus on objectives and defined programmes, these appear to be compatible with all round development of the learner. Hence, the curriculum is a planned, executed and experienced programmes of instruction which is planned and designed to be delivered to be true reflection of the society.

### **The Role of Education in National Security**

Teaching and learning in schools are expected to be in line with the demands of curriculum innovation. On this note, Obanya, as cited by Igbokwe (2013), explained that team building, teacher empowerment, delegation of authority, garnering of support for schools programmes, use of information and increased community participation in the provision of curriculum resources are parts of curriculum innovation process and could be seen as a process of influencing men and women to acquire the many physical, moral, social capabilities and the values of the community demanded of them by the society into which they are born and within which they must function. The question then is “Why is national security an education issue?” It should be widely accepted that educational failures pose five distinct threats to national security: threats to, economic growth and competitiveness; Nigeria physical safety; intellectual property; Nigeria global awareness; and Nigeria unity and cohesion. Therefore, national security today could be said to be closely linked with human capital; and the human capital of a nation could be said also to be as strong or as weak as its public institutions.

Education is expected to help preserve and refine society so that it would be a congenial place for individual members to live and work happily in peace to ensure sustainable development, security, and stability of the nation. Thus, school is seen as means to familiarize members with physical features of the society together with the cultural patterns and practices, religious differences, political atonement, and also means to communicate the effect of these on individuals’ behaviour and competences. On this ground, it could be equally deduced that education helps the society in the development of the new attitudes, new values and new techniques demanded in the new order. Unfortunately, what most often is said about values in education often talks about a list of the desirable values in students that should be promoted for instance, there is always phrases like “these are values to be taught”, and “values need to be inculcated”, but little is said about how these values actually develop and change within individuals, how values

might be communicated, and how educational process within formal and non-formal curriculum might promote such values development. In this regard, Mijah (2014), succinctly pointed out that teacher education is perceived as crucial and has been globally accepted to be significantly associated with the quality of values and ethics students acquires. Simply because, the implementers of the curriculum (teachers) stand in the interface of the transmission of knowledge, skills, attitudes, dispositions and values are often regarded and accepted as the backbone of education system.

In addition, Igbokwe (2013) maintains that nationally and locally, education systems should insist on professional development opportunities for in-service teachers to enhance their skills and the knowledge in relation to the desirable values the schools needs to inculcate in learners according to the contextual needs of emerging society. Esiemokhai (2010), attributed the historical attraction of many immigrants to the United States from around the world to the “United States opportunity of obtaining top-rated education”. In line with this contribution, it could be seen that a highly educated workforce increases economic productivity and growth. This growth is necessary; it could finance everything else that guarantees a much better national security that could make a nation a desired place to live in and a model for other countries or nations.

The many education issues that have serious effects on the Nigeria national security and sustainable development of the country include the following:

#### **Issue of Political Interference**

The political interference is largely responsible for misuse of human resources management in education. Political parties often use many teachers as their party staff and these teachers also participate willingly in politics, however, most teachers who become very close to political leaders have records of misconducts and unethical behaviour such as irregularity in class teaching, becoming absent from the school without taking permission. Furthermore, political interference attempts to influence decision making regarding the recruitment and transfer of teachers, the resultant effects are favoritism, nepotism and bribery as major types of misconduct in teacher’s appointment, posting and transfer. The implication is that the moral and ethical commitment of teachers gradually decreased and got eroded over the years due to political interference. The most striking is the alarming lack of political education; this explains why electoral frauds pose a major challenge to democracy in Nigeria and by implication posing threat to security of the nation. In line with this, the election process itself has become usually tainted with observable manipulations and in

some cases, heart-rending violence perpetrated by able-bodied youths employed as armed thugs. (Odekunle, 2012).

### **The Integrating National Security Concept into Curriculum Lifestyle**

According to Levine (2005), values are infused only through those channels where it can be most effective in affecting behaviour. The view point here is that the interface between the school and the child or young adult learner is organized at several levels so that there are pathways that lead into the learning life of the child at school. Each of these pathways, whether classified as curriculum, core curriculum, or extra-curricular, is capable of being developed into an effective enigma for promoting character and values. Such innovative curriculum could help build in learner an anti-corruption mindset at an early stage of life. Therefore, infusing civic mission or education throughout the curriculum offers an array of extra-curriculum activities; and structuring the school programme environment and climate so that students/learners are able to “live what they learn”. This requires also the guidance of competent teachers. What the teachers know or subject mastery is a powerful determinant of how much and how well the students learn; hence teacher’s recruitment and retention is very paramount. The role of teacher education in promoting national security and stability cannot be over emphasized. It is indeed significantly and positively correlated with students’ learning outcome. Lumpkin (2008) pointed out that besides the intellectual development reinforced by the universal standardization, there should be a call for a moral progress which would help students become human being capable of virtuous acts, and remain firm in various streams of modern pressures.

### **Wide Spread Absence of Teaching and Learning Culture**

Onwuka (1996), pointed out that hidden curriculum of the school consist of norms and policies that collectively give form and meaning to a wide range of behaviours. This explains why the final component of moral functioning is moral action. Sometimes, students may possess the necessary sensitivity, judgment, and motivation to act rightly, but, they may not possess the needed skills and know-how to do so, for instance: resolving conflicts with others; challenging bias; taking initiative to start or even lead good works; are not easy tasks. All of these call for school governance structures, disciplinary procedures, allocation of rewards, and norms of teacher-student interaction or relationship, since all communicate morally laden values. Again issues of fairness, due process, equal opportunity, respect for individual differences, and equity in distribution of

scarce resources and rewards permeate the education system; these factors should not be ignored.

### **Lack of Appropriate Framework in Civic Education:**

One of the earliest goals of the first public schools was to create an active and engaged citizenry, however, too many private and public schools have stopped teaching civics and citizenship education, thus, leaving students without knowledge of their own national history, traditions, and values. Schools have also largely failed to design appropriate framework to help students become aware of other cultures in Nigeria or the world (Daily Sun, 2011). This leaves most of them unable to describe how laws are passed, unfamiliar with landmark Supreme Court decisions, and unsure of the functions of the Nigerian Constitution or the Bill of Rights; all of these are threats to national security. Not only do Nigerian children know little about their own country, they also cannot understand or communicate with their peers within the country. Nevertheless, Orikpe, Ephraim and Azubike, (2013), noted that history is a light that illuminates the past and a key that unlocks the door to the future. Nigeria history becomes imperative even from early stage of child's education. As learners imbibe other peoples culture in Nigeria, it could enable them have believe in the possibility of a united Nigeria as they aspire for good statesmanship, patriotism and loyalty to the nation.

### **Conclusion**

It is a known fact that education is an instrument for socio-political cum economic transformation. Based on this paper, it is no doubt that the present state of insecurity in Nigeria and poor state of security consciousness among Nigerians contributed highly to rampant cases of kidnapping, insurgency, child abuse, herdsmen clashes, boundary disputes and other terror acts. Hence, security education which was included in the new subject termed national and religious values, to promote and strengthen national security through adequate transfer of knowledge and understanding could be of immense help on how children and adults can protect themselves as well as their immediate environment against any form of child abuse or other threats against humanity. To achieve this, effective implementation of the newly revised basic education curriculum becomes paramount.

### **Recommendations**

To achieve the general aim of national and religious values, this paper recommends that:

1. The newly introduced subjects such as civic education, security education, and trade/entrepreneurship need specialized teachers. Therefore, there is urgent need to train and retrain more teachers for

- effective delivery of their topic contents.
2. Textbooks on security education should be developed; existing ones should be reviewed in line with the new arrangement in the curriculum structure.
  3. Teacher education is paramount and has been globally accepted to be significantly associated with the quality of values and ethics students acquire. This creates the need to ensure the continuity of innovation and total restructuring of curriculum to re-organize, strengthened and re-direct the delivery of morals and values education in the broadest possible sense in Nigeria education system and help teachers to learn to focus attention on the values that underpin these outcomes and develop strategies for making them manifest in their teaching.
  4. Many successful models of teacher preparation and development that have been shown to boost teacher effectiveness and retention should not be ignored; workshops, in-service training and short courses should be designed to train teachers to enable them be conversant with the values and ethics students should acquire.
  5. Teachers should be trained on how to utilize low-cost materials in the immediate environment of the learners, and how to integrate information and communication technologies (ICT's) into pedagogy. These measures will help catch the attention of young learners and hence increase their capacity to create change in their environment.
  6. There is need to sensitize teachers, parents, students and the general public on security matters. This would help to prevent child abuse and other forms of terror acts in the Nigerian societies.

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## Security Challenges In Nigeria And English Language Curriculum Delivery At The Secondary School Level

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### **Abstract**

*Nigeria is currently threatened by a litany of security challenges ranging from fraud, abject poverty, corruption and decline in quality education. The more threatening challenges which have claimed many lives include religious violence, kidnapping, herdsmen attacks, rape, child trafficking, terrorism and covid-19 pandemic. These challenges have adversely affected Nigeria's economy, education, commerce, banking system, religion, health and agricultural sector. The Nigerian government has proposed, among others, criminalization of terrorism, fundamental surveillance and heightening physical security measures as ways of combating these challenges. This paper examined security challenges in Nigeria and how reviewing the English language curriculum, especially at the secondary school level, to include relevant topics and programmes about security can be used to disseminate information and impart on the citizenry knowledge of combating these security challenges. Issues discussed include security, insecurity, curriculum review and English language delivery as a tool for combating security challenges. One of the recommendations is the need to review the secondary school English language curriculum to include critical topics necessary for development of well-informed, security-conscious and productive students who would promote, peace, unity and stability of the nation through quality English language education.*

**Keywords:** Security, Challenges, English language, Curriculum review and Delivery

### **Introduction**

Security refers to the totality of measures taken to make people or places safe. Odekunle (2012) opines that security is a protection or defence 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, and so on. In other 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. However, Oyegun (2012) described the security situation of Nigeria as a litany of unfulfilled dreams and disappointments where cases of unrealized potentials, poverty in the midst of wealth, total lack of inspiration held for ransom by insecurity due to incessant crimes and abject poverty can be found. The most serious security threats in Nigeria at the moment are those in the category of the violent religious extremism of Boko Haram, the discontent and separatist call of Indigenous People of Biafra (IPOB) and Movement for the actualization of the Sovereign State of Biafra (MASSOB), high rate of kidnapping, terrorism, herdsman blood-thirsty attacks and more recently the COVID-19 pandemic that has led to the untimely death of many people in the nation (Abubakar, 2011 & Ozoemena, 2014).

As a result of the litany of security challenges listed above and especially terrorism, the Federal Government embarked on criminalization of terrorism by passing the Anti-Terrorism Act in 2011, which proposed, among others, fundamental surveillance, investigation of criminal related offences and heightening of physical security measures around the country in order to deter potential attacks. Oyebode (2012) agrees that the Act seeks to provide for measures for the prevention, prohibition and combating of acts of terrorism, the financing of terrorism in Nigeria and prescribes penalties for violating any of its provisions. All of these security challenges have culminated into insecure environment thereby making Nigeria an insecure place for investment, business, socialization religious activities and for quantitative and qualitative education. These prevailing security challenges ravaging Nigeria highlights the necessity of reorganizing, strengthening and redirecting the Nigerian education system via the instrumentality of the English language, which is Nigerian's unifying language. Such reorganization and redirection is expected to be functionally tailored toward impacting morals and values on the younger generation and to also build their level of consciousness to make educational choices that will determine their future. This is because education, as evidenced in Levine's (2010) conception, is a major communicator of ideal values, moral, attitudes and norms.

Education is seen as essential for the exercise of all other human rights, especially in promoting individual freedom and empowerment (Dambazau, 2014). In this regard, education is an important tool for securing lives and property. Education process could concisely occur through the formal and non-formal programmes of school, (primary, secondary school and tertiary institutions), as well as in the informal extra-curricular moments, which should

be conveyed by both content and practice to the learners. Fundamentally, the major part of this practice is the restructuring and delivery of school curriculum in different fields of study. Hence, education is regarded as a powerful instrument of developing the knowledge, skills and expertise that will enable students become more productive and creative in their environment and the society at large. However, the issue of education cannot be discussed without the language which serves as the medium of instruction. Also, the moral, values, attitudes, knowledge and skills which education provides for human and society security will not be possible without the language through which the concepts are expressed. This is where English language comes in, because in Nigeria, English language is not only the official and unifying language, it is the medium of instruction. In other words, English is the language of education in Nigeria.

English is the language of instruction from upper primary education, through secondary and tertiary education in Nigeria. The state of English as a second language in Nigeria coupled with the numerous roles it plays compels every student to learn and speak it. Hence, the importance of English language in our secondary schools cannot be neglected. Equally, English language is essentially regarded as a unifying factor that allows peaceful co-existence among people, even in their diversity, and this peaceful co-existence brings security either on individual or national basis. Literacy in English language education is very important especially in secondary schools. According to Musa (2010), retaining English language education at secondary level would enable building of character, civility, unity and patriotism among the people in the society. In agreement, Nigerian Educational Research and Development Council (NERDC, 2007:4) states that the teaching of English language enables the students at the secondary level to:

- a. broaden and deepen the language competencies they have developed through Basic Education so that they are able to use English with increasing proficiency for personal and intellectual development, effective social interaction, further study, vocational training, work and pleasure.
- b. develop their interest and confidence in using English as their understanding and mastery of the language grows.
- c. broaden their knowledge about consequences of insecurity and security conscious measures, for them to shy away from anything that portends insecurity, and also have experience of various cultures in which English language is used.
- d. develop learning on how to acquire skills, and positive values, morals and

attitudes conducive to meeting the needs of our rapidly changing knowledge-based society.

### **Security and Insecurity**

The term security is used in different ways in different contexts. Security may be defined as protection from danger, violence, fear and want that impair or capable of impairing the full development and existential wellbeing of citizens. It involves some activities geared towards the protection of a country, building or person against attack and danger. Anyadike (2013) defines security as a situation where a person or thing is not exposed to any form of danger or risk of physical or moral aggression, accident, theft and deterioration. Generally, security is all about freedom from anything that exposes one or a thing to discomfort that could disfigure. The major dimensions of security are objective and subjective. The objective dimension is the extent of security or insecurity of individuals, families, communities, classes, societies, nations and humanity while the subjective dimension pertains to feeling of security or insecurity by individuals, groups and nations. The subjective dimensions of insecurity include physical insecurity, public insecurity, economic insecurity, social insecurity, human rights violations and political insecurity. These dimensions of security are interwoven and constitute the core governance functions and challenges of national, regional governments or administrations. Tranquility and well-being of a society are necessary components of national security. Insecurity, on the other hand, is the absence of safety and peace, a problematic condition. It is a venomous threat to the well-being of the citizens of any nation and a cankerworm that destroys the root that holds the existence of any nation. Insecurity is concerned with feelings of uncertainty, dangers or threats to life. According to Hassan (2014), insecurity is a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation, but has to rely on the cooperation of others that cannot be guaranteed, the result may be insecurity. It is a state of fear/anxiety, lack or inadequate freedom from danger. This reflects physical insecurity which is the most visible form of security, and it feeds into many other forms of security such as economic and social insecurity.

Several authors emphasized the causes of insecurity in the nation. Udoh (2015) is of the view that insecurity in Nigeria is caused by porous borders, illegal arms importation, proliferation of illegal arms, ethnicity, emergence of ethnic militia groups, corruption, marginalization, poor leadership, religious fanaticism/extremism, and unemployment. In the same vein, Olawale (2016)

pinpoints unemployment, imbalanced development, corruption, weak judicial system, and porous coastal borders as causes of insecurity in Nigeria. Furthermore, King (2016) states the causes of insecurity in Nigeria to include a combination of the following factors: lack of institutional capacity, lack of basic necessities, pervasive material inequalities and unfairness, ethno-religious conflicts, weak security system, loss of socio-cultural and communal value system, porous borders, rural/urban drift, anti-social and irresponsible companies, unemployment, and poverty. There is no doubt that the above mentioned factors have correlation with the state of education in the country. Nigeria, as a country has suffered plaques of crisis, each leading to loss of lives and destruction of properties. However, it has been generally agreed that security is not the absence of threats or security issues but the ability to rise to the challenges posed by these threats with expediency and expertise.

### **Security Challenges in Nigeria**

Security challenges in Nigeria are an offshoot of several imbalances in the society. According to Ozoemena (2014), the critical security challenge confronting Nigeria is identified with different names such as kidnapping, Boko Haram, socio-economic agitations, boundary disputes, cultism, corruption, all manner of robbery including pen robbery, looting of the national treasury by some public officials, disorder and anarchy that go with the periodic elections, and aspects of organized criminality involving Fulani-Herdsmen brutality and COVID-19 pandemic attack. Furthermore, apart from ethnic rivalry threatening the sustainable security of Nigeria, religious pluralism has also culminated in many crises and has shaken the country to its root. Some of these crises always result in destruction and looting of properties worth billions of Naira and significant loss of lives as well as social dislocations among the affected population.

Some of the major security challenges confronting the nation include political and electioneering conflicts, ethno-religious crises, ethnic militias, boundary disputes, cultism, criminality and organized crimes (Abubakar, 2005). In the same vein, Oshio (2009) opined that Nigeria is today plagued with social disorder, insecurity, poverty, illiteracy, balance of payment deficit, poor health statistics, ethnic and religious conflicts, corruption, crime and criminality and political crises. All these mean that insecurity in terms of human wellbeing. The problems, individually and collectively constitute threats to the peace, security and development of the country. Invariably, they have implications for the continuity and survival of the nation's nascent democracy. In addition, Nigeria

has witnessed increasing number of security challenges that constitute threats to the cooperate existence of its citizens and to the maintenance and survival of its democratic political system. These security challenges are diverse and complex, ranging from political disagreements to criminal activities with alarming dimensions and consequences. Also, there are security challenges from food, water and health, but challenges such as COVID-19 pandemic, kidnapping, Boko-Haram, Fulani-Herdsmen attack and ethno-religious crises seem to be more threatening.

***Covid-19 pandemic.*** It is glaring that the outgrowing rate of insecurity in Nigeria amidst the new coronavirus 2019 is so devastating and has also gained bad name to the nation. This outgrowing insurgencies now arises the need for a wake-up call to the Nigeria government due to the happenings before and during this period in time, such as activities ranging from Boko-haram attacks, kidnappings and Fulani-herdsmen brutality. The outbreak of covid-19 posed many challenges as government imposed restriction and banned some daily activities and closed-up some important sections of the economy. For instance, the closure of borders led to the constant attack by boko-haram since there is no means to get aid in terms of foods, ammunitions and relief materials from their donors across the borders. They resorted to sourcing their means of living by all means by attacking innocent people to cart away foods and ammunitions to sustain themselves amidst the pandemic. In addition to displacement, the violence hampered agricultural activities and heightened the risk of acute food insecurity. Deploying security agents to the areas affected by violence has been a problem since there is need for social distancing. Likewise, money to be used for financing security has also posed a problem since both internal and external revenue has been affected; fund allocated to the health sector in the nation as the means to curtail the spread of the virus and also fund been used to provide palliative measures to the people coupled with other challenges has been a major hindrance and set back to government in the fight against insecurity in the country.

***Kidnapping.*** Kidnapping is a global phenomenon, which has been in existence for a long time. According to Ottuh & Aituf (2014), kidnapping is the wholesale taking away or transportation of a person against the person's will usually to confine the person in false imprisonment without legal authority. It includes snatching and seizing of a person in order to collect ransom in return or to settle some scores of disagreement among people. Kidnapping is among the vices currently threatening Nigeria's peace and stability. It has become a sort of political terrorism aimed at clamping down on dissenting groups. Criminal and

political kidnappings are the major types of kidnapping seen in the nation. Criminal kidnapping includes the motive to obtain a ransom from the family or business of victims. This category also includes instances where criminals take hostages as a shield to help them escape from the scene of a crime, or use them to obtain money or valuables, or the keys or secret codes needed to access areas where these are stored (Siegel, 2002). Political kidnapping is the type of kidnapping where the foremost objective is to further the political aim of a political group or movement. In this case, a ransom is usually demanded to obtain money for the group to fund their activities. Such kidnapping is distinct from emotional kidnapping, which involves, for instance, the kidnapping of children by estranged parents or relatives or pathological kidnapping motivated by individual pathology, such as kidnapping for the purposes of rape or other sexual aberration.

In addition, kidnapping in Nigeria, according to Townsend (2008) can be traced to natural resources nationalism, that is, the tendency for an ethnic nationality to seek bigger shares of the returns from natural resources found in their locality. For instance, the clamor by indigenes of the oil producing Niger Delta region to better and bigger share of the fortune made from the resources gotten from their land (Essien & Ema, 2013). This problem is worsened by accumulation politics characterized by the tendency of the ruling class to engage in endless accumulation of natural resources and rents accruing from the region, in the face of deliberate acts of marginalization and deprivation of the people (Akpan, 2010). Generally, kidnapping and security challenges in the nation have hampered economic growth as the youth unemployment escalates. The horror of kidnapping has impacted the economy negatively in the sense that it has created a state of insecurity in the nation.

***Boko-Haram insurgency.*** Boko-Haram is an Islamic sect that believes northern politics has been seized by a group of corrupt, false Muslims, and as a result, wages a war against them and the Federal Republic of Nigeria generally to create a “pure” Islamic state ruled by Sharia law. The group adheres to the strict Wahhabi understanding of “*tawhid*” which means the oneness of God or monotheism (Campbell, 2013). According to Boko Haram rhetoric, a secular nation promotes idolatry, that is, state worship. For instance, the pledge of allegiance to the flag and singing of the national anthem are manifestations of such idolatry and hence punishable by death. For Boko Haram, the state is a nest of corruption that exploits the poor and which is formed and sustained by western values and education, both of which are against the will of Allah. Boko

Haram is concentrated in North-East Nigeria, but it has achieved national reach. Funding for Boko Haram and other radical groups comes from bank robberies, kidnapping ransoms, the theft of weapons from government armories, and especially in the case of criminal groups that involves smuggling. Vehicles used for suicide attacks and car bombs are usually stolen. This is in agreement with Dockins (2014), who stated that the large number of weapons in their hands come from government armories which implies that this Islamic groups have infiltrated the military and other institutions of government. The government's response to Boko Haram is to see it as a terrorist movement in isolation from any environment that may have fostered it, and also state security forces reacting with violent repression. The government's seemingly indiscriminate killing of alleged Boko Haram members and many others who were simply in the wrong place at the wrong time appears to be a driver of popular support for or acquiescence to Boko Haram (Amnesty International, 2014).

***Fulani-Herdsmen attacks.*** There have been escalations of reported attacks of Fulani-herdsmen armed with sophisticated weapons, who brutally kill natives of farming communities including women and children in various states across the country. They usually attack most vulnerable communities at mid-night or on Sundays where they are in their churches, killing people indiscriminately, mostly women and children, burning houses and looting properties. For instance, in Enugu State, Igata (2016) reported that the sleepy community of Ndiagu, Akegbe-Ugwu in Nkanu-West Local Government Area was invaded by over 50 Fulani herdsmen armed with machetes, who slaughtered a Catholic Seminarian named Lazarus Nwafor. Similar experience of Fulani herdsmen attack recorded in Oyo State, Aanuoluwapo (2018) gathered that farmers in Lagan, Iyana Offa, Offa Atagba, Lapata and their surrounding communities in Lagelu Local Government Council Area of Ibadan were attacked by a group of Fulani armed men between 30-40 in number and injured a guard, raided farms and carted away valuable. This is how insecure communities in Nigeria have become.

The menace of Fulani herdsmen as the fourth deadliest known terrorist group in the world after Boko Haram, ISIS and Al-Shabab, according to Burton (2016). This has not only dented the image of Nigerians but has confirmed Nigeria as a terrorist zone that is not safe for investment and development. The fear of the unknown happening has dominated the mindset of the people that they no longer walk alone. Collaborative efforts from local, state and Federal government is needed to establish and encourage community-based policing to tackle insecurity in the nation.

***Ethno-religious Crisis.*** By ethno-religious crisis, is meant a situation in which

the relationship between members of one ethnic or religious group and another of such group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation. In Nigeria, it is interesting to note that ethnicity and religious bigotry have become a fulcrum of various forms of nationalism ranging from assertion of language, cultural autonomy and religious superiority to demands for local political autonomy and self-determination. All these sometimes lead to some forms of contextual discrimination of members of one ethnic or religious group against another on the basis of differentiated systems of socio-cultural symbols and religion. Therefore, in a multi-ethnic and religiously diverse society like Nigeria, with some forms of contextual discrimination, relationships between people may be characterized by lack of cordiality, mutual suspicion and fear which have become a permanent feature of the nation as far back as 1980s. According to Mohammed (2005), there were ethno-religious crisis that claimed so many lives and property in the past. They include the Bulumkutu Christian-Muslim riots in 1982, Usman Danfodio University Sokoto in 1982 and the Muslim-Christian Clash during a Christian procession at Easter in Ilorin, Kwara State in 1986.

Nigeria has also witnessed various ethno-religious violence in the recent years which include Jos crisis and the conflict between farmers and herdsmen. For instance, the indigenes of Angwan Sakwai, a rural community in Kaura Local Government Area of Kaduna State, were attacked by Fulani herdsmen; the once peaceful agrarian community was invaded by Fulani-herdsmen and at the end of the attack, no fewer than 57 innocent residents died (Kumolu, 2014). The failure of the Nigerian leaders to establish good governments, forge national integration and promote real economic progress, through deliberate and articulated policies, has led to mass poverty and unemployment. Poverty and unemployment increase the number of people who are prepared to kill or be killed for a given course at token benefit. This explains why all ethno-religious crises that ever occurred in Nigeria have a large turnout of people as fighters. The frequency of these ethno-religious conflicts and their impacts on the socio-economic life of the Nigerian people have always challenged the government and have thus demanded for one form of management strategy or the other to put them under control.

### **English Language Curriculum Delivery**

English is the language of instruction used at various levels of education, especially the secondary level. English language delivery cannot be discussed without clarification on the concept of curriculum and curriculum delivery. The interaction between the school and the student is organized at several levels so

that there are pathways that lead into the learning life of the child and these pathways classified as curriculum, core curriculum or extra-curricular, is capable of being developed into an effective enigma for promoting character, morals and values. According to Blenkin (2012), curriculum is a body of knowledge, contents and/or subjects. This means, curriculum is the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised. Also, Iwuamadi & Ajeka (2010), opined that curriculum is all the auspices of the school. In other words, curriculum determines the quality of education as it is usually developed in such a way that it is sensitive to the needs and aspirations of the learner. Contextually, curriculum may be referred to as a well-defined and prescribed course of studies, which students must fulfil in order to pass a certain level of education. As a result, teaching and learning in secondary schools are expected to be in line with the demands of the curriculum. On this note, Obanya (2003) explains that curriculum process include among others, team building, teacher empowerment and garnering of support for school programmes which influences people to acquire the values and morals needed for effective functioning in the society. Obanya further stresses that this process is expected to help preserve and refine society so that it will be a congenial place for individual members to live and work happily in peace to ensure security, development and stability of the nation. Thus, the school is seen as the venue of the implementation process where concrete interaction in the classroom takes place between teachers and learners. If students are given unhindered access to education via English language, it will serve as a bridge to the future transformation of the Nigerian society for sustainable peace and security. As a result, there is need for such education system that provides students with broad based education to develop their mind, soul and body in order to understand their environment and to develop appropriate attitudes, skills, abilities and competences to co-exist with and contribute to the peace and unity of the nation. Here, the secondary school English language curriculum permeates the learner's cognitive, affective and psychomotor development through the teaching of the four English language skills, which are: oracy skills (listening comprehension), oracy skills (spoken English), literacy skills (reading comprehension) and literacy skills (writing for effective communication).

The objectives of the secondary English language curriculum include building upon the English language skills developed at the upper Basic Education Classes, developing the skills of listening, speaking, reading and writing to enable the students undertake higher education without problems, equipping secondary school leavers with a satisfactory level of proficiency in

the language for use in their work places, stimulating in them the love for reading as a pleasurable activity, and promoting and enhancing the various language skills and competences for effective national and international communication (NERDC, 2007). However, these objectives of secondary English language curriculum seem not achieved since the planned curriculum appears not to be effectively delivered. It is one thing to develop/design curriculum, it is another thing to effectively deliver it. The secondary school English language curriculum is designed to encourage all students to achieve their spiritual, intellectual and social potential as well as to understand the relevance of learning in their daily lives. Obioma (2010), observes that the secondary school English language curriculum is not structured in a way that will ensure that secondary school graduates are well prepared for higher education and that they had acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. Obioma also asserts that secondary school graduates do not acquire skills that enable them to be job creators instead of job seekers and skills that help in banishing poverty from their lives, and thereby promoting security of individuals and the nation.

To enhance security of the students and the nation, the English language teacher is in best position to teach and demonstrate his or her lifestyle which includes the virtue of forgiveness and tolerance by being consistent in promoting morality and ethical values while imparting knowledge on students to help them contribute effectively to the development of the society and also promote tolerance among them. Consequently, the level of insecurity will be reduced to the barest minimum in our society. They should also serve as good exemplary leaders to the students by demonstrating ethical values of kindness, tolerance, forgiveness and consideration for others in all circumstances. This becomes very important because most violence and civil disturbances, such as quarrel in the neighborhood is mostly built on lack of forgiveness, and intolerance is deeply rooted in the fact that most people find it difficult to consider others in their actions, which lead to disagreement, conflict and crisis. As a result of this situation, insecurity is deepened. Therefore, the teachers should use all forms of communication such as orientation, guidance and counseling procedure, special lessons in an English classroom to engage students in learning activities such as reading comprehension passages about insecurity, debates about what constitute insecurity, writing essays on dangers of kidnapping, terrorism, among others in order to communicate and interact with the students on the mutual ways of resolving conflicts and disputes arising among them and the society at large. This will give the students a sense of belonging and also guarantee security in the society.

## **Security Challenges in Nigeria and English Language Delivery at Secondary School Level**

English language education could be used as a tool for combating security challenges. Sadiq (2013) asserts that an educated population is an asset to a nation due to the fact that education promotes national security as it inculcates desirable human traits like honesty, sincerity, hard-work, punctuality, productivity, innovation, patriotism, selflessness, brotherhood and friendship. Education also empowers people by inculcating life-long skills and know-how, thereby liberating the individual from poverty and want. Eradicating global terrorism for instance, goes beyond proliferation and development of guns and drones, by spreading quality education across the globe irrespective of regions and culture because through wars and weapons we can only kill terrorists - but this ideology of terrorism can only be ended through education (Malala, 2016). There is the need for holistic English language education of secondary school students which in turn could enhance tolerance, patience, love for each other, friendship and harmony in society. It could be concluded that sustainable global security can be achieved when English language education is made a priority by states and their schools. When properly realized, English language education can be a global asset to fight poverty, inequality, insecurity, and disease (Al-Rodhan, 2007). The contents of the English language curriculum should examine students' knowledge, skills and attitudes about the security affairs of the nation, and equally develop their mind, soul and body to become productive and functional individuals in the society, hence, promoting national security.

## **Conclusion**

Education is seen as a new way to reduce the sophistication of crimes and violence that are threatening national integration and security. In other words, through education, a nation overcomes security challenges, and as a result, every form of education is expressed through language and it is through English language that the knowledge and skills needed for human development is acquired. The simplest way to inculcate and establish moral conscience in the society is through institutional academic programmes at various educational levels, especially at the secondary level. The secondary school is designed to use the curriculum as a major instrument to obtain practical knowledge, transmit skills and values to produce students and graduates who are functional, interactive and productive members of the society. There is, therefore, the need to re-structure and deliver the English language curriculum to strengthen and help both teachers and students to work towards achieving the goals of promoting peace and unity of individuals and the nation as well.

### Recommendations

1. There is need for a review of secondary school English language curriculum to include critical topics or programmes that are necessary for development of informed and well-rounded students.
2. Since teachers' education is paramount and significantly associated with the quality of values and ethics students acquire, workshops, in-service training and short courses should be designed to train teachers to enable them have the knowledge, skills, values and ethics students should acquire or that should be developed in learners in the teaching and learning process.
3. There is also the need for teachers to be trained on how to bring the content, the pedagogy and structure of teaching peaceful values, morals, citizenship and skills acquisition for the anticipated essential learning outcomes such as communication, problem-solving, aesthetic expression, technological competence, personal development and citizenship, hence, promoting peace and security in the nation.
4. There is the need to ensure the continuity of innovation and total restructuring of the school curriculum to strengthen and re-direct the delivery of morals and values of education in the broadest possible sense, especially at the secondary level.
5. The government, school administrations, teachers, parents, among others, should provide all necessary facilities towards ensuring that the re-structure English language curriculum is effectively delivered at the secondary school level.

