



INSECURITY AS AN IMPEDIMENT TO CURRICULUM DELIVERY IN BASIC EDUCATION

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Abstract

This study investigated various forms of insecurity and their effects on curriculum delivery on basic education. It defined curriculum delivery and insecurity. The study adopted descriptive survey design to elicit information from teacher educators. The population of the study consists of 50 teacher educators. A sample of 30 teacher educators representing 60% of the entire population was selected through simple random sampling technique with non-replacement balloting technique. Instrument for data collection was a 10 item structured questionnaire of four point likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. A reliability coefficient of 0.8 was obtained for the instrument using Pearson's Product Moment Correlation (PPMC) Statistics. The result revealed that numerous insecurity challenges militate against effective curriculum delivery; the insecurity challenges have drastic effects on curriculum delivery in basic education. Based on the findings, divers' recommendations were made; specifically there is urgent need for

good security to safe guard curriculum delivery in basic education which is the foundation of all levels of education in Nigeria, among others.

Keywords: Curriculum, Delivery, Insecurity Challenges and Basic Education.

Introduction

Education is the key for development of any nation and it depends upon the quality of teachers. Information, awareness, commitment, quality, professionalism and motivation of teachers are the factors responsible for quality education and learner achievement. Well organized and ingenious teacher education programmes are required in the present world. Teachers are the basic tools in education and curriculum delivery. The teacher is the one that would translate educational objectives into knowledge and skill and transfer them to students in the classroom. Teachers hold the key to education by deciding what students should learn. Teacher education programmes especially for basic education in Nigeria have to be critiqued, studied, reformed, rethought and reoriented in the present existence. The importance of basic education as a foundation of education that exposes children to the learning process requires utmost attention by the government and its agencies. For a smooth running of basic education, the government has to provide basic education schools with enough security.

The key to providing an effective lesson lies in the planning, organizing, presenting and thinking that guide the lesson before delivering same to the learners. Teachers need to think about how the lesson should be planned, execute and assessed before instructional delivery. It is worthy of note that both teachers and students are in fear during and after school hours because of the alarming insecurity nature of Nigeria which has divers effect on curriculum delivery. This is against the goals of the universal basic education programme to reduce drop-out at the basic education level as contained in both the National Policy in Education (FGN, 2013) and the Nigerian Educational Research and Development Council (NERDC,2013). Aliyu (2022) opined that security challenges like kidnappings, ritual and religious killings, political riot are embedded in Nigeria for over a decade while Imhonopi and Urim (2012) asserted that crimes such as abductions, cultism, bomb attacks, cultism, ethnic clashes, banditry, and other violent crimes have grown more in Nigeria since 2009. It is vital to formulate appropriate measures and procedures that would enhance teacher education that could tackle insecurity and curriculum delivery (Nwanko, 2013).

Curriculum delivery is concerned with the planning, development, implementation and interpretation of content and materials that would facilitate the learning of students. The

students should have relevant information and knowledge that would not only enhance their academic concepts, but also inculcate the traits of morality, ethics, norms and values within them. Education is regarded as an imperative area that leads to growth and development of the individuals. One is able to sustain his living in an adequate manner, when he is well educated and informative. Aims and objectives of any society, or nation can be achieved when the education system is well developed. Teacher education and curriculum development are considered as imperative areas for the development of the education system. Teachers have an important role to play towards society. It is essential for them to be efficient, skilled, resourceful, conscientious and diligent in the performance of duties. Curriculum delivery is a problem-solving process and it involves the consideration of the needs and problems for the upgrading of the programs and the implementation of solutions and alternatives for learners and their frameworks.

Curriculum is a reflection and a product of the society and can contribute to bringing about transformations within the society. It is indispensable to reflect upon the issues to reach decisions in a vigorous and responsive curriculum delivery process. Change is an important constituent of curriculum dynamics and one has to study and accomplish change for a better future. Therefore in order to cope with changes and the emerging problems, one has to accept an up-to-date and proactive conception of problem solving in a life-long process, predicting future problems, thinking of their solutions and the actualization of these processes for the advancement of individuals, society and nation. The Universal Basic Education Act establishes the legislative basis for the UBE Program, which makes basic education free and compulsory to its citizens. As a result, the UBE Commission (UBEC) was formed to ensure that the curriculum delivery of this program is properly implemented (World Bank, 2017). It is against this background that the research on insecurity as an impediment to curriculum delivery in basic education is carried out.

