

THE STATUS OF ENGLISH LANGUAGE CURRICULUM IMPLEMENTATION IN SECONDARY SCHOOLS IN SECURITY-CHALLENGED ENVIRONMENTS OF BASSA L.G.A, PLATEAU STATE, NIGERIA

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Abstract

Education has a fundamental role to play in global security but the spate of insecurity in Nigeria has incapacitated education. Plateau state, among other states in Northern Nigeria has become volatile due to terrorist activities such as banditry, farmer-herder clashes, bombing, and kidnapping. These activities have led to the loss of lives, disruption of school activities, and the destruction of school facilities, as well as keeping curriculum delivery under constant threat. This paper, examines the status of English language curriculum implementation in secondary schools in security-challenged environments of Bassa local government area of Plateau state. The study is a mixed method of quantitative and qualitative research. The study is guided by two specific purposes and two research questions. Ninety-six (96) English language teachers which was the entire population of English language teachers in Bassa L.G.A was used for the study. This was because it was a manageable population size. A researcher-made structured questionnaire and an oral interview were used for data collection. These instruments were validated and had a reliability score of 84%. Mean and standard deviation were used to answer the research questions, while the oral interview was analyzed qualitatively using thematic analysis. The findings of the study revealed that English language curriculum implementation is seriously hampered by the security challenges that have bedeviled Bassa L.G.A. and these have negative impact on the teaching and learning of English language. Based on the findings, it was recommended that schools in the Bassa LGA should adopt online teaching as a strategy to ensure effective English language curriculum implementation and for security of lives and property. Also, English language teachers and students should be provided with counselling services for their mental wellbeing and to boost their confidence to return to school in the wake of normalcy.

Keywords: Education, Security, English language, Curriculum Implementation

Introduction

Security remains man's greatest need alongside food and shelter. From the time of creation till date, man has always devised means of securing self and acquired properties from any form of threat. When God created the first humans that ever existed, He ensured their security by keeping them in a garden filled with essentials of life and devoid of any kind of threat to their existence thereby meeting their physiological and safety needs. The existence of man without meeting these basic lower needs such as food, shelter and security; according to Maslow's hierarchy of human needs, amounts to a threat to life. Hence security can be viewed as the absence of danger or threat to life and properties. Security is that element of freedom and absence of fear or anxiety in one's existence. Karuse (1975) as cited in Boemcken and Schetter (2016) defined security as the absence of acute threats to the minimal acceptable levels of the basic values that a people consider essential to its survival. Omoroje et al. (2020) view security as the state of being free from danger, risk or threat. On a broader perspective, various scholars (Šulović, 2010; Degaut, 2015; Afolabi, 2015) have considered security from the realist, liberalist, constructivist, traditional and non-traditional approaches. According to the scholars, the realist and liberalist are termed as proponents of traditional concepts of security in the sense that security is viewed only at the national level and the object of reference is the state or the nation. This approach perceives security as the safety of a nation and its citizens from external attacks or infiltration. The constructivist approach also known as the non-traditional approach gives security a wider and deeper definition. This school of thought argues that instead of

focusing more on external attacks for the survival of a nation, adequate concentration should be given to other issues like environmental, political, economic and social threats that endanger the lives and properties of individuals within the nation. In the twenty-first century, the security paradigm encompasses every facet of human life. It is apparent that the annihilation of external and internal threats and vulnerabilities to life and property defines both individual and state security.

Nigeria as a nation has lost both individual and state security. The Nigerian security system is in a state of anarchy. Every region in the Nigerian state is bedeviled with one security issue or the other; Boko haram insurgents in the North East, Bandits and unknown gunmen in the North West, Fulani Herdsmen and unknown gunmen in the North Central, Indigenous People of Biafra (IPOB) and unknown gunmen in the South East and Fulani Herdsmen in the South West geopolitical zones. The spate of kidnappings and killings in the country is alarming and worrisome. Nigeria is presently facing ‘an unprecedented level of insecurity ranging from intra-communal, inter-communal and inter-ethnic clashes; religious violence; armed robbery; kidnapping, assassination and boko haram insurgency’ (Abubakar, 2011 as cited in Is’haq et al. 2019, p.1). Omoroje et al. (2020) corroborate that insecurity which used to be one of the lowest concerns of Nigeria nation has in the past decade taken a more sophisticated and dynamic twist where kidnapping, youth restiveness, bombing, arson, militancy and insurgency have taken the order of the day. The worst hit sector in all these mayhems is the education sector. Many schools in these volatile areas are permanently closed due to constant attacks on students, teachers, administrative personnel and other non-human resources. Uzuegbu-Wilson (2019) posits that the safety and security of school administrators, teachers and students and the entire community where schools are located are no longer guaranteed. Some school buildings have been turned to dens and camps for these criminal elements. A clear example is the case of Bassa local government area in Plateau state.

