CURRICULUM DELIVERY AND SECURITY CHALLENGES IN TERTIARY EDUCATION: COUNSELLING PERSPECTIVES

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Abstract

This study investigated curriculum delivery and security challenges in tertiary education in Nigeria: Counselling perspectives. It employed descriptive survey design with three research questions to guide the study. The population of the study consists of teacher educators from two Colleges of Education; Alvan Ikoku Federal College of Education and Abia State College of Education Technical Arochukwu, Abia State in the South East Zone of Nigeria, totaling 2530 teacher educators. A sample of 354 teacher educators representing 14% of the population was selected through simple random sampling technique with non replacement balloting technique. Structured and validated researcher – made questionnaire of four-point likert scale of Strongly agree(4points), Agree(3points), Disagree (2points) and Strongly disagree(1point), was used as instrument for data collection while data collected was analyzed with mean. The result revealed that a lot of security challenges militate against effective and efficient curriculum delivery in tertiary education in the South East Zone of Nigeria; the security challenges have drastic effects on curriculum delivery in tertiary education in the South East Zone of Nigeria and that the listed ways forward will help surmount the identified challenges. Based on the findings, recommendations were made that there is a clarion call for good security network in the South East Zone of Nigeria to minimize if not put a stop to all these forms of security challenges that militate against effective and efficient curriculum delivery in the tertiary education; there is need for value re-orientation in the South-East Zone of Nigeria, for this will help reduce the struggle for certain minute issues and thereby lead to building of confidence among brothers cum friends which will equally safe lives ; parents and teachers should encourage learners to acquire skills in the South East Zone to help tertiary education students stand on their own even when security challenges do not give room for

theoretical knowledge acquisition in schools, thereby making them young entrepreneurs; government, society, institutions and all stakeholders in education should play their roles adequately including safeguarding of lives/properties and funding of tertiary education appropriately; and that counselling becomes a pre-requisite in helping to surmount some of the identified challenges in both educational, vocational and personal-social aspects involving both government, individuals and schools.

Keywords: Curriculum, Delivery, Security Challenges, Tertiary Education and Counselling.

Introduction

Curriculum has been defined as a document, plan of action and blue print that guides teaching and learning, Obilo (2011). Obilo went on to explain curriculum as a systematic cum well planned activities of a school for learners' continuous and willful growth in the personal-Social competence. Agwu (2009) explained curriculum as the totality of what the teachers and learners do at school, which is curriculum delivery.

Agwu 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 tertiary 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.

Nigeria tertiary education ranges from the universities to monotechnics including those institutions offering correspondence courses, Obilo and Ibebuike (2014). The FRN (2013) in her National Policy on Education defined tertiary education as the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering correspondence courses. The FRN (2013) went on to state the goals of Nigerian tertiary education in Section (8), subsection (59) as the following:

a. Contribute to national development through high level relevant manpower training,
b. Develop and inculcate proper values for survival of the individual and society ,
c. Develop the intellectual capacity of individuals to understand and appreciate their local and external environments,
d. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society,
e. Promote and encourage scholarship and community service,
f. Forge and cement national unity, and
g. Promote national and international understanding and interaction.

The issue lies with the fact that these lofty goals of tertiary education which is imbedded in the curriculum cannot be achieved, since curriculum delivery is hampered by a lot of security challenges, meaning there are insecurity militating against effective and efficient curriculum delivery in Nigeria. Insecurity means lack of safety, existence of danger, hazard, uncertainty, lack of trust, doubtful, unprotectedness, lack of stability, unsafe, frightened, oppressed, lose of focus, Achumba, Ighomereho and Akpo-Robaro (2013) and Nwagboso (2012). Security has been explained to mean situation that emerges from the establishment of ways of protecting individuals, information and properties from hostile people, influences and behavior, Onife (2013). Security of life and property are really the fundamental reasons for a government existence in the first place, as attested by the various theorists of social contracts (Hobbes, Locke and Montesquieu) as quoted by Onife (2013). On the other hand, insecurity has being defined by Nwagboso (2012) as the state of being subject in every respect to terror, threat, risk, molestation, bulling, harassment, loss of lives and humanity among others. Insecurity can also be conceived as a threat to the state that often accounted for the arms and nuclear weapons race to protect the state. It is also a state of being insecure and mind characterized by self-doubt and vulnerability. It will lead to close down of schools like the Corona Virus disease did.

In a similar study conducted by Alimba (2018), she found out that some of the security challenges for schools include: Physical violence, terrorism, domestic violence, child labour, cultism, persistent poverty, infections, malnutrition, lack of access to basic health, environment degradation, resource depletion, natural disaster, pollution, political repression, human rights abuses among others. It was also revealed that these security challenges hindered effective and efficient schooling thereby lowering curriculum delivery/development. It was recommended that there should be protection of lives and properties, empowerment of individuals, acquiring of knowledge and skills for life-long learning and promotion of safety and security of individuals.