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## **Insecurity And Education: Delivering The English Language Curriculum To Internally Displaced Secondary School Students In Nigeria**

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### ***Abstract***

*The society is dynamic and in the process of time, a lot of issues develop that need to be tackled to advance education and to facilitate development. In Nigeria, insecurity is one of the major challenges militating against educational progress of the child, especially, children of the Internally Displaced Persons (IDPs). Recently, the plight of the Internally Displaced Persons started demanding urgent attention. Children of these displaced ones seem to be left out of the provisions of the Nigerian Policy on Education (NPE) as a result of fleeing from their homes for safety. They need to be educated just like their counterparts in comfort zones. This therefore calls for the need to carefully adapt the curriculum, especially, the English language curriculum that would be delivered to these ones wherever they may be camped, to cover their educational needs. To achieve this, there should be need analysis of these ones, selection of objectives to be achieved, the content and learning experiences to be given to the children and then the evaluation of the whole process. When this is done, it would go a long way to bringing the English language, which is the key to learning and development, to the children of the internally displaced persons.*

### **Introduction**

The essence of curriculum is to deliver a qualitative education that addresses the social realities of a people. Agwu (2009) indicates that the society is dynamic and encounters a lot of changes in the process of time. These changes must be addressed for the society to grow, develop survive and bequeath enduring legacies to its generation to come. The only viable means of addressing the realities of a society is through education and there is no meaningful education without the curriculum. The English language which serves as a major vehicle that conveys the curriculum contents should therefore be taken seriously. It should be properly planned to accommodate the Internally Displaced Children (IDC) whose plight is as a result of the insecurity in Nigeria.

In Nigeria today, there are changes going on in the society engendered by

social, political, ethnic and religious restiveness. There has been protests, terrorism, vandalism of petroleum pipelines or kidnapping, and sometimes, religious or civilian war. These gives rise to violence and general insecurity in many parts of the country. These terror attacks, wars and sometimes natural disasters have forced a lot of people, especially some states in the northern part of Nigeria, to flee their homes for a place of safety and security of their lives. These has led to the phenomena described as Internally Displaced Persons of IDPs. Some of these people are living in tents, neighboring bushes and countries while some are in camps known as IDP camps. The major issue is: since the curriculum is intended to address social realities, how will the secondary school curriculum, especially, the English language curriculum, be tailored to fit the needs of the children of these displaced persons, and how could it be effectively delivered to them? These are the issues to be addressed in this paper.

### **The Concept of Curriculum**

The importance of curriculum has placed it on a global attention, causing it to enjoy a wide range of definitions. Some define curriculum as all the experiences a learner has at school under the guidance of the teacher which plays a vital role in translating curriculum objectives. The Encyclopedia of Education (2003) defines curriculum as the total learning activities or educative experience offered by an institution through its total institutional programmes designed to achieve the prescribed objectives. Okunlola (2015) sees curriculum as planned learning experiences offered to a learner in school, adding that it is a program of studies made up of three components: Program of studies, program of activities and programme of Guidance. Agwu (2009) summarizes the definitions given by different scholars thus:

The curriculum is what happens as a result of what teachers do. It includes all of the experiences of children for which the school should accept responsibility – *Kansas*.

All the learning which is planned or guided by the school, whether it is carried on in groups or individually, inside or outside the school – *John Kerr*.

The curriculum consists of content, teaching methods and purposes may in its rough and ready way be sufficient definition with which to start. These dimensions interacting are the operational curriculum – *Philip Taylor*.

A programme of activities designed so that pupils will attain as far as possible certain educational ends or objectives – *Paul Hirst*.

It is with deliberate, systematic, planned attempt to change behaviour that curriculum is concerned. By curriculum, we mean the planned experiences offered to the learners under the guidance of the school – *D. K. Wheeler*.

What after all is the curriculum? In its broadest sense, it is synonymous with the content of education – *Robin Barrow*.

A narrow definition of curriculum would limit it to content, that is, its subject on the timetable and what is taught under each of those subject headings. At the other extreme, curriculum is used in a very wide sense to include not only what is taught, but how it is taught and why. This would include curriculum valuation, control and classroom instruction – *Dennis*.

Curriculum can therefore be seen as the systematically planned or unplanned educational experiences carried out inside or outside the school, intended to bring about positive behavioural changes in the learners and the society. To guarantee the effectiveness of the 9-year Basic Education programme being practiced in Nigeria and to ensure a continuum and the actualization of the Nigerian Federal Government's agenda for national development, the National Education Research and Development Council (NERDC) came up with the revised basic education curriculum. **The Revised Basic Education Curriculum (BEC)**

The revised structure of the curriculum for Basic Education consists of 8 subjects for primary 1- 3; 9 subjects for primary 4-6 and 10 subjects for JSS 1- 3. The structure is as follows:

1. English Studies
2. Mathematics
3. Cultural and Creative Arts
4. One Nigerian Language

5. Basic Science and Technology:

Basic Science Basic Technology Physical and Health Technology  
Information Technology (IT)

6 Pre-Vocational Studies (PVS):

Home Economics

Agriculture

Entrepreneurship

7 Religion and National Values Education (RVE):

Christian Religious Studies/Islamic Studies

Social Studies

Civic Education

Security Education

8 French (to be introduced from primary 4 as a core subject)

9 Business Education (to be introduced in JSS one)

10 Arabic language (optional)

Other highpoints of the Basic Education Curriculum (BEC) include:

English studies, mathematics, cultural and creative Arts and one Nigerian language stand as single subjects in the curriculum.

Inclusion of the study of Entrepreneurship in Pre-Vocational Studies.

Introduction of IT in Basic Science and Technology

Infusion of Creative and Critical thinking and relevant elements of the National Economic Empowerment and Development Strategy (NEEDS) into the relevant contents of the curriculum.

Infusion of emerging issues such as Drug Abuse Education, Peace Education, Road Safety Education, Consumer Education, Food and Drug Safety elements, National Values and Orientation, Disaster Risk Reduction Education, etc., in the Curriculum, (FRN 2008).

To guarantee the effectiveness of the 9-year Basic Education programme and to ensure a continuum and the actualization of the Nigerian Federal Government's agenda for national development, the National Education Research and Development Council (NERDC) developed a curriculum structure for Senior Secondary School (SSS) in Nigeria. The Senior Secondary Education Curriculum (SSEC) is the progression of the present Junior Secondary Education Curriculum (JSEC).

Obiefuna (2009) noted that knowledge is dynamic and curriculum is a means of addressing social realities of a people. This therefore suggests that emerging problems of Boko Haram insurgency, Niger Delta insurgency, and

herders/farmers clash (some of which have forced some group of people especially in some of the northern states of Nigeria to flee their homes for new temporary settlements) call for a deliberate attempt to deliver the curriculum, especially the English language curriculum, to accommodate their children. The curriculum should be delivered in such a way as to help them in the four language skills: listening, speaking, reading, and writing, to progress in higher studies and to cater for the differences in talents, opportunities and future roles of the children. It should equally be delivered to provide trained manpower for technical knowledge and vocational skills necessary for industrial and economic development (the English language helps to make this possible). This measure when taken, will not only help to guarantee future development of Nigeria but equip the children of the displaced persons to cater for themselves in the nearest future. This will in no small measure help to rid the society of future miscreants.

#### **Nigerian Secondary Education - Aims, Goals and Objectives**

The broad aims of secondary education within the overall Nigerian Education Policy (2004) are:

- (1) preparation for useful living within the society and
- (2) preparation for higher education.

Secondary education in Nigeria is the education children received after primary school and before tertiary education. The broad goals of Secondary education, according to NPE, are to prepare the individual for useful living within the society and higher education. FRN (2004:13) specifically indicates that secondary education shall:

Provide all primary school leavers with the opportunity for education of higher level, irrespective of sex, social status, religious or ethnic background.

Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;

Provide trained manpower in the applied science, technology and commerce at sub-professional grade;

Develop and promote Nigeria language, art and culture in the context of world's cultural heritage;

Inspire students with a desire for self-improvement and achievement of excellence;

Foster National unity with an emphasis on the common ties that unite us in our diversity;

Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;  
Provide technical knowledge and vocational skills necessary for agricultural, industrial commercial and economic development.

Based on the goals of secondary education, efforts are geared towards achieving development in all sectors and making beneficiaries of secondary education fit into the ever changing world. Thus, for them to develop with changes in the society and key into achieving the educational aims, goals and objectives, the children of the displaced persons should not be left behind. The unfortunate thing is that the temporary settlements of the IDPs may not give room for the proper implementation of these goals. A lot could however, still be done to achieve a reasonable measure of the goals.

### **Present Senior Secondary Education Curriculum (SSEC)**

The SSEC is crafted along the following lines:

#### **Alignment of the compulsory cross cutting subjects**

English language  
General Mathematics  
Civic Education  
Trade/Entrepreneurship Studies

#### **Alignment of Curriculum into four distinct field of study**

Senior Secondary Education (Science/Mathematics)  
Senior Secondary Education (Humanities)  
Senior Secondary Education (Technology)  
Senior Secondary Education (Business)

#### **Inclusion of 34 Trade/Entrepreneurship subjects and Civic Education as compulsory cross cutting subjects**

- a. **Compulsory Cross cutting Subjects:** English Language, General Mathematics, Civic Education, One Trade Entrepreneurship Studies, Core subjects in specialization into four distinct field of study: Humanities - Nigerian language, Literature in English, Geography, Government , Islamic Studies, History, Visual Arts, Music French, Arabic , Economics, Christian Religious Studies.

- i. Science & Mathematics: Biology, Chemistry, Physics , Further Mathematics, Agriculture, Physical Education, Health Education, Computer Studies/ICT
- ii. Technology: Technical Drawing, General Metal Work, Basic Electricity, Electronics, Auto-Mechanics, Building Construction, Wood-Work, Home Management, Food and Nutrition, Clothing and Textiles
- iii. Business Studies: Accounting, Store Management, Office Practice, Insurance, Commerce

**b. Elective**

These are subjects chosen outside the student's specialized field of study, for example, a science student may decide to take music as elective.

**c. Trade/Entrepreneurship Subjects**

Related schools (like Technical Colleges) are to choose a specified number of trade/entrepreneurship subjects according to the immediate environment. It is expected that schools should choose between three (3) and five (5) trade/entrepreneurship subjects for their students from where their students will chose one or two.

**The 34 trade subjects to be chosen from include the following:**

- (1) Auto body repair and spray painting (2) Auto Electrical work (3) Auto Mechanical work (4) Auto Part Merchandising (5) Air Conditioning & Refrigerator (6) Welding and Fabricating Engineering, Craft Practice (7) Electrical Installation and Maintenance work, (8) Radio, Television and Electrical work (9) Block-laying, Brick-laying and concrete work (10) Painting and Decoration (11) Plumbing and Pipe-fitting (12) Machine woodworking (13) Carpentry and Joinery (14) Furniture making (15) Upholstery (16) Catering Craft Practice (17) Garment Making (18) Textile Trade (19) Dying and Bleaching (20) Printing Craft Practice (21) Cosmetology (22) Leather Goods Manufacturing and Repair (23) Stenography (24) data Processing (25) Store Keeping (26) Book Keeping (27) GSM Maintenance (28) Photography (29) Tourism (30) Mining (31) Animal Husbandry (32) Fisheries (33) Marketing (34) Salesmanship, (FRN 2008).

The current English language curriculum was presented for use in 2007. Junior

Secondary School 1 to 3 curricular was developed following the declaration for a 9-year Basic Education Programme to cover the emergent need of having children be in school up to the time they finish the Junior Secondary Schools in order to realize the Sustainable Millennium Development Goals (SMDGs) and comply with the National Economic Empowerment and Development Strategies (NEEDS). The children of the IDPs may miss a lot based on these provisions. This is why care should be taken to tailor the curriculum to address their plight.

### **The English Language Curriculum**

The importance of English language to a multilingual society like Nigeria cannot be overemphasized as it serves as the language of inter-personal and inter-ethnic communication between the various ethnic groups. It is also the language of trade, business and communication. The English language equally serves as the language of education as it is the medium of instruction in schools and the basis for admission into any of the Nigerian universities. NERDC (2007) indicates that it is the “*primus inter pares* among core subjects in the Senior Secondary School curriculum”. In addition, the Nigerian government employs the English language as an official means of transacting administrative businesses. It is based on this that it becomes important for the English language curriculum to be viewed with all seriousness. The numerous vital role of the English language to the Nigerian society has made it necessary for care to be taken in both the planning, development and implementation of the English language curriculum. It is also very important that deliberate care be taken to deliver this curriculum to the children of the IDPs for all the roles of English language in Nigeria and the objectives of the NPE to be achieved.

The Senior Secondary School (SSS) English language is a continuation of the JSS curriculum. This level strengthens the language skills: listening, speaking, reading and writing introduced at the JSS level. The major target of the English language curriculum is to enable effective communication of pupils/students. The curriculum is therefore effectively designed to “ensure that the students can listen effectively to any speech or lecture, speak fluently and intelligibly, read materials of varying lengths and difficulty at all levels effectively, and write logically with grammatically correct sentences” (NERDC 2007).

The objectives of the SSS English language curriculum, according to NERDC (2007), comprise:

- (a) building upon the English language skills developed at the upper

Basic Education Classes,

- (b) developing the skills of listening, speaking, reading and writing to enable the students undertake higher education without problems.
- (c) equipping secondary school leavers with a satisfactory level of proficiency in the language for use in their work places,
- (d) stimulating in them the love for reading as a pleasurable activity,
- (e) promoting and enhancing the various language skills and competencies for effective national and international communication.

In the English language curriculum, the instruction in the four skills of language is broken down to: grammar, reading comprehension (which is under literacy skills), vocabulary development and oral literacy which have two divisions: spoken English and listening comprehension. Each of these is further broken down to various topics:

*Oral Literacy - Spoken English*

Consonant sounds

Vowel sounds

Stress syllable and intonation

Oral composition skills include narrative:

Descriptive

Expository

Argumentative

Speaking to persuade/convince

Reading and appreciating poetry

Summarizing a talk or lecture, etc.

*Oral literacy - listening comprehension*

Here, the skills covered include:

Listening to grasp main points or ideas

Listening to identify details

Listening to identify the speaker's mood, tone and purpose

Listening for summary through identifying key words

Listening to tell the meaning of words in a context

Listening to identify the speaker's style

Listening to answer questions

Listening to recorded speeches for comprehension

Listening for implied meanings

Listening for critical evaluation

Listening for details, etc.

*Literacy skills:*

*Literacy Skills for Reading*

Reading comprehension  
Reading for main idea or story line  
Reading to comprehend supporting details  
Reading to comprehend word meanings through context  
Reading for summary reading to make notes  
Reading for main gist  
Reading for implied meaning  
Reading for critical evaluation, etc.

*Literacy Skills for Writing*

Continuous writing - Narrative, descriptive, expository and argumentative  
Letter writing  
Speech writing  
Record keeping  
Writing articles  
Creative writing  
Free writing  
Report writing, etc

*Grammar*

Grammar in the English language curriculum was presented under structural patterns of the English grammatical structures, which mainly include:

The parts of speech:

Nouns  
Verbs  
Adjectives  
Pronouns  
Adverbs  
Prepositions  
Conjunctions, and  
Interjections

*Vocabulary Development:*

*Word Register*

Words associated with different fields and institutions,  
Antonyms  
Synonyms and related groups

Spelling  
Word meanings  
The use of the dictionary  
Word imports, etc.

The presentation above is the SSS English language curriculum, each with its numerous sub-topics. The challenge is how to present these learning materials in easier and ways that bring about positive outcomes for children in the IDP Camps.

### **Emerging Issues in Curriculum Development**

Globally, especially in Nigeria, lots of issues are cropping up in the process of time that demands coverage in the curriculum for the society to forge ahead in all aspect of development. Some of these issues include Digital Literacy and e-learning, additional language skills (Viewing and Representing) HIV/AIDS, security issues, terrorism, minority groups, corruption, kidnapping, rape and ritual killing, herdsmen and farmer's clash, vandalization of oil pipelines, religious and ethnic restiveness, ICT and global warming. Agwu (2009) and Obiefuna (2009) outlined some of these emerging issues to include:

- Nomadic Education
- Gender Studies (Girl-child Education)
- Environmental and Safety Education
- Peace and Conflict Resolution
- Population Education
- Environmental Education
- Citizenship Education
- HIV/AIDS Education
- Agriculture and Extension Education
- Distance and Open Learning
- Universal Basic Education
- Millennium Development Goals
- Examination Malpractice

All these are some of the developing issues that need to be accommodated in the curriculum and carefully delivered to reach not only the internally displaced children but to every Nigerian child.

### **Developing English Language Curriculum for IDP Children.**

The demand for the development of English language curriculum for children of the displaced persons is a task that must be accomplished in order not to make nonsense of the goals of the NPE. Certain questions to be raised in respect of attaining these education goals are:

- i. What are the actual needs of these IDPs?
- ii. What are the educational objectives that the curriculum should achieve?
- iii. What should constitute the content of the subject matter in order to meet the objectives?
- iv. What should constitute the learning experiences in order to make the curriculum relevant to this group of learners?
- v. How should the curriculum be organized to make learning effective?
- vi. How would the learners be evaluated to ensure that the objectives are met?

### ***Need Analysis***

The major needs of the children of the IDPs have to be identified so as to know the objectives that will guide the other stages of learning. At the primary level, the research available (UNICEF 2014) indicate that most of these children have never been to school before. Their immediate need, in addition to other needs, is to read and write and be able to communicate effectively in the English language as well as have the foundation that would help them progress in learning. In addition, especially for those in the secondary school level, literacy light for the IDPs should be beamed more on societal developmental educational needs like health, digital learning, science and technology. Thus the examples drawn to explain terms in English language instruction should be tailored to touch these important areas. More importantly, attention should be given to the quality of the education, especially the English language, given to the children of the IDPs. The learning environments should also be improved and be made conducive for meaningful teaching and learning to take place. The English language curriculum to be delivered to this group of people must therefore, be in line with their needs.

### ***Educational Objectives***

To deliver the current English language curriculum to the children of IDPs, the objectives must be set to determine the desirable changes that the learner will experience in behaviour as a result of being exposed to the programme of study. This change in behaviour must be in line with the NPE and it should not be haphazardly done. It must be properly planned to meet the provisions of the NPE. For the IDPs, literacy is the first major need at the initial stage of learning

which must cover the four major skills of language learning: listening, speaking, reading and writing, as well as numeracy. This will prepare them to access other subjects which would subsequently lead them to come out to be self-reliant in life. The educational objectives for the English language should be set in line with these needs and properly delivered to the IDPs for optimum development.

### ***Content of the Subject Matter***

The subject matter includes the topics that relate to the facts, skills, values and attitudes to be covered by the learner within a given period of time. The content must be in line with the objectives set. Children of the internally displaced persons have peculiar needs of acquiring the English language to be able to communicate effectively with the community they found themselves (and the larger society) as a result of displacement. The content should also be organized to prepare the children of the IDPs to read and write, so as to be able to launch into the subjects that will give them their dream careers. The content and subject matter should be carefully selected to fit the needs of these people. Generally, the NPE and the current curriculum should serve as a good guide here.

### ***Learning Experiences***

The learning experiences are such that would make learning more effective. These experiences show what the learner should be doing as lesson progresses. What the learner does must be in agreement with what the curriculum is intended to achieve. For the children of displaced persons, learning must be made as interesting as possible since it may be their first educational experiences outside home. The learning experiences must also put into consideration the psychological issues of the IDPs.

### ***Organization of Curriculum for Learning Effectiveness***

Learning experiences need to be organized in such a way that it will be relatively easy for the children. Curriculum organization should take into consideration the entire design of the curriculum to ensure that all aspects of the curriculum are taken into adequate consideration. It is only when this is done that learning becomes effective.

### ***Evaluation***

Evaluation is very important to determine the effectiveness of the different stages and most importantly, whether the objectives were met. Both the formative, diagnostic and summative evaluations need to be employed. Evaluation is necessary because it is a means of determining the quality of the curriculum and the efficiency of the teachers and how far learning has/has not

taken place.

The above steps when effectively taken would help in the development and delivery of an English language curriculum to the children of the Internally Displaced Persons.

### **Recommendations**

To achieve the mass literacy for all and especially for the children of the IDPs as contained in the NPE, the following recommendations are made.

Special teachers should be trained to deliver the English language curriculum so as to achieve the mass literacy advocated by NPE.

The children of the IDPs should be given the basic elements of literacy and numeracy as their counterparts in .comfort zones.

The teachers for this job should be well trained and motivated so that they can deliver their best. They should be the types that are patient and willing to teach with no conventional planned classroom because of the peculiar problems of the IDPs. This therefore will require special incentives as a motivation.

### **Conclusion**

The emerging need of displaced persons requires that the children of these ones be given adequate education just as their counterparts in the conventional schools. This should start with the English language which is the basis for education. A curriculum for English language should be developed and delivered in such a way that learning could be meaningful to these children by first diagnosing their needs then setting the objectives till the last stage of evaluation. The government and concerned individuals as well as NGOs need to combine efforts to salvage the situation by mapping out strategies like training special teachers who will be deployed in areas of such emergency situations. More so, special schools have to be built for the purpose of IDPs at least in every state, in advance, to manage such cases should the need arise.

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## **Usefulness Of Including Security Awareness Concepts In Reading Comprehension In Senior Secondary Schools In Nigeria**

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### **Abstract**

*Conflicts and violence that happen either inside or outside the classroom can affect the quality of children's learning in the classroom. It is important that students are to be made aware of the security threats around them and the need for them to be careful in school and society. Education is currently seen as a solution to creating security awareness and thereby achieving a more secure environment. The paper examined how teachers can include ideas about security challenges in reading comprehension passages of the English Language curriculum for senior secondary schools in Nigeria. The paper also investigated some issues that English Language teachers may face in trying to build a culture of security consciousness in a reading classroom. It reviewed the impact of security education on children and the various types of security education. The paper projected the urgent need for teachers to be trained in safety and security management and communication for a more effective security awareness education delivery in schools in Nigeria. Recommendations were then made for government to play an active role in supporting schools with training materials to make security awareness education more effective and practical. It was also recommended that teachers be encouraged to use more practical and resourceful techniques in their teaching for a meaningful, purposeful and impactful learning outcome.*

### **Introduction**

Insecurity in schools and communities has become a daily news in Nigeria. A way of keeping the school environment free of hazardous situations that could put the lives of school children at risk is the main focus of this paper. Conflicts and violence in schools or out of school such as in families or societies can significantly affect our student's motivation and ability to learn. Conflicts take place when an individual's needs, interests, wants or values are incompatible with someone else's and this causes the individual to express an emotional reaction to

the situation by showing disagreement and interfering with what someone else need to get or to have (Mayer, 2000). These conflicts and violence in schools and societies are what leads to insecurity. The safety of school children is a priority, therefore, teaching those topics covering security awareness in English Comprehension will help them develop a culture of safety consciousness which will ultimately improve their chances of survival both in school and at home. In every society, conflict is inevitable. According to Shappiro (2010), violent conflicts will take place when people see their view of the world as the only accurate and acceptable reality, when those who hold more power make social injustice or inequality or when people fail to appreciate or recognize the presence or value of others. Emotions can exacerbate conflict (Mayer, 2000). The political and religious conflicts in Nigeria are a large contributing factors to insecurity in the country.

In schools, there are conflicts which may endanger students. A firm grasp of security awareness education will help students stay safe through all forms of conflict in school. There are many forms of conflicts in school which can lead to unsafe situations. They include a riot, a fire outbreak and a stampede. At school, children need a secure, positive and comfortable environment to help them learn. Schools are supposed to be one of the safest places children can be. Williams (2013:1), pointed out that security is 'absence of threats' which involves the alleviation of threats to cherished values. Over 80% of conflicts in schools involve physical fights, and verbal insults such as hitting, kicking, scratching, verbal harassment, bullying, and gossip/rumor, threats of physical force, drug possession, gun possession and friendship / relationship issues. These problems make students and educators feel less safe, and it makes it harder for students to learn and for teachers to do their jobs. Students in the school should be given some practical activities like going to execution/educational visits. If children are taken to airport for site seeing, they will not only learn some vocabulary words that will be usefulness in comprehension exercises but also learn some safety tips about an airplane. Children should be exposed to Local and global awareness on safety and security.

In Nigeria today, a large percentage of our schools are not safe for our learners. Classrooms are overcrowded. Classrooms with single doors and narrow single exit gates can result in students stepping on each other in the event of emergency situations like fire outbreak. It can be worse for a school premises without multiple exit school gates. Children will become scavengers and can experience unsafe incidences like; stepping on sharp objects, get bitten or stung by insects and reptiles around, get sexually molested by irresponsible adults, getting injured

in trying to cross the main roads without guide. All of these situations add up to the insecurity issue in schools. We can raise their awareness of the risks they face and educate them about the safety and security issues they may encounter through reading comprehension in the classrooms. An information program designed through the comprehension passages especially for children will achieve this goal. It will encourage children to adopt safety measures and it will promote good security practice. These comprehension passages will make children aware not only of the risks they face, but also of the counter measures they can utilize to protect themselves. Security in the classroom is also vital. Beyond security education topics that will help the learners detect and avoid conflict and violence at all times, the learning environment's safety can be enhanced with tools and gadgets. Every school should, therefore, have safety gadgets such as a fire extinguisher, rubber gloves that will protect the hands when the children conduct experiments with dangerous chemicals such as caustic soda, there should be washing hand basins all around the school premises and a first aid box just in case anyone gets injured within or outside the school premises. The gadgets should however not just be present in such schools but be practically taught to the students. Every student above a certain class should know how to use a fire extinguisher, a first aid box and a wash hand basin. Thus, it is vital that appropriate education training for proper execution of the security safety of the children. This can be done through including security topics in English comprehension passages in school to enable them to become safer, wiser, and more responsible to tackle security risks.

Students should also be taught the general knowledge of safety in the classroom and school premises. This can be effectively taught teaching the children security protocols can help them avoid getting kidnapped or accepting dangerous objects from strangers. This will ultimately improve learner safety, lead to less violence and make the country a better place. We may not be able to resolve the conflict as teachers but we can decrease the number of victims by effective security education and awareness.

Security is the most vital element in human life. Without it, social, economic, and political achievements cannot be attained (Charas, 2015). Every nation struggles to protect and deepened its core values, aimed at enabling people to lead their lives in free and secure environment according to their shared common beliefs by preserving their national interest, identity and sovereignty. Rising insecurity is on the verge of being Nigeria's heritage as no single day goes by without acts of insecurity especially in schools. It was in school, that more than 200 children were kidnapped in the name of 'Chibok girls'. More worrisome is the fact that, for

undisclosed reasons, the Nigerian government seems unable to curb this threat or doesn't want to stop it. Nigeria currently appears to be grappling with security problems and these cut through its six regions, but most affected is the North-East, North-Central, and South-South regions. The people living in these regions now sleep with one eye open while the government that is normally entrusted with life and property, security appear confused and unable to do something.

Security means protection from harm and risk. Protection is very necessary because as Zabadi correctly states 'Until one can be assured of his physical safety, everything else will be meaningless. (Zabadi, 2011). Onifade, (2013) opines that security is seen as a situation that emerges from the establishment of ways of protecting individuals, information and properties from hostile people influence and behaviour. It has to do with a situation in which people can travel around within a given natural space or elsewhere without any real and imaginary threats to their lives or properties. A condition where with their two eyes firmly closed, people will sleep at night. Security of life and property is really the fundamental reason for a government to exist in the first place, as attested by the various theorists of social contracts (Hobbes, Locke & Montesquieu). Security awareness refers to knowing about security. Security awareness does not only refer to knowing about security but also to act on this knowledge. In other words, people must have knowledge of security risks and threats before they can be expected to do anything about them. That is why security awareness is so important. We cannot expect people to innately understand existing risks, let alone react to risks, without some form of guidance.

### **Security issues in schools**

Every child has the right to go to school free from fear. When schools provide quality and safe education, children can learn, build friendships and gain the critical skills they need to navigate social situations. In the best circumstances, school puts children on the path to a promising future. Children in school today are experiencing violence, bullying, harassment, verbal abuse, sexual abuse, exploitation, corporal punishment and other forms of humiliation at the hands of peers, teachers or even school authorities. Many children also experience violence school, associated with gang culture, weapons and fighting and rape. Violence in schools can have serious effects on children's psychological and physical health. Children who are subjected to violence may experience physical injury, sexually transmitted infections, depression, anxiety, post-traumatic stress disorder (PTSD) and suicidal thoughts. They may also begin to exhibit risky, aggressive and anti-social behavior. Children who grow up around violence have a greater chance of replicating it for a new generation of victims. Violence in

school can reduce school attendance, lower academic performance and increase drop-out rates. These have devastating consequences for the success and prosperity of children, their families and entire communities. UNICEF (2021), in conjunction with governments, schools, teachers, families, children and young people are trying to prevent and respond to violence in schools. UNICEF with the help of governments and partners made the following laws:

- Prohibiting corporal punishment and other forms of violence.
- Develop codes of conduct and other safeguarding measures in schools.
- Set up confidential and safe reporting mechanisms in schools.
- Establish a referral mechanism for response services, and monitor and collect data on violence in schools.
- Develop and implement life skills and social and emotional learning programmes to build the resilience and protective capacity of children and youth.
- Research, monitor and collect data on violence in schools.

Parents always want the best for their children. These days, school programs are not the concern of parents rather school safety and security, student discipline, and teacher pay. A safe learning environment helps improve children's abilities and improves their academic progress. School safety and security promotes learning. If a school is known for violence, parents would choose to change schools for their children. Schools improve safety and security by implementing protocols such as locking and monitoring doors and gates, limiting access to school grounds and installing tools such as CCTV, Cameras and Metal detectors. Here are some actions parents can take to improve school safety and security.

- Having an adult visibility, helps reduce opportunities for violence. It makes offenders think twice about doing any security violations in school. Parents can offer that presence.
- Parents talking to their children would help to determine if they feel safe in their school environment. These conversations also establish good communication and trust.
- Parents must be aware of who their child is interacting with on a daily basis. Learning more about their children's classmates or teachers can also help them determine if there are signs of possible violent threats.
- They can find ways to help troubled students or teachers.
- Parents should talk to their children about safety behaviors and teach them to report suspicious and dangerous behavior to proper authorities in the school.
- They should be reminded not to talk to strangers and to find help from

adults or any teacher around the school premises when they feel there is danger.

Curriculum planners in Nigeria designing the concepts of security awareness in the English language curriculum for senior secondary school should have the students in mind. Security awareness that are designed without the students in mind will not be successful. The topics and approaches of the programme must be aware and relevant to the students, hence the inclusion of the security awareness topics in reading comprehension passages:

### **English comprehension as a tool for security awareness education**

Insecurity by its very nature can be life threatening. In order to equip children with the information that can keep them safe (Security awareness education), communicating it in the most simple manner possible and showing them unsafe situations through relatable characters in a story is a strategy that has been shown to be effective over the years. According to Pedavi (2021) on “The Little Red Riding Hood Tale”, children are taught through the story not to trust strangers, reveal personal information or disobey their parents. Security awareness education is quite broad and has to be explored separately in English comprehensions for children to fully grasp the social expectations for each situation of insecurity they come across. The goal of security awareness education can be simplified for children to things as minute as running to the nearest police station when they see suspicious looking men, having their parents phone number memorized and not touching unidentifiable objects they see on the ground.

The safety and security topics that can be included in the reading comprehension passages of the reading components of the English Language curriculum for senior secondary schools include: Fire; Risk; Danger; Beware of Dogs; Emergence Exit; Co-operation; Safety in School; Security Agencies; Respect for all Lives; Peaceful living; Security Administrators; Say 'No' to Violence; Caution; Sexual harassment. Proper Orientation should be given to the children at school sometimes on the negative effects of crime, and violence.

