

Curriculum Delivery and Security Challenges in University of Uyo, Akwa Ibom State-Nigeria

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Abstract

The study investigated Curriculum Delivery and Security Challenges in University of Uyo of Akwa Ibom State. To achieve this purpose, descriptive research design was used. The population of the study was all the lecturers from the University of Uyo in Akwa Ibom State. A sample 200 lecturers were selected using multi stage and random sampling technique for the study. The instrument used for the study was a researcher developed instrument entitled "Curriculum Delivery and Security Challenges Questionnaire (CDSCQ)". The instrument was face validated and subjected to internal consistency reliability test using Cronbach Reliability Statistical tool which yielded a reliability Coefficient of 0.75. The three research questions were answered using mean and standard deviation while the three hypotheses were also tested using independent t-test at 0 .05 level of significance. The results showed that there was a significant influence of lecturers' competences, lecturers' professional development and community feedback on security challenges. Based on the findings, it is recommended, among others, that the Federal Government should see ICT as important instruments in the fight against insecurity or security challenges in the tertiary institutions and make huge investment; and Government and education managers should pay attention on lecturers' professional development for the purpose of self-development, quality delivery and excellence academic achievement in the University system.

Key Words: Curriculum Delivery, Security Challenges and Tertiary Institutions

Introduction

The content of education to any society is made possible to the citizens through its curriculum development process, courtesy of all the kind of mechanism put in place to ensure effective delivery. Curriculum delivery is seen as all the activities engaged by stakeholders in education to see that the right or acceptable body of knowledge and skills, the right learning materials and facilities, and the right personal are recruited to guarantee effective and efficient learning in the school. Mark (2013), stated that the success of educational policies and direction of any society is dependent on effective curriculum delivery. According to Mark (2013) further

said that no society can really improve or take its educational activities to the next level without paying attention to the concept of curriculum delivery. Curriculum delivery has to do with a deliberate design and planning by the stakeholders in education especially the government to ensure strict realization of educational goals and objectives for the learners in the school.

Curriculum delivery takes the contents of education to the end users otherwise referred to as learners or students. Curriculum delivery makes the work of curriculum design, planning, implementation and innovation possible. According to Etuk (2012), curriculum delivery is the concept of transferring and making available the curriculum contents in the school environment. Of course, students cannot learn without knowing what to learn, lecturers cannot teach without the scheme of work. The lessons, the topics, how to teach, materials, the resources and the presentation techniques are conveyed to the school through the process of curriculum delivery. Another area by which curriculum delivery plays an important role in education is the task of completing curriculum innovation. No activity concerning curriculum innovation can be impactful in the school without curriculum delivery. According to Akpan (2010) Curriculum innovation at all level of education takes a look at what the society does not want again and the need to bring in something new or something better than the existing ones in the school system. One of the reasons for curriculum innovation as well as delivery is the need to accommodate knowledge that is new in the society especially from the scientific and technological angles. Not only to take the knowledge in a systematic and procedural way to the learners in the school system.

One of the activities that help to keep the school system working and up to date in line with the modern trend in education is curriculum delivery (Angeli, 2008). Educational sector suffers because of security challenges especially among tertiary institutions. Security challenges appear to be one of the reasons why there is a drastic drop in teaching – learning process. Tertiary institutions tend to be seriously affected by this modern security lapses thereby posing deficiency in curriculum delivery. Ernest (2013) stated that one of the challenges that teaching institutions are faced with in the task of delivery their curriculum contents to the students are insecurity. Security challenges in tertiary institutions have reached an alarming situation which calls for concern by all stakeholders in education. This is why curriculum delivery using 21st century approaches continued to suffer setbacks and no action toward putting a stop to it in sight.

