

Insecurity, Curriculum Implementation and forms of Education in Nigeria

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Abstract. *This paper examined the impact of insecurity on school curriculum implementation in various forms of education (basic education, post-basic education and career development (PBECD) and tertiary education) in the Nigerian schools. Secondary data were to support the points raised in the paper. The data were collected from print resources and online publications. The paper concluded that insecurity is inimical to the development of education in Nigeria. Insecurity specifically has affected curriculum implementation of basic education, post-basic education and career development (PBECD) and tertiary education in Nigerian schools. Also, insecurity has led to unstable academic calendar, death of teachers, researchers and students and poor implementation of curriculum. Based on these points, the paper hereby recommends that government should address all factors breeding insecurities in Nigeria. Government should employ more security officers and deploy to all educational institutions. Government should increase funding of education to enable school administrators to procure security gadget (information communications technologies and artificial intelligence).*

Keywords: *Curriculum Implementation, Form of Education, Insecurity.*

Introduction

The importance of education in the society is like that of soul in the body. Obviously, a body without soul is tagged dead because other parts of the body depend on the soul to function. This implies that growth and development of every section of the economy depend on quality education (Nuhu, 2023). Education has proved to be the vehicle for individual growth and national transformation in human history; it is to nation building as blood is to human life. Without adequate education, it will be difficult for development to take place. In other words, education is the only weapon that can be used to change the world. All over the world, education is recognised as a key measure of socio-economic, political, cultural, technological development and skill acquisition (Unknown). Education promotes the culture of productivity by enabling individuals to discover the creative potentials in them and apply the same to the improvement of the existing skills and techniques of performing specific tasks, thereby increasing the efficiency of their personal and societal efforts (Obasanjo, 2012).

Education is a means of teaching or training people to be useful to themselves and the society they live. By this, recipients have to be productive and discover their creative abilities, which can be used to perform specific tasks to attain self-actualisation (Sagaya, n.d). It is the key to upward mobility that lead to the progressive modernization of societies. Education indeed empowers any nation to rise to the challenges of social, cultural, economic and technological change (Oyebade, Oladipo & Adetoro 2008). Education is said to be a means of developing human resources by cultivating appropriate skills, knowledge and attitudes without which the nation cannot harness resources to industrialise and take part in the global knowledge economy (Durosaro, 2012).

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 (Eduok, Bassey, & Danson, 2023). The objectives of education is realize on the effective implementation of school curriculum.

Curriculum Implementation

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 (Eduok & Bassey 2022). Curriculum is an essential organized learning proficiency carried out in schools by the learners within the guidance of and evaluated by the teachers (Nuhu, 2023). 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 (Uya & Eduok 2018). 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 (Eduok, et al 2023). The attainment of curriculum goals depends on effective implementation.

Curriculum implementation is the actual engagement of learners with planned learning opportunities (Ogunode, & Ejike 2023; Oga (2007). Curriculum implementation is the stage in the curriculum process where the students are exposed to the planned curriculum contents in the form of teaching and learning. Students and teachers must be actively involved in the implementation process; otherwise, the chief aim of drawing the curriculum will be defeated (Oga 2007) explained that. Curriculum implementation implies putting into practice the officially prescribed courses of study (Oga 2007). The whole process is tailored to help students acquire certain subjects for their study. Curriculum implementation is not possible without students. Curriculum implementation is affected by many factors such as inflation, poor funding, inadequate infrastructure facilities, shortage of professional teachers and insecurity.

Insecurity

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 (Eduok, Bassey, & Danson, 2023). 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 (Eduok, et al 2023). Insecurity can be seen as a feeling of uncertainty, a lack of confidence or anxiety about oneself. It can also be described as the state of being open to danger or threat. Insecurity is a threat to human existence in all ramifications (Osaat & Peter 2021).