Some security awareness programmes are not successful due to the fact that the authorities fail to explain the reasons and need about security measures to students. Students who understand why certain measures are required are more likely to comply. In order for an information on security awareness programme to be successful, authorities must focus on changing behavior of students by

providing appropriate trainings, seminars and workshop that will change their bad habits. An effective programme will enable the children to understand the relevance of information about security for them and how it can help them. It will remind the children about the risks they face and the counter measures they can utilize to guard against them. Security awareness is an effective strategy to reduce the overall risk for students. The more students are aware, the greater the chance that their behavior will be different, resulting in fewer negative incidents. It is important to empower the children with necessary skills and knowledge they need to stay safe. We can raise their awareness on the risks they face and educate them about the safety and security issues they may encounter. Security awareness programme designed specifically for children will achieve this goal. It will aim at making children aware not only of the risks they face but of the counter measures they can utilize to protect themselves.

Inclusion of safety awareness into reading comprehension of senior secondary school English Language curriculum is important. English Language is seen as a Language of economic development and stability as shown by several authors e.g. (Sally, Erling and Seargeant, 2013). It is a compulsory subject for all students in Nigeria education system. Reading Comprehension is an interactive process between the text and the readers' background knowledge. Some researchers call it a process that involves not only recalling facts but also inferring and evaluating the authors' point of view. Reading comprehension is one of the fundamental language skills children are expected to be exposed to all through their school life (Yusulf 2011 & 2013). Based on this, young school children need to be constantly inspired through meaningful reading comprehension lessons.

### **Some challenges English language teachers face in implementing security awareness curriculum**

Including effective security awareness topics in reading comprehension passages by Language teachers can be difficult due to certain obstacles and barriers. The under listed issues have been identified as those obstacles and barriers that prevents the success of including the security awareness topics in reading comprehension.

#### *Poor reading strategies*

A reading strategy is an explicit action a teacher takes to help readers translate print into meaning. A poor reader is anyone not reading well as other children of the same age. Teachers can help students to improve their reading comprehension through reading strategies. Reading strategies are purposeful means of comprehending the author's message. They are believed to influence readers in adjusting their reading behaviors to work on text difficulty, task

demands and other contextual variables. According to Otagburuagu (2003), reading is both a skill and a tool. This is because it is through reading that other subjects are learned and the knowledge gained is added to what the teacher taught. Reading will help learners to get information and knowledge from variety of books using effective reading methods and strategies. Many methods, techniques and strategies can be used to teach reading. Jabril, Kasdir, Elihami & Ibrahim (2019), used an Integrative approach to teach reading skill. They listed different strategies that can be used to teach reading. These are Summarizing or Self- Reviewing, Questioning, Predicting and Clarifying. The five frequently used reading strategies are:

1. **Scanning** is a reading strategy that requires searching for specific information within a reading text, through looking at its title, the table of contents and so on. Scanning allows the reader to locate information quickly. With scanning you already know before you begin what sort of information you are searching for. It allows the reader to locate specific information. Scanning is applied when the reader wants to get a specific information from the material. The reader goes through the text without trying to understand everything. Once he/she finds the specific information he/she is looking for, the person stops reading the text.
2. **Skimming**, is a common strategy in reading where the readers move their eyes rapidly over the text to gist and get a general overview of the content (Babaiba, 2015). Skimming means skipping irrelevant details and reading quickly to understand overall meaning. It is also described as a fast reading when the reader quickly runs his eyes over the text to find out the text index sub-topics without reading all details. If it is a newspaper for instance he will look for the captions ignoring the other content. When students are required to get more information in a short time the best method is skimming. Skimming entails getting principal headings, names, illustrations, graphs, specific dates and headings.
3. **Predicting** is a very useful way that the reader may use to predict about the text relying on his or her previous knowledge and extract the meaning of the text even if there exists unfamiliar words in the text. Readers make predictions or 'best guesses' about what will happen next. (Babaiba, 2015). The reader uses the text to guess what will happen next, then confirms or rejects their prediction as they read.
4. **Inferencing**, is a reading strategy that the reader has to read in between the lines to draw the conclusion.
5. **Summarizing** strategy, is strategy that consists of four steps: review the

passage evaluate the paragraph, answer with a paraphrase and determine a passage summary. It can be quite mystifying and puzzling to students who are not familiar with it. (Wormelui, 2005, cited in PardisSafani, 2014). As students read, they should be encouraged to periodically stop their reading and summarize what they have read. In creating a summary, students have to integrate the most important ideas and generalize from the text information. This practice of integrating and generalizing in the creation of summaries make long passages more understandable.

According to, (Yusulf, 2011), reading comprehension lessons can be worthwhile if teachers encourage and stimulate students to always make use of the above listed strategies. English Language teachers should use eclectic methods in her teaching that will arouse students' interest such as dramatization, miming, demonstration, pair reading, group work and interactive question and answer sessions. Teachers should encourage pupils to perform different activities before, during and after reading to enhance language proficiency.

#### **Impact of security education on children**

Security education is the process of exposing the learner to the knowledge, values, skills and experiences included in the concepts of security which are necessary for citizen to achieve comprehensive national security. Security awareness is intended to enable individuals to recognize security problems and act accordingly. Children who know about the danger in their surrounding are far more likely to avoid those dangers than children who are unaware.

Anyanwu (2018) argued that there is need to provide commensurate security education that will target at inculcating into the individuals the right spirit, awareness and consciousness to protect their environment. According to her, Security education must be fully integrated at the early stages of life, (i.e. at basic education level) to enable both children and youths imbibe the culture of being security minded. Anyanwu (2018) commenting on the impact of security education argues that the pupils will get to know what security is all about; why they should be aware of their surroundings; know their neighbors, friends, aunties and uncles and what they say or do that could lead to security breach and how to report same and to whom; and adhere to simple security rules and regulations; what crime prevention and loss prevention are; types of adversaries and risks/threats; target hardening and basic prevention measures necessary to contain them would also be known.

### **Types of security Education**

We have discussed the impact of security education on children and made a case for security education reviewing recent research and literature. In this part, we will discuss the different types of security education that the children can be taught. They include; Cybercrimes education, Terrorism prevention education, Natural disaster education, Information security education and Harmful objects education. Each of these topics when taught can equip the child with enough information to stay safe during national crisis. The security education typically encompasses who are the agents of insecurity, what activities they undertake, who they target and their mode of operation.

### **Conclusion**

Security education can be what is standing between us as a country and the complete eradication of insecurity. If children are taught from a young age the consequences of violence and why they should avoid it, the tendency towards it can become very limited. Boko Haram agents were once children. Internet fraudsters were once children. This means that if they had the right civic values instilled in them from when they were younger, it will be more difficult to convert them to agents of insecurity.

### **Recommendations**

Based on the trends and realities of today's Nigeria, here are a few recommendations to improve security education for children in Nigeria. These are

- Security education should be incorporated into comprehension passages taught in all secondary schools in Nigeria;
- Security education should have a practical component where children are taught how to respond to a fire or a bomb threat, kidnapping, sexual abuse, rape, after reading the comprehension passages;
- Teachers should receive special training for the proper execution of the security education of children;
- The government should play an active role in security education and recognize teachers doing their best in different institutions;
- Students should be given some practical activities like going on executions/educational visits. They should be exposed and made aware of local and global issues of safety and security;
- Schools should encourage holistic activities such as dramatization, singing and miming for promoting understanding of the concepts of safety and security.
- Schools should declare a day as 'safety and security day 'for workshops

and seminars on safety awareness and

- Curriculum planners should incorporate topics on safety and security in the reading comprehension unit of English Language such as 'keeping safe', 'security tools', 'war against violence' and 'peaceful living'.

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## **Security Challenges and Teachers' Curriculum delivery in Secondary Schools in Ikom Education Zone of Cross River State, Nigeria.**

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### ***Abstract***

*This study investigated Security challenges and teachers' curriculum delivery in secondary schools in Ikom Education Zone of Cross River State, Nigeria. The survey research design was adopted for this study. The population of the study was made up of one thousand, three hundred and eighty-six (1386) teachers in public secondary schools in the study area. The accidental sampling technique was used for the study. A total of two hundred (200) teachers were sampled for the study, Questionnaire was the instrument used for data collection. Pearson Product moment correlation co-efficient analysis was the statistical techniques adopted to test the hypotheses at .05 level of significance. The result of the analysis revealed a significant relationship between personnel security, instructional facilities security and teachers' curriculum delivery in public secondary schools in Ikom Education Zone of Cross River State, Nigeria. Based on the result, it was recommended that; the school managers should beef up security apparatus in the school environment; teachers should monitor the students against the theft of instructional facilities in the laboratories and classrooms.*

### **Introduction**

Curriculum delivery is the main element in teachers' effort to make the goal or objective of the lesson relevant to the learners. Good instructional delivery which is an aspect of curriculum delivery enables the interaction among the students, the teacher, the content, the knowledge and the skills. It provides the disposition students will need for learning and collaborating with others in a diverse society and rapidly changing world. During instructional delivery, the teacher applies a repertoire of instructional strategies to communicate and interact with students and academic content and to support student engagement (Gilmartin & Moore, 2020). Quality instruction delivery is a significant tool needed for teaching and learning of school subjects to promote teachers' efficiencies, effectiveness and improve students' performances. It makes learning more interesting, practical, realistic and appealing. It also enables both the teachers and students to participate actively and effectively in lesson sessions and gives room for

acquisition of skills, knowledge and development of self-confidence and self-actualizations (Essien, 2017). According to Jeremiah and Alamina (2017) instruction is all the activities engaged in by the teacher with the aim of facilitating change in learner behavior using different kinds of delivery attempts. Curriculum delivery in the educational system in Nigeria is faced with security challenges; the school system is not peaceful enough to enhance effectiveness in curriculum delivery.

Security is an all-encompassing condition in which people and communities live in freedom, peace and safety, participate fully in the governance of their countries, enjoy the protection of fundamental rights, have access to resources and basic necessities of life, and inhabit an environment which is not detrimental to their health and well-being. This description revealed that security embraces all aspect of societal prospects and human endeavours geared towards promoting freedom and safety of people and their properties. In this sense, personal security is the provision of freedom and protection of individuals from threats and dangers, while guaranteeing the safety of social institutions and individuals' properties (Alimba, 2013). School security relates more squarely to personal and physical security. This is because the school is made up of both human and material resources which are integral components of the larger society. School personnel and students as well as the material resources in schools are liable for protection and safety in this era of pervasive terrorists attacks, in which schools have become a subject of attack (Adejoh, 2015). The 21st century is characterized with school attacks. School as a social organisation is singled out for attacks by terrorists worldwide. School attacks are indicative of “targeted violence” aimed at educational institutions, by rebel or terrorist groups with a view to sending strong signals to state authorities (Mohammed, Alimba, Momodu and Ika, 2016). It is a deliberate act in which schools are singled out for attacks in order to send signals to the state as its custodian. It is an intentional act that has become pervasive and highly devastating in the world today. In Nigeria, armed groups threaten and kill students and teachers and bomb and burn schools as tactics of the conflict. In school attack, teachers as well as students are maimed, injured and killed, while school buildings and materials are destroyed by various means such as bombing, burning etc. O'Malley (2010) posited that the effects on education of such incidents will be felt long after the funerals have taken place, through loss of teachers and intellectuals, flight of students and staff, fear of turning up to class, grief and psychological trauma among students and personnel, damage to buildings, materials and resources, and degradation of the

education system through staffing recruitment difficulties and halted investment. Educational security is the protection of human and material resources from threats, risks and dangers emanating from school. The safety measures put in place at the different levels of education to safeguard human and material resources from internal and external aggression is referred to as school security. Thus, the nature of security provided at a particular level of education, be it primary, secondary or tertiary institutions is school security (Jaarsveld, 2011). Education is intricately linked to security, indicating that there is a direct connection between education and security (Alimba, 2016).

A secured school is likely to attract more students and enjoy parents' patronage. The public image of such a school will be high, boosting the efficacy of teachers and students and commanding the respect of parents. School security has become a serious issue in this global era characterized by pervasive terrorism. School security is a plan to protect the stakeholders in school from violent crimes and attacks by means of well-articulated policies, methods as well as safeguarding its facilities to enhance the productivity of the system (Mohammed, 2014). According to Lawrence (2007), the focus of school security has changed because it requires well-developed security and safety plans as well as proper risk assessment. It is the measures put in place to protect both humans and material resources and to reduce violence occurrence in order to ensure the promotion of safe school. According to Elliott, Hamburg and Williams (1998), fear in school affects the entire system by influencing teaching practices (curriculum delivery); children's readiness and capacity for learning; teachers and other school staff; students, the instructional facilities and the quality of learning environment. The advocates of school security measures such as Obiamaka and Enyi (2018) suggest that these measures may not only reduce crime and disorder but also reduce student fear by sending a message that the school takes violence seriously and is actively doing something to curtail it. School security measures work for good especially when the measures are well-thought out and are responsive to threats and risks emanating from within or outside the system. For schools to be secured, the security measures should embrace the following: human security measures, physical security measures, policy security measures and technological security measures (Alimba, 2018).

The security of staff, students and every member of the school community has become an issue of concern which needs to be addressed. Kirui, Mbugua and Sang (2011) investigated challenges facing Head teachers in security management in secondary schools in Kisii County in Kenya. The study

employed descriptive survey research design. Purposive sampling technique was used to obtain the needed sample of 27 Head teachers, 35 prefects, 14 members of the Board of Governors and 20 security guards. Data collected through questionnaire was analyzed using descriptive statistics. The study established that schools in Kisii County face security challenges such as strikes, theft and fighting among students but the majority of Head teachers, Board of Governors members and security personnel are not versed with strategies useful in handling security issues. Most schools are not prepared for disasters management. The study also established that Head teachers are highly aware of measures required in improving secondary school security. Obiamaka and Enyi (2018) explored ways of improving security situations in the public secondary schools in Benue State, Nigeria. The study was a descriptive survey study, involving 1,188 respondents, made up of 176 principals and 1012 teachers from 352 public secondary schools in Benue State, Nigeria. Two instruments were used to collect data for the study, namely: Check list on available devices for improving security situation in public secondary schools and a four point scale Questionnaire on improving Security Situation in Public Secondary Schools. (QSSMPSS). A descriptive analyses of frequencies and percentages was used to answer the six research questions while t-test comprising Mean and Standard deviation were used to answer the research questions while t-test and ANOVA were used to test the hypotheses at 0.05 level of significance. The result showed among others that some security devices for the improvement of security situations as well as the emergency response plans for managing security in public secondary schools were not available in most schools. The findings of the study also indicated that it is acceptable to have staff and students' identity cards, staff code of conduct and conflict resolution management programmes to help the staff as well as the students know how to resolve their disputes. The respondents agreed too that there is need to have constant searches of students' lockers and boxes to seize weapons and dangerous objects from the students.

Crime, kidnapping, violence, disorder and theft of some school facilities are the major problems facing public secondary schools in Ikom Education Zone of Cross River State, Nigeria. These problems not only endanger students and teachers but they also prevent teachers from effective curriculum delivery. The issue of school security has become a major concern at all levels of government from local to federal. The threat in educational environment has created an imperative for schools to identify tools, strategies and model programmes that can enhance the safety and success of all children and professionals who serve them. This is because when people are legally required to attend school, school,

school personnel have the corresponding duty to provide students with a safe, secure and peaceful environment in which learning can occur. Based on the foregoing, this study set to investigate the relationship between security challenges and curriculum delivery in basic education in Ikom Education Zone of Cross River State, Nigeria. The study was guided by –hypotheses

- There is no significant relationship between personnel security and curriculum delivery in Ikom Education Zone of Cross River State.
- Instructional facilities security does not significantly relate with curriculum delivery in Ikom Education Zone of Cross River State.

**Method**

Survey research design was adopted for the study. The population of the study consists of one thousand, three hundred and eighty-six (1386) teachers in public secondary schools in the study area. Two purposes were stated and translated to hypotheses. Questionnaire was the instrument used for data collection. The instrument was subjected to face validation by experts in Measurement and Evaluation and Curriculum Studies in the Faculty of Education, University of Calabar. The accidental sampling technique was used for the study. A total of two hundred (200) teachers were sampled for the study, Pearson Product moment correlation co-efficient analysis was the statistical techniques adopted to test the hypotheses at .05 level of significance.

**Results**

**Hypothesis one:** There is no significant relationship between security personnel and curriculum delivery in Ikom Education Zone of Cross River State. The result of the hypothesis is presented in table one below

**Table 1: Pearson Product moment correlation co-efficient analysis of the relationship between security personnel and curriculum delivery in Ikom Education Zone (N=200).**

Variables	$\sum x$	$\sum x^2$	$\sum xy$	R
	$\sum y$	$\sum y^2$		
Security Personnel	1431	10943	6276	0.89
Curriculum delivery	1345	25612		

Significant at 0.05 level critical = 0.195 df= 198

The result of the analysis shows that the calculated r-value of 0.89 is greater than the critical r-value of .195 at 0.05 level of significant with 198 degree of freedom.

**Hypothesis two:** Instructional facilities security does not significantly relate with curriculum delivery in Ikom Education Zone of Cross River State. The result of the hypothesis is presented in table two below:

**Table 2: Pearson Product moment correlation co-efficient analysis of the relationship between Instructional facilities security and curriculum delivery in Ikom Education Zones. (N=200)**

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	R
Instructional facilities security	1624	26740	8675	0.98
curriculum delivery	1345	25612		

Significant at 0.05 level critical = 0.195 df = 198

The result of the analysis shows that the calculated r-value of 0.98 is greater than the critical r-value of .195 at 0.05 level of significant with 198 degree of freedom.

### Discussion of findings

The results of the two hypotheses indicated that, both security personnel and instructional facilities significantly relate to curriculum delivery in the study area. The researchers observed that most schools in the study area do not have security measures, guide, laboratory attendant, no fence and doors, as a result, anyone can walk into the school compound and harass any teacher or student. It was also gathered that, the absence of laboratory attendant has led to the loss of many instructional facilities. Carter (2001) opined 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 stated that the government can help to ensure safe school by organizing periodic threat assessment in schools, creating school-wide prevention and intervention strategies, making school policies and legal issues supporting safe schools, implementing ongoing staff development to enhance safe schools ensuring quality school facilities and security technologies, fostering school, family, and community involvement and acquiring resources to enhance and sustain a safe learning environment.

### Conclusion

Recognizing the security problem in schools in Nigeria, it is apparent that there is a deep-rooted culture of security threats in schools that has been rooted both from internal to external forces. In terms of instructional facilities

security, internal forces contribute a great deal on the theft and damage of such facilities. More so, personnel security threat is both internal and external, some students attack teachers and other personnel within the school environment.

### **Recommendations**

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

1. The schools should purchase security devices such as closed circuit television, sprinkler system to control fire damage and metal dictator, build burglary doors and iron bars.
2. The school authority in collaboration with the government should build fences around the school to prevent easy penetration of neutral persons into the school compound.

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## **Insecurity Issues And The Educational Growth On Early Childhood Care In N Nigeria**

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### **Abstract**

*Nigeria has faced series of security challenges since independence. These challenges range from political crisis immediately after independence paving way to the civil war that lasted more than three and half years; to armed robbery, cultism, militia, kidnapping, bombing and more recently terrorism and the insurgency of Boko Haram. The impact of these is that, they have created insecurity in education leading to very poor educational development of the Nigerian child. This paper, has examined the concepts security, insecurity, insecurity in Nigerian education and the importance of Early Childhood Care Education in the development of the Nigerian child. The paper brought to focus how security challenges have affected the educational development of the Nigerian child. Suggestions have been made on how to best advance the course of educational development of the Nigerian child. There should be thorough search of small arms that has been in hands of individual with a view to discovering such arms at individual possession for security purpose. Government mobilized against corrupt practices among individuals in the societies. A serious war on corruption should be put in place by the government of the day.*

### **Introduction**

Insecurity in Nigeria has been very alarming since independence; it has penetrated various facets of people's lives on a larger scale. Nigerians have in the past decades been experiencing national insecurity, social insecurity, economic insecurity, political insecurity, and health and food insecurity as well as educational insecurity among others (Igbuzor, 2011). The government at various levels is always blamed for her inability to provide effective security to the citizenry. It is a constitutional matter that the security and welfare of the people

are the primary purpose of government and therefore government is responsible for the security of lives and property of the people. Successive governments and administrations due to negligence and corruption have failed to provide security to the citizenry (Otto and Ukpewre, 2012). Shortly after independence, Nigeria was thrown into a long period of civil war that lasted for more than 30 months. Thereafter, it has either been political or religious crisis, intra or inter-ethnic crisis, militia activities as was observed in the Niger Delta, kidnapping, terrorism, bombing, and recently insurgency as in the North-Eastern Nigeria. These crises have not only extended their tentacles to education but have caused more insecurity to education in Nigeria. These crisis have not only compounded the insecurity situation in education but even diverted the attention on solving the problems education was facing in the country in form of poor funding, characterized by poor infrastructure, lack of motivation of both learners and teachers; industrial actions in the educational sector, cultism and examination malpractices. With these, the educational development of Nigerian children are most badly affected as they cannot even access education due to insecurity in their various places. For instance, the closure of schools in Kaduna State by the governor and most recently, the school closure in Zamfara State. All these are as a result of insecurity in those states.

No single universally accepted definitions of these concepts exist. Scholars define it to suit their purposes. Security is the condition of being protected physically, emotionally, psychologically as well as from harm, attack, terror and other conditions which could be considered as unsafe to life and property (Ani, 2010). Security is the state of being free from danger or threat. Omade, (2012) as cited by Onifade, Imhonopi and Urim (2013) observed that security is a dynamic condition which involves the relative ability of a state to counter threats to its core values and interest. Nwolise, (2006) cited by Onifade, Imhonopi and Urim, (2013) had opined that security is an all-encompassing condition which suggests that a territory must be secured by a network of armed forces; that the sovereignty of the state must be guaranteed by a democratic and patriotic government which in turn must not only be secured from external attacks but also from devastating consequences of internal upheavals such as unemployment, hunger, starvation, disease, ignorance, homelessness, environmental degradation and pollution cum, socio-economic injustices. From these definitions one can state that security involves protection for persons, state, organizations and property, making them free and safe from danger of theft and criminal activities. As noted by the Institute for Security and Open

Methodologies (ISECOM) in OSSTM3, security provides “a form of protection where a separation is created between the assets and the threat”. These separations are generally called “control” and sometimes include changes to the asset or the threat (Wikipedia retrieved 20/05/2015).

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

The Federal Republic of Nigeria (FRN, 2014) is very clear on the role education would play in the development of individuals at various levels that would enable them, to be successful in life and to be able to contribute their quota to national development. The Nigerian educational system has been structured from pre-primary to the tertiary level with several agencies to control and oversee the smooth running of the system. However, these agencies or bodies have not been provided with enough security to combat the insecurity faced by the educational sector, particularly the education that would enhance the growth and development of the Nigerian child. An x-ray of the insecurity in Nigeria with particular focus on the educational sector would illustrate the fact that most Nigerian children cannot access education for effective development. The threat to national security is also a threat to security in education. It may not be an exaggeration to say that, in Nigeria no single day passes without a loss of live and property in criminal and crisis situations. It is either due to intra or inter-ethnic crises, religious crises, political crisis, cultism, kidnapping, militia activities as was witnessed in the Niger Delta until the President Yar'adua amnesty programme; or insurgency as is being experienced in the North-Eastern part of Nigeria. All these crises have in one way or the other posed security challenges to the very peaceful co-existence of Nigerians in Nigeria as a sovereign state. At the same time such crises have created serious insecurity for education. One may

wonder how crises create insecurity for education. It should be clear that regular school attendance is crucial to education and development of school children in any country. There is always a negative impact on the educational development of the child, the school and the community where the children do not attend school regularly. A child who attends school regularly is likely to learn more and become more successful in school than those who do not. Parents who make regular attendance as a priority also help their children to learn. In addition, regular school attendance is an important ingredient for academic success and successes in life. School attendance habit is formed early in life. A child who develops good attendance habit in the early years of education is more likely to continue throughout the school career. A child who misses school has missed a carefully planned sequence of instruction (Umaru and Terhemba, 2014).

In recent times, due to insecurity, children are kept off school for many days, months or even years without studies. Some have even become refugees in their own country without hope for quality education. It is possible that their development may be stunted, as most of them become school drop-outs, they are easily implicated in some of the social vices in the society. A report released from UNICEF indicates that around 10,000,000 children have been forced to flee their homes as a result of the conflict in North eastern Nigeria between Boko Haram, military forces and civilian self-defence groups. One year after the abduction of more than 200 school girls in Chibok, the number of children running for their lives within Nigeria, or crossing over the borders to Chad, Niger and Cameroon, has more than doubled in just less than a year (Obi, 2015). Obi pointed out that scores of girls and boys have been missing in Nigeria, abducted, recruited by armed groups, attacked, and used as weapons, or forced flee violence. Have statistical record has been provided on the number of such children from the series of crises around the nation. How can these children have access to education? Direct attacks have recently targeted educational institutions in the country where the helpless innocent Nigerian children are the prey. The case of Chibok girls is still fresh in kind with those of Mubi in Adamawa, Portiskum in Yobe, others in Niger, and Bauchi, Kaduna, Zamfara, Katsina, and Kebbi states are examples of such attacks on educational institutions. What those children miss from home, the emotional wounds and suffering they have endured, including seeing their parents and siblings killed, raped, tortured and abducted (Obi, 2015) required effective counseling before such children may go back to schools.

Another aspect of insecurity in education is that enabling laws that would protect the quality and standard of education have not been properly put in place. Most

educational policies in the country have no legal backing and as such, the implementation of such policies is left to the whims of educational administrators and proprietors. Government on her own part does not always follow-up and the programme being implemented is left to the whims and caprice of the administrators. Nakopedi (2011) pointed out that, government's inability to regulate and control the establishment and operations of pre-primary education in the country not to talk of enforcing the education laws which relate to them as provided in the FRN (2014), has led to the indiscriminate establishment of pre-primary institutions with little or no concern for standards infrastructure, maladjustment on the child in cognitive, effective and psychomotor domains.

The sources of insecurity in Nigeria have been classified or grouped into external and internal factors. Beyond the external-internal dichotomy, sources of insecurity have also been classified as either remote or proximate and immediate sources or causal factors. In Nigeria, the challenge is not so much about insecurity of external sources, but rather that of internal sources. Hence, the focus of this paper is on the internal sources. These include:

**Lack of institutional capacity resulting in government failure:** This result from what Fakuyama (2004) described as the corrosion or breakdown of institutional infrastructures. The foundations of institutional framework in Nigeria are very shaky and have provoked a deterioration of state governance and democratic accountability, thus, paralyzing the existing set of constraints including the formal and legitimate rules nested in the hierarchy of social order. Evidently, as Igbuzor (2011) observed, the state of insecurity in Nigeria is greatly a function of government failure, or can be linked to government failure. This is manifested by the incapacity or government to deliver public services and to provide for needs who are masses. The lack of basic necessities by the people in Nigeria has created a pool of frustrated people who are ignite easily by any event to be violent. The argument here, is that, Nigeria has the resources to provide for the needs of its people, but corruption in public offices at all levels has made it impossible for office holders to focus on the provision of basic needs for the people. Hazen and Horner (2007) described the Nigerian situation as a “paradox of plenty”. A situation where the country earns a great deal of revenue through oil sales, but fails to use these earnings to meet the needs of its people to develop infrastructure as well as the economy. When these situations exist, crime rate is bound to rise and the security of lives and properties cannot be guaranteed.

**Pervasive material inequalities and unfairness:** Greater awareness of disparities in life chances is a major cause of insecurity in Nigeria. This is a rooted general perception of inequality and unfairness which has resulted in grievance by a large number of people. This perception stems from the perception of marginalization by a section of the people, government development policies and political offices and this has become a primary source of disaffection and resentment. As noted by Onouha (2011) a large number of the Nigeria population is frustrated and have lost hope, especially the youths, and have now emerged to express their disillusion about the pervasive state of insecurity.

**Ethno-religious conflicts:** These have arisen from distrust among various ethnic groups and among the major religions in the country. Ibrahim and Igbuzor (2002), Hazen and Horner, (2007), Salawu (2010) and Igbuzor, (2011) identified ethno-religious conflict as a major source of insecurity in Nigeria. Ethno-religious conflict was defined as a situation in which the relationship between members of one ethnic or religious group and another of such group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation. In all parts of Nigeria, there exists ethno-religious conflicts and these according to Ibrahim and Igbuzor (2002) have emerged as a result of new and particularistic forms of political consciousness and identity often structured around ethno-religious identities. The claim over scarce resources, power, land, chieftaincy, local government council, control of markets and sharia among other trivial issues have resulted in large killings and violence among groups in Nigeria (Adagba, Ugwu, Eme, 2012).

**Conflict or perceptions between the public and government:** Over the years, there has been a standing mismatch between public and government perceptions. A situation which often results in the reactions of the public to the excesses of the military regimes which governed Nigeria and has continued after the end of military regimes and created a sensitivity by those in government at public intrusion in matters of state. Frequently, on any given incident, public and government reactions diverge. In such situations, the media has never helped matters. Media practices have always focused on the dramatic and the spectacular view of the given situations. President Jonathan alluded to this situation when he made reference to the popular axiom that the pen is mightier than the sword. In his statement, “the sword is used to kill and destroy but what

we use the pen to do is also very critical, when you have a society with these unending political conflicts, it is there on the media print, electronic or social media and this brings a lot of insecurity to the system” (Bello and Oyedel, 2012).

**Weak Security System:** This results from inadequate equipment for the security arm of government, both in weaponry and training. This is in addition to poor attitudinal and behavioral disposition of security personnel. In many cases, security personnel assigned to deal with given security situations lack the expertise and equipment to handle the situations in a way to prevent them from occurring. And even when these exist, some personnel get influenced by ethnic, religious or communal sentiment and are easily swallowed by their personal interest to serve their people, rather than the nation. Thus, instead of being national watch dogs and defending national interest and values, and protecting people from harm by criminals, they soon become saboteurs of government effort, by supporting and fueling insecurity through either leaking vital security information or aiding and abetting criminals to acquire weapons or to escape the long arm of the law.

### **The Role of Stakeholders in Security Management**

**The Role of Government:** To overcome insecurity, there is need for intelligence gathering and surveillance so that law enforcement agents could be proactive and reasonably predict potential crime with near perfect accuracy rather than being reactive. As noted by (Adagba, Ugwu, Eme, 2012) the menace of insecurity, calls for a new approach that will be founded on credible intelligence gathering. Government must not only continue to engage the security personnel, it must, more than ever before, recognize the need to devote more attention to security intelligence, capacity building to meet the global best practices standard and acquisition of modern technology. The Nigerian government has resolved to adopt the use of Computer-Based Closed Circuit Television cameras (CCTV) in public places especially Abuja to monitor and record events that take place in a particular locations, Ogunleye, Adewale, Alese, and Ogunde, (2011) have argued that for it to be effective, government must ensure that the scheme is well managed and recording cameras should be of good quality that must capture images, and any incident caught on camera should be followed up by the police or other appropriate authority. They can be very effective in maintaining security through incidents reduction or post-incident analysis, to act as a deterrent or to provide valuable support to security.

**The Role of Civil Society:** Civil society is the arena outside of the family, the state and the market where people associate to advance common interest. It is the aggregate of non-governmental organizations and institutions that manifest interest and will of citizens or individuals and organization in which are independent of the government. As a result of the inability of government to provide adequate security, Ebohon and Ifeadi, (2012) are of the opinion that Nigeria should move from a state-centric to a human security paradigm, move from an elite centered to a people centered security management approach and involve civil society in the state security project. There is need for civil society to advance the importance of security in Nigeria. With the active involvement of civil society in security management, there should be less violence, human rights abuses and social injustice. One of the roles of civil society is to convince other stakeholders that action is better than inaction and that the insecurity does not have to be accepted as a necessary evil. They have to play the roles of critic, catalyst and advocate of those interests. It is also essential to raise public awareness to awaken society to the disastrous effects of insecurity and to get across the message that fighting it is possible. The civil society plays a major role in raising public awareness as well as in lobbying for concrete change or in helping to initiate and carry out a process of reforming national integrity.

**The Role of Religious Groups:** The two main religious groups in Nigeria have a major role to play in ensuring security in the country. The teachings of religious groups are one of the bases of value development in the contemporary world. The role of values in human security cannot be over emphasized. It is a known fact that values govern behaviour. Where social values and norms concerning fundamental human right in both public and private places have been distorted and violated, the people and government tend to live in an atmosphere to instability and insecurity (Clifford, 2009). If every religious group can tolerate the other, then religious crisis which has been a problem in the country will be abated. In addition, worship centers should not be used as avenue for instigating members to be violent or to engage in activities that can affect the peace of the country.