Concept of Insecurity:

Justice, equity, fair-play, and respect for the dignity of individuals are needed for responsible-living within the society. Every citizen deserves the right to live in an environment that is free from social antagonism. That is, every citizen needs to be free from traumatic experiences, dysfunctional relationships and unsatisfactory conditions of life. Every citizen also deserves the right to resource information and the freedom of action to be able to fulfill social responsibilities.

The conception of insecurity connotes the state or quality of being insecure and has been defined as a situation where lives and properties are vulnerable and are left at the mercy of terrorists, criminals or rebels. Insecurity, a household word in many parts of Nigeria has

escalated to worrisome dimension in the last decade. Otu (2019) linked insecurity to corruption, poor leadership, inequality and illiteracy. Security of lives and properties remains government's priority responsibilities as stipulated in the 1999 constitution of the Federal Republic of Nigeria, that security and welfare of the people shall be the primary purpose of government; the Nigerian government has failed her citizen in the pertinent area of constitutional responsibility. Security is a concept that is of supreme importance to the state. It is the responsibility of government to ensure that all citizens have equal right, obligations, and opportunities before the law (Nwanko, 2013).

Kareem (2021) expressed more fears noting that Nigerian government made no significant effort to calm things down as far as insecurity in Nigeria is concerned. Abamara et al (2015) added that insecurity is an unsafe feeling, a state of mind filled with self-doubt and vulnerability, a feeling of being a target for having a feeling of overwhelming fear. Absence of peace leads to insecurity and without security of human beings, sustainable development of the society is not possible. Also, sharing the read of Abraham Maslow, Kareem (2021) explicit that an insecure person perceives the planet as a life threatening jungle, feels unsafe, unhappy, rejected, hostile, and demoralized, shows a proof of tension, conflict and guilt, and tends to be neurotic and usually egocentric. Insecurity is a negative feeling involving fear, anxiety, uncertainty and injustice, among others. Omoyibo and Akpomera(2013) opined that insecurity is the existence of environmental force that denies one peace of mind, preventing one of effective functioning in the society or school and danger or threat to life. Insecurity in Nigeria has been very often attributed to Corruption, Bad Leadership, Poverty, Gross Discrimination /marginalization, Lack of Good will, Porous Borders, Ethnic/boundary dispute, Massive Unemployment and Religious Wars against other faiths.

Insecurity could be summarized as a breach of peace and security whether historical, religious, ethno-regional, civil, social, economic, and political, contributes to frequent conflicts leading to nation destruction of lives and properties. A hostile environment due to insecurity hinders significantly, the curriculum delivery of basic education in Nigeria. The impact of insecurity on curriculum delivery in basic education or academic sustenance becomes very obvious. This by implication explains the fact that insecurity on the other hand, impedes learning as learning is unsafe and unprotected.

Concept of Basic Education

Basic education is the most fundamental level of education given to humanity. According to the National Policy in Education (FGN, 2013), basic education is the education obtained from elementary school through junior secondary school. Ojukwu & Nwanna

(2015) defined basic education as the base-line education on which all other educational advancement depend. Basic education remains the foundation for sustainable life-long learning which comprises a wide variety of formal and non-formal educational activities, reading, writing, numeracy skills and programmes designed to enable learners acquire functional literacy. According to Aliyu (2022), basic education means the type of education, in quality and content, that is given in the first level of education. This construct changes from country to country. In the Nigerian context, basic education includes primary, junior secondary and nomadic education as well as adult literacy. Basic education was equated with six years of primary schooling in the past. Currently basic education is extended to include the three years of Junior Secondary School, making a total of nine years. Basic education later metamorphosed to Universal Basic Education (UBE) and it is conceived to embrace formal (National Policy in Education, FGN, 2013).