Bassa L. G. A of Plateau state has experienced incessant attacks which has led to massive loss of lives and properties. In some communities, students and teachers do not go to school again because of fear of being kidnapped or killed. Communities such as Ancha, RafinBauna, Nzharuvo, Jebbu, ChandoZerreci etc. have steadily witnessed midnight attacks by unknown gunmen leaving scores dead and many injured (www.premiumtimesng.com). According to Nandang (2020), residents of Bassa L.G.A have lamented on continued attacks by unknown gunmen on their communities leading to destruction of agricultural produce as well as education sector as this has led to displacement of a lot of people and shutting down of schools. Attacks on schools has impeded curriculum implementation consequently terminating students’ academic pursuit and destroying the country’s vital instrument of change and development which is education.

Education is the great hub that brings finesse to every human potential; an indispensable tool for manpower and societal development. A critical pillar for human development and a platform for high-level training skills required for every labour market, (Saando & Akpe, 2022). According to Freire (1970) as cited in Omoroje et al (2020), education is a major weapon of social change and the bedrock of social economic development. Alemika (2015) opines that education and security affects each other as the latter empowers and liberates citizens of a country from ignorance, prejudice, bias, superstition, manipulation; and promotes religious tolerance, social harmony and security. It is apparent that education is sine qua non to security and national development. The philosophical belief that education is an instrument for national development and social change is becoming elusive under the wake of colossal attacks on schools. The shutting down of all schools in the Federal Capital Territory, Abuja and its environs on the 27th of July, 2022 speaks volume about the nation’s traumatized education system. Orijinmo (2022) reported that amid intelligence exposé on planned attacks in FCT by armed groups, schools were closed down. This impromptu shutting down of schools, invariably has distorted the academic programmes as some students who were in the middle of

their termly and external examinations had to abruptly end the session and vacate the school premises. Consequently, making curriculum implementation an arduous task

No matter how loaded and qualitative the content of a curriculum is together with instructional materials and qualified teachers to implement the content, if the environment is threatened, the curriculum becomes a mere piece of document. Curriculum implementation is the transfer of the theoretical content of the curriculum into a practical wealth knowledge. It is the process of breathing life into written words by giving learners the opportunity to have adequate interaction with the content and materials contained in the curriculum so as to achieve the desired change in behaviour in the learners. This directly reflects in the society through infusion of developmental changes based on the knowledge and skills garnered over time. Okebukola (2004) as cited in Ukpong and Udoh (2012) posited that curriculum implementation is the translation of the objectives of the curriculum from paper to practice. Nevenglosky et al. (2019) opine that curriculum implementation is the process of instruction delivery by teachers through the use of specified resources as stipulated in the curriculum.

There are factors that ensure effective curriculum implementation; factors such as adequate provision of learning facilities, adequate human resources, quality of teachers, well-motivated teachers and students and school location. Few years ago, most research on curriculum implementation beamed their search light on the quality of teachers. Tom-Lawyer (2014) posits that 90% of the problem on curriculum implementation is on the quality of teachers and this is quite agreeable based on the fact that teachers are the major agents in the curriculum implementation process. Currently, in Nigeria context, the greatest clog in the wheel of curriculum implementation is the unsafe school environment. The volatile nature of the nation, has made the school environment to be a target zone for victims of circumstances. Ohadiugha and Yaksat (2022) agree that when a school environment lacks adequate security for school administrators, teachers and students, then curriculum implementation will be unachievable. 'The education system is deep into crises on multiple fronts, including arrears of access and quality education', (Bakari, 2020 p.194). Atanda (2013) declares that the implementation of various curricula at the school or institutional level is the aspiration of any society to achieve political, social and economic development. But with the ceaseless attacks on schools, achieving the national educational objectives is becoming a mirage. School administration which curriculum implementation is one of them is the main key for the attainment of educational objectives as opined by Mohammed and Ogunode (2022). With the current insecurity issues in Nigeria, the possibility of curriculum implementation and specifically English language curriculum implementation may become questionable.