**The Role of Communities:** It is important to note that security management can be significantly aided by the cooperation of local communities. Depending on people's perceptions and sincere feelings as regards collective responsibilities towards lasting peace in Nigeria. Communities should strive to live with the other communities. They should also be vigilant of strangers in their localities to

ensure that criminals do not have any access to their communities.

**The Role of Individuals:** Security should be seen as everyday's business. As individuals, one needs to cultivate the habit of security consciousness and to report any security situation to the appropriate authority (not only the police) immediately. Every individual must support a high level of security awareness and alertness. This is because individuals understand their communities better and any report of suspicious behaviour or activity could lead to actionable intelligence leading to disruption of attacks. Through the early detection of impending conflicts and its prevention, it will help to provide a safe and enabling environment for the people to operate in and for economic development to thrive.

### **Early Childhood Care Education and the Development of the Nigerian Child**

Smith, (2015) defined education as “the wise hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life”. Education enables self-actualization and utilization of one's potentials which is imperative for purposeful living and the development of the society, where the individual lives. Education as a process of socialization is the gate way for the development of not only the individual but the entire society. In the past, Early Childhood Care Education was not pursued with vigour until the realization that it plays a great role. It was at this point that idea of “catch them young” began to evolve. From the early fifties, there appeared to be a consensus among researchers in the broad field of development that child development should be lawful, orderly, sequential and age-related (WHO, 1953). What was required was to develop and specify the laws and conditions that governed the development at the possibility of non-reversal in the effect of early life experiences on latter development of personality (kayoed-Retrieved, 1st June, 2015). Thereafter, pressure from organization like UNICEF which highlighted the benefits of Early Childhood Care Education led government to embrace and accept Early Childhood Care Education as a starting point for human development in the society. In Nigeria, the inclusion of Early Childhood Care Education was included in the Federal Republic of Nigeria (FRN, 2014) section 2 and defined it as the education given in an educational institution prior to their entering the primary school..

### **Conclusion**

Security just like other elements in the business environment enhances and optimizes business activities but insecurity hinders these activities and so, it constitutes a threat to business organizations. There is a strong skepticism that if

the level of insecurity in Nigeria is not scaled down, the move to be among the best 20 countries of the world may be aborted. The approach towards curbing this menace has been to respond when the crime has been committed and the harm has been done. This paper emphasizes a change in attitude and approach by being proactive. One must strive to get to a level where crimes will be nipped in the bud before they are perpetuated. Thus, the government, civil society groups, business organization and individuals must fight insecurity so as to create an enabling environment where education will thrive and children will be free to attend school.

### **Suggestions**

Early Childhood Care and Education (ECCE) is the education that children obtain during the early stage of their childhood (REAP, 2014). Therefore, this paper suggests that:

1. It is important to carry out thorough search for small arms that have been in the hands of individuals with a view of discovering such communities. Proliferation of small arms is another major factor for the insecurity in the country.
2. Government, corporate bodies and individuals should be mobilized against corruption. Crises are caused; or rumors of crises are spread so that some youths would loot, steal and rape women. A serious war on corruption should be mounted.

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## Curriculum Delivery and Security Challenges in Secondary Education in North East Senatorial District of Akwa Ibom State

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### **Abstract**

*This study examined curriculum delivery and security challenges in secondary education in North East Senatorial District of Akwa Ibom State, Nigeria. Survey research design was adopted for the study. A sample of 300 senior secondary school two students was randomly selected from a population of 3001 in all public secondary schools to participate in the study. A researchers-made questionnaire, which was face validated by experts and with a reliability index of 0.76 was used for data collection. Results of Pearson's Product Moment Correlation statistical analysis indicated there is significance relationship between inadequate funding, non-professional teachers, lack of availability of teaching aids in curriculum delivery and security challenges in secondary education in North East Senatorial District of Akwa Ibom State. It was recommended among others that, adequate funding should be provided by government to ensure that the curriculum is implemented.*

**Keyword:** Curriculum delivery, Security Challenges, Secondary Education.

### **Introduction**

The importance of education cannot be over-emphasized; as nations who prioritize education progress by leaps and bounds. Global educational policy declared access and participation of education as a fundamental human right for all global citizens of the world. To this effect, the greatest investment a nation can make for the development of its economic, sociological and human resources is that of education. Education is the aggregate of all the processes by which a child or an adult develops the abilities, attitudes and other forms of behavior which will add positive value to the society in which he lives. Precisely, it is a process of disseminating knowledge either to ensure social control or to guarantee rational direction of the society or both. Every child regardless of tribe, race or family background has a right to sound and quality education; as education contributes to the growth and development of societies in Nigeria. Odukoya (2009) opined

that the relationship between education and development has been established, such that education is internationally accepted as a key index of development. In recognition of its importance, governments all over the world have made commitments in their educational policies for their citizens to have access to education. Over the years, Nigeria has expressed a commitment to education as well as curriculum delivery, with the idea that reducing illiteracy and ignorance will form the foundation for accelerated national development. Nigerian government has revised and upheld education policies. The Education sector is overseen at three levels of government: Ministry of Education, state governments and local education authorities (Imam, 2012). The Federal government mainly with the state governments formulates the education policy, manages the education sector and authorize the state and local governments to act according to regulations set by the federal government (Imam, 2012).

The development of any meaningful educational system is highly dependent on the curriculum adopted by the society. Curriculum delivery is an invaluable instrument of human, socio, and character molding and civil society development. Curriculum delivery has been defined in different ways by different people. Ogunyemi (2009) refers to curriculum delivery as planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contributions to the betterment of their society. The salient point of this definition is that curriculum involves a dynamic process, as it moves with the changing trends in the society. This explains why evaluation is also a dynamic process, as it aims at bringing positive change in the society. The secondary school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. The secondary education curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the approved curriculum and, where relevant, system curriculum documents. The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which

flexible delivery is designed, assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs. Meanwhile, curriculum delivery in secondary education in Nigeria is bisected with myriads of problems. These include; poor funding and thus poor educational infrastructure, inadequate classrooms, teaching aids, paucity of quality teachers, polluted learning environment. In addition to these inadequacies, Nigeria's school system is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption. National security is a top public issue. It is a matter of national importance that requires comprehensive and committed contribution of all groups and interests that make up Nigeria. National security cannot be narrowed down to defense and military might alone. It is this narrow conception of national security that forms the basis for the disproportionate budgetary allocation of funds as the case is, to ensure the security of lives and property, however, to the utter neglect of other equally important sectors of the economy that bear directly or indirectly on national security.

Iredia (2011) defined national security as the ability of a state to overcome any form of its challenges no matter what the challenge is. The author averred that national security is wider than military might, defense or law enforcement and pointed out other rather basic dimensions like job, water and food security. Abubakar (2005) averred that recent international debates have raised the need to see security in the broader sense as the struggle to secure the most basic necessities of life such as food, fuel, medicine and shelter. This broader view of security from the perspective of human physiological needs is important for the attainment of physical and national security and overall peace and development, as social unrest arising from the absence of such basic-human security can indeed lead to security problems and conflicts. Oshio (2009) opined that curriculum delivery in secondary education in Nigeria is plagued with social disorder, insecurity, poverty, illiteracy, balance of payment deficit, poor health statistics, ethnic and religious conflicts, corruption, crime and criminality and political crises. The problems, individually and collectively constitute threats to the peace, security and development of the country. Invariably, they have implications for the continuity and survival of the nation's nascent democracy.

Security challenges in Nigeria are moving from one dimension to another, destroying human lives, properties and the education system of Nigeria. Major among them are the suicide bombing of the United Nation's building in Abuja,

the Police Force Headquarters bombing, bombings in Kaduna, the recent massacre of innocent students at college of Agriculture Yobe State and so many other target bombings and shootings in Kaduna, Kano, Bauchi, Plateau, Adamawa and Gombe states. The state of education in Nigeria presents different pictures for different people as seen by different researchers. For example, Odia and Omofonmwan (2007) noted that the first thoughts that come to mind when one thinks about the Nigerian educational system are declining standards of learning, poor facilities, and cheating in the examinations. Another outlook is that of a system plagued by poor teacher development, inadequate technological adoption, lack of commitment and competence, and challenges in the formulation of curriculum (Akindutire and Ekundayo, 2012). A central challenge in the education sector that resonates in these other problems is policy formulation and implementation. Okoroma (2006) explained that a gap often exists between formulation of policy and its implementation. Aboluwodi and Ibukun (2010) opined that curriculum in the Nigerian system concentrates more on the European setting rather than the African content, with subject areas emphasizing aspects that are irrelevant to the African context. For example, the authors gave the example of Geography as a subject which incorporates studies on capes, bays, fjords, and other foreign features that are not found in the Nigerian landscape. Similarly, the study of history/literature focuses more on European wars, monarchs, and national treaties that have little meaning and bearing to the African setting. The need remains for transforming the curriculum to take into consideration the issues affecting the African nations and thus equipping the students to deal with them.

Nurturing critical thinking is a key component of education. A poor knowledge of national history through art work and writing would hinder informed citizenry which is required for rapid development of the nation. A citizen who does not know his country cannot really situate himself within the effort to build a better nation (Daily Sun, 2011). Theoretically, Cause and effect by Hume, David (2007) describes how something happens, analyses why something happens; examines cause, describes effect and links situations and events together in time, with cause preceding effect. Sometimes, many different causes may be responsible for one effect, and similarly, many different effects could be produced by a single cause. The challenges plaguing the Nigerian education policy are numerous. Although Government has taken giant strides in certain key areas of the educational system; however, a lot of mismanagement is observed particularly in the area of funds allocated to the programme. Insecurity, poor funding, lack of professional teachers, lack of teaching aids have created

unnecessary bottlenecks. Poor delivery of curriculum has led to examination misconduct, poor academic performance and poor reading culture. The problem of this study therefore is to examine curriculum delivery and security challenges in secondary education in North East Senatorial District of Akwa Ibom State.

The purpose of the study is to examine curriculum delivery and security challenges in secondary education. Specifically, the study sought to:

1. examine the relationship of inadequate funding in curriculum delivery on security challenges in secondary education.
2. ascertain the relationship between non-professional teacher in curriculum delivery and security challenges in secondary education.
3. To ascertain the relationship between availability of teaching aids in curriculum delivery and security challenges in secondary education.

The following hypotheses were formulated to guide the study:

1. There is no significant relationship of inadequate funding in curriculum delivery and security challenges in secondary education.
2. There is no significant relationship between non-professional teacher in curriculum delivery and security challenges in secondary education.
3. There is no significant relationship between availability of teaching aids in curriculum delivery and security challenges in secondary education.

**Method**

The study utilized the survey research design. The population of the study comprised all senior secondary class two students in the North East senatorial district of Akwa Ibom State. A sample of 300 students was used for the study using the simple random technique. A researcher developed instrument used for data collection: Curriculum delivery and security challenges Questionnaire (CDSCQ). It was validated by the experts. The instrument had a reliability score of 0.76, based on Cronbach alpha reliability analysis.

**Results**

**Ho1:** There is no significant relationship between inadequate funding in curriculum delivery on security challenges in secondary education in North East Senatorial District of Akwa Ibom State.

**Table 1: Summary of coefficient of Correlation between inadequate funding in curriculum delivery and security challenges in secondary education**

Variables	$\sum$	$\sum^2$	N	$\sum XYZ$	r <sub>cal</sub>	d. f	r <sub>crit</sub>	L.S	decision
Inadequate Funding									
in curriculum delivery (X)	5506	143788	300	70695	0.76	298	0.087	.05	significant
Security Challenges (Y)	2728	35618							

The summary of result in table 1 shows that the calculated  $r$  – value of 0.76 between Inadequate funding in curriculum delivery and security challenges is greater than the critical  $r$  –value of 0.087 at 298 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence, there is a significant relationship of inadequate funding in curriculum delivery on security challenges in secondary education.

**Ho2:** There is no significant relationship between non-professional teachers in curriculum delivery and security challenges in secondary education.

**Table 2: Summary of coefficient of Correlation between non-professional teachers in curriculum delivery and security challenges in secondary education.**

Variables	$\Sigma$	$\Sigma^2$	N	$\Sigma XYZ$	r cal	d. f	rcrit	L.S	decision
Non-professional Teachers in curriculum delivery(X)	5320	133932	300	67969	0.68	298	0087	0.05	significant
Security Challenges (Y)	2728	35618							

The summary of result in table 2 shows that the calculated  $r$  – value of 0.68 between non-professional teachers in curriculum delivery and security challenges in secondary education is greater than the critical  $r$  – value of 0.087 at 298 degree of freedom and 0.05 level of significant. Therefore the null hypothesis is rejected. Hence, there is a significant relationship between non-professional teachers in curriculum delivery and security challenges in secondary education.

**Ho3:** There is no significant relationship between availability of teaching aids in curriculum delivery and security challenges in secondary education.

**Table 3: Summary of coefficient of Correlation between availability of teaching aids in curriculum delivery and security challenges in secondary education.**

Variables	$\Sigma$	$\Sigma^2$	N	$\Sigma XYZ$	r cal	d. f	rcrit	L.S	decision
Availability of teaching aids (X)	5513	145531		298	71029	0.75	220	0087	0.05 significant
Security challenges(Y)	2728	35618							

The summary of result in table 3 shows that the calculated  $r$  – value of 0.75 between availability of teaching aids in curriculum delivery and security challenges in secondary education is greater than the critical  $r$  – value of 0.087 at 298 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence, there is a significant relationship between

availability of teaching aids in curriculum delivery and security challenges in secondary education.

### **Discussion**

The study revealed that there is a significant relationship between inadequate funding in curriculum delivery on security challenges in secondary education in North East Senatorial District of Akwa Ibom State. This is in line with the study by Odia and Omofonmwan, (2007) who opined that the financial problem in Nigeria is two-fold comprising of both underfunding of the educational systems and neglect of maintenance of physical amenities needed in education. The implication is a notable deterioration in the condition of learning institutions, classrooms, libraries, and laboratories contributing to a considerable decline in the standards of learning and the education sector in general. According to the International Organization for Migration (2014), funding of education remains a great challenge in Nigeria. Budget allocation for the education sector falls abysmally below the United Nations' suggested 26 per cent of the total budget with the total deregulation of the educational sector in Nigeria at all levels, funding remains a great challenge to the sector of curriculum delivery in Nigerian schools.

The second hypothesis revealed that there is a significant relationship between non-professional teacher in curriculum delivery and security challenges in secondary education in North East Senatorial District of Akwa Ibom State. This result agreed with the findings of Uyanga (2000) who found that lack of professional teachers have led to poor academic performance, examination malpractice, poor study habits to mention but a few. Many countries make it mandatory for teachers to undergo formal course on education principles where the concepts of teaching and learning are taught. However, this exposure to teachers is non-existent for non-professional teachers who enter into teaching profession without any exposure to formal training in education. Non-professional teachers may act as a constraint to the process of effective teaching and learning process.

The third hypothesis revealed that there is a significant relationship between availability of teaching aids in curriculum delivery and security challenges in secondary education in North East Senatorial District of Akwa Ibom State. This result agreed with the findings of Domike and Odey (2012) who opined that the challenges experienced in Nigeria in the implementation of the educational policies are cyclic in that they either lead or come from other problems, specifically issues in funding, inadequacy of infrastructure, lack of

qualified instructors, and importation of subject matter and content. Importation of content reflects letting go of the culture of the Nigerian people including their native language, and focusing on the western approach to education and foreign language of teaching. Amanchukwu and Ololube (2015) agree with the challenges of the Nigerian educational system citing problems such as poor staff development, lack of planning, and inadequate management and supervision.

### **Conclusion**

From the findings of this study, it was concluded that there is significance relationship between inadequate funding, non-professional teachers, lack of availability of teaching aids in curriculum delivery and security challenges in secondary education in North East Senatorial District of Akwa Ibom State.

### **Recommendations**

The following recommendations were made:

1. Adequate funding should be provided by government to ensure that the curriculum is implemented.
2. Adequate teaching aids should be made available for teachers. Teachers should be trained on how to utilize those materials.
3. Education policy makers should endeavour to train more personnel in this field of curriculum delivery so that they fit into the challenges in the Nigerian educational system.
4. Ministry of education should support public secondary schools to organize seminars, workshops to create awareness on the new curriculum.

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## **Spiral Consequences Of Security-challenged Environment On Curriculum Delivery In Nigerian Secondary Schools**

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### **Abstract**

*Security challenges are global phenomena. It affects all sectors of the economy including education. In recent time, myriad of attacks on school infrastructures, children and teachers have greatly affected curriculum delivery as children, teachers and parents are highly frightened. This paper, therefore, is an exploration the spiral consequences of security-challenged environment on curriculum delivery. It examined the concept of security, security challenges, causes of security challenges in Nigeria, the concept of curriculum, curriculum delivery and the spiral consequences of security-challenged environment on curriculum delivery using futures wheel teaching strategy. It concludes that government at all levels, community and individuals should take the security of the nation as the responsibility of all. Also, the importance of functional education and enhanced budgetary allocation to education rather than procurement of military hardware are emphasized.*

**Keywords:** Curriculum Delivery, Secondary schools, Security-challenged environment, Spiral consequences.

### **Introduction**

Security challenges are global phenomena. Insecurity affects both developing and developed nations of the world. While the developing countries suffer the direct pains and agonies of insecurity, the developed countries and international organizations suffer indirectly through peace-keeping mission, grants and aids, among other assistance. Countries like Somalia, Sudan, Afghanistan, Sierra Leone, Pakistan, Democratic Republic of Congo, Nigeria, to mention but a few are experiencing security challenges and violent conflict in most sectors of their economy including education. In Gaza, in 2008 and 2009, 208 schools were reported damaged, of which 18 were destroyed (UNESCO, 2011). In Nigeria, for instance, security challenges have taken various dimensions such as armed robbery, kidnapping/abduction for ransom, banditry, ritual killings and attack on

schools. In 2014, global attention was drawn on Nigeria when two hundred and seventy-six school girls of Government Girls' College, Chibok were kidnapped. Subsequently, mass kidnapping of students at all levels including the tertiary level have become a recurring occurrence in spite of all security measures put up by the government to stem it. Little wonder Finintell as cited by Omoreje, Egbule and Emuebie (2020) asserted that there is no gainsaying the fact that Nigeria is currently facing security challenges that have put every citizen on the edge including those at the helm of affairs and the security operatives saddled with the responsibility of securing lives and properties. According to the trio, insecurity that used to be one of the lowest concerns in the hierarchy of Nigeria's social problems has now assumed an alarming proportion. Mass abduction of students and teachers, destruction of school infrastructures, loss of livelihood by parents, wanton killing and destruction of people's property, low economic growth, loss of peace and stability are among other menace of security challenges occasioned by Boko-Haram activities in the North while militancy, kidnapping, ritual killings and agitation for secession are equally threatening peace, stability, economic growth and education delivery in the South. These tense situations create fear and anxiety not only in children but also the teachers and parents, and have become impediments to curriculum delivery in our schools. The fundamental question now is what are the spiral consequences of these security challenges on curriculum delivery in Nigerian schools? Attempting to discuss the issues will be done under the following sub-headings:

- The Concept of Security and Security Challenges
- Causes of Security Challenges in Nigeria
- The Concept of Curriculum
- Curriculum Delivery
- Spiral Consequences of Security-challenged Environment on Curriculum Delivery

### **The Concept of Security and Security Challenges**

According to Mezieobi as cited in Omorojeet al (2020), the term security brings to mind issues that pertain predominantly to one or a combination of the following whenever it is discussed: the defence and protection of a nation's integrity or Nigeria's sovereignty, territorial and potential jurisdiction from external and internal interferences or intervention; and personal safety of members of political class who are in control of the helm of affairs of governance. In addition issues such as the under listed fall under security concerns: safeguarding or protecting the lives and properties of the masses of the defenseless citizenry against the menace of the men of the underworld;

forestalling or deterring possible internal attacks or crisis and subjugating insurgence; keeping the security agents on active security alert and readiness at all points in time; checkmating impending or actual internal threat to state or national security or anti-social behaviours by those who are deliberately undermining or sabotaging government efforts; checkmating social problems such as Boko-Haram saga and youth militancy, kidnapping/abduction that may pose threat to state and national security and detract the political cadre in control of state affairs from active commitment to their functions and making the environment free from insecurity in order to attract international investment. In other words, the term security encompasses freedom from all forms of internal and external attack, safety of lives and property of the citizenry while checkmating every form of social problems that may constitute threat to the state and national security thereby making the state a peaceful and conducive environment both for education delivery and other forms of investment.

### **Security Challenges**

Security challenges can be defined as a situation when the polity is faced with fear, anxiety, risks and uncertainties that expose lives and property to danger. In its simplest meaning, it can be termed as loss of security. Ogbidi (2014) defines insecurity as the absence of safety and peace, a problematic condition which brings about venomous threat to the wellbeing of the citizens of any nation and it is a cankerworm that destroys the foundation of the existence of any nation. It is a situation of declining safety of lives and properties, apprehension over increasing rate of terrorism, armed robbery, kidnapping, political upheavals, religious conflicts, assassinations, secret cults-related criminal acts, intra and inter-ethnic strife, riots and demonstration (Omorojee *et al*, 2020). It is a situation when the country's citizens experience nervousness regarding the safety of their lives and property and the society is characterized by lack of peace, stability and tranquility and lives and properties are unsafe. The Nigerian's security challenges stem from many factors among which are reckless display of wealth by politicians and their family members, fiscal indiscipline by politicians and some career officers, abuse of power, money laundry, religious fanaticism, insurgency, among others.

### **Causes of Security Challenges in Nigeria**

Scholars, political analysts and security experts have identified some of the causes of security challenges to include but not limited to the following: corruption, marginalization, social inequality, ethnicity, poverty and greed, loss of value system, religious intolerance, foreign infiltration-insurgency, bad

leadership, youth unemployment, porosity of Nigeria borders, falling standard of education, high value for materialism, poor judiciary system, manipulation of electoral processes by political parties (electoral violence), human right abuses, injustice, drug abuse, high influx of arms, illiteracy, unfair distribution of wealth, failure of parents and religious leaders (Omorojee et al 2020; Eskay, 2018).

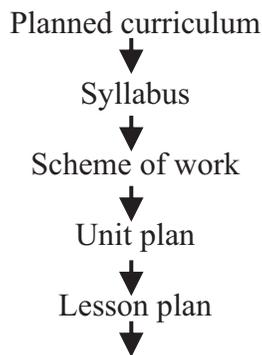
### **The Concept of Curriculum**

Curriculum is a guiding programme for effective teaching and learning. It is an educational programme without which education would hardly be organized (Nnachi, 2009). Obanya as cited by Omoifo (2018) stated that curriculum is a school generated experience that ensures a permanent, positive transformation of learners; which can turn the learner into a lifelong learner that is able to face the challenges of existence headlong as they arise in a dynamic world environment. It is an embodiment of all the knowledge, skills, and attitude which a nation through her schools, impacts to her citizens (Dike and Eze, 2009). The curriculum is a planned programme of learning (programme of studies, programme of activities and programme of guidance); a proposal or statement of intention, which has a time frame for its implementation and evaluation, designed purposely for all round development of the (target) learners. In fact, it can be seen as a roadmap in education delivery in which syllabus, scheme of work, unit plan and lesson plan are derived (Sangoleye and Akaraonye, 2019).

### **Curriculum Delivery**

Every curriculum has its objectives, content, learning experiences/activities and evaluation. And such curriculum is said to be functional when the objectives of such curriculum and the expected changes in learner's behaviour are realized and such learner can contribute meaningfully towards the development of his society. For this to be done, the programme must be delivered to the target learners through curriculum delivery. Curriculum delivery is that component in curriculum design that has to do with bringing the curriculum face to face with the learner. A point at which what has been planned for the learner is delivered to him/her in a comprehensible way. It is the point at which the child interacts with the designed curriculum (Unachukwu and Nwosu, 2018). According to Omoifo (2018), curriculum content delivery is conceptualized as techniques or approaches used in teaching the content of the curriculum. To her, two major approaches are identified namely: teacher-centred and student-centred curriculum delivery approaches. This implies that curriculum delivery is all about implementing the curriculum. Curriculum delivery means execution of

the planned curriculum or actual engagement of the learners with the planned curriculum using curriculum materials developed for such purposes. It is at this stage that the learners interact with planned learning opportunities for learning. It takes place in the classroom or laboratory. Hence, the teacher becomes a key factor in curriculum delivery because he/she determines what aspect(s) of the curriculum content should be delivered (subject matter) at a particular time, why it is to be delivered (objective), how it will be delivered (methodology), the resources to be used and how to determine whether the objectives are achieved or not (evaluation). The process of curriculum delivery looks similar to that of curriculum implementation thus:



In delivering curriculum, teachers are expected to adopt variety of good teaching methods, strategies and apt instructional materials that are capable of making the learners acquire the expected knowledge, skills, attitude and competencies and ensure all round development. It is important to note at this point that most curricula in Nigeria failed at delivery stage as a result of many factors such as finance, teacher factor, political factor, learner factor, school location, unconducive learning environment caused by security challenges in the country among other factors. However, the remaining part of this discourse is focused on the spiral consequences of security-challenged environment on curriculum delivery.

### **Spiral Consequences of Security-challenged Environment on Curriculum Delivery.**

The importance of peace and stability in curriculum delivery cannot be jettisoned. However, the reality in Nigeria is that of insecurity and has become rampant in the country. The consequences of security-challenged environment on curriculum delivery is explained thus using futures wheel instructional strategy. Futures wheel is a teaching strategy that graphically illustrates the direct and indirect future consequences of a particular phenomenon or

development. It was developed by Jerome C. Glenn in 1971, who thought that a visual representation of a change or decision would help businesses work through the direct and indirect consequences of that change or decision. It is considered as a brain storming tool to help work through what could happen in the future as a result of today's event (Glenn, 2009). Izuagba (2009) asserted that futures wheel is another interactive strategy that has been explored in teaching students to develop problem solving skills, critical thinking and communicative skills. It is used when the teacher wants to draw the learners' attention to the consequences of a risky behaviour. Future wheel strategy is advantageous because it is easy and enjoyable to use as no equipment or software is necessary. In other words, it is economical, it gets people thinking about the future quickly and easily. Also, future wheel can be used at any time and it requires no advanced education or training. This is because the graphical representation of the consequences of the risky behaviour that will form the future wheel is simple to draw. Likewise, it helps move the mind from linear, hierarchical and simplistic thinking to more network-oriented, organic and complex thinking. That is, it stimulates complex, yet systematic thinking about new development by emphasising that the consequences do not happen all at once but are often linked overtime in an interactive sequence. Hence, it gives a graphical visualization of the complexity of interaction. Not only that, future wheel enhances critical and verbal ability and the visuals enhance understanding of the concepts (Glenn, 2009 and Izuagba, 2009). Future wheel strategy is a graphic visualization of direct, indirect and higher- order future consequences of a particular risky behaviour. It can be used to teach topics like insecurity, examination malpractice, drug abuse, truancy, casual sex, teenage pregnancy, among others. This will demonstrate to the learner the future consequences of his present action. Hence, the graphic representation of the spiral consequences of security-challenged environment on curriculum delivery is shown in the diagram below:

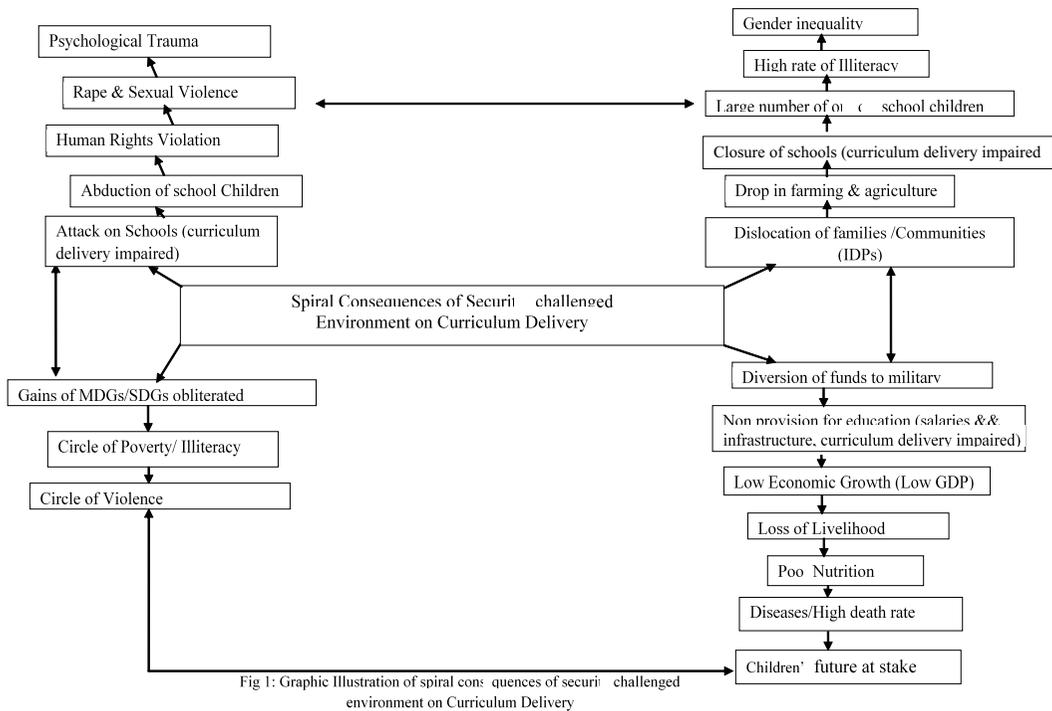


Fig 1: Graphic Illustration of spiral consequences of security-challenged environment on Curriculum Delivery

A look at the graphic illustration above demonstrates the spiral consequences of the security challenges on curriculum delivery and its lasting legacies on the future of this country. It shows that the security architecture of this country is overwhelming (Ojo, 2021). The persistent attacks on school children, teachers, school infrastructures among others has made countries of the world like United Kingdom and United States to list Nigeria as an unsafe country to travel to by their citizens. When a state or nation is faced with security challenges, there will be dislocation of families/communities. Also, when internal displacement occurs, community and family structures are likely to breakdown, placing the children at greater risk of exploitation, abuse and neglect and effective curriculum delivery cannot take place (Jimenez-Damary, 2021). The victims are also separated from their income source(s) and properties are vandalized and traditional institutions collapse.

Dislocation of families due to insecurity leads to creation of temporary shelter for the affected persons in camps called Internally Displaced Persons (IDPs) camps and no literature has confirmed that children in IDP camps are exposed to effective teaching and learning rather emphasis is on feeding and survival.

According to the 2020 National Commission for Refugees, Migrants and Internally Displaced Persons (NCFRMI) data, there are about 2,816,542 recorded IDPs in Nigeria with Borno State having 1,704, 473 IDPs while USAID estimated 2.9 million IDPs in Nigeria in the year 2021. This increases government recurrent expenditure and increased social cost by humanitarian organizations as provision of relief materials and security in the IDPs camps needs to be made. Likewise, budgetary allocation is increased to reduce the level of suffering.

Amalu (2015) stated that more than 1.5 million people mostly farmers have been forced to flee their homes due to continuous attack in Adamawa, Borno and Yobe States. In other words, this will adversely affect food production and other agricultural activities leading to food insecurity, a fundamental threat to human survival in the country. The consequences of this would be hunger, poor nutrition, diseases, high death rate, definitely, curriculum delivery will be adversely affected in this situation. In Nigeria, particularly north-east and north-west geo political zones, the myriad of attacks on school children and teachers have led to closure of schools. Recently, the government of Zamfara State ordered immediate closure of all primary and secondary schools in the state following the abduction of a yet-to-be-ascertained number of students of Kaya Day Secondary School in Maradum Local Government Area of the State. The attack on schools, abduction of school children and teachers and subsequent closure of schools has led to large number of out-of-school children and will amplify the rate of illiteracy in the country. The population of out-of-school children in Nigeria has risen from 10.5million to 13.2 million, the highest in the world (UNICEF, 2018). The attack on school infrastructures, children and teachers and the resultant closure of schools and increased rate of illiteracy would lead to loss of skilled labour, which will bring tragedy and doom to future generation of children, whose hopes, dreams and aspiration would have been destroyed. Also, effective curriculum delivery is impaired because school infrastructures and learning resources to be used in the process of curriculum delivery are destroyed. Children and teachers would have been killed and those who survived the violence are left with one form of disorder or the other. It should also be noted that in such situation, the actual teaching time is reduced drastically and such environment is psychologically and physically not conducive for curriculum delivery. In other words, their right to education is violated, cases of rape and other forms of sexual violence are imminent, which leaves psychological trauma on the victims and inevitably impairs the potential for learning no matter how effective the teacher is. Little wonder Brigg as cited by Amalu (2015:38) states:

Studies emanating from the University of Port Harcourt have shown that aside from the physical disability which those who survive violent crimes and warfare sustain, psychiatric disorders are rife and manifest commonly as Post Traumatic Stress Disorders as well as other anxiety conditions, hard drugs related ailment, schizophrenia, psychosis, depression and other forms of affective disorders.