Curriculum

A curriculum consists of the "roadmap" or "guideline" of any given discipline. Offorma (2015) defined curriculum as a document, plan, or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable change in behaviour. Eduok & Bassey (2022), sees curriculum as those knowledge, activities and experiences both formal and informal planned and guided by the school for the benefit of the learner. It is the 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 contribution to the betterment of their society and the world. Uya and Eduok (2018) defined curriculum as a complex network of physical, social and intellectual conditions that shapes and reinforce the behaviour of individual's perception and interpretations of the environment in order to reinforce the learning objectives and to facilitate the evaluation. It is the formulation and implementation of an educational proposal to be taught and learned within a school in such a form that it is open to critical scrutiny and capable of effective translation into practice.

Obilo, Opara&Ajeka (2022) explained curriculum as the totality of what the teachers and learners do at school, which is curriculum delivery, and added that curriculum is concerned with the purpose of education. By this, it meant the aims, goals and objectives. Curriculum is also with the planning of teaching and learning (Curriculum delivery) for the purpose of growth in the personal-social competence. Curriculum delivery shall involve the sum total of school experiences, that which is to be learned, expected change in behaviour or the understanding as a result of learning experiences, the processes involved in the nature of techniques, approaches (methods) and other instruments such as relevant equipment and

facilities (materials). The above explanation suggests that curriculum delivery incorporate both methodologies and facilities/materials developed by curriculum development agencies for the realization of objectives, goals or aims of the curriculum, education and basic education in particular. All these will bring learning, the insatiable curiosity that drives individual learner to absorb all the school offers in order to improve the efficiency and productivity of each individual learner.

Insecurity and curriculum delivery

Insecurity is a major factor that could affect effective curriculum delivery of basic education in Nigeria. Security of any learning environment is pivotal to sustainable learning and remains an inevitable variable in the education generally. Nigeria has had various inter-tribal crises, communal conflicts, religious disturbances, and disputes in the past while some in ongoing. These have disrupted the curriculum delivery in basic education, destruction of school physical infrastructure and constant fear of violence keeps students and teachers out of classrooms. Most attack on schools lead to vandalized facilities provided for teaching and learning which consequently hinder the curriculum delivery.

According to Otu (2019) insecurity engenders fears in students making them to study in an atmosphere of stress. Fear of unknown and being attacked at any time causes lack of concentration in teaching and learning activities. Aliyu (2022) reiterates that security challenges trigger traumatic disorder and toxic stress that affect learning negatively. In addition, stressful conditions make learners to experience neurobiological changes. Consequently, it leads to students' lack of confidence, negative thoughts, affects their creative processes, memory and attentions due to fear, anxiety and general frustration. Many researchers including Azazi (2011), Omoyibo & Akpomera (2013), Aliyu (2022), and Ohiare-Udebu & Sarafadeen (2021) have concluded that insecurity and wars have untold negative effects on teaching /learning and therefore, impedes sustainable basic education.

Another significant effect of insecurity on curriculum delivery of basic education is emotional insecurity. Peace and tranquility remains the best antidote for a successful teaching and learning exercise. This state of insecurity affects drastically the school environment and results to psycho-social issues. Okudosiri (2013) maintained that emotional insecurity is basically feelings of general uneasiness triggered by perceiving of oneself to be vulnerable, thus a threat to one's self-image or ego affecting learning negatively.

Ogunode & Ajape (2021) identified poor quality of education to include, destructions of infrastructural facilities, brain-drain, closure of schools, discouragement of educational pursuit by children, internal displacement of learner, reduction of private investment in education and inadequate funding of education as the impact of insecurity on

school administration in Nigeria. Effect of insecurity on basic education is unquantifiable, there are so many other ills bedeviling Nigeria generally include:

- Poor school attendance due to crises can result in consistent failure of students.
- The school calendar is hardly spent, thus leaving much academic work undone.
- Vandalisation of school facilities: Facilities like school buildings are destroyed during crises making school facilities inadequate, thus learning is grossly affected.
- Closure of schools: Government had to close down many schools in crises-prone areas for several months. Borno state is a typical example, (Akintunde & Selzling-Musa 2016).
- Insecurity has negative effect on teaching/learning when implemented in an unsafe environment.
- Effective and efficient curriculum delivery needs a peaceful environment to achieve its objectives because no meaningful curriculum delivery can take place in an unsecured environment.