Security challenges in University of Uyo is increasing in alarming rate, to the tune of broad day light stealing of phones and laptops, raiding students' hostels at night, cultism among others. There is no society, any human organization and institutions where people do not talk about or experience insecurity in one form or the other. One of the ways to tackle insecurity is the development of Information Communication Technology (ICT) and its application in all sectors. ICT is a global approach at making information dissemination and retrieval accurate fast, easy and available at all times to the people. Thus, its importance in improving

communication system and teaching/learning process cannot be over-emphasized. ICT plays a vital role in the concept of knowledge and skills acquisition. Educational activities of most modern societies have received a boost and improvement as a result of the existence of ICT. Most of the educational activities such as sport competition, social clubs, cultural arts that promote coexistence and search for common ground among others can be emphasized and projected to tackle insecurity in the society.

Etim (2014) stated that ICT resources are resources which help to energize and strengthen the concept of teaching and learning for sustainable growth and security. ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and securely retrieve information. Information and communication technology (ICT) provide security measures necessary to protect confidential information from unauthorized use, modification, loss or release for purposes of monitoring and controlling access to confidential information (Ogedebe and Jacob, 2012). Specifically, ICT enables the system to identify potential threats, share information more readily, provide mechanisms to protect the school, and develop response capabilities. According to Ajayibe (2009), the presence of Information Communication Technology (ICT) in the educational sector is the best thing that has happened to the teaching-learning process in the 21st century with a view of solving global problems including insecurity.

Udoh (2013) posited that lecturers have assumed a global reckoning because of the materials they get from the internet courtesy of Information Communication Technology (ICT). Lecturers who have appreciated and started applying Information Communication Technology (ICT) before now have lofty and useful experiences they can share with those who are yet to do so. This is so because that aspect of curriculum delivery has been rendered inefficient and inactive, and students who would have benefited from the system are denied the opportunity. This implies that Information Communication Technology (ICT) competence is a plus in fighting security such as planting CCTV cameras in strategic places and using phones to monitor challenges in Nigeria tertiary institutions among the lecturers, non-academic staff and students. The school's system has its own peculiar security challenges which have the ability of truncating curriculum delivery arrangement at any stage. However, the menace can be checked if the school collaborates with the lecturers and the students in their information management system especially in the areas of internet and online activities by training and equipping the lecturers with the necessary gadgets. According to Daddano (2007), it is pertinent to state that the use of Information Communication Technology (ICT) to prevent crime is becoming a norm in some societies while some are yet to embrace. It requires training and retraining of skills to apply the knowledge of Information Communication Technology (ICT) in combating crimes that are Information Communication Technology (ICT) related.

Aside from lecturers acquiring knowledge and skills in Information Communication Technology (ICT), there is no issue that should be addressed urgently in Nigeria tertiary

institutions than the issue of insecurity in the delivery of curriculum contents. This is because the students are in the school to learn and acquire knowledge within a specified time frame which should not be truncated by any human induced challenges in the form of insecurity. The need for continually strategies to foster collaborative efforts using modern communication gadgets with the help of Information Communication Technology (ICT) is paramount in the school system (Uya & Inyang, 2016). This will go a long way in solving both internal and external threats that usually characterized students' activities in the school. With the renewed effort on mass development in Information Communication Technology (ICT), security challenges usually in tertiary institutions will be drastically reduced.

Teaching occupies the most critical position in the curriculum delivery of the educational process of any society. It is undeniable fact that the quality of education viz-a-viz curriculum delivery process at any level of education largely depends on the qualification, commitment, effectiveness and good attitude of lecturers to their work (Ibia, 2006). The desire of the students at any level of education to embrace learning within the context of school system is purely a function of how lecturers are made to develop and motivate themselves professionally. Lecturers' professional development ensures lecturers' effectiveness and efficiency. Anwana (2006) saw lecturers' professional development as a panacea to the problem of quality curriculum delivery within the school system. How students perceive and appreciate curriculum contents of any course or subject during presentation in the lecture hall or classroom can be attributed to the lecturers or lecturers' level of professional development.