In the area of finance, effective curriculum delivery requires effective funding, but in the current situation funds are diverted to security to procure military hardware and recruitment of security personnel. As more funds are diverted to military, less resources are allocated to education. Schools lack necessary infrastructure while salaries and allowances of teachers are either delayed or not paid. Consequently, strike action by teachers has become rampant. All the gains the country made from the MDGs and SDGs are gradually being obliterated and poverty and illiteracy circle become vicious. Security challenges can also lead to poor economic growth as a result of low gross domestic product (GDP). The populace loses their sources of livelihood, experience poor nutrition leading to diseases and high death rate. If the violence continues in Nigeria, the future of children will be greatly jeopardised because violated children will violate others if diseases and hunger have not wiped them away.

### **Conclusion**

The consequences of security-challenged environment on curriculum delivery are enormous. Therefore, for effective curriculum delivery under this scenario, governments at all levels, community leaders and individuals should see security as the responsibility of all. This would help to consolidate on the gains of the previous years and ensure our children's future are secured for the growth and development of the country.

### **Recommendations**

Based on the findings, the following recommendations should be considered:

- i. Government at all levels should reset her priorities towards functional education.
- ii. Enhanced budgeting allocation towards education and ensuring fiscal discipline rather than spending too much money on military hardware.
- iii. International organizations and donor countries should channel more of their aids towards functional education that teaches tolerance, mutual

- understanding, skills acquisition and poverty reduction programmes.
- iv. Education should be the first priority in any peace-building agenda.
  - v. Young people should be equipped with skills required to make sustainable livelihood so as not to become a pool of potential recruits for armed groups.
  - vi. Anybody found culpable of attack on schools (children, teachers and infrastructure) in any form should face death sentence.
  - vii. Appropriate and adequate counseling services should be provided to school children, teachers and parents/guardians, who have suffered violence due to security challenges in their area.
  - viii. Peace and post-conflict reconstruction should be embarked on foreffective curriculum delivery in our schools.
  - ix. Child friendly schools should be established in IDPs camps and children encouraged to attend.
  - x. Effort should be made to restore peace and stability in all areas affected by security challenges so that people in IDPs can return to their communities.

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## **Blended Learning Instruction And Students' Academic Performance In Basic Education Curriculum: An Approach To Curtail Security Challenges In Nigeria.**

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### **Abstract**

*This study seeks to examine blended learning instruction and its impact on students' academic performance as a way to curtail security challenges. Research design adopted was quasi-experimental of pretest-posttest, control group design. Sample for the study consist of 172 students from four secondary schools in FCT Abuja, made up of 111 males and 61 females. The instrument used for the study was developed by the researchers tagged: Blended Learning and Security Education Students' achievement test questionnaire (BLSEATQ). The instrument was validated by experts in the educational research department of NERDC. Data collected from the respondents were analyzed using Descriptive Statistics of mean and standard deviation to answer the research questions. The study revealed that blended learning as an instructional approach increases students participation during classroom teaching and learning. The study concluded that blended learning is one of the varieties of instructional approaches to meet students pedagogical needs based on their unique learning styles and performances. The paper among others, recommended massive training of teachers in ICT in education as this will increase access to learning opportunities and also help to enhance the quality of education with advanced teaching methods, improve learning outcomes in terms of student's academic performance.*

**Keywords:** *Blended Learning Instruction, Security Education, Students' Academic Performance and Security Challenges.*

### **Introduction**

Security education is a critical factor in producing sustainable peace for any nation of the world. According to Igbuzor, (2011) security education can help to

create the enabling environment, the people, the organization and the action needed to bring about sustainable peace and development. Everyone interested in sustainable peace and development must therefore consider Security education as an integral part of their programme of action. However, on the context of this research study, Security education is an infused theme in the Religion and National Values Curriculum of Basic Education that is aimed at creating awareness of and appropriate behaviour against threats to their personal and neighborhood wellbeing and safety. Based on the foregoing, the essence of Security education is to instigate in students security awareness. Again, Security education is important because it will make the students to be aware of the security threat around them and to be careful in the school and society where they live. Security education also helps the students develop consciousness towards personal security and the security of others in the society based on acquired knowledge and skills (FRN, 2012). Research has shown that Security education will help to reduce crime rate among the young learners in the society due to the information and knowledge gained in the process of learning. It is important to know that one of the major challenges confronting Nigeria is the deteriorating security situation which is worrisome to every citizen. Thus, it is therefore believed that crime and insecurity will be eradicated or totally eliminated if people are well equipped with massive security knowledge and skills. Also, pupils and students taught security education would be able to identify what constitute security threats and mitigate them.

Blended learning is a teaching strategy or method that combines face-to-face instruction with computer mediated instruction. The old pedagogical approaches used by teachers in teaching and learning process in Basic Education has been one major aspect of students' poor academic performance among junior secondary schools in the Federal Capital Territory (FCT) Abuja. This may also affect their understanding of issues of security education. Research studies by Ukpong and Esu, (2020), Okon and Archibong (2019) shows that the teaching methods adopted by teachers and the school environment are determinant to the extent to which an individual student potential can be developed and thereby enhance his or her academic achievement. On the other hand, when appropriate teaching method is not used or adopted by the teacher and the school environment is not conducive for learning for the students, poor academic performance is inevitable. As posited by Thornburg (2013), increasing globalization of work and rapid advancement of technology is making age-old teaching methods irrelevant thus affecting students' academic achievement. According to Wagner (2008), blended learning as an

instructional teaching method can result in high levels of students' performance because it is more effective than the traditional face-to-face learning. Blended learning can increase access and flexibility for learners, increase level of active learning and achieve better student experiences and outcome. Based on the foregoing, classroom instruction that incorporates blended learning as teaching strategy naturally requires learners' demonstration, more autonomy, self-regulation and independence in order to succeed and achieve educational objectives.

Computer mediated instruction has made great impact in its application to teaching and learning. The blended learning which is the combination of computer technology has with it instantaneous response to learner input, its extensive capacity to store and manipulate information and its unmatched ability to serve many individual learners simultaneously is becoming more and more widely used as an aid to classroom instruction. Again, as an instrument for teaching and learning, blended instruction at the classroom level can be used to present difficult and abstract topics and concepts like Security Education and other subjects like Geography through varied pedagogical approaches in an exciting and captivating way. Blended learning concerns not only different concepts and methods of teaching but also different classroom instructions. Since blended learning according to research study is the integration of face-to-face learning and electronic learning, using difference learning theories, methodologies and techniques in the same place and supporting the learning with various online technologies during the learning process in the classroom. Instruction or classroom instruction is the process of building into the mind of the students' knowledge of facts, relations, rules or principles of one kind or another. Thus, with the foregoing framework, the need to evaluate student's academic performance or achievement using blended learning and traditional method of classroom instruction cannot be overemphasized.

A pre-study investigation carried out by the researchers in Government Junior Day Secondary School, Kwali, FCT provided startling revelations. The pre-study investigation was to find out the students who performed well in security education which is one of the Core subjects in the Religion and National Values Education Curriculum in Junior Secondary School Certificate Examination (JSSCE). The pre-study showed that in 2018-2019 session, 241 students were admitted but 233 (96.7%) passed out successfully. In 2019-2020 session, 374 students were admitted, of the number 340 (90.9%) passed out successfully. The worst performance came from 2020 session where 358 students were admitted

with only 319 (89.1%) came out successfully. The gradual decline in the performances of the students can be clearly seen as it drops from 96.7% in 2019 to 89.1% in 2020. It is on this premise that this study seeks to critically evaluate students' academic performance using blended learning as an instructional method of teaching security education.

Blended learning is seen as student-centered approach. It creates learning experiences whereby the learners interact with other students, with the instructor, and with content through thoughtful integration of online and face-to-face environment, (Harriman, 2009). Like any other subject teachable in the junior secondary school level, security education embraces various forms of instructions and teaching strategies which enable students to acquire wider knowledge of threats and security challenges around them. Research studies confirm that blended learning in combination with new technologies for instruction makes learning accessible to all by the fastest means possible and links learning to working needs. In his submission, Coyle (2004) stated that those involved in the learning process acquire multiple perspectives on issues when blended learning is used to enhance social interaction with other learners. To him blended learning must be used to create authentic experiences that link new knowledge to prior knowledge in a socially interactive environment where questions being pursued are relevant to the student. Consequently, the utilization of resources is meant for the learner and the teacher to facilitate the acquisition of knowledge and the skills in teaching and learning of security education. Considering this, it is clear that teaching and learning environment is embracing a number of innovations and some of those involve the use of technology through blended learning. Studies have also shown that engaging students in meaningful and rewarding instructional activities in technology supported learning environments enhances students' educational objectives thereby leading to academic achievement of learners.

Man has witnessed three ages of civilization, each with its distinguishing features. The first being agrarian, the second industrial, the third information and communication technology. The convergence of the global technology has produced an environment in which the medium for classroom instruction has changed (Wagner 2008). From the foregoing, the 21<sup>st</sup> century philosophy of teaching and learning should be student-centered and blended learning instruction is one of such methods which is organized to compliment the teacher whose role is that of a guide on the side not a stage-on-the-stage (Christman and Badget, 2012) as it was the practice. However, most teachers in Nigeria are used to

the traditional classroom instruction which is the chalk-board and chalk-talk method of teaching which renders students passive learners and makes teaching and learning ineffective, thus affecting the students' academic performances in security education. Since the result indicator of scores and grades represents students' academic performance, it is the outcomes that indicate the extent to which a student has accomplished educational goals that is the focus of activities in instructional environments. Hence, the academic performances of students in FCT studying security education has been deteriorating yearly, thus this study seeks to critically examine the cause of it.

The general purpose of this study was to examine blended learning in security education as classroom instructional strategy. Specifically, the main objectives of the study were to:

1. Find out the effect of using blended learning instruction on academic performance of students in Basic Education.
2. Examine the influence of gender on students' academic performance of students exposed to blended learning instruction in Security education in Basic Education.

Two research questions and one hypothesis guide this study.

- i. What is the difference between the academic performance of students taught security education with blended learning and those taught with traditional instructional method in Basic Education?
- ii. What is the difference between the academic performance of male and female students taught Security education in Basic Education with blended learning?

H<sub>0</sub>: There is no significant difference between academic performance of students taught Security education in Basic Education with blended learning and those taught with traditional classroom instructional method.

### **Method**

The research design adopted for the study was quasi-experimental. The pre-test, and post –test randomized control group design was carried out in selected secondary schools in the Federal Capital Territory (FCT) Abuja. The targeted population for this study comprised 200 students' purposively selected from (4) four secondary schools in the (FCT) Abuja. Simple random sampling was used to select two intact classes from the four schools. The researchers picked two classes from each group. Sample of 172 students were selected from targeted population from the four schools, thus 111 males and 61 females making a total of 172 sample students. The instrument used for the study is Blended Learning Security

Education Student Achievement Test Questionnaire (*BLSEATQ*). This instrument was developed by the researchers, it was designed to cover Security education Curriculum for Basic Education (JSS III). Thus, the items questions were multiple choices based on Bloom's taxonomy educational objectives. It was used for wider coverage and for easy scoring. The instrument was used for both experimental and control group in the study. The Blended learning security education student's achievement test was scored out of 100%. The instrument was validated by two experts from Educational Research Department of Nigerian Educational Research and Development Council (NERDC), Abuja.

The study which is a quasi-experiential has three main parts. The first part focused on training of teachers in the use of blended learning instructional package which contains lessons structured in accordance with JSS security education syllabus particular for 3<sup>rd</sup> term. In all, four (4) teachers were trained, two (2) teachers per each group. The duration for the training was one week.

The study which is a quasi-experiential has three main parts. The first part focused on training of teachers in the use of blended learning instructional package which contains lessons structured in accordance with JSS security education syllabus particular for 3<sup>rd</sup> term and delivered using computer mediated instruction as opposed to only traditional face-to-face classroom delivery used in traditional classroom setting. In all, four (4) teachers were trained, two (2) teachers per each group. The duration for the training was one week. The second part of the data collection stage involved the administration of the Blended Learning Student Achievement Test in Security Education Questionnaire (*BLSATSEQ*) to the students at the beginning of the experiment. The scores were recorded as pre-test scores. Treatments test was given to different groups for a period of 6 weeks. The third stage which is the final part of the data procedure involved the re-administration of the same Blended Learning Student's Achievement Test in Security Education Questionnaire (*BLSATSEQ*) to the same students at the end of the 6 weeks treatment. The scores were recorded as post-test scores.

Data collected through Blended Learning Security Education Student's Achievement Test Questionnaire (*BLSEATQ*) were classified into experimental and control groups, as well as male and female. Data collected were analyzed according to the research questions and the hypothesis formulated for the study. Descriptive statistics of mean and standard deviation were used to answer the research questions. The hypothesis was analyzed and tested at 0.05 level of significance.

**Results**

**Research Question 1**

What is the difference between the academic performances of students taught security education with blended learning and those taught with traditional classroom instructional method?

**Table 1: Mean Achievement Score and Standard Deviation of Experimental and Control Groups**

Group	N	Pretest		Post-test		Mean Gain Scores
		Mean	SD	Mean	SD	
<b>Blended learning (experimental)</b>	110	16.40	4.96	25.60	4.61	10.20
<b>Traditional method (control)</b>	62	23.50	6.89	30.26	7.25	6.76

Data in Table 1 reveals that the mean and standard deviation of the pre-test and post-test scores of the Blended learning (experimental) and Traditional instruction classroom method (control) groups. The result shows that, the mean and standard deviation of the pre-test and post- test scores of the experimental groups are 16.40 + 4.98 and 25.60 + 4.61 respectively. This gives a mean gain of 10.20 in favour of the post- test. Similarly the mean and standard deviation of the pre-test and post-test scores of the control groups are 23.50+ 6.89 and 30.26+ 7.25 respectively. This gives a mean gain of 6.76 in favour of the post-test. This indicated that the blended learning (experimental) group upon which the research instrument was used achieved lower than the control group which conventional method was used. The result therefore reveals that the research instrument gave lower mean scores than the blended learning group which is the experimental groups.

**Research Question 2**

What is the difference between the academic performance of male and female students taught security education with blended learning in Basic education?

**Table 2: Mean Achievement Scores and SD of Male and Female Students of Blended Learning Group.**

Group	Gender	N	Pretest		Post-test		Mean Gain Scores
			Mean	SD	Mean	SD	
<b>Blended learning (experimental)</b>	Male	80	16.98	5.37	26.82	4.36	9.84
<b>Traditional method (control)</b>	Female	30	14.87	3.24	22.33	3.60	7.36

Data in Table 2 result shows the analysis of the mean and standard deviation of male and female students of blended learning (experimental) group on pre-test and post-test scores. The result indicated that the male pre-test and post-test scores are  $16.98 \pm 5.37$  and  $26.82 \pm 4.36$  respectively. This gives a mean gain of 9.84 in favour of the post-test. Similarly, the female pre-test and post-test scores are  $14.87 \pm 3.24$  and  $22.33 \pm 3.60$  respectively. This gives a mean gain of 7.36 in favour of the post-test. Based on the result analyzed, this shows that the male group had higher post-test mean scores than their female counter parts.

HO<sub>1</sub>: There is no significant difference between academic performance of student's taught security education with blended learning and those taught with traditional classroom instructional method.

Pre-test of control group and experimental groups and post-test of two groups were compared separately to determine the effect of the treatment on students' academic performance. The result of the analysis is presented in table 3.

**Table 3: T-test comparisons of the pretest and Posttest Mean performance scores of Blended Learning (experiment) and Traditional classroom instructional (control) groups.**

Test	Variable	N	DF	Mean	SD	t-value	P=
Pretest	Traditional method	62	170	23.50	6.89	7.802	0.000
	Blended learning	110		16.40	4.96		
Posttest	Traditional method	62	170	30.26	7.25	5.144	0.000
	Blended learning	110		25.60	4.61		

\*\*=significant at  $p < 0.05$

The Data in table 3 shows the pretest mean performance scores and standard deviation are  $23.50 \pm 6.89$  for the control group and  $16.40 \pm 4.96$  for the experimental group when both were examined using BL at pre-test ( $t_{cal} = 7.802$ ,  $df = 170$ ,  $p = 0.000$ ). This implies that, the control and experimental groups are not at similar knowledge level before the study.

Thus from the post-test result on the same table, the mean performance score of students and standard deviation are  $30.26 \pm 7.25$  for the control group and  $25.60 \pm 4.61$  for the experimental group. The control group performance score significantly higher than the experimental group ( $t_{cal} = 5.144$ ,  $df = 170$ ,  $p = 0.000$ ). On this basis, hypothesis one was rejected. Therefore, there is significant

difference between the mean scores of students taught security education with Blended learning instruction than those taught with traditional classroom instructional method.

### **Discussion of Results**

This study examined whether the use of Blended learning improves students' academic performance, and thereby encourage security education teachers to embrace the use of technology in teaching and learning in alignment with current global practices. Research question one sought to find out the impact of Blended learning on academic performance of security education students examination. However, the study revealed that blended learning had positive effect on students' academic performance in security education. Secondly, lack of ICTs and internet facilities in the schools environment hindered blended learning classroom instruction. This study is in agreement with the research findings of Ukpong and Esu, (2020), Okon and Archibong (2015) which stated that the teaching methods adopted by the teacher and the school environment are determinants of the extent to which an individual student potential can be developed and thereby enhance his or her academic achievement.

Research question two in the study table 1 reveals that male students have a higher gain in their mean score and standard deviation than the female students. This finding is in agreement with similar studies of Adeyemi (2010) that examined gender as a feature in academic achievement of students in Abeokuta, Ogun State Capital. The study shows that blended learning was used to teach waves physics. Thus, the study reveals that gender had no significant effect on the students' achievement. In another development, Denga (2012) posited that no evidence is clear as to whether difference exist between male and female students in terms of academic performance. Thus, in spite of sex differences, various researchers like Okeke (2009), Oyekan (2006) are of the opinion that both male and female students may perform equal in terms of intellectual ability and academic achievement only when they are taught with appropriate teaching methods.

### **Conclusion**

The result of this study has provided an empirical basis that familiarity with technology particularly blended learning does not improve students' academic performance until the internal and external conditions of learning are put in place for effective learning outcome to be achieved. Technology stimulates and retains interest, attracts and captures more attention but the ability to recall and relate previous information with new information or skill to be learned is central to

actualizing the learning opportunities provided by blended learning instruction.

### **Recommendations**

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

- 1) Blended learning teaching method should be incorporated in all secondary schools in to bridge the gap of modern method of teaching and learning of security education.
- 2) There should be no discrimination of gender during curriculum delivery of security education.
- 3) E-learning centers should be established in every secondary school with adequate provision of funds for the procurement of ICT resources for teaching and learning of security education.
- 4) Federal and state ministries of education should in conjunction with Nigerian Education Research and Development Council adopt Blended learning into the National school Curriculum as method of teaching and learning of security education to meet global best practices.

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## **Curriculum Delivery And Security Challenges At Basic Education In Abia State**

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### **Abstract**

*The study examined curriculum delivery and security challenges at basic education in Abia State. It adopted a descriptive survey design. Four research questions guided the study. The population comprised 9642 teachers of basic education out of which 10% was drawn to serve as sample which comprised 964 basic education teachers. They were selected through simple random sampling technique. The instrument for data collection was a questionnaire titled "Curriculum Delivery and Security Challenges Questionnaire (CDSCQ)". The instrument was validated by three experts and a reliability index of 0.82 was established for it using Cronbach Alpha. Mean and standard deviation were used to answer the research questions. The finding revealed that there are diverse forms of security challenges that hinder curriculum delivery such as kidnapping, abduction, sexual harassment, bombing and shooting and rape. The study equally revealed that the causes of security challenges are as follows, inadequate security inspection, non-challant attitudes of school administrators, and lack of permanent security guards. Effects of security challenges on curriculum delivery were equally revealed as poor academic performance, fear and tension on staff and learners, learners' drop-out from school and poor enrollment. Strategies for reducing security challenges were identified as establishment of Security club in schools and policy supporting school safety. The study recommended among others that regular orientation on school security challenges should be organized for staff and learners. In addition, functioning cameras with night vision should be installed round the school building.*

**Keywords: Curriculum Delivery, Basic Education and Security Challenges**

**Introduction**

Education is an essential instrument and a reliable foundation for development. It is a system designed to enable children to understand and evaluate the totality of their environment as well as ensuring a better understanding of culture and tradition (Ofoegbu, 2017). Education is an essential right which permits each person to receive instruction and blossom socially. It is a powerful tool for all round development of an individual to make him/her a functional citizen for his/her well-being and the nation in general. According to Onuoha Chidiebere, Igbokwe and Nkok (2017), education is the process of promoting and improving the status of men and women in the society. In fact, it is a compass that guides and directs learner towards the acquisition of knowledge, skills and values for his/her own benefit and the benefits of the society in which he/she lives in. The introduction of formal education gave rise to schools. According to Esu (2012), schools are established for the attainment of individual and societal needs and goals. The schools use curriculum to achieve these goal and their needs.

Curriculum is essential to the educational process and forms the heart of education. The basic purpose of Curriculum is to inculcate, transmit, train and install the accumulated knowledge and skills into the learner under the guidance of a teacher. Curriculum is an official policy for teaching, learning and assessment. It gives direction to planning, organization and implementation in teaching and learning process (National Institute for Educational Development, 2009). Curriculum delivery is the actual implementation of the curriculum. It is the putting into action the planned curriculum. It is the combined efforts of the teacher, learner and other stakeholders in that ensures effective delivery of the curriculum. Curriculum delivery is a coherent sequential and systematic plan of action that ensures meeting of consistent teaching and learning expectations and clear reference for monitoring learning activities in schools. The main purpose of education is effective delivery of curriculum for learners to satisfactorily achieve their learning objectives. For effective curriculum delivery to be achieved in educational system, there is need to create and maintain conducive environment.

Basic education is at the base of the educational system and is designed to satisfy at least the minimum learning needs of people in general. The Federal Republic of Nigeria, National Policy on Education (FRN, 2013:17) defined basic education as "education given to children ages 0- 15 years. It comprised 1- year of kindergarten, 6-years of primary (lower and middle basic education) and 3-years of junior secondary education (upper basic education)". Basic education to be provided by government shall be free, compulsory, universal and qualitative. Educational institutions requires an environment where the teachers, learners and other personnel could enjoy their stay and perform their duties Adequate

learning can only take place where learners are physically, socially and emotionally safe. In situations where the environment is not safe, the development of learners' potentialities and capabilities is hindered. Security is therefore imperative for effective curriculum delivery to take place.

Security means safety, freedom from danger and protection from physical harm. According to Nzewi (2014), security is a process or means of delaying, preventing and otherwise protecting from external and internal defect, danger, loss, criminal and other individual or actions that threaten, hinder or destroy an organizations steady state and deprives it of its intended purpose for being. Security is not limited to protection from physical harm but also involves existence of environmental factors that instill peace of mind in an individual in order to perform his/ her functions effectively in the society. Security is commonly referred to as the protection of life and properties against internal and external aggressions which guarantee the safety of citizens or occupants of particular place. According to Arisi (2011), security is the existence of relatively stable environment in which individuals feel protected. Indeed, it means that school security is the establishment and sustenance of peaceful environment where staff and learners perform their activities without fear or apprehension of impending threats or attacks on school. Security challenges are a contemporary global issue affecting every sector in all the nations of the world including education (Okebukola, 2015). It is all about the problems that affect the normal functioning at an organization and achievement of its goals and objectives. Okebukola (2015) further stated that without safe school environment, the dream of harnessing the power of education for achieving national development will come to naught. Without safe learning environment, quality education which is the yearning of the nation will be hampered. According to Tare and Iruoma (2015), school after home should be a safe haven for children, students, young and old. In the context of this study, security challenges are all the impediments that hinder effective functioning of human life, properties and activities in the society.

Many studies have been carried out on curriculum delivery and security. These include the studies by Kemi (2011); Arisi (2011); Manga(2019); Kaegon and Madu (2017); and Akintunde and Selzing-Musa(2016). According to Kemi (2011), forms of security challenges in schools are robbery, stealing trespassing, kidnapping, abduction, burglary and vandalization. Arisi (2011) identified forms of security challenges as assault, bullying, manslaughter and murder. Manga (2019) equally identified the forms of security challenges to include physical violence, battery and assault, burning of schools and fire outbreak, abduction and kidnapping, false imprisonment and detention of students, armed robbery,

stealing and trespassing, burglary and vandalization of facilities, rape , sexual harassment and prostitution, bombing and school shooting, vehicle collision, drug abuse, alcoholic and smoking Kaegon and Madu (2017) found out the forms of insecurity threats to include; kidnapping for rituals, kidnapping for ransom sexual violence, assassination, abduction by Boko Haram, violence by Fulani herdsmen and bomb explosion. Manga (2019) identified the causes of insecurity in schools as follows; non-challant attitudes of school administrators on security, lack of comprehensive school security policy to guide actions, non execution of security duties by incompetent guards, overcrowded of learners' with diverse characters in schools, deficiencies in schools plant construction and faulty buildings, lack of permanent school security guards and lack of regular inspection of school security by Ministry of Education. According to Kaegon and Madu (2017), the effects of insecurity include; fear of abduction and attacks, prevalent of sexual violence, fear of being kidnapped for rituals and ransom. Akintunde and Selzing-Musa (2016) observed that school insecurity can lead to poor academic performance, poor school attendance, outright withdrawal from school, lack of concentration in class activities and unstable psychological well-being of the learners.

Strategies to reduce insecurity in schools as identified by Kaegon and Madu (2017) include; being sensitive to happening around and within the schools, establishment of safety plans and prevention programs that address insecurity, stationing of security guards at strategic places in schools for surveillance and checking peoples movement in and out of school, security at Federal and State levels be beefed-up around schools for adequate protection of staff and learners and establishment of functioning cameras and gadgets at different places within school to capture movement and faces. Safety in schools is very important for effective education to take place. The school should be a place of safety and peaceful co-existence as enshrined in FRN (2013:19) on the purpose of Early Childhood Care Development (ECCD) as "effect a smooth transition from the home to school and provide adequate care, supervision and security for children while their parents are at work". In a situation where schools are no longer safe and secure for learners to receive their education, it becomes a serious challenge that needs urgent attention. This situation is what motivated the researchers to investigate the security challenges facing the delivery of basic education curriculum in Abia State.

The purpose of this study is to investigate the security challenges facing the delivery of basic education curriculum in Abia State. Specifically, the study intends to

1. Identify the forms of security challenges that hinder effective curriculum

- delivery at basic education in Abia State;
2. Determine the cause of security challenges on curriculum delivery at basic education in Abia State;
  3. Ascertain effects of security challenges on curriculum delivery at basic education in Abia State; and
  4. Identify strategies to reduce security challenges on curriculum delivery at basic education in Abia State.

The following research questions guided the study

1. What are the forms of security challenges that hinder curriculum delivery at basic education in Abia State?
2. What are the causes of security challenges on curriculum delivery at basic education in Abia State?
3. What are the effects of security challenges on curriculum delivery at basic education in Abia State?
4. What are the strategies to reduce security challenges on curriculum delivery at basic education in Abia State?

### **Methods**

The study adopted descriptive survey design. Four research questions guided the study. The population comprised 9642 teachers of basic education out of which 10% was drawn to serve as sample which comprised 964 basic education teachers. They were selected through simple random sampling technique. The instrument for data collection was a questionnaire titled "Curriculum Delivery and Security Challenges Questionnaire (CDSCQ) and development by the researchers. The instrument was structured based on four point Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) which weighted 4, 3, 2 and 1 points respectively. The instrument was validated by three experts in the field of measurement and evaluation. They ensured that the questions are relevant, clear and unambiguous. The reliability index of 0.82 was obtained. The questionnaire has 37-items and made up of five clusters A, B, C, D and E. Cluster A elicited demographic information, cluster B obtained data on the forms of security challenges, cluster C elicited information on causes of security challenges, cluster D obtained information on effects of security challenges and cluster E elicited information on strategies to reduce security challenges. The researchers administered the instrument with the help of three research assistants. They waited and collected the complete copies of the questionnaires from the respondents the same day resulting in 100% retrieval. Mean and standard deviation were used to answer the research questions. The decision rule was that a mean score equal to or greater than 2.50 was taken as agreed, while any mean less than 2.50 was taken to be disagreed.

**Results** Tables 1-4 presents the results of the research questions raised.

**Research Question One**

What are the forms of security challenges that hinder effective curriculum delivery at basic education in Abia State?

**Table 1: Mean and Standard Deviation of Security Challenges on Curriculum Delivery (N=964)**

S/N	Security Challenges	Mean	Std. Dev.	Dec
1.	Kidnapping staff and learners for ritual and ransom	2.87	0.89	Agreed
2.	School shooting and bombs explosion by terrorist	3.03	1.15	Agreed
3.	Abduction by Boko Haram	3.21	1.09	Agreed
4.	Attack by Fulani Herdsmen	3.09	1.04	Agreed
5.	Sexual harassment and rape	3.16	1.11	Agreed
6.	Burglary and vandalization of facilities and properties	2.96	0.99	Agreed
7.	Child trafficking	3.03	1.17	Agreed
8.	Bullying, stealing and armed robbery	2.76	0.93	Agreed
9.	Physical Attacks	2.83	0.88	Agreed
10.	Cultism	3.02	1.16	Agreed
11.	Drug abuse, alcoholic and smoking	2.85	0.91	
	<b>Grand Mean</b>	<b>2.98</b>		

Data in Table 1 revealed that basic education teachers in Abia State agreed that all the items 1-11 are forms of security challenges that hinder Curriculum delivery at basic education in Abia State. The mean scores of all the items were above the criterion mean of 2.50. These challenges include; kidnapping of staff and children for rituals, school shooting and bombing, abduction by Boko Haram, attacks by Fulani Herdsmen, sexual harassment and rape, burglary and vandalization of facilities, child trafficking, and bullying, stealing and armed robbery.

**Research Question Two**

What are the causes of security challenges on curriculum delivery at basic education in Abia State?

**Table 2: Mean and Standard Deviation on Causes of Security Challenges on Curriculum Delivery (N=964)**

S/N	Causes of Security Challenges	Mean	Std. Dev.	Decision
12.	Poor execution of security duties and incompetent guard	2.82	0.91	Agreed
13.	Inadequate security inspection	2.96	0.99	Agreed
14.	Lack of permanent security guards in schools	2.96	0.97	Agreed
15.	Lack of comprehensive and well disseminated school security policy	2.94	0.94	Agreed
16.	Non-challent attitudes of some school administrators	2.95	0.92	Agreed
17.	Overcrowded of learners with diverse characters	2.31	0.67	Disagreed
	<b>Grand Mean</b>	<b>2.82</b>		

Data in Table 2 revealed that basic education teachers in Abia State agreed that items 12-16 were the causes of security challenges on curriculum delivery which had mean scores above the criterion mean of 2.50. These causes include; poor execution of security duties by incompetent guards, inadequate of security inspection, lack of permanent security guards in schools, lack of comprehensive and well dissemination of school security policy and non-challant attitudes of some school administrators on school security. Only item 17 had mean score below the criterion mean of 2.50.

**Research Question Three**

What are the effects of security challenges on effective Curriculum delivery at basic education in Abia State?