Challenges facing Curriculum Delivery

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. In Nigeria, the government took a careful step by implementing the concept of a school-based curriculum in order to deal with the main educational problems, such as the demand for teachers and schools to be skilled and trained (Mulyasa, 2006:52). Among others, the step gave authority for schools to arrange, improve or develop and evaluate their curriculum by considering social, cultural, financial, and local potentials; as well as society's needs, results and other aspects that affect the education process in the school or in the area where the curriculum was applied. Tadesse (2007:63) indicates the following challenges of the school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the curriculum.

Purpose of the study

The purpose of the study therefore is to determine insecurity as an impediment to curriculum delivery in basic education.

Specifically, the study sets out to:

1. Determine the insecurity challenges militating against curriculum delivery in Basic education.
2. Ascertain the effects of insecurity challenges militating against curriculum delivery in Basic education.

Research questions

The following research questions were raised to guide the study, thus:

1. What are the insecurity challenge militating against effective curriculum delivery in basic education?
2. What are the effects of insecurity challenges militating against effective curriculum delivery in basiceducation?

Methodology

The descriptive survey design was adopted to elicit information from teacher educators, totaling 50 teacher educators as the population.

A sample of 30 teacher educators representing 60% of the entire population was selected through simple random sampling technique with non-replacement balloting technique. Instrument for data collection was a 10 item structured questionnaire and was design with a four point likert scale, developed by the researchers and weighted thus: Strongly Agree (SA: 4 points), Agree (A:3points), Disagree (D:2point) and Strongly Disagree (SD:1point). The instrument was validated and a test retest method was used to test it reliability. A reliability coefficient of 0.8 was obtained for the instrument using Pearson's Product Moment Correlation Statistics. The instrument was administered by the researcher to the respondents. All the instruments were correctly filled and retrieved. Mean statistics was used for analyzing the data. Mean score of 2.5 was used as reference for acceptance while below 2.5 mean score was rejected.

Results

Table 1: Mean response of teachers on insecurity challenges militating against effective curriculum delivery in basic education.

| S/N | ITEM | SA | A | D | SD | $\sum \square \chi$ | $\bar{\chi}$ | DECISION |
|-----|-------------------|----|---|---|----|---------------------|--------------|----------|
| 1 | Corruption | 20 | 5 | 3 | 2 | 30 | 3.2 | Accepted |
| 2 | Weak system | 22 | 4 | 3 | 1 | 30 | 3.1 | Accepted |
| 3 | Poverty | 19 | 6 | 3 | 2 | 30 | 3.4 | Accepted |
| 4 | Poor basic health | 21 | 5 | 2 | 2 | 30 | 2.8 | Accepted |
| 5 | Cultism | 20 | 4 | 3 | 3 | 30 | 3.0 | Accepted |
| | Grand mean | | | | | | 3.1 | |

Data as reflected in Table 1 shows that all the items listed are insecurity challenges militating against effective curriculum delivery in basic education. The mean score of all the respondents in each item recorded as follows: 3.2, 3.1, 3.4, 2.8 and 3.0 respectively, is high compared to the reference mean score of 2.5 and for that, accepted. Also, the grand mean of 3.1 which is higher than the reference mean of 2.5 for all the items indicate, evidence of insecurity challenges in basic education.