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 (Omoyibo and Akpomera, 2013). Insecurity, according to Achumba et' al (2013) as cited in Ogunode et' al, (2021) is the antithesis of security and has attracted such common variables as won't of a safety, danger, hazard, uncertainly, want of confidence, state of doubt, lack of protection, instability, trouble and being unsafe among others. Insecurity as negative feelings involving fear, anxiety, uncertainty, and injustice among others (Hassan 2014). Insecurity is a degenerated stage of conflict, threats, and attacks on human security, and intense violence is characterised by fight, warfare, injury, and death (Best, 2016). Insecurity is a threat that negatively affects teaching and learning activities in such Schools (Ogunode, et al, 2021). Insecurity is the state of being subject to danger, anxiety, injury, fear, worry, and the feeling of being unsafe (Paul, 2015). Insecurity can be said to be a severe condition characterized by fighting, conflict, death, injury, and warfare that subject human societies or individuals to feelings of or state of fear, anxiety, uncertainty, lack of protection, and inadequate freedom from danger (Abubakar, Otakey, Umar, Fulani, & Isah, 2023).

Otu (2019) linked insecurity to corruption, poor leadership, inequality and illiteracy. Abubakar, Otakey, Umar, Fulani, and Isah, (2023) identified illiteracy, terrorism, poverty, weak state institutions, injustice, and foreign influence are some of the causes of insecurity in Nigeria. 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 (Eduok, et al 2023). Manga (2019) including but not limited to weak security system corruption, unemployment, porous borders, poverty, and religious extremism, and so on.

Abubakar, et al (2023); Seji, Egbule & John (2020); Adam et al (2021); Osaat & Peter (2021), and Akor et al, (2021), have identified a plethora of factors as causes of insecurity in Nigeria. They include but are not limited to the following: Fragile state, weak institutions, poverty, illiteracy, religious extremism/violence, communal crisis porous borders, militancy, terrorism, kidnapping, armed banditry, a weak judiciary, weak security system, foreign influence, bad governance, corruption, farmer-herder conflict, school as a soft target, inequality, drug abuse, injustice, political factor and of course the globalization of insecurity across the world. Insecurity has affected all forms of education in Nigeria.

Forms of Education in Nigeria

Basic Education is the education given to children aged 0-15 years. It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early Child Care and Development Education however is segmented into ages 0-4 years, situated in daycare or creches, fully in the hands of the private sector and social development services, whilst ages 5-6 are within the formal education sector. Basic Education, to be provided by Government, shall be compulsory, free, universal and qualitative. It comprises:1-year of Pre-Primary, 6 years of Primary and 3 years of Junior Secondary Education. The primary school education is one of the component of basic education. The National policy on education (2014) defines primary Education as the education given to children aged 6 — 12 years.

Primary education, globally, is the basis of formal education. It is the thread that connects other higher levels of learning, developing in young minds the very skills, experiences and knowledge for a tougher and higher pursuit in academics. Through primary education, the art and act of writing, reading, acquisition of necessary skills, attitudes and the basic information needed for appropriate adjustment into the society and the world in general is imbibed (Osiesi, (2020); Ogunode, and Stephen, 2021; Ogunode, 2020a). This level of education is paramount to the core advancement of many economies, a reason for its inclusion into the Millennium Development Goals of the universal

primary education. Various problems ranging from insecurity, illiteracy, religious violence, ignorance and political servitude in Nigeria for example, can be curbed or eradicated by the aid of primary education. This has caused most governments (Nigeria included) to make primary education free and declare it universal and compulsory (Kubiat, 2018; Ogunode, Adah, Audu, Pajo, 2020; Ogunode, Jegede, & Ajape 2021).

Basic education is one of the educational programmes of the Nigerian government targeted at reducing the number of out of school children and to increase access to quality education. According to the federal government of Nigeria national policy on education (2013) the goals of the basic education include; to provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement; b. develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; c. inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; d. inspire national consciousness and harmonious co-existence, irrespective of differences in endowment, religion, colour, ethnic and socio—economic background; and e. provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limits of the child's capability. The policy went on and noted that human and material resources shall be deployed to achieve the set goals. Such resources included technological and digital resources.