English language may be said to be the backbone of all the subjects taught at various level of education in Nigeria, hence, proficiency in the language is of great necessity. English language is the bridge to the nation's communication gap. Due to the multilingual nature of the country, English language provides the communication nexus on which every tribe and ethnic group get connected. Based on this fact, proficiency and competence in this language is tied to our national development. Obi (2013) remarks that societal integration and development are hinged on language and there is no human society that is not tied to the existence of a particular language which acts as a unifying force and a tool for achieving national integration and development. Ogwudile (2019) declares that without English language, the unity of Nigeria as a nation is most improbable, if not rightly impossible. The Federal Government of Nigeria underscores this fact in her language policy by granting English language the status of the sole official language and language of instruction. This was further emphasized in the national curriculum for senior secondary school which clearly states that the curriculum is designed to achieve a high level of proficiency in the Nigerian students' use of English language, preparing students for tertiary and vocational education for the world of work after leaving school (FRN, 2013). Obviously, proficiency in English language among Nigerian students is a 'Stimulus Indicator' of their academic achievement and career growth. If curriculum implementation of

English language is faced with so much fraught due to attacks on schools caused by insecurity, then achieving educational goals will be illusionary.

Purpose of the Study

The main purpose of the study was to investigate the status of English language curriculum implementation in secondary schools in security-challenged environments of Bassa L.G.A in Plateau state. Specifically, the study sought to:

1. determine the impact of security-challenged environments on English language teaching and learning in Bassa L.G.A
2. find out the challenges insecurity pose on the teaching and learning of English language in Bassa L.G.A

Research Questions

The following research questions were formulated to guide the study:

1. what is the impact of security-challenged environments on English language teaching and learning in Bassa L.G.A?
2. what are the challenges insecurity pose on the teaching and learning of English language in Bassa L.G.A?

Methods

Research Design

The research design employs a mixed-methods approach, integrating both a descriptive cross-sectional survey and qualitative interview. The descriptive cross-sectional survey enables the collection of quantitative data from participants at a single point time, facilitating the analysis of variables and their relationships (Gay et al, 2012). Whereas qualitative interview is a method that allows participants to share their feelings, prejudices, opinions, desires and attitudes towards different phenomena that they experience or aware of (Dunwoodie, 2022).

Population of the Study

The target population for this study was all English language teachers in Bassa LGA of Plateau State, Nigeria. According to the records from the Plateau State Ministry of Education (2023), the total number of English language teachers currently employed across all public secondary schools in Bassa LGA was ninety-six (96). Bassa LGA was purposefully selected for this study due to its manageable population size which made data collection feasible.

Instrument for data collection

The researchers did triangulation where two instruments were used for data collection namely, structured questionnaire and a semi-structured oral interview. All 96 English language teachers responded to the questionnaire while five teachers were purposively sampled for the interview phase. The interviewees were selected based on their acceptance to be interviewed further after responding to the questionnaire. The decision to sample five teachers was based on the need to ensure a manageable yet diverse representation of perspectives, allowing for in-depth qualitative insights that could complement the quantitative data collected from the questionnaire. This sample size is consistent with qualitative research practices that emphasize depth over breadth, enabling a richer understanding of the participants' experiences and opinions. Before the interview, the consents of the interviewees were sought, and their anonymity guaranteed.

Method of data analysis

The data were analyzed using mean and standard deviation. Thematic content analysis was used to analyze the interview data.