In another study carried out by Achumba, Ighomereho and Akpor-Robaro (2013), it was equally found out that sources of insecurity in Nigeria include lack of institutional capacity resulting in government failure, pervasive material inequalities and unfairness, Ethno-religious conflicts, conflicts of perceptions between the government and public, and communal value system, porous borides, rural/urban drift, social irresponsibility of public/government/institutions, unemployment/poverty, terrorism. These security challenges militated against booming businesses in the country and resulted to economic recession and lack of sustainable development in the country.

Based on the above findings, they recommended adequate roles for government, public, institutions, individuals, communities to include living peaceably and cultivating the habit of security consciousness and to report of security situations to appropriate authority immediately.

Also in a similar study by Zubairu (2020), it was revealed that sources of insecurity include unemployment and poverty, elite exploitation of ethnicity and religious differences, corruption, weak security which has hindered sustainable development in the country. Recommendations were made that the aforementioned causes of insecurity in the country

should be opposed to surmount insecurity in the country. Some of the causes of security challenges like corruption, poverty in tertiary education will definitely hinder the procurements of resources and equally bridge the employment of the numerous methods of curriculum delivery in tertiary institutions which include Constructivism, field trip, Buzz group, Venn diagram, think-pair-share among others, Obilo, (2019).

Aina and Ogundele (2014) in their study revealed that most of the security challenges in tertiary education shall be solved through employment of science and Technical Education. By this, it means replacing theory with practice, thereby engaging learners/students and keeping them busy than being devil's workshop from being idol, then shunning cultism and other vices.

Counseling has a plethora of activities to undertake to ensure that security challenges militating against curriculum delivery in tertiary institutions are surmounted. Through counseling, which will bring about individual transformation, the following will be ensured: Value Reorientation: This brings about attitudinal change among tertiary students and subsequently address the issue of corruption in Nigeria. It will also create in them those values that make for good citizenship such as tolerance, hardwork, honesty, selfleness, forbearance and dedication. Generally, students, will learn through counseling how to become responsible citizens, having an increased participation in the process of developmental and social change instead of the vices.

Skill Acquisition Training: Through counseling, students are given entrepreneurial or skill acquisition training which is a prerequisite for self development and economic transformational. Counseling through the express efforts of professional counselors should according to Amede (2017) harness the latent entrepreneurship spirit, Provide vocational guidance, career counseling and assertiveness training and making information available to them. Skill acquisition will make tertiary students better citizens, create economic growth and improve livelihood instead of participating in activities that jeopardize curriculum delivery like cultism, physical violence and terrorism. Counseling will help every graduate in Nigeria learn specific tasks and increase efficiency as to contribute to the development and security of our nation.

According to Owongbo (2015), the need to expose students to entrepreneurship education (skill acquisition) becomes a germane pre-requisite for economic transformation for security. Counseling can make tertiary students economically self-reliant, self-confident, even employer of labour on graduation thereby contributing to their social and economic security on graduation. Counseling will help tertiary students to choose and learn skills according to their aptitudes, interests, ability, ambition, resources and limitations in relation to the world of work (Kolo, 1992 in Amede, 2017). More so, through assertiveness training, students will be exposed to verbal and non-verbal communication, one-on-one interactions, online communication and sales skills having learnt how to express their opinions, ideas, desires and feelings in social situations without intimidating others (Amede, 2016).

Less Politicization of education: Counselling to the government of the day can bring about minimization of interference from the political class. Merit has been sacrificed to the altar of

politics particularly in the appointments of tertiary heads (vice chancellors). Schools are closed down at will by our political leaders. Even recruitment of teachers are now left at the mercy of the political class. Different scores for students from different regions in the same country are the order of the day. Some courses (subjects) are dropped based on political reasons. All these militate against curriculum delivery but counseling can come in with different strategies like cognitive restructuring, modelling, behavior rehearsal and role play given to the political class for better curriculum delivery.

Other counseling activities will include reduction of unemployment (through skill acquisition) and provision of functional education to all citizens.

It has been observed that incessant lockdown of schools has become a norm in Nigerian society due to Corona Virus (Covid-19), Boko Haram, cultism, bad leadership, among other security reasons. The question is what then happens to curriculum delivery in Nigeria with particular reference to the tertiary level. The school calendar has changed from what it used to be. It is based on this premise that the researchers decided to investigate on curriculum delivery and security challenges in tertiary education: Counselling perspectives.

The purpose of the study therefore is to determine curriculum delivery and security challenges in tertiary education: Counselling perspectives. Specifically, the study sets out to:
1. Determine the security challenges militating against curriculum delivery in tertiary education.
2. Ascertain the effects of security challenges militating against curriculum delivery in tertiary education.
3. Find out ways of surmounting the identified security challenges militating against curriculum delivery in tertiary education.