**Table 3: Mean and Standard Deviation on effects of security challenges on Curriculum delivery at basic education in Abia State. (N= 964)**

S/N	Effect of Security Challenges	Mean	Std. Dev.	Dec
18.	Fear and tension on staff and learners	2.74	0.88	Agreed
19.	Increase in drop-out of school	3.02	1.01	Agreed
20.	Affect quality and standard of education	3.06	1.08	Agreed
21.	Poor academic performance	3.09	1.03	Agreed
22.	Poor enrollment	3.04	1.10	Agreed
23.	Disruption of school programs and activities	2.70	0.69	Agreed
24.	Lack of concentration in class activities	2.96	0.95	Agreed
25.	Unstable psychological well being of staff and learners	12.79	0.86	Agreed
26.	Poor school attendance	2.88	0.78	Agreed
	<b>Grand Mean</b>	<b>2.91</b>		

Data in Table 3 revealed effects of security challenges on Curriculum delivery at basic education in Abia State. It showed that basic education teachers in Abia State agreed with items 18-26 which had mean scores above the criterion mean of 2.50 as effects of security challenges. They include; fear and tension on staff and learners, increase drop-out of school, affects quality and standard of education, poor academic performance, poor enrollment, disruption of school programs and activities, lack of concentration in class and unstable psychological well-being of staff and learners.

**Research Question Four**

What are the strategies for reducing security challenges for effective Curriculum delivery at basic education in Abia State?

**Table 4: Mean and Standard Deviation on Strategies to reduce security challenges on effective curriculum delivery (N= 964)**

S/N	Strategies to Reduce Security Challenges	Mean	SD	Dec
27.	Establishment of school wide prevention and intervention strategies	2.94	0.91	Agreed
28.	Maintenance of culture of safety and respect in schools	2.82	0.87	Agreed
29.	Establishment of policy supporting school safety	2.97	1.04	Agreed
30.	Installation of cameras with night vision all round the school buildings	3.02	0.99	Agreed
31.	Creation of mechanism for sustaining safe school climate	2.16	0.67	Agreed
32.	Employment of adequate guidance specialist in schools	2.25	0.77	Disagreed
33.	Establishment of security club in schools	2.80	0.93	Agreed
34.	Regular orientation of staff and learners on security challenges	3.23	1.26	Agreed
35.	Establishment of emergency communication links with security units and organizations	2.92	0.99	Agreed
36.	Mounting of quality school in facilities and security technologies	2.99	1.00	Agreed
37.	Constitution of security commission in schools	2.35	0.64	Disagreed
	<b>Grand Mean</b>	<b>2.76</b>		

Data in Table 4 revealed the Strategies to reduce security challenges on Curriculum delivery at basic education in Abia State. Basic Education teachers agreed with items 27, 28, 29, 30, 33, 34, 35, and 36 which had mean scores above the criterion mean of 2.50 as strategies to reduce security challenges on Curriculum delivery at basic education in Abia State. The teachers disagreed with items 31, 32 and 37 with mean scores below the criterion mean. Strategies agreed by basic education teachers include; establishment of school wide prevention and intervention strategies, maintenance of culture of safety and respect in schools, installation of cameras with night vision round the school buildings. Establishment of security clubs in schools and regular orientation for staff and learners on security challenges.

**Discussion of Finding**

The finding of this study revealed the forms of security challenges to include; kidnapping staff and learners for rituals and Ransom, school shooting and bombs explosion by terrorist, abduction by Boko Haram, attacks by Fulani Herdsmen, sexual harassment and rape, burglary and vandalization of facilities, child trafficking, bullying, stealing and armed robbery, physical attack, cultism, and drug abuse, alcoholism and smoking. The finding corroborate with Kemi (2011) who identified the forms of security challenges as robbery, stealing, kidnapping abduction, burglary and vandalization. The finding equally supports Manga (2019) who found forms of security challenges as follows; physical violence, kidnapping, armed robbery stealing, burglary and vandalization of facilities, rape, sexual harassment, bombing and school shooting, drug abuse alcoholism and smoking. The causes of security challenges were revealed to be: poor execution of security duties by incompetent guards, inadequate security inspection, lack of permanent security guards in school, lack of comprehensive and well dissemination policy and non-challant attitudes of school administrators on school security. The finding corroborate with Manga (2019) who found that causes of security challenges in schools include; non-challant attitudes of school administrators on security challenges, lack of comprehensive school security policy to guide action, non execution of security duties by incompetent guards, lack of permanent security guards and lack of inspection of school security.

The findings further revealed the effects of security challenges to be fear and tension on staff and learners, increase in drop-out of school, affects quality and standard of education,, poor academic performance, poor enrollment, disruption of school programs and activities, lack of concentration in class activities, unstable psychological well being of staff and learners and poor school attendance. The finding agreed with the finding of Kaegon and Madu (2017) who observed that the effects of security challenges in schools are; fear of abduction, and fear of kidnapping. The finding equally corroborate with Akintunde and Selzing-Musa(2016) who identified the effects of security challenges as follows; poor academic performance, poor school attendance, outright withdrawal from school, lack of concentration in class activities and unstable psychological well being of staff and learners. The Strategies to reduce security challenges were revealed to include; establishment of school wide security prevention and intervention strategies, maintenance of culture of safety and respect in schools, establishment of policy supporting school safety, installation of camera with night vision all-round the school buildings, establishment of security clubs in

schools, regular orientation for staff and learners on security challenges, establishment of emergency communication links with security units and organizations and mounting of quality school facilities and security technologies. The finding agreed with Kaegon and Madu (2017) who identified the Strategies to reduce security challenges on curriculum delivery include; establishment of functional camera, establishment of safety plan and prevention programs and stationing of security guards at strategic places in schools.

### **Conclusion**

There are diverse forms of security challenges that hinder Curriculum delivery at basic education in Abia State. Some causes and effects of security challenges on effective Curriculum delivery were identified and some strategies to reduce these security challenges for effective curriculum delivery to take place were also identified.

### **Recommendations**

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

1. Security Clubs should be established in schools to sensitize learners on the need to be Security conscious.
2. Functional cameras with night vision should be installed round school buildings.
3. Policies supporting school safety should be established by school administrators.
4. Culture of safety and respect should be encouraged and maintained in schools.
5. Regular orientation on security challenges should be organized for staff and learners by government and school administrators.
6. Emergency communication links with security units and organization should be established in schools.

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## **Security Challenges In Nigeria: Opinions Of Teachers On The Implementation Of Security Education Themes In National Value Curriculum**

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### **Abstract**

*This study surveyed the opinion of National Value teachers in public schools on the implementation of security theme in National Values (NV) curriculum as one of the antidotes to security challenges in Nigeria. The study adopts descriptive survey research method to sample opinions of 60 teachers in two Area Councils of the 6 Area Councils of the Federal Capital Territory (FCT), Abuja. Six teachers were selected from ten rural and urban schools. The name of the questionnaire used is Opinion of Teachers on the Implementation of Security Theme in National Values Curriculum (OTISTNVC). The questionnaire containing 12 items were structured into three sections A, B and C. The questionnaire was face validated by two experts of Measurement and Evaluation Centre in NERDDC. Percentages were used to analyze the data. The findings of the study revealed that teachers were not properly sensitized before the introduction of security theme in NV curriculum. The textbooks and teaching apparatus are very scarce to acquire. Above all, some teachers claimed that they do not have the new curriculum. All these gaps need to be bridged before the effective implementation of NV curriculum can be guaranteed.*

**Key words:** National Values, security education, theme, curriculum and implementation

### **Introduction**

Over the years, there have been a lot of security challenges facing Nigeria as a country. The security situation is made worse in the recent time by armed banditry, terrorism, abduction, Fulani herders, hostage taking and the likes of others. All these constituted security threat to the peaceful co-existence of Nigerian populace. Since the impasse, every facet of life is concerned with finding lasting solution to the security up rise. The Nigerian Educational Research and Development Council, (NERDC) did not fold her arms to watch this ugly scenario but intervened by introducing Security Education as a theme in

National Values (NV) Curriculum at the basic education level. It was hoped that such intervention will make every school child to be security conscious having been exposed to the rudiment of security education in the school. Ekhomu (2009) stated that the purpose of being secure is to protect people, properties, information, environment and organization's mission. The security of Nigeria environment must be everybody's business. Henrik (2014) asserts that any crisis in Nigeria as a giant of Africa will certainly have a ripple effect on the entire West Africa sub-region. Upon this assertion, all hands must be on deck to curtail this crisis before it spills over to other countries.

Security concerns have always been a major challenge in Nigeria since her independence in 1960 (ICPR, 2017). Historically, there have been several internal socio-political conflicts which have led to insecurity of life's and property in the past. These internal conflicts which are often avoidable usually leave in its travail a very ugly scene of which women and children are the most vulnerable victims. Iyamu and Edozie (2015) observed that the Niger-Delta struggle for resource control, Jos inter-tribal crisis, numerous inter and intra communal crises, youth restiveness, political intolerance, the farmers-Fulani herdsmen crises, and the recently Boko Haram insurgency are the greatest security challenges since the country returned to democratic governance. Other activities of people of underworld causing insecurity are the armed banditry, terrorism, abduction, kidnapping, trafficking in persons, cultism and internet fraud. All these pose security challenges to Nigeria.

The National Values curriculum is therefore expected to be infused with security themes as a way of striving to meet the nation's educational objective. The goals of education as provided in the Federal Republic of Nigeria (FRN) 2014: National Policy of Education Section 1, Sub-Section 2a and b page 1 provides for all citizens to

- a. *Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice; and*
- b. *Promotes inter-African solidarity and world peace through understanding.*

The National Policy on Education (2014) also provides in Section 1, Sub-Section 3a page 1 that “education is an instrument for national development and social change”. Drawing from this provision, the Federal Ministry of Education through the Nigerian Educational Research and Development Council (NERDC)

constantly ensures that the school curriculum that will drive this expected goals of the NPE are provided as appropriate (NERDC, 2008). The National Value Curriculum now having Civic Education, Social Studies and Security Education as themes. The newest among the themes is Security Education designed to create security consciousness in the Nigerian child. Each of the themes is being taught by Social Studies teachers and allied field in humanities. Going through the new curriculum, the Security Education theme from Primary One to Six has the following topics:

**Overview of Security Education Themes and Topics**

S/No.	Class	Theme	Topic(s)
1	Pry. 1	Elements of Security	Concept of Security
2	Pry. 2	Elements of Security	a. Sources of danger & insecurity b. Identification of security agencies & their primary duties
3	Pry. 3	Elements of Security	a. Identification of security agencies & their primary duties b. Elements of criminal behavior
4	Pry. 4	Personal/Neighborhood Security: Duties & Responsibilities	a. Introduction to Neighborhood security b. Important phone numbers and their uses
5	Pry. 5	Personal/Neighborhood Security: Duties & Responsibilities	a. Introduction to personal security b. Duties & Responsibilities of a child in respect of personal security
6	Pry. 6	Personal/Neighborhood Security: Duties & Responsibilities	Personal Security Management (Helping yourself and others)

(Source: Federal Ministry of Education (2012): 9-year Basic Education Curriculum, Religion & National Values, Pry 1-3, 4-6) Lagos: NERDC Press. Ekhomu (2009) submits that children are the weakest link in a family security chain. They are weak physically, easily deceived and are often very vulnerable. Therefore, the aim and objectives of Security Education at the basic education level is to expose every Nigerian child to the rudiments of basic security. The after math of this is that it will have counter-terrorism effect. Counter- terrorism is an effort geared towards making school and communities safe for living. However, despite this novel innovation in curriculum development, few years after security theme was infused and launched into the school system, the security challenges in Nigeria continued to be on the increase. School children become more endangered, due to devilish activities of armed banditry, terrorist, abductors, Fulani herders, hostage takers and the likes of others. It is upon this premise that

the idea of this research study was conceived to investigate the implementation of security theme in the newly revised National Values curriculum with a view to offer plausible suggestions.

Three research questions that guided the study are:

1. What is the level of awareness of teachers on the security theme in the NV curriculum?
2. What are the teachers' perception of security theme in NV Curriculum?
3. What are the perceived limitations of teachers handling security themes in the NV Curriculum?

**Method**

The study adopts a descriptive survey research method. The area of study was Federal Capital Territory (FCT) Abuja. The FCT is made up of six Area Councils namely; Abuja Municipal, Kuje, Kwali, Abaji, Gwagwalada and Bwari. The population of this study consists of 171 teachers of National Values. In all, sixty primary school teachers (30 rural and 30 urban) were randomly selected from the pool of schools. The questionnaire named Opinion of Teachers' on the Implementation of Security Theme in National Values Curriculum (OTISTNVC) was used for the study. The questionnaire contained 12 items that were structured into three sections and was face validated by two experts of Measurement and Evaluation. The questionnaire was administered on respondents in Kogi State using 20 teachers and reliability coefficient of 0.75 was obtained using Cronbach-Alpha.

**Results**

**Table 1: Level of the Teacher's Awareness of Security Theme in NV Curriculum**

S/No.	Items	No. of Responses	% of Yes	% of No
1.	I am aware of security education as a theme in the new NV curriculum.	60	49 (81%)	11(19%)
2.	Security challenges in Nigeria demands teaching of security education as a theme in NV.	60	53(88%)	07(12%)
3.	I am properly sensitized on the issue of security theme in the new NV curriculum.	60	18(30%)	42(70%)
4.	I am using the new NV curriculum to teach in my school.	60	39 (39%)	21(35%)

Data in Table 1 shows the teacher's awareness level of security education theme of National Values (NV). Most of the teachers were of security theme in the NV curriculum (81%), greater percentage of the teachers (88%) attested that the security challenges in Nigeria demands this educational innovation. The opinion of teachers on item showed that they were not properly sensitized about the security education theme in the new arrangement (70%).

**Table 2: Teacher's Perception of Security Theme in NV Curriculum**

S/No.	Items	Respondents	% of Yes	% of No
5.	The security theme in NV took care of emerging security challenges.	60	43(71%)	17(29%)
6.	The security theme in the NV can also safeguard children against domestic violence.	54	39(72%)	15 (27%)
7.	The security theme in NV is aligned with the objectives of National Policy on Education	60	53(88%)	07(22%)
8.	The content of security theme in NV has caused curriculum overload.	55	32 (58%)	23(41%)

Table 2 shows the perception of teachers on the security theme in NV curriculum. Teachers agreed that security theme in NV took care of emerging security challenges (71%), security theme in NV can safeguard children against domestic violence (72%), and that security theme in the NV curriculum is aligned with the objectives of National Policy on Education (88%).

**Table 3: Perceived limitations of teachers in teaching security theme in NV Curriculum**

S/No.	Items	Responses	% of Yes	% of No
9.	Textbook on Security Education are very scarce to source in the bookshops.	60	47 (78%)	13 (22%)
10	There are few apparatus to teach security theme in NV curriculum.	54	23(42%)	21(51%)
11	The time allotted for NV is not enough to achieve the teaching objectives of security education.	60	34 (56%)	26 (26%)
12	There is a need for proper seminar and advocacy for NV teachers on the security theme in NV curriculum.	60	58 (58%)	02 (04%)

Data in Table 3 shows the responses of teachers on their perceived limitation in teaching of security education theme in the NV curriculum. There are not enough apparatus to teach security theme in NV curriculum (42%), the time allotted for NV is not enough to achieve the teaching objectives of security education (56%) and teachers need proper seminar and advocacy (58%).

### Discussion

The findings of this study revealed that most of teachers are fully aware of the security theme in NV curriculum even though some teachers do not have the new curriculum. There are some teachers that are still using the former edition of the curriculum of social studies. The school time table of some schools did not reflect NV as a subject on their timetable. This finding supports the view of Achor and

Ellah (2016) that schools were not listing appropriate subject on the timetable as a result of not having the necessary school curriculum. Another major snag here is that the NV curriculum was not available for purchase by the teachers at the bookshop. The NV curriculum was labeled as not for sale. This is also an indication that private schools were neglected in this new arrangement, despite the fact that they are also tax payers and citizens of the country.

The NV teachers opined that the content of the security education was developed in line with global best practices. This is an indication that it can take care of emerging security challenges facing the nation such as abduction, child trafficking, child slavery, kidnapping, drug abuse, internet fraud, and so on. The teachers' opinion has shown that the security theme in the NV curriculum did not cause curriculum overload, however, teachers advocated for extra time allocation on the time table. This finding buttress the fact that all the contents area of a curriculum must be explored before the target objectives can be met.

On the perceived limitations of NV teachers in teaching of security theme, many of the teachers were of the opinion that textbooks were very scarce on security education and there were insufficient apparatus to teach security education issue. This research finding shows that in the interim, relevance agencies of education should mount capacity building training for teachers on the use of Information Technology (IT) to enable them source information on security education issue. Majority of the respondents agreed that proper sensitization and advocacy is needed on security education theme in NV curriculum. This view collaborates with submission of Ali and Ajibola, 2015 that for effective implementation of any curriculum, massive advocacy is required.

### **Conclusion and Recommendations**

The conclusion drawn from this research study is that many teachers were aware of the security theme in NV curriculum. Also, the security challenges in Nigeria demands teaching of security education as a theme in NV. This shows that this innovation is a welcome development in education sector. The opinion of some teachers revealed that textbooks and teaching materials are very scarce to source and they were not properly sensitized on the introduction of NV as a subject.

#### **Recommendations**

It on the premises that the above recommendations are hereby made:

1. Federal Ministry of Education and NERDC should ensure that the new National Values Curriculum is made available to all schools.
2. There is need for massive sensitization and advocacy for teachers and critical stakeholders on the security theme in National Value Curriculum by the Federal Government of Nigeria through its relevant agencies.

3. The authority of the schools should allocate more time on the school time table to teach all the contents of the NV
4. There is need to replicate this study at the private schools because all the pupils will attend either public or private Junior Secondary Schools after graduation from primary schools.
5. There is also the need to replicate this study at the Upper Basic Education that is Junior Secondary School (JSS) level.

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## **Efficient Delivery of Senior Secondary School Agricultural Science Curriculum: A potential tool for Addressing Security Challenges in Nigeria**

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**&**

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### **Abstract**

*This paper discussed the efficient delivery of Agricultural science curriculum at secondary school level as a potential tool for addressing security challenges in Nigeria. Agriculture provides great opportunities to individual and the nation as a whole such as, it provides food and shelter; provides employment opportunities, foreign exchange earnings, raw materials for the industries etc. From available data, agricultural sector is capable of providing employment for up to 75% of youth population in Nigeria. There is therefore need for efficient delivery of the curriculum. Curriculum delivery is the implementation aspect of the curriculum which places more responsibilities in the hands of the teachers. Proper implementation of the agricultural science curriculum by the teachers at secondary school level will change the narrative of the Nigerian youths towards agricultural development in the country. When youths are fully engaged in agriculture the security challenges as a result of unemployment, food shortage, poverty, poor standard of living etc. will be reduced. The paper therefore recommended that, qualified teachers should be employed to teach the subject at secondary schools, adequate modern equipment for the students to use during practical's to develop their interest and to pick a career in agriculture should be provided, also incentives such as, subsidized agricultural inputs, payment of stipend to youths that are ready to study and develop career in agriculture, good market to dispose their products and development of cattle ranching in the country to reduce the clashes between farmers and the herders should be made available.*

**Key words:** *Agriculture, curriculum, society challenges*

### **Introduction**

Security is a major concern of every citizen of Nigeria, both within and outside the government circle. The Nigerian government and individuals are exploring various ways to provide possible solution to security challenges in Nigeria. In

order to provide possible solutions to security challenges faced by every states in Nigeria ranging from Boko Haram, Banditry, the issue of Herdsmen and armed robbers could be addressed by attending to what affects the youths in the country more. This is mostly unemployment. From available data agriculture is one major sector that could provide employment to more than 75% of the youth population in Nigeria. There is therefore, the need to examine the efficient delivery of Agricultural science curriculum at secondary schools in Nigeria to exploit the potentials in agriculture as a tool to address security challenges in Nigeria.

Agricultural Science is defined as the study of the relationship between soils, plants and animals in the production and processing of food, fibre, fuel and any other agricultural commodities that have an economic, aesthetic and cultural value (SAQA, 2003). Agriculture has been described as the basis of civilization and essential for human existence. Food, clothing, homes, even human traditions and values all come from agriculture. Agriculture is viewed as a vital means through which poverty and unemployment can be addressed and one of the long-term strategies conceived so far to improve participation is education and training (Anaele, Adalakun, Olumoko & Kanu, 2014). Egbo, Nwaokocha & Ifeanyieze (2020) defined Agriculture as the cultivation of crops and the rearing of animals for the production of food, fibre, pasture and medicine as well as other related activities such as processing and marketing. In the context of this study, agriculture is defined as the production of crops and rearing of animals for the purpose of meeting the needs of man and industries for the benefit of the society. The Agricultural sector in Nigeria has a lot to contribute to the Nigerian economy. This is more so considering the present security challenges facing the nation and fall in prices of the nation's monotonic foreign exchange earner resource: crude oil.

According to findings by the International Fund for Agricultural Development (IFAD) (2013) cited in InnoVATE, (2015) , a per capita increase of 1% in agricultural sector GDP was five times more effective in reducing poverty than growth in other sectors. Agricultural education and training contributes to poverty reduction for rural populations across the globe (Wallace, 2007). Recognising the need to revamp the nation's agriculture, the Federal government introduced several entrepreneurial skills and opportunities into various institutions and Agricultural curriculum in particular. As good as the plans and intention of government towards agriculture at all level of education in Nigeria there is need for efficient delivery of the curriculum to meet the objectives of agriculture especially at secondary school level in Nigeria.

Curriculum according to Olorundare (2014) is a plan for learning that encompasses the framework for what to learn and how it is to be learned. It also includes the strategies and materials designed to support and give direction to the

teaching/learning transaction. Akinwande (2015) viewed curriculum as planned activities that learners are exposed to under the control of teachers within the school and which will enable the learners achieve expected outcomes, that will enable them be useful to themselves and the society. Olanipekun (2013) further explained that traditional curriculum tends to limit itself to the cognitive domain; while the modern concept of curriculum embraces other domains, which include the intellectual, social, moral, spiritual and physical perspectives of the learner. The overall objective of the Agricultural science curriculum is to provide students with adequate knowledge and skills that will enable them to discover their talents and enrich agricultural science education in Nigeria (NERDC, 2012). Specifically, the objective of senior secondary Agricultural education is to:

1. stimulate and sustain students interest in Agriculture;
2. impart functional knowledge and practical skills in agriculture to students;
3. prepare students for further studies in area of agriculture; and
4. prepare students for profession in Agriculture (NERDC, 2012).

Michello and Mabusa (2003) identified some of the curriculum related factors affecting agricultural science teaching to have include; poor school administration and poor parental support in taking care of school agricultural enterprises especially during school vacations; lack of in-service training for teachers; high workload in terms of student-teacher ratio; lengthy syllabuses; insufficient agricultural facilities in schools. To achieve the efficiency delivery of Agricultural science curriculum as a tool for addressing security challenges, there is need to improve on the implementation of the curriculum which solely lies in the hands of the teachers.

The teacher is an important factor in curriculum implementation of any subject. The teacher is a person who received training from tertiary institutions such as University (Faculty of education or Institute of education), Colleges of education and any other teacher training institution, where they were equipped with adequate knowledge, skills and social interaction between their students and the society. Babayo and Kesiki (2019) as cited by Onipede, Lawal & Samuel (2020) viewed the agricultural science teacher as a trained person in the pedagogical and technical areas of agriculture and is charged with the responsibility of imparting knowledge, skills and attitudes to students. Therefore, teachers are charged with the responsibility of making their students useful persons in the society through adequate curriculum implementation.

The success of any curriculum is dependent on its effective implementation. Oloruntimehin (2020) viewed curriculum implementation as the open use of a programme throughout the entire school system and the act of bringing policy or proposed intention into use. Curriculum implementation is the interaction between

teachers, students and knowledge. Implementers of the curriculum should be well-grounded with the contents of the curriculum, for it to become meaningful. (Nwakile, Sango & Anaza, 2014). Curriculum implementation could also be seen as a way of putting curriculum into practice by the teachers to achieve the stated objectives in the curriculum that will change the society for better. To achieve efficient delivery of agricultural science curriculum in secondary education in Nigeria, teachers of agricultural science must be equipped with the right knowledge, skills and ability to choose the right methods of teaching during the teaching and learning process in order to arrest the interest of the students in the subject so that they can subsequently pick an agricultural related career that will empower them and enable them to be self-reliant and meet the societal needs.

Several methods have been suggested for teaching Agricultural Science. The most recommended is Guided discovery, which is a method that lays emphasis on learning by doing. It was recommended because it is a method that will enable students explore and harness the agricultural resources within their local environment. This will help students in food production and other agricultural products for themselves and their community (Nigerian Educational Research and Development Council, NERDC, 2012).

### **Roles of teachers in agricultural curriculum implementation**

Nwakile, Sango & Anaza (2014) viewed the teacher as a 'corner stone' in curriculum implementation and they summarized the roles of teacher as; the last person that ensures that curriculum is implemented according to specification, he determines what to teach, at what time, interpretes the syllabus and breaks it into scheme of work, determines what instructional materials to use, the methodology to adopt and the amount of time to spend on each aspect. Decision on these areas of teaching mentioned above determine the rate of success that can be achieved in any curriculum implementation. Therefore, the successful and efficient delivery of curriculum requires the understanding of the traditions, the roles and responsibilities of individuals in the school system which include the agricultural science teachers.

Yusuf (2014) opined that, for any curriculum to be judged as well implemented involves a collaboration efforts of different stakeholders in the education system which includes the curriculum implementer (the teachers), resources available, and the inspectorate services (in-charge of monitoring) etc. The factors influencing curriculum implementation are listed as; the teachers, the students, school administrators, State Ministry of Education officers, Federal Ministry of Education officers, curriculum developers and parents (Yusuf, 2014). Without proper

involvement of these individuals especially the teacher's success cannot be assured. With the teacher's knowledge, their experience and competencies, they are major factors in curriculum improvement. There is research evidence that teachers teaching style and attitude influences students' learning ability. Good teachers foster better learning. Akinwande (2018) opined that, quality learning among students need quality teaching while quality teaching produce quality learning that can only be had if quality methods of teaching are employed by the teacher. Quality teaching refers to the appropriateness of method and material selected to achieve the identified objectives for a certain subject matter.

### **Impediments to Implementation of Agricultural Curriculum**

Despite the fact that much is expected from the teachers through proper implementation of the agricultural Science curriculum, there are some constraints that reduce their efficiency. Nwakile et al, (2014) noted the under listed as some factors working against the proper implementation of curriculum in schools;

- The corrupt nature of the society which no longer recognizes hard work
- There is little or no regard for teachers and the teaching profession
- Teacher salaries are poor and hardly paid
- Inadequate resources in schools (instructional materials)
- Carefree attitude of government to school facilities (e.g. laboratories, equipment etc)
- Inadequate professional interest and motivation

Yusuf (2014) concluded that, the key in making teachers committed proper curriculum implementation is to enhance their knowledge about the curriculum, make them well grounded in the subject matter, equip them through exposure to quality pre-service and in-service teacher education programme, give them adequate staff development programmes through attendance to conferences, workshops and seminars to acquire skills and have adequate professional development.

### **Security challenges**

Many security challenges are facing individual and the nation. Among these security challenges are unemployment, poor infrastructure at every level of government, kidnapping, banditry, herdsman/farmers clashes etc. Most of these identified challenges are as a result of high rate of unemployment in the nation. To reduce the rate of unemployment among the school graduates, students should be empowered right from school with adequate knowledge and skills that could make them self-reliant at the end of their training in school. One of the subjects at secondary school level that has been identified as having the potential to provide employment opportunity is agricultural science. There is therefore the need to equip the teachers teaching this subject at this level with the right knowledge, skills and

frame of mind to deliver the curriculum efficiently. This will further develop the interest of students and encourage them to pick careers in the field of agriculture, by so doing, they will be self-reliant, contribute to the increase in food production and reduce the security challenges in the country. Nigeria is blessed with large hectares of fertile land across the six geo-political zones that could be put into production in all areas of agriculture. If this is done the high rate of unemployment and security challenges in the nation will be greatly reduced.

### **Conclusion**

Curriculum developers needs involve teachers in the process of curriculum development so that when it is time for the implementation, the teachers will have adequate knowledge of the contents and different resources that could be improvised to teach and clarify the concept that relate to their discipline. Without teachers, implementation of curriculum is not possible at any level of education. Therefore, government and all stakeholders at all levels should attach a great importance to teacher training programmes and the welfare of teachers. This will enable them efficiently deliver the agricultural science curriculum in secondary schools across Nigeria. This is important since it is noted that food security is an important aspect of national security.

### **Recommendation:**

The following recommendations are made as a way forward:

1. Agricultural science teachers should be carried along during curriculum development
2. More agricultural science teachers should be employed to increase the level of manpower in the subject area.
3. Modern agricultural science equipment should be made available in schools to remove the notion that agriculture is a difficult profession
4. Provision of incentives to young school leavers who are interested in agriculture as a profession.
5. Agricultural science teachers should be given opportunity to go for in-service training and attend workshops to improve their knowledge and expose them to new innovation in agriculture.

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## **Curriculum Delivery And Security Challenges In Public Universities In Cross River State, Nigeria.**

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Holy Child Secondary School Calabar<sup>2</sup>.*

### **Abstract**

*This study investigated curriculum delivery and security challenges in public universities in Cross River State, Nigeria. The survey research design was adopted for this study. The population of the study was made up of two thousand, eight hundred and twenty-six (2826) year three students of 2020/2021 academic session in the two public universities in the study area. The purposive sampling technique was used for the selection of two hundred and forty-eight (248) year three students for the study. Structured questionnaire was the instrument used for data collection. The Pearson Product Moment Correlation analysis was the statistical technique adopted to test the hypotheses under study. Each hypothesis was tested at .05 level of significance. The findings revealed significant positive relationship between integrating national security concept into curriculum, relating the curriculum to national manpower needs and security challenges in the study area. Based on the findings, it was recommended among others that; the curriculum content should be directed toward self-reliance and job creation such that grandaunts don't go about the street looking for job but create jobs for themselves, the government should build more trade centers for school dropout and other citizens to acquire skills for self-development.*

### **Introduction**

Security is the greatest challenge of Nigerian tertiary institutions. Security is very important to academic excellence. Nowadays, lives and properties in campuses are not saved because of the types of students and the working conditions that prevail in the institutions (Aina, 2012). Many students are out of control from home and parents' expect the institutions to re-mold the life of such students but instead they turn out to be terrorists in the institutions. There has been observed rapid decline in the quality of students graduating from the institutions in nowadays thereby turning those who could not graduate to a problem in the institution. Many students had been in the institution for many years without graduating; they remain there to cause security problem for the serious students and the entire learning community (Aina & Ogundele, 2014).

Security refers to the various measures put in place to ensure protection of

lives and property in the human society. Odekunle (2012) sees security as a protection or defence 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. In other 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. However, Oyegun (2012) described the security situation of Nigeria as a litany of unfulfilled dreams and disappointments. Oyegun observed cases of unrealized potentials, poverty in the mist of wealth, total lack of inspiration held for ransom by insecurity due to incessant crimes and abject poverty. Consequently, various symptoms of social disorganization and vices have been noticeable ranging from prostitution in urban centers; drug use/abuse and associated ailments; direct and indirect child abuse; child trafficking; severance of disregards for community values; general indiscipline, absence of law-abiding culture; communal strife to ethno-religious conflicts. All of these have generated into insecure environment and has called for the need to re-organize the curriculum content, 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. Therefore, it is important to use education to reinforce positive national values, discourage or even change negative values that cannot enhance the realization of peaceful society (Levine, 2010). Basically, this process can be achieved through the restructuring of the curriculum and the status accorded to different fields of study.

Education is expected to help preserve and refine society so that it will be a congenial place for individual members to live and work happily in peace to ensure sustainable development, security and stability of the nation. Thus, school is seen as means to familiarize members with physical features of the society together with the cultural patterns and practices, religious differences, political atonement, and also means to communicate the effect of these on individuals' behaviour and competences. Societal values actually develop and vary within individuals, group of people and the general society. Values are communicated through educational processes within formal and non-formal curriculum which might promote such values development (Igbokwe, 2013). The professional development of high level individuals is carried out in the tertiary institutions through effective curriculum delivery. Higher education has been recognized as a fundamental instrument for the construction of a knowledge economy and the

development of human capitals all over the world (World Bank, 1999). According to Peretomode (2007), higher education is the facilitator, the bed rock, the power house and the driving force for the strong socio-economic, political, cultural, healthier and industrial development of a nation as higher education institutions are key mechanisms increasingly recognized as wealth and human capital producing industries (Kors, 2008). World Bank (2004) argued that higher education is fundamental to all developing countries if they are to prosper in a world economy where knowledge has become a vital area of advantage. The quality of knowledge which is generated in institutions of higher learning is critical to national competitiveness. It is only quality education that can sharpen the minds of the individual and help transform the society economically, socially and politically without which security challenges will continue to pose threat on the citizens. However, it is considered here that effective curriculum delivery can enhance the desired learning outcome and societal change

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). Ogar and Awhen (2015) 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. From the researchers' views, curriculum is seen to be a planned and organized programme of action, designed for various levels of learners and guided by an instructor. It can be in formal or non-formal settings where learners are expected to gain knowledge, experience and skills at the end of the programme. Curriculum delivery is 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, 2007). Onyeachu (2008) opined that; curriculum delivery is the process of putting all that has been planned as a curriculum process into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents, as well as the interaction with the physical facilities, instructional materials, the psychological and social environments. Ivowi (2009) asserts that curriculum delivery 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 teaching-learning interactions take place. Mkpa & Izuagba (2009) indicated that during curriculum delivery, the learner for whom the programme is planned interacts with the contents and materials in order to acquire the necessary skills and ability. Based on this assertion, it is hoped here that Integrating national security concept into curriculum and relating the curriculum to national manpower needs may play

some roles in reducing the security challenges experienced in Nigeria.