Results

Research Question 1: what is the impact of security-challenged environments on English language teaching and learning in Bassa L.G.A?

| S/No | Item statement | X | SD | Decision |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|---------------|
| 1 | English language teachers do not go to school regularly due to the fear of being kidnapped or killed by insurgents. | 3.52 | 0.61 | Accept |
| 2 | students do not go to school regularly due to the fear of being kidnapped or killed by insurgents | 3.53 | 0.59 | Accept |
| 3 | Students' formative and cumulative assessment of English language is rarely carried out due to irregularities in teaching and learning of the subject caused by insurgency. | 3.43 | 0.61 | Accept |
| 4 | English language termly scheme of work is not covered due to activities of insurgents. | 3.54 | 0.59 | Accept |
| 5 | School academic calendar is disrupted due to the activities of insurgents. | 3.51 | 0.50 | Accept |
| 6 | Constant living in fear of insurgency affects psychological state of English language teachers and students. | 3.37 | 0.52 | Accept |
| 7 | Parents withdraw their wards from school due to activities of insurgents. | 3.43 | 0.62 | Accept |
| 8 | English language teachers relocate to other areas due to activities of insurgents. | 3.27 | 0.62 | Accept |
| 9 | Students perform poorly in English language during termly examination due to lack or not enough teaching and learning of English language. | 3.17 | 0.54 | Accept |
| 10 | Students perform poorly in English language in external examinations such as WAEC, NECO, etc. as a result of insurgency. | 3.05 | 0.56 | Accept |
| Cluster mean | | 3.38 | | Accept |

The results in Table 1 reveal responses of the respondents on the impact of security-challenged environments on English language teaching and learning in Bassa L.G.A. The results show that the respondents agreed to all the items in the table ranging from items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 with the mean score of 3.52, 3.53, 3.43, 3.54, 3.51, 3.37, 3.43, 3.27, 3.17 and 3.05 respectively. All the items have mean score above the criterion value of 2.50 with cluster mean of 3.38. This is an indication that all the English language teachers agreed to all the items of the instrument as impact of security-challenged environments on English language teaching and learning in Bassa LGA.

Research Question 2: What are the challenges insecurity pose on the teaching and learning of English language in Bassa L.G.A? (n = 96)

| S/No | Item statement | X | SD | Decision |
|------|--------------------------------------------------------------------------------------------------------------|------|------|----------|
| 11 | English language teachers are prone to be kidnapped or killed on their way to/from school due to insurgents. | 3.71 | 0.45 | Accept |
| 12 | Teachers are prone to be kidnapped or killed on their way to/from school due to insurgents. | 3.76 | 0.42 | Accept |
| 13 | English language lessons are disrupted by the activities of insurgents. | 3.56 | 0.51 | Accept |

| | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------|-------------|-----------------|--------|
| 14 | English language is always taught in a tensed atmosphere. | 3.43 | 0.57 | Accept |
| 15 | English language is no longer taught on a regular basis. | 3.35 | 0.68 | Accept |
| 16 | Few or none of the topics in the weekly scheme of work are/is covered in English language before the close of term. | 3.14 | 0.52 | Accept |
| 17 | School facilities for teaching of English language are destroyed by insurgent activities. | 3.07 | 0.63 | Accept |
| 18 | Instructional materials for teaching English language are destroyed by insurgent activities. | 3.00 | 0.58 | Accept |
| 19 | Students are not assessed regularly in English language due to the activities of insurgents. | 3.59 | 0.70 | Accept |
| 20 | There is no learning of English language at all due to the activities of insurgents | 2.03 | 0.86 | Reject |
| Cluster mean | | 3.26 | Accepted | |

The results in Table 2 reveal the challenges insecurity pose on the teaching and learning of English language in Bassa L.G.A. The results show that the respondents agreed to items in the table ranging from items 11,12, 13, 14, 15, 16, 17, 18 and 19 with the mean score of 3.71, 3.76, 3.56, 3.43, 3.35, 3.14, 3.07, 3.00 and 3.59 respectively. The items have a mean score of above 2.50 which is above the criterion benchmark with cluster mean of 3.26 which means that the items were accepted. All the items of the instrument were accepted except item 20 which has a mean score of 2.03 which was rejected. Item 20 reads that there is no learning of English language at all due to the activities of insurgents. The rejection of this item is an indication that the teachers agreed that there is learning of the English language in Bassa LGA. This implies that all the English language teachers agreed to all the items of the instrument as challenges insecurity pose on the teaching and learning of English language in Bassa L.G.A. The analysis of the interview on research question one revealed that all the teachers interviewed maintained that English language curriculum implementation in secondary schools in security-challenged environments of Bassa LGA in Plateau State is bedeviled with insecurity.

