



SECURITY CHALLENGES AND THE ENGLISH LANGUAGE CURRICULUM IMPLEMENTATION IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE

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Abstract

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

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

Introduction

Education is crucial to human welfare and existence. It is the best legacy a country can give to her citizens. This is because only educated persons are enlightened and this leads to national and global development. Education is one of the most important investment any country can make as it leads to

opportunities for sustainable and viable economic growth for the future of a country. In today's world, education is extremely important for a happy and stable life; it creates more chances of making money, equal opportunities, self dependent, turning one's dream into a reality, economic growth, keeping one abreast with new technologies, overcoming superstitions, good health care, making the world a safe place to stay, and makes one wiser and knowledgeable and it saves one from being exploited and fooled (Edogun, 2015). In Nigeria, the affairs of education is conducted in English language which serves as a subject and as a medium of instruction as its importance in national affairs cannot be over emphasized being the countries official language. English Language curriculum therefore needs to be properly implemented for proper national development.

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

Effective implementation of curriculum in schools requires a high level of security in schools. The National Policy on Education in the FRN (2014) lent credence to this when it stated that provision of a free and peaceful atmosphere and provision of education resources will boost national development. English language is a bench mark for certification and students need to be proficient and acquire competency in it to help them comprehend other subjects for good academic achievement. Oluikpe (2007), Bamgbosa (2005), Jude, Udosen & Akpan (2018) assert that the proficiency level of English at all levels of

education in Nigeria have become a matter of great concern to educationists and stakeholders in Nigeria. The education sector had witnessed public outcry on students' poor performance in English. The West African senior school certificate Chief Examiner's report on students performance in 2017, 2018 and 2019 showed that students did not achieve up to 45% credit passes. This poor performance may have been as a result of security challenges in curriculum implementation. Dasuku (2013), stated that insecurity means lack of security as a result of the action or inaction of law enforcement agencies. Unfortunately there seems to be poor security in the nation and this affects the educational sector which seems to be contributory to decline in students' performance especially in English language.

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

There are many security challenges bedeviling people's lives and properties and kidnapping is a major threat to lives and properties. Kidnappers are great threat to schools. They usually aim at forcefully getting a share of the nation's wealth. Akpan (2010) explained that most young men and women want to get rich quick and kidnapping happens to be the only industry of last resort. There are many kidnapping cases in the country and Kaduna State is not an exception. Eze (2020) discovered many kidnapping cases in Kaduna State. Example, in Mgbo a case of 25 year old man and his cohorts were found with correlational facilities and was charged with committing felony to wit: kidnapping young

people who are supposed to be in school, thereby causing fear and insecurity. Again siblings ages 5 to 10 were abducted at gun point and a ransom of ten million naira was demand. All these create fear and make pupils, students and teachers to be absent from school leading to poor implementation of the curriculum.

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

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

language and subject of certification. Yet, students perform poorly in it. It is the focus of this paper to explore how security challenges have influenced the implementation of the English language curriculum in Senior Secondary Schools in Kaduna State.

Objective of the Study

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

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

Research questions guided the study:

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

Hypotheses:

One null hypotheses were formulated to guide the study.

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

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.**

Research Method

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

The instrument was validated by experts from the Arts and Social Science and Science Education Departments and the inputs they made were taken into consideration. The instrument was further subjected to a test of reliability in a test re-test using Cronbach Alpha method and an index of 0.91 was obtained. On the spot distribution and collection were used to avoid mortality of the instrument. Mean and standard deviation were used to answer the research question and a criterion mean score of 2.5 was regarded as being high and accepted and anything below it as being low and rejected while Z. test was used to test the null hypothesis at 0.05 level of significance.

Results

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

Research question 1:

What are the different types of security challenges influencing the implementation of the English language curriculum?

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

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

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

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

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

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

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

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

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

S/N	Items: Why insecurity had not been tackled	Mean	SD	Remark
1.	Demarcation of land boundaries had not been clearly made officially by the government and stake holders	3.1	6.3	Accept
2.	Serious secret agents had not been planted among students to find, out students who are on drugs	2.8	7.8	Accept
3.	Government had not redeemed her promises, do not see to welfare of workers and do no give promotions	3.4	6.00	Accept

4.	Government normally make policies that would negatively affect the subjects. The destroy peoples properties without compensation	3.3	6.1	Accept
5.	Government do not pay teachers complete salaries and allowances and excessively tax their salaries	2.9	7.9	Accept
6.	Health care services are very expensive and most people cannot not access it	3.0	6.2	Accept
7.	Government had not provided made essential services and welfare to get to the hands of those who actually need it	3.2	6.4	Accept
8.	Government had not addressed the issue of unemployment that	3.3	6.1	Accept
Grand Mean		3.1		Accept