Integrating national security concept into curriculum is considered as a vital step toward ameliorating the security challenges affecting Nigerian nations. Values are infused only through those channels such as education and religion where it can be most effective in affecting behaviour. The viewpoint here is that the interface between the school and the child or young adult learner is organized at several levels so that there are pathways that lead into the learning life of the child at school (Levine, 2005). Each of these pathways, whether classified as curriculum, core curriculum, co-curricular or extra-curricular, is capable of being developed into an effective enigma for promoting character and values. Such innovative curriculum could help build in learner an anticorruption mindset at an early stage of life (Nwagboso, 2011). Therefore, infusing civic mission throughout the curriculum offers an array of extra-curriculum activities and structuring the school programme environment and climate so that students/participants are able to 'live what they learn guided by a competent teachers. The lifestyle of citizens may be change for better if national security concepts are inculcated in the curriculum at all levels of the educational system. This may enable every individual to be aware of measures to be security conscious and overcome security threat in his/her neighbourhood (Lumpkin, 2008). The role of teacher and education in promoting national security and stability is paramount, through effective curriculum innovation and implementation; the societal values can still be inculcated in the lifestyle of the citizen.

School curricula seek to build the personality of students, form the correct concepts and reinforce them in the minds of the students in a scientific manner, and build and control trends strengthening the social texture and enhancing its unity, security and stability (Al-Omari, 2013). These curricula seek also to form and rehabilitate students' behavior, deepen the security responsibility in their behavior and raise their sense of security to fight against the intellectual deviations (Al-Zyadat & Qattawi, 2014). Al-Hoshan (2004) indicated the need for the development of security awareness through the teaching and learning of the values and building positive attitudes about security among students through curricula and school activities.

Al-Edwan (2016) investigated the concepts of the security education in the textbooks of the national and civic education of the higher primary stage in Jordan. It adopted the descriptive analytical method. The study sample consisted of the textbooks of the national and civic education for the basic eighth, ninth and tenth grades. To achieve the objective of the study, a form was prepared for the analysis of these textbooks which contained the security education concepts; (34)

security concepts distributed over four areas: the intellectual security, the political security, the social security and the economic security. The findings of the study showed that the textbook of the national and civic education of the tenth primary grade was of more inclusion of the concepts of security education than those of the eighth and ninth grades. Also, it was revealed that the extent of inclusion of the security education concepts in the textbooks of the national and civic education varies in the higher primary stage, while the level of sequence of these concepts included in these textbooks is low. Additionally, the findings showed that there were no statistically indicative differences in the level of integration of the security education concepts between the textbooks of national and civic education in higher primary stage in Jordan.

Onwuegbusi (2017) investigated the perception of the citizens of the State with regards to the activities of the vigilante groups in the State. The cross-sectional survey design was employed for the study. 540 adults aged 18 years and above were selected for the study using the multi-stage sampling technique. The structured questionnaire was used to collect the quantitative data while Focused Group Discussion (FGD) and In-depth Interview guides were used to collect the qualitative data. The quantitative data were sorted, coded and analyzed with Statistical Package for Social Sciences (SPSS) software. Univariate and bivariate statistics were used to describe and interpret the quantitative data; while the qualitative data were analyzed using the theme-based method of content analysis. The study revealed that in spite of a number of shortcomings and limitations of the vigilante members, the citizens of the State are still very supportive to them for the services they render to ensure a crime free society. It was equally revealed that the efforts of the groups contribute towards a reasonable control of crime in the State. The study recommends among other things, inculcation of security concepts into the school curriculum, redirection of curriculum to job creation content, consistent and regular training of security personnel in the State.

In terms of relating the curriculum to national manpower needs, the introduction of vocational and entrepreneurship programmes into the curriculum at various level of education in Nigeria is a step toward job creation to reduce the unemployment rate in Nigeria. However, there is always constant rush to government job seeking academic programmes, while enrolment in vocational schools, agricultural institutes and trade centres is correspondingly poor. Consequently, graduates of our institutions of higher learning have been populating the crime world due to their inability to create jobs or secure meaningful employment upon graduation. Consequently, Daily Sun (2013) reported that the former minister of education, Professor Ragayyatu Rufai identified reform of the education system as the solution to the security

challenges confronting the nation; as she suggested a total overhaul of the curriculum at all levels of education with a view to providing its recipients broad based education in the development of the mind, soul and body; and in comprehending the environment, development of appropriate attitudes, skills, abilities and competences to co-exist with and contribute to the development of the society. However, this calls for a synergy between liberal education, vocational and entrepreneurship education and the intensification of the emphasis on vocational and entrepreneurial education to equip graduates with occupational survival skills (Mijah, 2014).

Nigeria has witnessed an unprecedented level of insecurity. This high level of insecurity in the country has become a threat to all spheres of human endeavours and national unity. The cost of life and material resources lost to insecurity in Nigeria since the past few years is unquantifiable. The frequent occurrence of bomb explosions, orchestrated by the acclaimed religious extremists in the northern part of the country, secessionist in the east, banditry, militancy and kidnapping in the south has assumed a worrisome dimension. Insecurity in Nigeria have affects foreign direct investment, business confidence/activities, as a result, many companies lost confidence in establishing businesses in some parts of the Nigeria for fear of attack. The alarming level of insecurity in Nigeria has increased the crime rate and terrorists attacks in different parts of the country, leaving unpalatable consequences for the nation's economy and business growth. In attempt to curtail the incidence of crime, the federal government has embarked on criminalization of terrorism by passing the Anti-Terrorism Act in 2011. Despite the effort of the government, the level of insecurity in the country is still high as observed in the continuous increase in kidnapping, banditry, militancy, Boko haram attack and the agitation for Oduduwa and Biafra republics. It is against this backdrop that this study seeks to investigate the relationship between curriculum delivery and security challenges in Calabar in Cross River State, Nigeria.

### **Method**

The Survey research design was adopted for the study. The population of the study consists of year three students of faculty of education in the two public universities in the study area. A sample of two hundred and forty-eight (248) students was selected through purposive and proportional sampling technique. The reason for using proportional sampling technique was to select respondents based on the population dynamics of each school. Two purposes were translated to research questions and hypotheses to guide the study. Fifteen items

questionnaire was the instruments used for data collection. Pearson product moment correlation analysis was the statistical techniques adopted to test the hypotheses under study. Each hypothesis was tested at .05 level of significance.

**Results and Discussion**

**Hypothesis one**

There is no significant relationship between integrating national security concept into curriculum and security challenges in Calabar. The independent variable in this hypothesis is integrating national security concept into curriculum; while the dependent variable is security challenges. To test this hypothesis, integrating national security concept into curriculum and security challenges was correlated using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in table 1.

**Table 1:** Pearson Product Moment Correlation Analysis of the relationship between integrating national security concept into curriculum and security challenges (N=248)

Variables	$\sum Y$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-cal
integrating national security concept into curriculum	11345	524195	744982	0.51*
security challenges	16215	1067923		

\* p=0.05, df=246, critical r=0.165

The result of the analysis as presented in Table 1 reveals that the calculated r-value of 0.51 is greater than the critical r-value of 0.165 at 0.05 level of significance with 246 degree of freedom. The result of the analysis is significant since the calculated value is greater than the critical value. With this result the null hypothesis which stated that there is no significant relationship between integrating national security concept into curriculum and security challenges in Calabar was rejected. This result implied that, integrating national security concept into curriculum has a significant positive relationship with security challenges.

**Hypothesis two**

Relating the curriculum to national manpower needs does not significantly relate with security challenges in Calabar. The independent variable in this hypothesis is relating the curriculum to national manpower needs; while the dependent variable is security challenges. To test this hypothesis, relating the curriculum to national manpower needs was correlated with security challenges

using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in table 2.

**Table 2:** Pearson Product Moment Correlation Analysis of the relationship between relating the curriculum to national manpower needs and security challenges (N=248)

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal
relating the curriculum to national manpower needs	15978	1080282		
security challenges	16215	1067923	1052573	0.40*

\*  $p=0.05$ , d.f =246, critical  $r = 0.165$

The result of the analysis as presented in Table 2 shows that the calculated r-value of 0.40 is higher than the critical r-value of 0.165 at 0.05 level of significance with 246 degrees of freedom. With this result, the null hypothesis which stated that relating the curriculum to national manpower needs does not significantly relate with security challenges in Calabar was rejected. This result indicated that, relating the curriculum to national manpower needs has a significant positive relationship with security challenges.

### Discussion

The findings of both hypotheses revealed positive relationship between integrating national security concept into curriculum, relating the curriculum to national manpower needs and security challenges. These findings are in support of Al-Omari (2013) who opined that; school curricula seek to build the personality of students, form the correct concepts and reinforce them in the minds of the students in a scientific manner, and build and control trends strengthening the social texture and enhancing its unity, security and stability and also to form and rehabilitate students' behavior, deepen the security responsibility in their behavior and raise their sense of security to fight against the intellectual deviations. Al-Zyadat and Qattawi (2014) also indicated the need for the development of security awareness through the teaching and learning of the values and building positive attitudes about security among students through curricula and school activities

### Conclusion

Education, through effective curriculum delivery is considered as the fastest means of spreading the security consciousness among the citizens in any given society. Therefore, the inclusion of security concepts in the curriculum

content at all levels of the educational system may be of help in the fight against insecurity. More so, the innovation of the school curriculum directed at job creation through entrepreneurship education can also help to reduce the rate of ideal individuals as well as crimes in the society. In all, education is the key to unlock all impossibilities and challenges in the society.

### **Recommendations**

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

1. Proper curriculum innovation and implementation is recommended to ensure that security concepts are included in the curriculum for students to understand the ills of insecurity at the early stage.
2. The curriculum should be directed toward self-reliance and job creation such that grandaunts don't go about the street looking for job but create jobs for themselves.
3. The government should build more trade centers for school dropout and other citizens to acquire skills for self-development.
4. Citizens should be encouraged to imbibe the societal/moral values.

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## **Internal Conflicts Between Management And Students Of Ebonyi State Owned Tertiary Institutions That Pose Security Threats To Effective Curriculum Delivery**

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### **Abstract**

*The study examined the internal conflicts between management and students of Ebonyi State owned Tertiary Institutions that pose Security Threats to Effective Curriculum Delivery. Four research questions guided the study that adopted a survey research design. The population of the study was 2,563 final year students from the two tertiary institutions owned by Ebonyi State government. With the use of Stratified Random Sampling Technique, 300 students were drawn. A 20-item structured questionnaire was the instrument for data collection that was duly validated and its reliability determined using Cronbach Alpha. It was administered with the help of Course Representatives of the classes involved in the study and 282 copies were properly filled and analyzed using tables, frequency counts, mean and standard deviation. The findings of the study revealed that school fees increase; unstructured academic programmes; dearth of infrastructural facilities and leadership tussles result to conflicts between management and students of Ebonyi State owned tertiary institutions which if not properly handled, can led to security challenges within and outside the institutions. The study recommended the involvement of students in decision making, streamlining of academic programmes in line with NUC/NCCE regulations and non-interference in students' politics among others.*

### **Introduction**

Education is an instrument for national development and it is also an asset to any nation, a vehicle for developing skills, competences and imparting knowledge (Obasi & Ijioma, 2015). According to the Obasi and Ijioma (2015) without education, socio-economic activities in the society will be stagnated. As important as education is, Nigeria is still grappling with a lot of issues including her educational system which in turn, affect her manpower production, relevant curriculum development and delivery, poor educational quality and erosion of profession and ethical behaviours. Once the educational content is not properly packaged and delivered to its recipients, the educational system is doomed.

According to Joint Information System Committee (JISC) (2011), curriculum delivery must be done in such a way as to enable learners achieve their learning goals and the process of doing so include: teaching, learning support, advice and guidance, coaching, mentorship, peer collaborative learning, feedback, assessment, personal development and practice. Reiterating further on the nature of curriculum delivery, Udosen (2014) emphasized that it involves translating the developed curriculum into actualized or implemented form and this can only take place at the classroom level. Udosen further listed the use of appropriate strategies, methods, resources, media usage by teachers and proper interaction during teaching and learning as instruments for effective curriculum delivery. All these measures of curriculum delivery are illusion to our education system especially at tertiary education level as a result of corruption, security and conflict issues that might result or manifest in the system.

Tertiary education in Nigeria is faced with multi-dimensional social conflicts, corrupt practices and social vices that have hindered effective curriculum delivery and have posed security challenges within and outside the system. Of interest to this study is internal conflicts within the system as threats to security and proper curriculum delivery. Conflict according to Obianyo (2003) is a state of disturbance in which people are exhibiting anger or dissatisfaction and are likely to protest, riot and even carry out violent actions. Internal conflict in Nigerian tertiary institutions is a common occurrence among groups within it which have severe consequences. Aderinto (2009) noted that there is hardly any tertiary institution administration that have not witnessed one form of conflict or the other especially, between students and management, students and lecturers and lecturers and students. Obianyo (2003) observed that students and management conflicts arise based on social and academic wellbeing; catering services; amenities; student union politics; school fees increase among others. The author noted that the alarming increase in internal conflicts is blamed on institutions' management inability to handle these conflicts well. Tayo (2010) lamented that the trend is an ugly development that many may think that it is an inevitable factor in tertiary education system. This is worrisome as some of these conflicts have resulted to security challenges within and outside the institutions if not properly handled. The trend of conflicts revolves around competition for scarce resources; differences in value and life styles; management styles of institutions; hierarchy of positions and leadership styles and tussles among others.

Tertiary institutions in Nigeria contribute greatly to the social, political and economic development of the nation, but with the presence of continuous

conflicts among its groups, these expectations may be a mirage, leading to security threats. In an ideal and well governed economy, there is a symbiotic relationship between education and security. Insecurity undermines education and absence or poor quality education for citizens constitutes a constraint on capacity for sustainable security and safe curriculum delivery (Alemika, 2015). Tertiary education in Nigeria is currently plague by several problems that hinder it from performing its expected roles. Alemika (2015) noted that in the face of conflicts which result to security challenges, these noble ideals are defeated. Conflicts and security threats erode effective curriculum delivery in form of teaching, research, public and community services, maintaining institutional autonomy, laws, rules and the integrity of tertiary education system. The resultant effects are general chaos in the system, leading to poor human capital development. The above led to the problem of this study presented in a question form thus: What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions that pose security threats to effective curriculum delivery.

Specifically, the study examined the internal conflicts between management and students of Ebonyi State owned tertiary institutions as a result of:

1. Arbitrary increase in school fees that pose security threats to effective curriculum delivery
2. Unstructured academic programmes that pose security threats to effective curriculum delivery
3. Dearth of infrastructural facilities that pose security threats to effective curriculum delivery
4. Tussle for leadership positions and representation that pose security threats to effective curriculum delivery.

The following research questions guided the study:

1. What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions as result of arbitrary increase in school fees that pose security threats to effective curriculum delivery?
2. What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions resulting from unstructured academic programmes that pose security threats to effective curriculum delivery?
3. What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions emanating as a result of dearth of infrastructural facilities that pose security threats to effective curriculum delivery?
4. What are the internal conflicts between management and students of Ebonyi

State owned tertiary institutions as a result of struggle for leadership position and representation that pose security threats to effective curriculum delivery?

### **Method**

A descriptive survey design was adopted for the study which according to Olaitan, Ali, Eyo and Sowande (2010) is a design that an investigator can use to obtain data from respondents using a questionnaire. This design was used because it used a representative sample from a population who responded to the questionnaire in order to get the data for the study. The area of study was the two tertiary institutions owned by Ebonyi State namely: Ebonyi State University, Abakaliki and Ebonyi State College of Education, Ikwo. The population of the study comprised of 2,563 final year students of 2019/2020 academic session from four Faculties of the University and School of Education of the College. Using Stratified Random Sampling Technique, eight Departments (two from each campus) and intact final year class of the college were selected. Furthermore, Simple Random Sampling Technique was used to draw a sample size of 300, (50 from each campus and 100 from the College).

A structured questionnaire with 20 items arranged in four clusters on a 4-point rating scale was the instrument for data collection. The validation of the instrument was determined by giving it to three experts in Social Sciences and Measurement and Evaluation, all in Ebonyi State University, Abakaliki to scrutinize their suitability in terms of sentence structure and language clarification. Their comments were reflected in the final draft used for the study. Furthermore, the reliability of the study was determined by administering 20 copies of the questionnaire to one of the faculties not involved in the study. The data collected were subjected to reliability test using Cronbach Alpha Procedure and it yielded a reliability index of 0.87, showing that it was reliable for the study. Copies of the questionnaire were distributed to nine class representatives of the departments/school involved after thoroughly briefing them. Two hundred and eighty two (282) copies were properly filled and were used for the study. Data collected were analyzed using tables, frequency counts, mean and standard deviation. The decision rule was based on a criterion mean of 2.50. Any item mean value from 2.50 and above was accepted as a determinant factor and any mean value below 2.50 was rejected as not a determinant of the expected trend.

### **Results**

The data collected for the study were analyzed in line with the research questions

**Research Questions 1:** What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions as result of arbitrary increase in school fees that pose security threats to effective curriculum delivery?

**Table 1: Mean ratings on conflicts that arise as a result of arbitrary school fees increase**

S/N	Item Description	$\bar{x}$	SD	Decision
<b>Conflicts that arise as a result of school fees increase include; students:</b>				
1.	Having unauthorized meetings to challenge management decisions on school fees	2.81	0.60	Agree
2.	Circulating letters to union members not to pay any additional fees	2.70	0.70	Agree
3.	Union leaders confronting management on fee increase	2.73	0.65	Agree
4.	Boycotting of all academic activities to show their grievances	2.78	0.90	Agree
5.	Violent demonstration within and outside the universities	2.83	0.61	Agree
<b>Grand Mean</b>		<b>2.77</b>		

Table one presents the conflicts that do arise as a result of school fees increase in tertiary institutions in Ebonyi State which recorded favourable means above the criterion mean of 2.50. The respondents agreed that any arbitrary increase in fees will lead to the enlisted actions by students as seen in Table 1 with a grand mean of 2.77.

**Research Question 2:** What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions resulting from unstructured academic programmes that pose security threats to effective curriculum delivery?

**Table 2: Mean ratings on conflicts that might arise as a result of unstructured academic programmes.**

S/N	Item Description	$\bar{x}$	SD	Decision
<b>Conflicts resulting from unstructured academic programmes include; students'</b>				
1.	Challenging the introduction of a new course within a session or semester	2.65	0.98	Agree
2.	Bitter complaints about management's non specification of requirements for some courses	2.59	0.80	Agree
3.	Reacting to wrong coding pattern of some courses in line with NUC/NCCE specifications	2.78	0.84	Agree
4.	Demonstration on excess credit loads that weigh them down	2.64	0.70	Agree
5.	Reacting to some lecturers' methods of delivering their courses	2.81	0.86	Agree
<b>Grand Mean</b>		<b>2.67</b>		

Table 2 is the responses of the students on conflicts that arise between them and Management of Ebonyi State owned tertiary institutions as a result of unstructured academic programmes. The respondents affirmed with a grand mean of 2.67 that unstructured academic programmes in the institutions result to conflict manifestation in these stipulated ways.

**Research Question 3:** What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions emanating as a result of dearth of infrastructural facilities that pose security threats to effective curriculum delivery?

**Table 3: Mean ratings on conflicts that emanate as a result of dearth of infrastructural facilities**

S/N	Item Description	$\bar{x}$	SD	Decision
<b>Conflicts resulting from dearth of infrastructural facilities include:</b>				
1.	Violent struggle for lecture spaces as a result of their limited number	2.80	0.87	Agree
2.	Reactions during examinations as a result of the limited facilities in use	2.75	0.80	Agree
3.	Protest as a result of close down of some programmes by NUC because of dearth of facilities and resource personnel	2.22	0.55	Disagree
4.	Tussle for limited hostel spaces and its attendant students' co-habiting against the regulations of the institutions	2.78	0.89	Agree
5.	Confronting the institutions' management because of shortage of water supply and power outage	2.81	0.86	Agree
<b>Grand Mean</b>		<b>2.67</b>		

Research question 3 was answered in Table 3 with 5 items (11 – 15 in the questionnaire but 1-5 in the Table). All the items except item 3 recorded means above the criterion mean of 2.50 as can be seen in the table. Item 3 scored below the determinant mean. However a grand mean of 2.67 recorded showed that majority of the students agreed that the exhibited conflict patterns as seen in the table are caused by dearth of infrastructural facilities in their institutions for their use.

**Research Question 4:** What are the internal conflicts between management and students of Ebonyi State owned tertiary institutions as a result of struggle for leadership position and representation that pose security threats to effective curriculum delivery?

**Table 4: Mean ratings on conflicts resulting from leadership tussle and representation in the institutions**

S/N	Item Description	??	SD	Decision
<b>Conflicts resulting due to leadership tussles and representations include:</b>				
1.	Confrontations between rival students/management groups	2.77	0.80	Agree
2.	Resisting the intimidation of less powerful/influential opponents	2.75	0.84	Agree
3.	Challenging bias rules made to favour a particular group	1.82	0.75	Disagree
4.	Opposing moves made to counter fair elections before and after the whole processes	2.71	0.86	Agree
5.	Halting the interference of God -fatherism during selection processes	2.81	0.76	Agree
<b>Grand Mean</b>		<b>2.57</b>		

Table 4 presents the responses on conflicts that emanate as a result of leadership position tussles and representations. All the items from 1 – 5 except item 3 recorded favourable responses with means above the criterion mean of 2.50. A grand mean of 2.57 portrayed that the enlisted conflicts are as a result of leadership tussles and representations in the institutions.

On the whole, the students agreed that conflicts arising between them and management in Ebonyi State owned tertiary institutions are as result of: arbitrary increase in school fees, unstructured academic programmes; dearth of infrastructural facilities and leadership position and representation tussles, which become source of security threats to effective curriculum delivery in the institutions.

### Discussion

The study so far x-rayed the internal conflicts between management and students of Ebonyi State owned tertiary institutions that pose security threats to effective curriculum delivery. Data in Table 1 presents the responses on conflicts that arise as a result of arbitrary increase in school fees. These include: having unauthorized gatherings, circulating memos, leaders confronting management, boycotting of academic activities and violent demonstrations. These findings align with the view of Obianyo (2003) that alarming increase in internal conflicts in Nigerian tertiary institutions can be attributed to school fee increase and dearth of amenities among others. Furthermore, Alemika (2015) noted that lean resources available for institutions cause conflicts as they look inward to generate more funds through increasing school fees among others. Higher institutions increase schools fees when the available resources are not

sufficient. Accordingly, Samuel (2018) pointed out that institutions without sufficient funds have ways of generating some and that is, increasing internally generated funds which include school fees.

Table 2 answered research question 2 on arising conflicts as a result of unstructured academic programmes. The items include: challenging authorities; bitter complaints; reacting to course coding patterns; demonstration and reacting to poor delivery methods by lecturers. The respondents agreed that the listed ways are how they react to unstructured academic programmes that affect their academic activities. These findings aligned with the view point of Alemika (2015) when he lamented that overcrowded programmes, overcrowding in lecture halls and exceeding admission limit lead to chaos, conflicts and break down of law and order in tertiary institutions. Buttressing further these findings, Asiyai (2015) observed with dismay that higher institutions' administrators put pressure on students due to poor course and resource management, leading to conflict of interest. He explained that corruption in the system have resulted to poor admission and placement of students in wrong courses. Again, it was also discovered by researchers that lack of proper orientation of students on involvements in higher institutions' programmes triggers off conflicts that may affect the peace of the whole system.

Findings in Table 3 on conflicts that arise as a result of dearth of infrastructural facilities showed a favorable responses. The item here include struggle for lecture space, reactions during examinations, tussle for limited hostel space, confrontation on power outage and water shortage. On the other hand, students claimed that they hardly protest as a result of closure of programmes by NUC. The students however affirmed that dearth of infrastructure in their institutions causes conflict between them and management of their institutions. Alemika (2015) had pointed out that higher institutions in Nigeria are plagued by several problems which include: inadequate security, insufficient funds for effective teaching, learning and research; that these trigger or aggravate insecurity and subsequently, low human capital development. Again, the findings confirmed the observation of Torulagha (2019) who noted that higher institutions in Nigeria have lost their scenic beauties as a result of un-upgraded infrastructure. He noted that embezzlement and corruption had deprived institutions of funds to build and upgrade their facilities. The findings are in line with the views of Obianyoye (2003) who blamed higher institutions' management for their inefficiencies in handling conflicts that arise as a result of academic curriculum, amenities and politics. He noted that poor handling of the areas of conflicts normally lead to break down of law and order, which create

security challenges.

Table 4 presented the responses of the students on the conflicts between them and the management as a result of elective positions and representation. The items include conflicts through: confrontation; resisting intimidation; challenging bias rules for election; opposing moves to counter fair elections and halting the activities of God-fatherism during elections. Challenging bias rule recorded a low mean and this may be because of varied opinions of the students on how rules are made governing students' union elections and representations. A grand mean of 2.57 was revealed that the students take conflict stands to resist the management in leadership selection and representation. These findings tallied with the observation of Obianyo (2003) that different values and lifestyles, management styles, controlled and regulated leadership processes and hierarchy of positions do bring strife and conflicts among groups. These findings are in line with the perceived views of Atadon (2008) that disagreement over means and ends on issues result in conflicts.

Furthermore, the study findings confirms the observation of Alemika (2015) who noted that violent clashes and conflicts do result when there is excessive administrative bottlenecks and students' bodies not fully represented in decision making and implementation in higher institutions. In extreme cases according to Alemika, the situation leads to serious security threats that may lead to the shutting down of the institution in question to save lives and properties. From the findings of this study, students and management conflicts are inevitable, but need to be handled properly in order not to heighten security challenges ravaging the nation of Nigeria. Resolving of conflicts can best be done through dialogue, representation and shifting of grounds by the concerned groups for amicable resolution.

## **Conclusion**

In any democratic setting, conflict is bound to exist, but consensus and dialogue is needed to resolve it amicably in order to avoid break down of law and order that could lead to security threats. Higher institutions as microcosms of the society faces conflicts in diverse ways that have necessitated the present study. The internal conflicts between management and students of Ebonyi State owned tertiary institutions that pose security threats to effective curriculum delivery were examined. It was concluded that conflicts arise between students and management of Ebonyi State owned tertiary institutions based on issues that involve arbitrary school fees' increase; unstructured academic programmes; dearth of infrastructural facilities and encroachment by authorities into the

students' leadership selection and representation. These conflicts if not amicably resolved would result to security threats that can hinder effective curriculum delivery in the institutions.

### **Recommendations**

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

1. The management of concerned institutions in Ebonyi State should always involve students in certain decision making that involves their school fees and welfare. This is because their inputs will make the outcome of the decision to be acceptable without resistance.
2. Management should adhere to the academic programmes enlisted by NUC/NCCE in terms of specific pattern and delivery procedures, to avoid confusion for students and their lecturers.
3. Student Union Government should be given a free hand to run their elections for selection of leaders and representatives within established guidelines by the institution.
4. Ebonyi State owned tertiary institutions' management should resist the interference of political god-fathers in their institutions' issues, in order not to encroach on their autonomy of the institution.
5. Management should work out modalities of collaborating with TETFUND on how to develop infrastructural facilities to align with its programmes. They should also sources for donors who can help develop/ donate infrastructure and facilities in their institutions.

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## Security Challenges in Primary school English Language delivery in Enugu State, Nigeria

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### **Abstract**

*Security challenges have become a big concern in Nigeria affecting both the young and the old. The bid to arrest the grievous and flagrant ravaging of the dependent, vulnerable and defenseless citizens, informed the desire to embark on this research. The objective of the study is to explore security challenges in primary schools in Nigeria, and how they can be addressed through effective English language curriculum delivery. The study adopted descriptive survey design. Data were generated using researchers-designed questionnaires. The descriptive statistics of frequency counts, percentage and mean were used to answer the two research questions that guided the study. Findings revealed that many pupils in basic schools suffer abuse and that instructing them through English language curriculum delivery can create awareness they need to be helped. The study therefore, recommended that integrating child rights and way out of abuse into English language curriculum and its delivery is of paramount importance in curbing child abuse and preparing future responsible parents.*

**Keywords:** *English language, Lower Basic Education, Security challenges*

### **Introduction**

Insecurity is a state of not being safe. It is the anxiety that is experienced when one feels vulnerable and insecure that brings about lack of confidence (Udoh, 2015). Insecurity challenges have become regular and have characterized life in Nigeria. There has been an upsurge of criminal activities such as armed robbery, kidnappings, human trafficking, hunger, bombings, abductions, rape, ethnic and communal clashes, hired assassinations, political sponsored killings, looting of government treasuries, fraudulent banking activities, terrorism, militancy, cultism, child abuse (like child trafficking, child labour, child kidnapping, sexual abuse, physical abuse, neglect and psychological or emotional abuse among others (Fabinu, Ogunleye & Salau, 2016; Nwangwa, 2014; Orikpe, 2013). These challenges directly or indirectly affect everyone both adults, young people and sadly, even children- the most vulnerable citizens.

A child is a person who is in some fundamental way, not developed but rather developing (Ceka & Murati, 2016). For this reason, parents or guardians or adults in the family are needed to make decisions for and act on their child's behalf. The

family is thus bestowed with some special undeniable obligations such as; to protect, nurture, and educate children (Ceka & Murati, 2016) which are regarded as rights of the children. Family is the smallest unit of society. All things being equal, every individual in a society is a product of and should belong to a family, where they are groomed and to which they are accountable. If the family fails in this obligation, a problem is created for the society. Abdullahi and Bakabe (2020) posited that weakened bond of conventional social institutions such as family, reduces social control of young persons, and subsequently, leads to insecurity in the society. Put differently, failure to nurture children properly and abuse of children will have a long-term effect and elicit deprivation that can later be expressed through delinquency or crime, thus resulting in insecurity in the society at large. Children are, therefore, regarded as the most vulnerable to insecurity for the following reasons; they are dependent and are unaware of their rights. Child abuse is any form of insecurity experienced by children. Child abuse consists of any act of commission or omission by a parent, caregiver or guardian that results in harm, potential for harm, or the threat of harm to a child (0–18 years of age) even if the harm is unintentional (Gilbert, Spatz Widom, Browne, Fergusson, Webb & Janson, 2009). World Health Organization (2016) defines child abuse as all forms of physical and emotional treatment, sexual abuse, neglect and exploitation that result in actual or potential harm to child's health development or dignity. According to Elsevier (2021), child abuse can be both directly or indirectly. Directly means to cause harm or inflict injury on the child whereas indirectly means there is a failure to protect the child from harm. In this study, child abuse is discussed under the following subheadings: child trafficking, physical abuse, child neglect, sexual abuse.

### ***Child Trafficking***

Child Trafficking is the action or practice of illegally procuring or relocating children for the purpose of forced labour and sexual exploitation. This study is interested in internal trafficking. Internal child trafficking is moving children from rural areas to urban centres which is also pervasive particularly children trafficked for domestic servitude, agricultural work, street vending, adoption, forced child begging and the like (Cherneva, 2011; Barneth & Belfield, 2006). Child trafficking amounts to child labour. According to International Labour Organisation (2012), child labour is the employment or engagement of children in any form of work that deprives children of their childhood and interferes with their ability to attend regular school and is mentally, physically, socially or morally dangerous and harmful to them. Child labour is prevalent in urban centres in Nigeria because a large number of people move from rural areas to urban areas (ILO, 2012). The decision for parents to expose their children to child trafficking due to poverty is not

always for monetary incentives but also because of lack of education which makes them believe that staying elsewhere will provide their children with more opportunities than they can afford. These parents are often unaware of the negative consequences of denying a child the warmth of family and so, voluntarily send their children away. Child trafficking is the tragic end of childhood regardless of whether this process was enforced by a third party or by a family member (Delap, 2009). In such situations, children are exposed to responsibilities beyond their age. They are liable to exploitation because children are often not aware of their rights and lack understanding regarding which of their rights are violated. It is important to note that two categories of children can be affected by child trafficking: the trafficked children and also younger children that unhappy trafficked children look after; with whom they are not related by blood. The bond of family is that of affection. Where it is breached, there is bound to be abuse.