Research questions
The following research questions guided the study, thus:
1. What are the security challenges militating against effective and efficient curriculum delivery in tertiary education in South East Zone of Nigeria?
2. What are the effects of security challenges militating against effective and efficient curriculum delivery in tertiary education in South-East Zone of Nigeria?
3. What are the ways of surmounting the identified security challenges militating against curriculum delivery in tertiary education in South-East Zone of Nigeria?

Methods
The descriptive survey design was adopted to elicit information from teacher educators of two colleges of education, Alvan Ikoku Federal College of Education, Owerri and Abia State College of Education (Technical), Arochukwu, Abia State in the South-East Zone of Nigeria, Totaling 2,530 teacher educators as the population.

A sample of 354 teacher educators representing 14% of the entire population was selected through simple random sampling technique with non-replacement balloting technique. Instrument for data collection was a 30 item structured questionnaire of four point likert scale, developed by the researchers and weighted thus: Strongly Agree (SA: 4 points), Agree

(A:3points), Disagree (D:2points) and Strongly Disagree (SD:1point). The instrument was validated by experts in curriculum/Instruction, Guidance and counseling and measurement and Evaluation and their input reflected in the final draft. A test retest method was used to test for reliability of the instrument. Data generated were subjected to Pearson's Product Moment Correlation Statistics and a correlation co-efficient of 0.87 was realized. It was adjudged to be reliable. Research assistants were used for the administration of the instrument on a face to face basis. All the instruments were returned but four were wrongly filled and therefore were discarded, leaving 350 for data analysis. Data generated were analyzed using mean statistics. Mean score of 2.5 was used as reference for acceptance while any mean score below 2.5 was rejected.

Results
Research Question One: what are the security challenges militating against effective and efficient curriculum delivery in tertiary education in South-East Zone of Nigeria?

Table 1: Mean rating of respondents on security challenges militating against effective and efficient curriculum delivery in tertiary education in South-East Zone of Nigeria.

S/N	ITEM	SA	A	D	SD	EFX	X	DECISION
1.	Political repression	179	81	54	36	350	3.2	Accepted
2.	Corruption	147	83	76	44	350	3.2	Accepted
3.	Physical Violence	208	94	34	14	350	3.4	Accepted
4.	Human rights abuses	135	111	56	48	350	3.0	Accepted
5.	Cultism	115	96	87	52	350	2.8	Accepted
6.	Terrorism	135	111	56	48	350	3.0	Accepted
7.	Persistent poverty	119	166	42	23	350	3.0	Accepted
8.	Lack of access to basic health	208	94	34	14	350	3.4	Accepted
9.	Conflicts of perception	171	163	12	4	350	3.4	Accepted
10.	Weak system	147	83	76	44	350	3.2	Accepted
11.	Unemployment	179	81	54	36	350	3.2	Accepted
12.	Porous border	162	103	62	23	350	3.2	Accepted
13.	Religious interference	135	111	56	45	350	3.0	Accepted

Research Question 1, Table one above revealed that all the items listed above are security challenges militating against effective and efficient curriculum delivery in tertiary education in South-East Zone of Nigeria. This is evidenced from the mean scores of all the items being above the reference mean of 2.5, therefore accepted.

Research Question Two: What are the effects of security challenges militating against effective and efficient curriculum delivery in tertiary education in South-East Zone of Nigeria?

Table 2: Mean rating on the effects of security challenges militating against effective and efficient curriculum delivery in tertiary education in South-East Zone of Nigeria.

S/N	ITEM	SA	A	D	SD	EFX	X	DECISION
14.	Loss of lives and humanity	189	71	54	36	350	3.2	Accepted
15.	Close down of schools	190	69	51	40	350	3.2	Accepted
16.	Risks	191	55	56	39	350	3.1	Accepted
17.	Molestation	171	80	71	28	350	3.0	Accepted
18.	Economic recession	191	91	40	28	350	3.3	Accepted
19.	Inadequate time for employment of construvtivists strategies	200	50	51	49	350	3.1	Accepted
20.	Non procurement of resources for curriculum delivery	201	69	39	41	350	3.2	Accepted
21.	Rape	209	71	41	29	350	3.3	Accepted
22.	Insecurity	179	69	47	55	350	3.1	Accepted

Research Question 2, Table two above showed that all the items on the table are effects of security challenges on effective and efficient curriculum delivery in tertiary education in the south-East Zone of Nigeria. This is shown by the mean scores of all the items being above reference mean of 2.5, and for that accepted.

Research Question Three: What are the ways of surmounting the identified security challenges militating against curriculum delivery in tertiary education in South-East Zone of Nigeria?

