

Effect of Security Challenge on Curriculum Delivery in Public Secondary Schools in Nigeria.

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Abstract

The study investigated the effect of security challenges on curriculum delivery in Nigeria. The correlational research design was adopted for the study. The population of the study comprised all the 1,268 teachers in public secondary schools in Orlu Zone of Imo State. The sample was drawn using Taro Yamen Sampling formula, a sample size of 205 respondents made up of 96 male and 109 female teachers was randomly selected. Two self-structures questionnaire captioned “Curriculum Delivery Scale (CDS”, “Insecurity Assessment Scale (IAS), with 15 items were used for data collection. The face and content validity of the instrument (CDS and IAS) were subjected to a reliability test using the Cronbach alpha reliability coefficient which yielded a coefficient index of 0.88 and 0.91 respectively. Pearson’s Product Moment Coefficient (r-value) was used to test the null hypotheses. The study found among others that there exist a significant relationship between insecurity and poor curriculum delivery and the opinions of male teachers on insecurity and poor curriculum delivery significantly relate to that of their female counterparts. The study recommend that Federal Government should liaise with the affected State, Local Governments and Geopolitical Zones to establish well-trained and disciplined security outfit whose integrity is not in doubt. Tighter and stronger security should be beefed up in those schools located in the remote and selected areas where these attacks occur regularly. The Federal Government should through the high-intelligent security outfit, be able to put up the measures to neutralize attacks before they occur.

Keywords: Security challenges, Insecurity, Curriculum delivery, Teachers, Students.

Introduction

Generally, nothing goes well in an insecure environment, especially teaching and learning environment that is characterized by insecurity would not only threaten effective learning by affecting the behavior and interaction of both learners and teachers, but liable of exacerbating poverty in any nations it hits. Insecurity has developed into a phenomenal plague with the security challenges such as kidnapping, militancy, ethnic related conflicts, armed robbery, politically induced violence, suicide bombing, which has impacted negatively on the development of the country. The United Nation's Children's Fund (UNICEF) had in April 2022, said Insecurity had caused the closure of 11,536 school in Nigeria since December 2022. "According to UNICEF, the security challenges in Nigeria have affected the education of 1.3 million children in less than two year, 29 July 2022".

In the South-East, the Indigenous People of Biafra distorted learning in the region to a point that some secondary school students were not allowed to participate in Joint Admission and Matriculation Board (JAMB) examination. Many missed some of their papers in the West African Senior School Certificate Examination. Insecurity continues to threaten the education sector in the country to the extent that students, teachers and government are being frustrated, leading to industry watchers.

Insecurity entails lack of security. Insecurity is the state of being prone or vulnerable to danger or threat of danger. Insecurity is the state of being exposed to risk or anxiety. The exposure could be as a result of inadequate measures against insecurity by the authorities. This usually happens when the law enforcement agents are poorly educated, trained, remunerated and motivated. It could also occur when people's basic necessities of life are lacking.

According to Best (2006) insecurity is a degenerating stage of conflict, threats of human security, intense violence characterized by fighting, death, injury, etc occurs. Also, Ezemonye (2011) cited in Udoh (2015) see the concept as a state of not being secured, in certain environments. Adeghami (2013) while Ajodo-Adebanjo & Okorie (2014) view insecurity as a state of being subjected to danger or threat.

Security on the other hand means protection of lives and properties from destruction. According to Simeon, Joseph and Olugbenga (2018), security which implies the absence of fear, may also be conceived as protection from danger, violence, fear and want that impair, or capable of impairing the full development and existential wellbeing of citizens.

Security challenges are a set of identifiable safety-threatening problems resulting from a state where a particular geographical location (environment) could be describes as not being safe or protected (Nwangwa, 2014). Hornby (2010), opined that the security of a school environment could be said to be challenged where it is not safe or protected to conduct any academic activity such as teaching and learning. Insecurity in the context of this study connotes loss of safety or protection of the school environment to such an extent that it becomes harmful and dangerous to conduct curriculum delivery (teaching and learning). This implies that under any heightened insecurity, the safety of lives and property becomes highly elusive. Thus, a school environment is not safe or protected when teachers, non-teachers and student can be easily harmed or not well protected against harm or any possible attack. So, the school environment is security challenged where the safety or protection of the school teaching and non-teaching staff, students, administrators, parents and guardians, visitors, and all stakeholders within a particular school environment cannot be guaranteed. In a security-risky environment as we have in the South-East (Abia, Anambra, Ebonyi, Enugu and Imo) of Nigeria, the safety of lives and property is bound to become largely elusive as it has been for some time now (Global Coalition to Protect Education from Attacks 2018 Report, Nwangwa, 2014).