Post-Basic Education and Career Development (PBECD) according to Federal Republic of Nigeria, (2013) is the education children receive after the successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship.

The objectives of Post-Basic Education and Career Development (PBECD) are to: a). Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with the opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; b). offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; c). provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; d). provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and agricultural, industrial, commercial and economic development; e). develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage; f). inspire students with a desire for self-improvement and achievement of excellence; g). foster patriotism, national unity and security education with an emphasis on the common ties despite our diversity; and h). raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (Federal Republic of Nigeria, 2014).

Tertiary education is an organized kind of education that focuses on rigorous teaching, research, and community service delivery. (FRN, 2013) viewed tertiary education as the education given after Post Basic Education in institutions such as Universities and Inter-University Centers such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnic, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health. Modern higher education is defined as organized tertiary learning and training activities and institutions, which include conventional colleges and universities like arts, humanities, and science faculties, as well as more specialized university institutions in agriculture, engineering, science, and technology.

Tertiary education is a planned and organized educational system designed for the total development of man/woman and the total transformation of society through the utilization of teaching, research,

and the provision of community service (Ogunode, Edinoh, & Okolie 2023). Tertiary education can also be viewed as the third tier of education that embraces advanced teaching, research, and community service. Tertiary education is the third level of education, aimed to produce trained and professional workers for socioeconomic and technological growth. Tertiary education, often known as higher education, refers to the university, a subset of higher education. However, in other cases, the terms higher education and university are used interchangeably (Assié-Lumumba, 2005; Alemu 2018).

Impact of Insecurity on forms of Education (Basic education, Post-Basic Education and Career Development (PBECD) and Tertiary education) in Nigeria

Basic Education

Basic education curriculum implementation in Nigeria appears to be facing the problem of insecurity and this has affected the stability of calendar in the sector. Eduok, et al (2023) did a study and found out that numerous insecurity challenges militate against effective curriculum delivery; the insecurity challenges have drastic effects on curriculum delivery in basic education. Uzochukwu, (2015) concluded that the wellbeing of the school kid is of primary concern to stakeholders in the Education sector in Nigeria. This is as a result of school insecurity which is becoming an alarming challenge sweeping across the country. Parents and guardians are concerned about their children and wards' protection in the face of terrorists' attacks in Nigeria, particularly in the northern part. Terrorist groups known as Boko Haram and Bandits are on the rampage, attacking, kidnapping and bombing public places including schools. Azazi (2011), Omoyibo & Akpomera (2013); Ohiare-Udebu & Sarafadeen (2021); Aliyu (2022); Eduok, et al (2023) established that insecurity and wars have untold negative effects on teaching/learning and also impedes sustainable basic education. Insecurity challenges hindered effective and efficient schooling thereby affecting curriculum delivery of basic education; it therefore call for urgent attention for it remedy (Eduok, et al (2023); Ogunode 2021; Omoyibo & Akpomera 2013). 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-Musa2016). Also, Eduok, et al (2023) noted that insecurity has negative effect on teaching/learning when implemented in an unsafe environment and affects effective and efficient curriculum delivery needs a peaceful environment to achieve its objectives because no meaningful curriculum delivery can takes place in an unsecured environment. 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 (Eduok, et al 2023).

Post-Basic Education and Career Development (PBECD)

Insecurity appears to have militated against effective curriculum implementation of post-basic education and career development (PBECD) in Nigeria. Studies by Mohammed, and Ogunode, (2022) and UNESCO (2021) established that insecurity has led to death of teachers and students, affected achievement of education objectives, enrolment and retention of students and also led to disruction of school administration and academic calendar of the secondary schools across the zone in Northwest Nigeria. Nigerian Tribune, (2021) submitted that the inconsistence nature of school calendar in Nigerian educational system is no longer news especially in secondary schools. It is a common occurrence that one higher institution, secondary school or primary school is closed down due to internal crisis or attacks from bandits. Authorities in North-West, Nigeria had shut down more

over 4,000 public primary schools across the state, and over 4,000 public secondary schools were among the closed down schools and over 300, 000 to 400,000 thousand students and pupils are at home after the incidence of Chibok school students' kidnap without considering the effects on the internal administration of the school especially the learners (Nigerian Tribune, 2021).