Table 2: Mean response on the effects of insecurity challenges militating against effective curriculum delivery in basic education.

| S/N | ITEM | SA | A | D | SD | $\sum \chi$ | $\bar{\chi}$ | DECISION |
|-------------------|--|----|---|---|----|-------------|--------------|----------|
| 1 | Close down of schools | 21 | 4 | 3 | 2 | 30 | 3.3 | Accepted |
| 2 | Inadequate resources for curriculum delivery | 22 | 4 | 3 | 1 | 30 | 3.0 | Accepted |
| 3 | Insecurity | 21 | 5 | 2 | 2 | 30 | 3.0 | Accepted |
| 4 | Rape | 20 | 6 | 2 | 2 | 30 | 2.9 | Accepted |
| 5 | Loss of lives | 21 | 6 | 2 | 1 | 30 | 2.9 | Accepted |
| Grand mean | | | | | | | 3.02 | |

Data as recorded in Table 2 revealed mean response of the teachers on the effects of insecurity challenges militating against effective curriculum delivery in basic education. The mean score of teachers in each item recorded as follows: 3.3, 3.0, 3.0, 2.9 and 2.9 respectively, is high compared to reference mean score of 2.5 which implies that insecurity affects curriculum delivery greatly. The grand mean of 3.02 for all the items indicate all the teachers agree that curriculum delivery in basic education is greatly affected by insecurity, therefore accepted.

Discussion of Findings

The result of the findings of the first research question revealed that teachers agreed that there are numerous insecurity challenges militating against effective curriculum delivery in basic education. This was revealed by the mean scores of all the items listed on the table

being above the reference mean of 2.5, which was accepted. This finding supports the assertion of Kareem (2021), Omoyibo&Akpomera (2013), and Otu (2019) that insecurity is linked to corruption, poor leadership, persistent poverty, massive unemployment, illiteracy, conflicts, physical violence to mention but few, making an individual unsafe.

The result of the analysis of the second research question revealed that the adverse effects of insecurity challenges in curriculum delivery in basic are too numerous. This is observed by the recorded high mean scores of all the items and the grand mean on the table being above the reference mean score of 2.5, therefore was accepted. This finding supports the assertion of Azazi (2011), Aliyu (2022), Ohiare-Udebu & Sarafadeen (2021) and Omoyibo & Akpomera (2013) that insecurity and wars have untold negative effects on teaching/learning and also impedes sustainable basic education. Also, this finding is in agreement with the work of Okudosiri (2013) who maintain that emotional insecurity affects curriculum delivery of basic education, this result in treat to one's self-image or ego affecting learning negatively. Ogunode (2021) and Omoyibo and Akpomera (2013) findings are in line with this finding for asserting that insecurity challenges hindered effective and efficient schooling thereby affecting curriculum delivery of basic education; it therefore call for urgent attention for it remedy.

Conclusion

Curriculum delivery is one of the key stages in curriculum planning. If a curriculum is developed without delivering it to the right person, the efforts of the curriculum planners has not been achieved. The security challenges in Nigeria have actually affected proper curriculum delivery. In Northeast part of Nigeria, Boko Haram activities do not allow education system to operate, banditry in the northwest, kidnapping in the Southwest and attach of IPOB on security formations. All these have constituted menace to the effective delivery of language curriculum in the present day education system of Nigeria.

Recommendations

Following the ideas discussed on the paper, below are the recommendations made:

1. Education Institutions should be put under strict control of the regulatory body to ensure effective delivery of the curriculum contents. The regulatory body should also ensure the safety of the teachers and learners respectively.
2. Security of education institutions should be a top priority of every government at all levels to ensure that lives and properties are safe guarded for healthy living in Nigeria.
3. Education institutions should be prepared with facilities for organizing various activities such as assembly programmes, social work, library organization and other

curricular activities which will promote democratic essence of mutual feeling within the institution.

4. Teaching is an important profession, therefore it is vital to put into practice the selection procedures in an appropriate manner. The proper recruitment and selection procedures will enable selection of candidates in different fields of study in a proper procedure.

5. For proper delivery of curriculum, education institutions should be graded in accordance to the standard of the institutions and admission should be allowed in accordance to the required standards.

6. Curriculum of teacher education programmes should be reviewed from time to time in accordance to the changing needs of the society. The teachers should not only possess knowledge of academic concepts, but it is vital for them to be aware regarding the current societal problems and issues, then develop appropriate measures on how to solve them.

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Insecurity as an Impediment to Curriculum Delivery in Basic Education - **Joyce David Eduok, Ph.D; Samuel Okposin Bassey and Aniefiok Udo Danson**

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