The quick succession of security challenges and the dangerous dimension and large proportion they are growing into in Nigeria has been linked to some factors. One of them is the proliferation of light weapons and small arms that are now in the possession of non-state actors. The person who are not authorized under the law or the government to bear weapons and arms such as political thugs etc are non-authors, the porosity of Nigerian borderlines, and checkpoints makes it very easy for entry of an army terrorists, bandits, killer herdsmen from neighbouring countries like Chad, Niger, being sympathetic to terrorists, bandits, killer herdsmen, etc by some highly placed politicians and Nigerians; lack of political will to legally prosecute and punish those apprehended in the act of terrorism, banditry, hooliganism, human organ harvesting, etc; corruption and embezzlement of funds set aside to fight security challenges in Nigeria, etc;

ignorance and abject poverty among the Nigerian populace and more (Global Coalition to Protect Education from Attacks, 2018 Report, Nwangwa, 2014).

The presence of security challenges in the above-named States in Nigeria has caused either complete or partial closure of schools especially on Mondays thereby disrupting and distorting smooth running of all academic activities, particularly curriculum delivery (teaching and learning). Complete closure of school is usually an order from the government or government through its relevant educational body directing all schools within its jurisdiction to shut down in the face of prevailing safety-threatening situations, while partial closure of schools is when an order affects only some or a few schools and not all the schools.

There are a lot of cases of attack on schools in Nigeria, according to the report of the Global Coalition to Protect Education from Attacks (2018), Boko Haram used arson and other means to destroy schools.

In 2017, the United Nations (UN) estimated that the conflict between Boko Haram and security forces had destroyed 1,500 schools from December 2014 to December 2016, with at least 1,280 teachers and students casualties. These numbers represented more widespread and systematic occurrences of attacks on schools from 2013 to 2015 than during the 2009-2013 period covered in Education under Attack in 2014, which coincided with increased activity by Boko Haram. Attacks on schools decreased after 2015, possibly due to the closure or destruction of schools especially in Northern Nigeria, which left Boko Haram fewer institutions to attack. An Amnesty International report stated that up to 50 schools were attacked, burned or destroyed in Borno State alone in 2013, resulting in the deaths of 70 teachers and dozens of students. The UN, International Media Sources and the US Department of State reported that on July 6, 2013, members of Boko Haram attacked and burned down a secondary school in Mamudo, Yobe State in broad daylight killing at least 29 male students and one teacher (Global Coalition to Protect Education from Attacks, 2018 Report). In recent times, it seems to be a target, as well as good grounds for financial rewards, especially for the bandits or gunmen who now break into schools to abduct students for huge ransom payment (Khalid, 2021). For instance, the case of abduction

of 20 students and three non-teaching staff of the Greenfield University by bandits and ransom was paid before they were released but three of the abductees were shot dead.

According to Jones (2021), on 29th February 2021, more than 300 boarding school girls of the Government Girls' Science Secondary School were kidnapped by unidentified gunmen in Jangebe, Zamfara State.

The UN Secretary General, Antonio Guterres, on 3rd June 2021 through the Cable Network News (CNN) lamented that school abduction in Nigeria are developing into an "abhorrent pattern". He noted that there have been several cases of school abductions in Nigeria, especially across the North, South East resulting in the kidnap of at least 700 students and children since 2020. In the latest attack targeting school children, more than 100 pupils and students were abducted from Salihu Tanko Islamiyya School in Tegini Town, Rafi Local Government Area of Niger State on 30th May 2021, and a ransom of 110 Million Naira was demanded by abductors for the release of the abducted students (Cable Network News Report, 2021).

There is no doubt that these security challenges have devastating effects on the victims such as depriving the teachers and students of their peace of mind and comfort, depriving them of their lives and properties, depriving them of their very means of livelihood, physical and mental health, making them orphans, widows, widowers, internally displaced persons, exposing them to terrible traumatic experiences such as loss of loved ones, rape etc. most of the times, the attacks have left the school building where curriculum delivery (teaching and learning) is supposed to take place destroyed and no longer conducive thereby postponing all academic activities indefinitely.