Moreover, Federal Republic of Nigeria (FRN) (2013) states that no education system can rise above the quality of its teachers. Professional development drives quality and commitment from a teacher. Lecturers' professional development is concerned with the deliberate attempt and effort aimed at encouraging lecturers obtain more knowledge and also update themselves on themselves on the new trend in the profession for the purpose of giving out their best on their duty posts (Edem, 2005). In the educational system and particularly with regard to curriculum delivery, the teacher is a very important factor. The teacher is central to the purpose of education. It is generally agreed that lecturers are the hub of any school.

According to Ammah (2014), lecturers are so important in educational development that without them the society cannot grow. To this end their professional development and mechanisms for job commitment are the areas the society and education managers should pay attention to for the purpose of quality academic performance of the students. Lecturers' professional development also has the tendency of preventing security challenges within the school system. Checking examination malpractice, lecturers have psychological knowledge of helping the school authority to fight cult-related insecurity among students. Detection of social vices that could be perpetuated by students within the school premises such as rape, prostitution, gangsterism and such other cult-related activities. Against this background, this

study was out to examine curriculum delivery and security challenges in University of Uyo of Akwa Ibom State.

The study aims to determine the influence of Security Challenges based on Curriculum Delivery in University of Uyo of Akwa Ibom State. Specifically, this study sought to:

1. Determine the influence of lecturers' ICT Competences on Security Challenges in University of Uyo.
2. Determine the influence of lecturers' professional development on Security Challenges in University of Uyo.

The following Research Questions are posed:

1. To what extent does lecturers' ICT Competences influence Security Challenges in University of Uyo?
2. To what extent does lecturers' professional development influence Security Challenges in University of Uyo?

It was hypothesized that:

1. There is no significant influence of lecturers' ICT Competences on Security Challenges in University of Uyo.
2. There is no significant influence of lecturers' professional development on Security Challenges in University of Uyo.

Methodology

This study adopted a descriptive survey design. This study was conducted in University of Uyo of Akwa Ibom State. The population of the study comprised of the 1,521 lectures in the University of Uyo, Akwa Ibom State. The simple random sampling technique was adopted in 200 selecting lecturers from five sampled faculties for the study. An instrument used for data collection was a researcher developed instrument entitled "Curriculum Delivery and Security Challenges Questionnaire (CDSCQ)". The instrument was subjected to face validation by three experts in the faculty of education and science and internal consistency reliability which was subjected to Cronbach Statistics and yielded an average reliability coefficient of .75. Mean, standard deviation and independent t-test were used to answer research questions and test hypotheses at 0.05 level of significance.

Research Question 1: To what extent does lecturers' ICT competence influence security challenges in University of Uyo?

Table 1: Mean and Standard Deviation of lecturers' ICT competence influence on security challenges in University of Uyo

Variables	Lecturers' ICT Competence	n	\bar{X}	SD
Security Challenges	High ICT competence	82	26.64	5.63
	Low ICT competence	118	22.33	6.28

Analysis on Table 1 reveals that the mean score of lecturers with high ICT competence is 26.64 and the mean score of lecturers with low ICT competence is 22.33. This shows that lecturers with high ICT competence have more influence on security challenges in University of Uyo than lecturers with low ICT competence. The inference is that lecturers influence on security challenges in University of Uyo differs based on ICT competence.

Research Question 2: To what extent does lecturers' professional development influence security challenges in University of Uyo?

Table 2: Mean and Standard Deviation of lecturers' professional development influence on security challenges in University of Uyo

Variables	Lecturers' Professional Development	n	\bar{X}	SD
Security Challenges	Adequate	97	25.74	5.18
	Inadequate	103	23.24	6.27

Analysis on Table 2 reveals that the mean score of lecturers with adequate professional development is 25.44 and the mean score of lecturers with inadequate professional development is 23.24. This shows that lecturers with adequate professional development have more influence on security challenges among undergraduate in tertiary institutions than lecturers with inadequate professional development. The inference is that lecturers influence on security challenges in University of Uyo differs based on professional development.

Null Hypothesis 1: There is no significant influence of lecturers' ICT competence on security challenge in University of Uyo.

Table 3: Result of independent t-test analysis of the influence of lecturers' ICT competence on security challenges in University of Uyo.