### ***Child Neglect***

Child neglect is a form of abuse meted out by guardians or parents that results in a deprivation of the basic needs of a child including the failure to provide adequate supervision, health care, clothing or housing as well as other physical, emotional, social, educational and safety needs (Elsevier, 2021). The damage caused by child neglect impacts the child's emotions which may affect the child's sense of self and causes lack of trust and relationship difficulties. Examples of child neglect include: constant blaming and humiliating a child, calling names, making negative comparisons to others *et cetera*. A neglected or emotionally abused child may wear ill-fitting, dirty or inappropriate clothing for the weather, have consistently bad hygiene (unbathed, noticeable body odour, unkempt hair), have untreated illnesses and physical injuries, be frequently unsupervised or left alone or allowed to play in unsafe situations, be frequently late or missing from school.

### ***Physical Abuse***

Physical Abuse is to inflict physical harm or injury on the child. Child Welfare Information Gateway (2019) defines physical abuse as any non-accidental physical injury to the child and can include striking, kicking, burning, or biting the child, or any action that results in a physical impairment of the child. It may be the result of a deliberate attempt to hurt the child or excessive physical punishment. Disciplining a child and physical abuse are different in these ways: unpredictability- the child is never sure of what behaviour will trigger physical abuse, it is propelled by anger and no correction is made rather, fear is used to control the behavior of the child. Unfortunately, victims do not learn good manners from abusive parents but only what to do in order not to be hit by parents. Physically abused children may have frequent injuries or unexplained bruises which appear to have patterns such as hurts from cane, belt, and the like; wear inappropriate clothing to cover up injuries,

always on alert as if waiting for something bad to happen, be excessively withdrawn, fearful or anxious about doing something wrong, not seem to be attached to the parents or caregivers or seem afraid to go home.

### ***Sexual Abuse***

Sexual abuse is exposing a child to sexual activities for one's sexual gratification. Sexual abuse does not always involve body contacts, exposing a child to sexual situations or material is sexual abusive whether or not touching is involved. According to Fabinu, Ogunleye and Salau (2016), forms of child sexual abuse include asking or pressuring a child to engage in sexual activities (regardless of the outcome), indecent exposure of the genitals to a child, displaying pornography to a child, actual sexual contact with a child, physical contact with the child's genitals, viewing of the child's genitalia without physical contact, or using a child to produce child pornography. Sexually abused children are tormented by shame and guilt. They may feel that they themselves somehow brought it upon themselves. They find it difficult to come forward for fear that others will not believe them. The sexually abused child may have trouble walking or sitting (if there was penetration), display knowledge of sexual acts inappropriate for their age or even exhibits addictive behaviour, make strong efforts to avoid specific persons without an obvious reason, not want to change clothes in front of others or participate in physical activities, try to run away from home, have a Sexually Transmitted Disease (STD) or pregnancy if they are female and old enough.

A child may experience one or more of these different forms of child abuse. Causes of child abuse include: poverty, single parenting, large family, wrong orientation of parenting, lack of education, untreated mental illness, substance abuse among others (Delap, 2009; Elsevier, 2021). Regardless of the form and its cause, child abuse causes strong or even permanent harm to the child. A reliable institution that grooms and moulds young citizens into desired shape is formal education. 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 (Okeke, 2003). Education is a process of developing and transmitting the culture of a people from generation to generation aimed towards achieving the goal of good life and behaviour in an individual. Hence, through education the behaviour patterns of the citizens could be changed in the desired direction and this is done through curriculum that reflects the culture of the people (Orikpe, 2013; Osaat, 2012; Offorma, 2016). In realizing the goals of education, adequacy of curriculum content of all subjects and teachers' commitment are key. Curriculum planning for this reason is for experts while teachers undertake curriculum delivery so as to produce desired results at all levels of education.

Specifically, basic education takes care of the category of children under study. The philosophy of the 9-year basic education curriculum is centered on the understanding that every child who has gone through the basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life-skills as well as the ethical, moral and civic values required for laying a solid foundation for life-long learning (Moyinoluwa, 2015). The 9 years' Basic Education Curriculum (Basic 1-9) has three components namely; Lower Basic Education Curriculum for primary 1-3 (age 6-8 years), Middle Basic Education Curriculum for primary 4-6 (age 9-11) and the Upper Basic Education Curriculum of Junior Secondary School (JSS) 1-3 (age 12-14) (Moyinoluwa, 2015). This study is concerned with the lower and middle basic education (primary1-6) which involves children of basically age 6-11. The essence of education of this level and beyond, according to Nwanna-Nzewunwa (2009), is to prepare the mind to develop the right personality, equip the individual with knowledge, skills and values of the past, so as to contribute meaningfully at present and in future. In other words, education at its best should produce citizens who are armed to adapt to, succeed in and contribute to the peace and progress of the society. Insecurity is on the increase in Nigeria. There is, therefore, pressing need to curb it. This has given rise to emphasis on subjects like Religion and National Values Education: this include Social Studies, Civic Education, Religious Studies (CRS/IRK) and Security Education (Fabinu, Ogunleye & Salau, 2016). There could possibly be other ways to re-strategize to give this all important task of orienting the younger ones the prominence it deserves. One of such ways is introducing security issues in English language curriculum delivery. The English language is a subject offered in every educational institution at all levels in Nigeria. The English Language occupies a unique place in Nigerian Education System because of its significant role and status in the country's national life such as the official language and a vital link between various ethnic groups in the country (Okonkwo, 2016). Basic education is the introductory phase of meaningful English studies and other subjects in Nigerian education. Language of immediate environment or mother tongue and language of immediate community is first used in teaching pupils in pre-schools, in primary schools, before English is switched to from Junior secondary schools(Akere, 2005; Njoku, 2017). English language is a core subject and basically about the first subject taught every day in lower basic education level. So far the subject predisposes itself for the infusion of the following: road safety education, disaster risk reduction education, consumer education with literature-in-English (NERDC, 2017). It can also be utilized to drive home the acceptable norms of family life, child rights, sensitization and awareness

that is needed to be created among children to enable them cope with the overwhelming insecurity challenges in the world around them.

The opportunity of delivering English studies curriculum can be utilized in addressing insecurity among children especially child abuse for the following reasons; it is the first subject to be taught when children just arrive school from home. At the very first lesson, pupils' motivation to learn, interest and attentiveness are optimal. Similarly, teachers in primary schools stay with children every school day and are in a best position to monitor or observe them. Teachers take roll call, mark exercises and grade pupils, and are responsible for collecting fees and other study requirements. These responsibilities place the teacher in the best position to spot pupils who are lagging behind and know which of the forms and the extent to which pupils under their care are abused for informed intervention. For these reasons, English language curriculum content and delivery in lower basic education level could be adjusted to incorporate well-constructed stories and activities that can promote language learning as well as sensitize pupils on their rights and safety measures to take when abused. The problem of this study is how the issue of security challenges specifically child abuse in primary schools in Nigeria can be addressed through English language curriculum delivery.

### **Research Questions**

1. What is the relevance of inclusion of child abuse in English language delivery in primary schools to the Nigerian society at large?
2. To what extent would the inclusion of child abuse in English language delivery prevent child abuse in Nigeria?

### **Method**

The study adopted a descriptive survey design. The participants for this study consisted of two hundred and one people, 161 pupils and 40 teachers purposively selected from four primary schools that are sited near big commercial centres, one each from Nsukka, Udi, Obollo and Enugu North Education Zones of Enugu State. The researchers-designed fourteen (14) item questionnaire; seven (7) polar questions and seven (7) Four-Likert scale of *Always (A)*, *Sometimes (S)*, *Hardly (H)*, *Never (N)*, titled Insecurity in Primary school Questionnaire (IPSQ) for pupils and a ten (10) item Four-Likert scale questionnaire of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) titled Insecurity in English Language Delivery Questionnaire (IELDQ) for teachers, were used to collect data for this study. The instruments were validated by two experts and were modified by the corrections and inputs made. The reliability of the questionnaires was established at 0.73 and 0.76. The instruments were personally administered by the researchers. The data collected were analyzed using

descriptive statistics of frequency counts, percentage and mean scores to answer the research questions. Fifty-five (55) per cent and 2.50 mean score were criteria for acceptance of responses.

**Results**

Research question 1: What is the relevance of inclusion of child abuse in English language delivery in primary school to the Nigerian society at large?

**Table 1: Percentage of relevance of inclusion of child abuse in English language delivery in primary schools to the Nigerian society**

S/N	Items	%Yes	%No	Decision
1.	I live with my biological parents.	34.8	65.2	D
2.	My parents/guardians shout at me always or call me names.	52.2	47.8	D
3.	We live in one room apartment or I share a room with adults.	65.2	34.8	A
4.	Adults do not always stay with me at home.	60.9	39.1	A
5.	Somebody has touched me where I do not like in secret.	60.9	39.1	A
6.	I have marks on my body from flogging.	73.9	26.1	A
7.	I do not feel free to discuss everything and anything with my parents/guardians.	60.9	39.1	A
Cluster Percentage (%)		<b>58.4</b>	<b>41.6</b>	

In table 1, since the grand percentage of 58.4 is above the criterion percentage of 55, therefore all the items stated except items 1 and 2 formed part of the relevance of the inclusion of child abuse into the English language delivery in primary school. Among these reasons include; sharing room with adults that comes with indecent exposures for their age, lack of monitoring, sexual harassment, evidence of physical and emotional abuse. Items 2 and 1 were disagreed since their percentage are less than 55 on the yes column. This revealed that pupils experience verbal abuse but not as much as other forms of abuse. Similarly, many pupils do not live with their biological parents which is another predisposing factor to child abuse.

**Table 2: Mean scores of relevance of inclusion of security challenge in English language delivery in primary school to the Nigerian society**

S/N	Item	$\bar{x}$	Decision
8.	I can be absent from school to help at home or shop.	2.13	D
9.	My school fees are paid on time	2.17	D
10.	I am not provided with all demands made by my teacher at school.	3.04	A
11.	I hawk goods after school or during the holiday.	2.61	A
12.	The punishment I receive at home is commensurate with the offence I commit.	2.35	D
13.	I am not early to school.	2.74	A
14.	Time is not enough for me to read and do assignments at home.	2.52	A
Cluster Mean ( $\bar{x}$ )		<b>2.51</b>	

In table 2, the grand mean of 2.51 is above the criterion mean of 2.50, therefore all the items stated except items 8, 9 and 12 show the relevance of the inclusion of security challenges into the English language delivery in basic education. Items 8, 9 and 12 were disagreed since their mean scores was lesser than 2.5. This revealed that pupils are not denied education. In addition, late payment of school fees implied in item 9 and inadequate punishment deducible from item 12 are indicators of the relevance of this study.

Research question 2: To what extent would the inclusion of security challenges in English language delivery prevent child abuse in Nigeria?

**Table 3: Mean scores of the extent the inclusion of child abuse in English language delivery would prevent child abuse in Nigeria**

S/N	Items	$\bar{x}$	Decision
1.	The English language recommended textbooks should discuss child rights and child abuse.	3.00	A
2.	There are children who are not well cared for in my class.	2.63	A
3.	Children who do not live with their parents struggle more with their studies.	3.25	A
4.	I notice any child who is depressed or withdrawn in my class.	3.38	A
5.	I invite parents/guardians over to discuss their child's/ward's misbehavior/problem in class.	3.13	A
6.	My pupils confide in me when they are troubled.	3.00	A
7.	Some parents/guardians truly do not know how to care for their children/wards.	3.50	A
8.	Educating children on their rights will curtail abuse of children in the society.	3.75	A
9.	Teaching English language is a good avenue to also educate children on their rights and what to do when abused.	3.50	A
10.	Hinting on child rights and abuse while teaching English language every day is feasible and worthwhile.	3.25	A
Cluster Mean ( $\bar{x}$ )		<b>3.24</b>	

Data in Table 3 shows that all the items have been rated positive and the ratings are above the criterion mean of 2.50. Based on the analysis of the table where cluster mean of 3.24 which was above the criterion mean of 2.50 was reached, it is established that all the items stated are all indicators that the inclusion of child abuse in English language delivery would go to a great extent in preventing child abuse in Nigeria.

### Discussion

The first research question sought to find out the relevance of inclusion of security challenges (child abuse) in English language delivery in primary school to the Nigerian society at large. The study revealed that children experience all

kinds of abuses ranging from internal trafficking, exposure to danger both in the household and in the environment due to lack of adult presence to guide and guard, indecent exposures for their age, lack of adequate provision and attention, being saddled with responsibilities that encroach on their study time, to facing degrees of physical and emotional abuse, all of which amount to the relevance of inclusion of child abuse in English language delivery in primary school to the Nigerians. The findings are in line with the submission of Abdullahi & Bakabe (2020) that there should be wide child protection through awareness creation. Similarly, Orikpe (2013) proposed that there is need for a review of our education curriculum to integrate critical experiences that are necessary for development of informed and well-rounded socially aware youths.

Research question two sought to find out the extent to which the inclusion of child abuse in English language delivery would prevent child abuse in Nigeria. The study revealed that inclusion of child abuse in English language delivery will go a long way in preventing any form of child abuse. The findings corroborate with Crosson-Tower (2003) who asserted that educating children is a protective and preventive measure to child abuse because the teacher has a consistent contact with the children who have been abused and children who are at-risk of being abused. Teachers has a unique opportunity to advocate for them, as well as provide programmes and services that can strengthen families.

### **Conclusion**

This paper has shown that child abuse is a shade of security challenges prevalent in Nigeria which has far reaching effects on children and poses a future threat to the society at large. Sadly, it thrives because the victims are naïve and more often than not, are entrusted into the care of those who turn out their abusers. The purposeful, calculated inclusion of child abuse in English language curriculum delivery in basic education, promises to be instrumental in curbing child abuse.

### **Recommendations**

In the light of the serious consequences of child abuse, this paper recommended that:

1. The English language curriculum should be reviewed to incorporate in a purposeful measure language learning contents that also explicitly address child rights and child abuse.
2. Textbooks on English language to incorporate well-constructed stories for reading and listening comprehension and activities that can promote language learning as well as sensitize pupils on their rights and safety measures to take when abused.

3. There is need to sensitize teachers through workshops and seminars, on the indicators of various forms of child abuse and on strategies to adopt to educating pupils while delivering English language curriculum. This is for a more informed and objective professional accuracy as they embark on this rescue mission.
4. Parents, guardians and the general public to be educated and warned through school activities such as Parent and Teacher Association (PTA) meetings, orientations and so on, on the need to care for their children or wards and not abuse them.
5. There should be public enlightenment programmes to combat mass ignorance. This is to create public awareness on the right to freedom from all forms of child abuse.

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## **Inculcating Reading Comprehension skills in English Language Curriculum for basic Literacy Education.**

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### **Abstract**

*From ages, reading comprehension has been the badge of intellect and proof of knowledge. It is the crux of all learning activities, a pre requisite for functional literacy education. Without reading, all classroom and outdoor activities will utterly be impossible. The primacy of reading and its functionality is of great importance, therefore, the ability to read and understand paves way for effective learning. No one can understand what he/she does not read. Reading and Comprehension is important in all facets of learning. At the altar of convenience: Reading Comprehension plays a pivotal role in the development and literacy of an individual, hence the need to inculcate effective reading comprehension skills to bridge the boredom and lethargy characterized by incomprehension.*

### **Introduction**

English Language has been the medium through which people interact and socialize with each other even in the area of commerce and industry. It is an integral part of human relationship that differentiates man from animals. English Language is the default language of learning and teaching. It is the only recognized, valued and acceptable mode of instruction in schools. The vital role of the English language in academics makes it imperative for all to learn, as it is indispensable to learning.

Language as a veritable tool for communication and one of the vestiges of colonialism has become the premier language used as a language of instruction at all levels of education. Its relevance and prominence made it a core and compulsory subject in secondary schools as it is the medium of instruction in all subjects. As a result of its dominance, any student who does not have proficiency in both written and spoken English will experience difficulties in the course of his/her professional development. Fosudo (2010), asserts that a student who does

not possess good reading skills tends to develop a negative attitude towards learning and this can even lead to having self-esteem problem later in life. The vital role of English language in academics makes it imperative for all to learn, as it is indispensable to learning. Olagoke (1979), stresses that Nigerian children should be given maximum encouragement and opportunity to learn English effectively in school. Therefore, proficiency in the use of the language marks a high standard of education, presents one as polished, reformed and an enlightened citizen.

The primacy of English is such that it is the only gateway for formal education literacy acquisition since it is the only language used in teaching almost all the subjects in schools. Even the set texts are all written in English to aid functionality in literacy. The transmission and teaching method are done in English and the curriculum is written in English language too. English language undoubtedly occupies an enviable, indispensable position in academic pursuit in Nigeria and the world at large. It is the live wire for survival and sustainable growth, unity and development of the nation Nigeria.

English language occupies a central and meaningful position in the curriculum. It is central in the planning and implementation of educational curriculum because of its unavoidable importance. The increased role of English as summarized by Akindele and Adegbite (1999), is that it performs three broad functions of accommodation, participation and social mobility. This implies that the international status of English makes it perform exceptional roles and its ability to adapt easily to the contextual variables are added advantage. Its adoption as the official language of education and its primordial position in administration gave rise to the need for proper teaching and learning in the students. As a vehicular means of conveying and propagating knowledge, it encompasses all the subjects being taught in school. It is an embodiment of excellence and actualization of content in all subjects or course of learning. Indeed, English as a medium or subject of instruction is a thorough completion of teaching and academic exercise. Reading is one of the major avenues for acquiring information and reading is the foundation upon which all academic skills are built. Reading transcends the lifespan of an individual not just for school but for life. Therefore, reading whether for pleasure or academic purposes is an essential habit which ensures greatness in a man's life. It is a basic building block of learning and prepares an individual for distinction in life. Reading has been a badge of intellect and proof of knowledge and education, and reading transverse through different epochs and it's only through this elementary process of reading that printed or hand written materials can be understood. In line with the above, Maduabuchi (2007), opines

that reading is the process of identifying the lexical and contextual meaning of ideas of what authors has written in a text. Reading widens one's scope and makes new one to make new friends (Udom, 2002). It opens the windows of the world to the children because reading is an active and creative process which involves the generation of meaning from written language. It is the ability to observe and make rational interpretations of symbols, letters, words etc. The art of reading promotes development and as well instill discipline on the individual because of its phenomenal capacity worldwide. For one to play any significant role in the society, the ability to read and write must be there. The survival of any society therefore is the function of the extent to which that society is involved in reading. No wonder Okebukola (2004), rightly posits that reading provides the tool for transmitting ideas to succeeding generations as well as the opportunity of partaking of the wisdom of the past generations. In the same vein, Fosudo (2010), explains that a student who does not possess good reading skills tends to grow a negative attitude towards learning and this can even lead to his having, self-esteem problem later in life.

Reading as the basis of learning and literacy acquisition, knowledge empowerment ought to be holistic and resounding because it involves the recognition and conscious reproduction of written or printed symbols and sentences, either mentally or vocally by means of eye or finger contact as explains by Ngwoke, (2006). He further sees it as one's ability to acquire information by identifying written symbols. Readings as a complex channel of communication has been observed as involving an interaction between the encoder (writer) and decoder (reader). The encoder communicates with the decoder who he does not see nor know whose cultural, religious and socio-linguistic background he does not know. Indeed, reading is an act that facilitates learning process and effectively promotes ones intellectual development.

Reading can be audible (vocal reading) or in audible (silent reading). Therefore, functional reading involves an understanding of the meaning implied by the writer's mood, his tone, his intent and his attitude towards his subject, his readers and even himself. Reading is the zenith of every academic achievement, the totality of man, and an inevitable tool for achieving excellence in any formal learning circle. Obanya (2002), asserts that reading is the interpretation of written language and translation of same into words and sentences that gives meaning to the thoughts and ideas of the writer. While Joffe (2008), sees the ability of reading as one of the developmental accomplishment of human existence. Reading is one of the pleasures that welcomes culture, knowledge and independence in one's life. It is a fundamental skill, a live wire of success, the gateway of excellence and a

multidimensional process whereby a dynamic interaction occurs between a reader and the text, and the context of the reading situation. (Optiz and Rasinski, 1998). Therefore, the conveyance of thoughts and ideas in a sentence or words involves the interpretation and translation of written language.

The essential skill in reading is getting meaning from printed, written or signed messages and reading is much more than getting the literal meaning of the message itself, of course an accurate reading implies evaluating the ideas for truth, validity or importance. Reading requires the reader to think, feel and imagine. It is a vehicle for adventure, for exploration into the known and unknown areas of knowledge. Simply put, reading is a means of acquiring experience through the knowledge of what other people have been through and written down. It is the interpretation and comprehension of printed or written symbols. It involves the evaluation of the writers mind from the readers background experience with a view to adding or subtracting from the writers opinion and it is only those who have successfully learnt to read can read to learn. Kolawole (2005), states that reading is the foundation upon which literacy is developed and an absence of reading in literacy is futile.

Literacy is an essential component of all aspects of learning but must now move beyond the acquisition of basic literacy skills to become a means for engaging with diverse forms of knowledge, understanding and communication. Reading is taken for granted by the literate but remains a seemingly unattainable goal for many. It is a process not an endpoint rather it is the entry point for basic literacy education and the passport for lifelong learning. Reading gets increasing attention as a particular important area of the school curriculum because it lays the foundation of success in other subjects too. Reading adds quality to life and gives access to heritage culturally and otherwise. Reading empowers and emancipates and brings people together. The art of reading is a priceless instrument for everyone. Reading invigorates the mind and makes one to be an active participator in the society. Reading informs, makes a better being.

Reading is crucial to all learning activities, but it has not been given its rightful place in subject classification and distribution in the time table of either primary or secondary schools in Nigeria. The curriculum planners has failed to make a clear provision for reading in the curriculum. In spite of the role of reading in literacy acquisition and attainment it is being relegated to the background. Fatimayin (2004), succinctly states that, the state of reading and how it is being handled in secondary schools in Nigeria is deplorable, simply because there are no teachers trained in reading and handling the teaching of reading specifically; no resource centres, books and the use of inappropriate pedagogy that will not

promote the development and advancement of reading by the teachers. The derivative implication of this is that most secondary school students do not know how to read basic set texts and they have negative attitude and perform poorly in school subjects and external examinations. The curriculum being the directional and instructional compass in all educational achievement of all the goals and objectives of the educational policies like the national policy on education (2004), serves as a guide to the breakdown of the specified and stated goals which are teachable, learnable and measurable or evaluative units. Reading should be specified as a separate subject to be taught in the curriculum, and the curriculum should include reading as a discipline of its own for study where teachers of reading should be adequately trained for the arduous job. It is the centre of all developmental activities, a basic step for literacy acquisition in the journey of education and if missed, everything will be misaligned.

English Language comprises of various branches which are: reading, comprehension, grammar, writing, oral and host of others. Reading is fundamental to all learning activities. It is the bedrock of all functional literacy acquisition of learning such as using the textbooks, writing tasks, revising and acquiring of vocabulary. Reading being the badge of intellect and proof of knowledge cannot be achieved without proper comprehension. As reading is an inevitable tool of formal education, so is comprehension indispensable to all learning. Reading is the mother of comprehension, while comprehension gives value to reading. Therefore, comprehension is the end product of reading. They have come to operate as one concept because of the functional connection existing between them. As reading plays a pivotal role in basic literacy acquisition, so does comprehension. Reading is the mother of comprehension, while comprehension gives values to reading. Hence, comprehension is the end product of reading. Reading and comprehension has come to operate as one concept because of their functional connection between them.

Reading comprehension is a veritable tool for intellectual development, and this inexorable relationship of being entwined as one has culminated in a marriage of construction and use at the altar of convenience; thereby giving rise to the term reading comprehension. Therefore, reading comprehension is the summation of the interaction between thought and language, thought and print. It is the tripartite process of observation, identification and interpretation of signs, symbols, letters, words, phrases, sentences and texts. Reading is comprehension. This is because any reading devoid of comprehension is meaningless. However, comprehension simply means understanding of what is read, and the ability of the reader to make meaningful interpretation on the writings observed through reading.

Comprehension and reading are inseparable because no one can claim to comprehend what he has not read. The ability to read and understand is one of the important human accomplishment.

There is need to inculcate basic reading comprehension skill for literacy acquisition as O, Donnel and Wood, (1992): posits there are two principles that drive an understanding of the comprehension process; the background and prior knowledge of the reader heavily influences comprehension experiences of the reader, aid in constructing new concepts, strengthen old concept and facilitates in making adjustment when necessary to relate to a new idea and organization and classifying new information establishes how well information will be grasped and remembered. When the ability to comprehend, interpret the authors intended meaning is limited and one does not have the prior knowledge while reading a text, comprehension is greatly hindered. Therefore, reading with utmost comprehension is regarded as a very important factor for any individual to reach his full potential in our society today. Not only does an individual needs to know how to read, but must be able to do so efficiently and effectively. This underscores the importance of the development of literacy skills which is an integral part of basic education. A good education strengthened by the acquisition of the basic literacy and numeracy skills is the minimum educational foundation upon which an individual can build a lifelong learning attitude on.

Comprehension simply means understanding, the ability of the reader to grasp meaning from what is being read. It is a veritable tool for intellectual development. It is the summation of the interaction between thought and language, thought and print. Reading is comprehension. This is because any reading devoid of comprehension is meaningless. Comprehension simply means understanding of what is read, the ability of the reader to make meaningful interpretation on the writings observed through reading. Umaru (2014), believes that, the skill of reading with understanding is a prerequisite for the extraction of information from books. In comprehension, learners are expected to read closely to determine what the text says explicitly and to make logical inferences, cite specific textual evidence when writing or speaking to support conclusion drawn from the text; equally, to determine the central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas. Comprehension also helps to analyze how and why individuals, events and ideas develop and interact over the course of a text; interpretation of words and phrases as they are used in a text; determining technical, connotative and figurative meanings, and analyze how specific words and choices shape meaning or time; evaluation of argument and specific claims presented in a text including the

validity of the reasoning as well the relevance and sufficiency of the evidence. Reading and comprehension of literary informational texts independently and proficiently helps to process and make connections to prior mental images and develop proper prior knowledge. Many children do not regularly exhibit proficient reading behaviour in school reading tasks. Teachers often resign to a pre-ordained fate that when it comes to comprehension, some student invariably gets it and others do not. Instead of working a text towards understanding many students resort to skimming for answer, scanning and even cramming.

### **Relevance of Comprehension**

Reading Comprehension being an acquired skill that is geared towards the understanding of what is read, needs to be fully developed; through the impactful teaching of the basic skills for optimal realization of the goal. Russell (2013) opines that comprehension carries the understanding of words or phrases beyond recognition to the understanding of the meaning intended by the author. The sole aim of reading is comprehension, the ability to get meaning from print, and without comprehension, reading will be pointless, and meaningless. Therefore, proper acquisition of basic comprehension skills will not only guarantee achievement in academic exercises but also enhancing total accomplishment in their various professions. Igwe (2011), asserts that being an adaptable reader empowers one not just for school but beyond the shores of academic environment. Okebukola states that it is the live wire for excellent survival as it is the tool for transmitting norms to the past generation and ones yet unborn. Every student needs the mastery of the comprehension skills since effective learning centres on these skills. The basic comprehension skills are: summarizing vocabulary knowledge, sequencing, inferential, comparing and contrasting, drawing conclusions, self-questioning, problem solving, and relating background knowledge.

**Vocabulary knowledge** is the knowledge of word meanings. For effective comprehension to take place, a reader must be able to know the meaning of words encountered during reading. Maduabuchi (2007), opines that vocabulary knowledge has a high premium influence on reading comprehension, it is an important and accurate predictor of reading ability of a second language learner. Therefore, knowledge of the vocabulary to a large extent equips one with the proper knowledge for effective comprehension when the right skill is imbibed in a learner of a second language.

**Summarizing:** teaches students how to take a large selection of text and reduce it to the main point for more concise understanding. In reading a passage,

summarizing helps students learn and determine essential ideas and consolidation of essential ideas and important details to support the main points. The purpose of summarizing is to choose the main ideas; key points and aspects of the text that would help someone know what the text is all about. The aim is to reduce the text to their bare essentials.

**Sequencing:** Refers to the identification of the components of a story which involves the beginning, middle and end. It is the ability of the reader to retell the events within a given text in the order in which they occurred.

**Inferential Comprehension:** Is the ability to process written information and understand the underlying meaning of the text. Readers are required to interpret and evaluate information and also to determine deeper meaning that is not explicitly stated.

**Comparing and Contrasting:** involves the reader identifying the similarities and differences between two things. It is an important reading comprehension skill which encourages and helps to develop critical thinking skills.

**Drawing conclusions:** This take place when the reader uses inferred or implied information to make meaning out of what is not clearly stated; bringing out meanings from text though not clearly stated or spelled out. It shows the reader's ability to make sound judgment on any text read.

**Self-questioning:** Is a skill geared towards helping the reader realize the intent of the text before him. It allows a reader ask questions which are useful and helpful in deriving meaning from text; thereby increasing ability to learn independently. Self-questioning during reading is a critical skill for deriving meaning from text.

**Problem-solving:** helps in comprehending what is read and to determine why an issue is happening and how to resolve that issue. It promotes brain storming and creative thinking thereby giving boost to a text read.

**Relating Background Knowledge:** Background knowledge acts as scaffolding, when students' builds on existing information they already know, they are able to understand and remember the text read properly. Background knowledge also helps students draw inferences, which develops critical thinking skills and makes reading more enjoyable.

Reading Comprehension is a fundamental process for successful readings. It has been established that the purpose of reading is comprehension therefore without comprehension, reading is frustrating, pointless and meaningless. It is therefore no exaggeration to say that how well students develop the ability to comprehend what they read has a great effect in their lives and career in general. The assertion is that learners' acquisition of good reading comprehension skills will not only guarantee their success in school alone but extends to their various fields of

endeavour thereby breeding successful citizens in the nation.

### **Conclusion**

Reading comprehension is fundamental to learning in all subjects, and students are expected to grow these capacities as readers, writers and users of language. As an integral component of their essential skills that should be developed and nurtured in a child at home and in school; because it's fundamental to success in academic life and beyond. The colossal loss of proper reading and comprehension by the students especially among secondary schools has attracted the attention of scholars to look into the pedagogical strategies that will boost reading and comprehension. This paper centres on inculcating reading comprehension skills in English language curriculum for basic literacy education. Many factors inhibit the teaching of reading comprehension. They include: time allotted to reading comprehension in the curriculum, the position of reading in English language and some of the strategies adopted in teaching. These identified challenges have given rise to poor performance in examinations in both internal and external examinations. The inclusion of reading as a separate discourse in the curriculum not as a subsidiary of the English language, but as a core and compulsory subject to be taught and learned by all will promote reading and give rise to proper inculcation of reading among the teaming learning society, thus the skill of reading which is a prerequisite for learning must have been boosted, functional literacy attained paving way for basic literacy education for all concerned; lethargy and boredom which has characterized reading comprehension would experience death on arrival for incomprehension would be a past event in reading comprehension.

### **Recommendations**

- The present secondary school curriculum should be restructured to incorporate activities that can promote reading.
- Reading should be structured to be a separate discourse quite distinct from the normal classroom teaching on English language time table. It should be separated and taught by trained expertise on how to inculcate and incorporate reading efficiently in secondary schools.
- Proper inclusion of the 21st century innovative strategy of metacognition should be added in the curriculum to boost higher learning of brainstorming and building on prior knowledge to enhance proper reading comprehension.
- Training of teachers to use different modern innovative strategies that will

motivate and sustain students' interest in reading thereby breeding a generation of astute readers.

- Reading should be made a compulsory and core subject to be learnt at all levels to help bridge the lethargy and boredom experienced by incomprehension.

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