Abubakar, Otakey, Umar, Fulani, and Isah,(2023) discovered that death, low enrolment, disruption of an academic programme, and destruction of secondary schools' infrastructural facilities were some of the negative impacts of insecurity on secondary schools in Northern Nigeria. Insecurity affected implementation of secondary school curriculum (Ojukwu, 2017; Ojukwu, & Nwanna, 2015). Insecurity have led to death of teachers and students in secondary schools (Nwakpa, 2015; Nwosu, & Ukwunna 2019). Insecurity is affecting the implementation school calendar and extra-curriculum (Olatunji 2021;Research Clue 2020).

Tertiary Education

Insecurity in Nigeria appear to be threatening the smooth curriculum implementation of tertiary education in Nigeria. Insecurity in Nigeria has affected the implementation of teaching, research and community services. Insecurity has led to poor implementation of tertiary education curriculum (Ohiare Udebu, Ogunode & Rauf 2021). Insecurity in Nigeria has led to unstable academic calendar, destruction of infrastructure facilities, brain-drain, poor investment and foreign education. Insecurity in Nigeria has affected the development of tertiary education and it has led to the death of lecturers, students and researchers (Ogunode, & Ahmed, 2022; Charles Ogwo 2022).

In North-East, North-West,North-Central and in the South-East, Ogunode, & Ukozor (2022);Ogunode, Zhenseh, & Olatunde-Aiyedun, (2022);Ogunode (2023); discovered that concluded that disruption of higher education administration, teaching programme, research programme, community service programme, academic calendar, academic programme accreditation, and suspension of infrastructural facilities projects, brain-drain and reduction of academic staff" strength are the impact of insecurity on higher education in south east geo-political zone. *Findings of Yohana, Joel, Ahmad, Saudia, & Saudia, (2023) revealed that insecurity is a threat on educational activities research development in Nigeria* (Ogunode & Ade, 2023;Ogunode, Jegede, Adah, Audu & Ajape 2020).

The general impact of insecurity on Nigerian' education according United Nations Children's Fund (UNICEF) is school closure. United Nations Children's Fund (UNICEF) observed that as of April 2022 insecurity had caused the closure of 11,536 schools in Nigeria since December 2020. According to UNICEF, the security challenges in Nigeria have affected the education of 1.3 million children in less than two years. In the South, the Indigenous People of Biafra distorted learning in the South-East to a point that students were not allowed to write some of their papers in the West African Senior School Certificate Examination recently. Insecurity continues to threaten the educational sector in the country to the extent that students, teachers, and the government are being frustrated, leading to educational decay, according to industry watchers as cited by (Yohana, Joel, Ahmad, Saudia, Saudia, 2023).

Findings

The paper discovered that insecurity is inimical to the development of education in Nigeria. Insecurity specifically has affected Basic education, post-basic education and career development (PBECD) and tertiary education. Also, insecurity has led to unstable academic calendar, death of teachers, researchers and students and poor implementation of curriculum.

Conclusion and Recommendations

This paper discussed the impact of insecurity on school curriculum implementation in various forms of education in Nigeria which include basic education, post-basic education and career development (PBECD) and tertiary education). The paper concluded that insecurity is inimical to the development of education in Nigeria. Insecurity specifically has affected curriculum implementation of basic education, post-basic education and career development (PBECD) and tertiary education in Nigerian

schools. Also, insecurity has led to unstable academic calendar, death of teachers, researchers and students and poor implementation of curriculum.

Based on these points, the paper hereby recommends that government should address all factors breeding insecurities in Nigeria. Government should employ more security officers and deploy to all educational institutions. Government should increase funding of education to enable school administrators to procure security gadget (information communications technologies and artificial intelligence).

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