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

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

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

Not significant at 0.05 level

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

Findings

The findings of the study were based on the three research questions and one null hypothesis that guided the study. Results were discussed based on the major themes of the study. The tables presented indicated clearly that there exists security challenges in Kaduna State and in the secondary schools and that

persistence of insecurity not been able to tackle were as a result of many reasons. Community and tribal clashes, drug abuse, kidnapping, cultism, illness especially, covid-19, herds men ravage are security challenges which lead to killings and maiming, intimidation and rape, non-challant to duty, poverty, illness and death, redundancy and psychological trauma, total close down of schools, waste and suffering, fear and unrestful mind. Abound are the reasons why insecurity had not been tackled. Non-clear demarcation of boundaries, non-implant of secret agents among students, non-redemption of the government promises, government not making a viable policy statement to benefit the people, non-payment of salaries and allowances and non-promotion of teachers. Security challenges can be tackled for effective curriculum implementation especially in English if the government will sincerely and genuinely make good policies that would benefit the masses.

Discussion of Findings

Data in Table 1 indicate the security challenges of English Language curriculum implementation to include involvement in tribal/community wars, students drug abuse, kidnapping, Poor government policy, poverty and non-payment, students and Cults, Health challenges, Covid 19 and other illnesses herds men fight and ravaging farms and displacement of families. This findings are in line with Eze (2020) who discovered terrorism, drug trafficking and abuse, cultism criminal acts, ethnic dispute lead to security challenges which pose treat to the security in the nation. This findings also concur with Dasuku (2013) who stated that when security challenges are above the law enforcement agencies, they usually mar peace and daily activities of the people to make their daily bread. Data in Table 2 shows that security challenges affect students in the implementation of the English Language curriculum in schools. Insecurity affects the students in the following ways: maiming. Killing, kidnapping of students and some students getting involved in drug, drug abuse, insecurity, intimidation and rape, non-challant attitudes and diversion of attention to study, abject poverty, illness and death and non-payment of school fees, redundancy, psychological trauma and drop out of school, close down of school waste of lives and death, fear, unrestful mind, depression and death. This finding is in line with Osiobe (2014) who stated that the effect of insecurity on properties mar and disrupt activities, loss of lives and properties. These to a great extent indirectly leads to disruption of academic activities and making it

difficult for effective implementation of curriculum especially the English language curriculum.

Table 3 reveal why insecurity had not seen seriously and effectively tackled: the reasons include that demarcation of land boundaries had not been officially met by the government, secret agents had not been planted to mingle within the student and fish out those students in secret cults, government had not redeemed promises of the welfare of workers and do not give good condition of service to workers, government make polices that negatively affect citizens, government do not pay teachers full salaries, no promotion and no allowances with heavy tax on the salaries, healthcare services are very expensive and most people cannot have medical care, government do not provide essential services and welfare to get to the hands of those who actually need them. The finding is in line with the National Bureau statistics (2020) that some states had emerged as a breeding ground for poverty which is as result of bad government policy. Table 4 indicated that there is no significant difference on the mean responses of male and females on why security challenges had not been effectively tackled for effective implementation of the English Language curriculum. This is in line with Ngu (2008) and Sharma (2012) found that school climate both physical and emotional should be maintained by both school and community. This however extends to the government who should take bold and genuine step to tackle security challenges.

Implications of the Study

1. Security is vital for effective curriculum implementation in the state, so issues on security should be seriously dealt with.
2. Government should embark on policy that will always be more beneficial to the people.
3. Government and the local communities should secure schools provide palliatives for both students and staff.
4. Government should create an enabling environment for people to be meaningfully engaged and provide academic materials that would help boast the school system.

Conclusion

Based on the findings of the study, it is therefore concluded that there is no significant difference on the opinion of male and female respondents on the damaging effect of insecurity on the curriculum implementation in schools

especially in English. This shows that schools face serious security challenges and that are as a result of general unemployment, bribery and corruption, poverty and hunger, wars, killings, lost of lives and properties and armed general insecurity. All these lead to very poor curriculum implementation in schools especially the English language teaching and learning which is the bed rock of development in Nigeria. Insecurity weakens the strings of the society. For security to be strong, everyone: individuals, government, communities and forces should jointly address this ugly trend in the society to implant strong education and effetely implement curriculum especially the English language.

Recommendations

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

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

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