Curriculum delivery entails the process of conveying the contents of school prepared lessons to the pupils/students in such a way that make them to understand the contents well. Curriculum delivery deals particularly with how to teach the learners, what they are supposed to learn so effectively in such a way that aids their good understanding of what was taught and encourages impressive instructional outcomes or performance among such learners. It is the act of teaching the pupils or students from the school curriculum in the most effective way. Thus, in the

curriculum delivery process, there is a teacher who serves as the conveyer or deliverer, and at the other hand the pupils/student who are the recipients of what is conveyed or delivered.

Curriculum delivery involves three things namely; the purpose, the process and the outcome. The purpose has to do with setting clear goals and objectives, what to be taught, the process which deals with everything about how to carry out the teaching effectively and the outcome deals with the thorough evaluation of what has been taught to ascertain whether or not the ultimate goals and objectives have been attained. There is a general presumption, though refutable, that curriculum is not delivered unless and until the pupils or students learn what they are supposed to learn. Flake, 2017 wiles Bondi & Soweil (2022).

According to Harden (2001), there are conditions under which curriculum can be effectively delivered. In other words, some conditions encourage effective teaching and learning. One of such conditions is an enriched school environment. A school environment may be regarded as enriched where there are adequate infrastructural facilities and equipment, adequate and up-to-date instructional materials that supports teaching and learning, where teachers who are used to delivering the school curriculum are sufficiently motivated and enjoy fair and just conditions of service, where teachers are adequate in quality and placed in their respective areas of specialization to cover all the school subjects and where it has been made a mandatory priority to develop teachers professionally in a periodically ordained fashion. Another condition that determines effective curriculum delivery is the location of the school. That is to say that school must not be sited in a busy and noisy environment where student focus or attention to the lesson is bound to be distracted (Hardn, 2001).

Furthermore, effective curriculum delivery is anchored on a certain number of principles. These principles are a developed number of rules that are laid down to govern the way a teacher must deliver the contents of the school curriculum to his/her students. This principles include mastering, which holds that effective curriculum delivery will only be achieved if the teacher masters his subject area very well, the principle of clarity holds the objectives of what is to be delivered to the learners must be clearly stated, the principle of scope and timing states that every curriculum delivery must have a specific area (or topic) of coverage within a specified

allotted time or duration, the principle of selection of methods and instructional materials for delivery states that effective curriculum delivery can be achieved if, and only if appropriate instructional methods and materials are selected and used, the principle of arousal, capturing and engaging of interest states that without arousing, capturing and engaging of the learners interest towards the lesson of the day, delivery will fail and learning objectives will be defeated; principle of communication and presentation holds that effective communication enhances the learners' understanding of what is to be or has been delivered and that the presentation process must be orderly; while principle of evaluation states that what is delivered is incomplete without ascertaining how fare the learners are able to learn what has been delivered to then (Flake, 2017 Wiles, Bondi & Sowell, 2022).

There is no doubt that curriculum delivery has been hampered by devastating security challenges in Nigeria and as such effective curriculum delivery (teaching and learning) almost impossible. There exist some relevant studies on curriculum delivery and security challenges. They study carries out by Uwimbabazi (2000) reveals that lack or loss of safety within or around the school environment leads to teachers and students to lose focus, peace of mind and comfort that are mostly required for effective teaching and learning. Hamza (2019) found that there is a significant effect between insecurity and disruption of academic calendar, activities and programmes and a significant relationship between insecurity and poor instructional delivery. A study by Abdulahi (2018) reveals no significant difference between the mean rating of male and female teacher on their opinions that insecurity causes disruption and distortion of academic activities, especially effective teaching and learning.

The security challenges, no doubt, have grown to an alarming rate in education generally and teachers together with students, in particular are today bearing the brunt of the unsafe academic environments in Nigeria. It is in this regard that the researcher is agitated, which prompted the conduct of this study to find out whether or not there is any significant effect between the security challenges in Nigeria and poor curriculum delivery.