Variables	ICT Competence	n	\bar{X}	SD	df	t-cal	t-crit	Decision
Security Challenges	High competence	82	26.64	5.63	198	3.89*	1.96	Rejected
	Low competence	118	22.33	6.28				

* = Significant at 0.05 alpha level; n = 200.

Results in Table 3 shows that the calculated t-value of 3.89 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which speculated that there is no significant influence of lecturers' ICT competence on security challenges among University of Uyo, Uyo, Akwa Ibom State is rejected and alternative retained. This implies that lecturers' ICT competence significantly influence security challenges in University of Uyo, Akwa Ibom State.

Null Hypothesis 2: There is no significant influence of lecturers' professional development on security challenges in University of Uyo.

Table 4: Result of independent t-test analysis of the influence of lecturers' professional development on security challenges in University of Uyo.

Variables	Professional Development	n	\bar{X}	SD	df	t-cal	t-crit	Decision
Security Challenges	Adequate	97	25.74	5.18	198	2.13*	1.96	Rejected
	Inadequate	103	23.24	6.27				

* = Significant at 0.05 alpha level; N = 200.

Results in Table 4 shows that the calculated t-value of 2.13 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 198 degrees of freedom. This revealed that the null hypothesis which speculated that there is no significant influence of lecturers' professional development on security challenges in University of Uyo, Akwa Ibom State is rejected and alternative retained. This implies that lecturers' professional development significantly influences security challenges University of Uyo, Uyo, Akwa Ibom State.

Discussion of Findings

Results in hypothesis one revealed a significant influence of lecturers' ICT competence on security challenges in University of Uyo, Uyo, Akwa Ibom State. This could be as a result

of the useful information and monitoring of security information made available via ICT. This finding was in line with the earlier study by Ajaybe (2019) who asserted that the presence of ICT in educational sector is the best thing that has happened to teaching-learning process in the 21st century with a view of solving global problems including insecurity. This implies that the insecurity menace can be checked if the school collaborates with the lecturers and the students in their information management system especially in the areas of internet and online activities.

Results in hypothesis two revealed a significant influence of lecturers' professional development on security challenges in University of Uyo Uyo, Akwa Ibom. This could be a result of the fact that Lecturers' professional development is concerned with the deliberate attempt and effort aimed at encouraging lecturers obtained more knowledge and also update themselves on the new trend in the profession for the purpose of giving out their best on their duty posts. This finding was in line with the findings of Ammah (2014), who asserted that lecturers are so important in educational development that without them the society cannot grow. To this end their professional development and mechanisms for job commitment are the areas the society and education managers should pay attention to for the purpose of quality academic performance of the students. Lecturers' professional development also has the tendency of preventing security challenges within the school system. Checking examination malpractice, professional lecturers have psychological knowledge of helping the school authority to fight cult-related insecurity among students. Detection of social vices that could be perpetuated by students within the school premises such as rape, prostitution, gangsterism and such other cult-related activities.

Conclusion

The study examined curriculum delivery and security challenges in University of Uyo in Uyo Local Government Area of Akwa Ibom State. The result indicated that Curriculum Delivery contributed immensely to Security Challenges in University. Lecturers' ICT Competence and Lectures Professional Development were found to have significant influences Security Challenges in University of Uyo, Uyo.

Recommendations

Based on the findings of the study, the followings recommendations were provided:

1. Federal Government should see ICT as important instruments in the fight against insecurity challenges by funding the purchase of security gadget to checkmate crimes in the tertiary institutions.

2. Federal Government and Educational Agencies should pay attention on lecturers' professional development for the purpose of quality academic achievement and preventing security challenges within the school system.
3. The social and sport activities should be enhanced by the Federal Government, University community in conjunction with the Ministry of Sport to make the students get benefit from their leisure time and to develop healthful relationships. To ensure safe and secure environment, the schools should develop school-wide prevention, intervention and response strategies to deal effectively with destructive behaviours; and to prevent serious security escalation.

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