Table 3: Mean rating of ways of surmounting the identified challenges:

S/N	ITEM	SA	A	D	SD	EFX	X	DECISION
23.	Counseling: both educational, vocational and personal-social	210	69	39	41	350	3.2	Accepted
24.	Value re-orientation	191	91	40	28	350	3.3	Accepted
25.	Skill acquisition to all	135	111	56	48	350	3.0	Accepted
26.	Provision of education to all	147	83	76	44	350	3.2	Accepted
27.	Less politicization of education	171	163	12	4	350	3.4	Accepted
28.	Creation of Employment opportunities	191	55	56	39	350	3.1	Accepted
29.	Good security Network	135	111	56	48	350	3.0	Accepted
30.	Mutual understanding	119	166	42	23	350	3.0	Accepted

In research question 3, table 3, it was revealed that all the items listed above will help surmount the identified security challenges militating against effective and efficient

curriculum delivery in tertiary education in South-East Zone of Nigeria. This was revealed by the mean scores of all the items being above the reference mean of 2.5, which resulted to the acceptance of all.

Discussion of Findings

Analysis on research Question 1, table 1 above revealed that there are a lot of security challenges militating against effective and efficient curriculum delivery in tertiary education in the South-East Zone of Nigeria. This was revealed by the mean scores of all the items listed on the table being above the reference mean of 2.5, for this was accepted. This finding is in line with the findings of Alimba (2018), Achumba, Ighomereho and Akpo-Robaro (2013) for their findings that some of the security challenges in schools include physical violence, terrorism, child labour and persistent poverty. They also added that unemployment, porous border and weak security systems are also among the security challenges that militate against effective and efficient curriculum delivery in tertiary education in Nigeria which the South-East zone is not an exception.

In research question 2, table 2, the finding showed that the adverse effects of security challenges in tertiary education in the South-East Zone of Nigeria are too numerous. This is observed by the mean scores of all the items on the table being above the reference mean score of 2.5, therefore was accepted. The finding of this research question is in agreement with the finding of Nwagboso (2012) that insecurity led to close down of schools just like period of Covid-19.

Also in agreement with this finding is that of Obilo (2019) for her finding that effective curriculum implementation will be bridged as a result of security challenges. Equally, the findings of Alimba (2018), Achumba, Ighomereho, and Akpo-Robaro (2013) and Zubairu (2020) are in line with this finding for revealing that security challenges hindered effective and efficient schooling thereby lowering curriculum delivery/development and also that these curriculum challenges militated against booming businesses in the country which education is not an exception, all these resulted to economic recession and lack of sustainable development in the country.

For research question 3, table 3, the analysis on this table revealed that items on the table will help surmount the identified security challenges in tertiary education in the South-East Zone of Nigeria by strict adherence to lists on the table. This finding is in concord with the finding of Onongba (2015) for finding out that the need to expose students to entrepreneurship education (skill acquisition) becomes a germane pre-requisite for economic transformation for security. Onongba (2015) also added that counseling can make tertiary students economically self-reliant, self-confident, even employer of labour on graduation thereby contributing to sustainable development of the country. In concord with this finding is the works of Amede (2017), that counseling will help students learn skills, aptitudes, interests, abilities and become resourceful and that counseling will help even the government to become less politicization.

Furthermore, in agreement with this finding are the findings of Alimba (2018) for the recommendation that empowerment of individual, skills acquisition and protection of lives will surmount the security challenges and Achumba, Ighomereho and Akpo-Robaro, (2013)

for recommending that adequate roles of government, public, institutions will help and finally, Zubairu (2020), for the recommendation that the aforementioned causes of insecurity should be tackled to rescue the situation.

Conclusion

The paper concludes that, there are a lot of security challenges militating against effective and efficient curriculum delivery in tertiary education in the South-East Zone of Nigeria, that the effects of security challenges are too numerous and finally, the identified challenges are surmountable if the ways forward are strictly adhered to.

Recommendations

Based on the findings of the study, the following recommendations were made that:-

1. There is a clarion call for good security network in the South East Zone of Nigeria to minimize if not put a stop to all these forms of security challenges that militate against effective and efficient curriculum delivery in the tertiary education.
2. There is need for value re-orientation in the South-East Zone of Nigeria. For this will help reduce the struggle for certain minute issues and thereby lead to building of confidence among brothers cum friends which will equally safe lives.
3. Parents and teachers should encourage learners acquire skills in the South-East Zone to help tertiary education students stand on their own even when security challenges do not give room for knowledge (theoretical) acquisition in schools, thereby making them young entrepreneurs.
4. The government, society, institutions and all stakeholders in education should play their roles adequately including safeguarding of lives/properties and helping in funding tertiary education appropriately to reduce security challenges.
5. Counselling becomes a pre-requisite in helping to surmount some of the identified challenges in educational, vocational and personal-social aspects involving government, individuals and schools.

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