Statement of the Problem

Concern has been raised about the decline in the quality of secondary school leavers in Nigeria which is caused by insecurity. Insecurity of lives and properties resulting in difficulty in curriculum delivery has been blamed for this quandary. It should be noted that Nigerian National policy on education was established to give any student who enrolls a very sound and qualitative education to function effectively (FGN, 2013). Experience is still desired. Insecurity in the form of violence, sexual harassment, cultism, rape, armed robbery, gun use, Boko Haram, banditry, stabbing, use of acid, arson, gangsterism and bullying among others has taken over schools that students drop out of school to avoid being harmed, teachers are scared for their life and no authority seems to be doing much to arrest the quandary. If these threats go unchecked, they will have far-reaching consequences on curriculum delivery in secondary schools in the Orlu Zone of Imo State, hence, the need for this study. It is against this background that the researcher became curious to carry out a study on the effect of security challenges on curriculum delivery in Nigeria, using Orlu Zone of Imo State as a case study.

Purpose of the Study

The purpose of this study was to find out the relationship between security challenges and curriculum delivery in Nigeria, using Imo State as a case study. Specifically, this study sought to accomplish the following specific purposes;

- i. To find out the relationship between insecurity and poor curriculum delivery in secondary school in Orlu Zone of Imo State.
- ii. To examine the extent to which the opinions of male teachers on insecurity and poor curriculum delivery relate to that of their female counterparts.

Research Questions

- i. What is the relationship between insecurity and poor curriculum delivery in secondary schools in Orlu Zone of Imo State?
- ii. To what extent do the opinions of male teachers on security and poor curriculum delivery relate to that of their female counterparts?

Hypotheses

Null hypotheses which guided this study was tested at 0.05 alpha level of significance.

Ho₁: There is a significant relationship between insecurity and the effective curriculum delivery in secondary schools in Orlu Zone of Imo State.

Ho₂: The thoughts of male teachers on insecurity and effective curriculum delivery do not significantly relate to that of their female counterparts.

Methodology

The study was correlational. The population of the study was made up of all the teachers in public secondary schools in Orlu Educational Zone of Imo State. According to data collected from the Imo State Secondary Education Management Board (SEMB, 2018), there are one hundred and eight (108) public secondary schools made up of 1,268 teachers. A representative sample comprising of 205 respondents made up of 96 male and 109 female teachers was randomly drawn from the total population.

The data for the study was gathered using two self-structured questionnaire captioned “Curriculum Delivery Scale (CDS)” with 10 items, “Insecurity Assessment Scale (IAS”, with 15 items were used for data collection.

The face and content validity was (CDS and IAS) were subjected to a reliability test using the Cronbach alpha reliability coefficient which yielded coefficient indexes of 0.88 and 0.91 respectively. Pearson’s Product Moment Coefficient (r-value) was used to answer the research questions, while a t- test r- value was used to test the null hypotheses.

Results

The results of the study are presented as shown below.

Research Question 1: What is the relationship between insecurity and poor curriculum delivery in secondary schools in Orlu Zone of Imo State?

Table 1a: Pearson Product Moment Coefficient Analysis on relationship between Insecurity and Poor Curriculum Delivery.

Variable	\bar{x}	Variance	Df	r-value	α	Remarks
Insecurity	3.05	0.05285				
Poor curriculum delivery	2.98	0.059628	9	0.9865204	0.05	Positive relationship

Table 1a shows a correlation coefficient (r-value) of 0.97 at 0.05 alpha level of significance for first and second variables. The result, therefore, reveals that there is a positive relationship between insecurity and poor curriculum delivery in secondary schools in Orlu Educational Zone of Imo State.

Hypothesis 1: There is a significant relationship between insecurity and poor curriculum delivery in secondary schools in Orlu Educational Zone of Imo State.

Table 1b: T-test associated with Pearson Product Moment Coefficient on relationship between insecurity and poor curriculum delivery.

Variable	\bar{x}	Variance	Df	t-cal.	t-crit	Remarks
Insecurity	3.05	0.05285		3.452379	2.262157	
Poor curriculum delivery	2.98	0.059628	9			Significant Ho ₁ Rejected

Alpha level = 0.05

Table 1b shows that t-calculated is 3.45 at 0.05 alpha level of significance while t-critical is 2.26. Since t-calculated (3.45) is greater than t-critical (2.26), the null hypothesis accepted. Therefore, there is a significant relationship between insecurity and poor curriculum delivery in secondary schools in Orlu Educational Zone of Imo State

Research Question 2: To what extent do the opinions of male teachers on security and poor curriculum delivery relate to that of their female counterparts?

Table 2a: Pearson Product Moment Coefficient Analysis on the extent the opinion of male teachers on security and poor curriculum delivery relate to that of their female counterparts.

Variable	\bar{x}	Variance	Df	r-value	α	Remarks
Male	3.07	0.07557				
Female	2.99	0.081838	14	0.962658	0.05	Positive relationship

Table 2a shows a correlation coefficient r-value of 0.96 at 0.05 alpha level of significance for first and second variables. The result, therefore, reveals that the opinion of the male teachers on insecurity and poor curriculum delivery to a large extent positively related to that of their female counterparts.

Table 2b: T-test associated with the Pearson Product Moment Coefficient on the extent the opinion of male teachers on security and poor curriculum delivery relate to that of their female counterparts.

Variable	\bar{x}	Variance	Df	t-cal.	t-cri	Remarks
Male	3.07	0.07557	14	3.933958	2.144787	
Female	2.99	0.081838				Significant Ho ₂ Rejected

Alpha level = 0.05

Table 2b shows that t-calculated is 3.93 at 0.05 level of significance while t-critical is 2.15 since t-calculated (3.93) is greater than t-critical (2.15), the null hypothesis is rejected and the alternate hypothesis accepted. Therefore, the opinions of male teachers on insecurity and poor

curriculum delivery significantly relate to that of their female counterparts in secondary schools in Orlu Educational Zone of Imo State.

Discussion of the Results

The results of the study are presented as follows:

The relationship between Insecurity and Poor Curriculum Delivery.

It was found that there exists a significant relationship between insecurity and poor curriculum delivery in Secondary Schools in Orlu Educational Zone of Imo State, Nigeria. This result could be interpreted to mean that, wherever there are serious security challenges, as they are in many geopolitical zones in Nigeria, curriculum delivery i.e. teaching and learning will be very poor. The result also suggests that security challenges in Nigeria, as being recently occurring and witnessed in Orlu Zone of Imo State has the likelihood of causing poor curriculum delivery. This result was further affirmed by the difference between the calculated mean rating for insecurity (3.05) and the calculated mean for poor curriculum delivery (2.98), which was very insignificant, that is to say, $3.05 - 2.98 = 0.07$. This result is in agreement with the study of Hamza (2017) which gave significant relationship between insecurity and disruption of academic calendar, activities and programme and a significant relationship between insecurity and poor instructional delivery.

The extent to whom the opinion of male teachers on insecurity and poor curriculum delivery relate to that of the female counterparts.

It was found that the opinions of male teachers on insecurity and poor curriculum delivery significantly relate to that of their female counterparts. From the above result, it was clear that both male and female teachers in secondary schools in Orlu Educational Zone of Imo State strongly agreed that wherever there are security challenges as we have in Orlu Educational Zone of Imo State, definitely curriculum delivery will be poor there and vice versa. The result also shows that, since there are serious security challenges in Orlu Educational zone of Imo State resulting to incessant killings which makes teachers and student scared of going to school, effective curriculum delivery (teaching and teaching) cannot be guaranteed. The result is further corroborated by the difference between the calculated mean rating of male teachers and that of

the female counterparts which were substantially insignificant, that is to say, $3.07 - 2.99 = 0.08$. By such 0.08 difference, it is shown that the opinion expressed by male teachers about insecurity having a significant relationship with poor curriculum delivery i.e. teaching and learning was very close to that of the female counterparts. So, summarily, both male and female teachers are saying that insecurity leads to poor curriculum delivery (teaching and learning).

This result is in conformity with the study of Abdullahi (2017) which showed no significant difference between the means ratings of male and female teachers on their opinions that insecurity causes disruption, and distortion of academic activities, especially effective teaching and learning i.e curriculum delivery.

Conclusion

It was concluded that insecurity affects curriculum delivery that is teaching and learning. From the result of the study, there exist significant relationship between insecurity and poor curriculum delivery and the views of male teachers on insecurity and poor curriculum delivery significantly relate to that of their female counterparts.

Recommendations

1. The security checkpoints at the affected State need to be heightened. There should be stop and search operations.
2. There should be constant patrolling around the affected areas.
3. The Federal Government should liaise with the affected State Governments as to establish a specially well-trained, armed but highly intelligence driven and discipline security outfit and charge it with the sole responsibility of gathering the intelligence of possible attacks on the States that are at risk and also be able to put up measures to neutralize attacks before they occur.
4. There should be infrastructural development for enhancing border security in which our borders can be managed effectively

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