Many of the teachers lamented that the insecurity issues in Bassa LGA have resulted in low enrolment of students as well as poor attitude to work by teachers. This has negatively hampered the effective implementation of the English language curriculum in secondary schools in the area. A teacher indicated her concern about the negative impact of insecurity in Bassa LGA on the implementation of the English language curriculum thus: Excerpt 1 (T1) “Most of the curriculum contents are not covered due to insecurity. The worst is that some parents have resorted to keeping their wards at home for fear of being attacked in school. Some teachers have stopped coming to school as a result of the security challenges in the area which makes the full implementation of the curriculum problematic.” Furthermore, one of the teachers regretted the implications of the insecurity issues in Bassa LGA and she has this to say: Excerpt 2 (T2) “Nobody wants to come out when there is problem. Sometimes, we experience insecurity crisis two to three times in a term and when this happens, the school is temporarily shut down. When school finally reopens, a lot must have been lost. Academic periods lost may never be regained. This becomes challenging as teachers may find it difficult to comprehensively cover the English language curriculum. This leads to producing half-baked learners.”

The teachers in excerpts 1 and 2 above explicitly mention issues with completing the curriculum content due to security challenges. The first states that most contents are not covered, suggesting large voids and exclusions in the instructional transaction of topics. The second finds comprehensive coverage difficult, alluding to superficial handling of concepts without proper depth or rigor. When examined closely, these comments point to an overarching theme of widespread and significant curriculum gaps emerging as a direct outcome of the disruptions caused by the insecure environment. With substantial portions of the prescribed

syllabus being inevitably left unaddressed, there are serious doubts about whether intended learning outcomes are actually being achieved and requisite competencies imbibed. More so, the first teacher's concern about producing "half-baked learners" reveals an overarching theme linked to how the security issues pose a fundamental risk to student achievement. Incomplete inputs and disruption of the pedagogic process can clearly translate to inadequacies, shortcomings and deficiencies in learner acquisition of knowledge, skills and competencies as outlined in the curriculum objectives. When proficiency levels are thus compromised, long term career prospects and societal roles of students may also get undermined.

In Excerpt 3, another teacher expressed a different view as she looked at the insecurity issues in a psychological perspective. The insecurity in Bassa LGA has affected the psychology of the learners in the area. The teachers lamented that the students are frightened at any slightest sound in the classroom or within the school environment. Below are direct excerpts from her interview: Excerpt 3 (T3). "Most times, students will be in the class but they are absent-minded because nobody knows when attackers will strike. The students panic at any little sound. In fact, both teachers and students are living in fear. With this chaotic situation in Bassa, the English language curriculum is far from being effectively implemented." By mentioning students living in constant fear and panicking at minor stimuli, she brings to light how prevailing insecurity has created a pervasive atmosphere of unease and anxiety among learners. Such persistent feelings of distress are counterproductive to focused learning. Reinforcing this is the implication that even teachers have been psychologically impacted, as they too are "living in fear". This points to an overarching theme of detrimental impacts on mental wellbeing, with fear psychosis emerging as the new normal within the school community. Sustained fear psychosis can undermine cognitive performance and stunt social-emotional development over the long run.

Learning takes place in an atmosphere of peace and tranquility. A male teacher stated that lesson delivery cannot be achieved if the school environment is not conducive enough for teaching and learning. Almost all the teachers interviewed pointed to the fact that security promotes effective learning situations. The following Excerpt 4 from a male teacher would be enough to buttress the point: Excerpt 4 (T4) "Sometimes teachers take the risk of coming to school but will not see any student to teach. Some teachers even when they come to school, they do not stay till the close of work. Some teachers are applying for transfer out of Bassa LGA but nobody wants to be posted to the area to replace them due to insecurity. Everybody is on the run." The male teacher's perspective cogently underscores how the disturbed conditions render the school ambience patently unsuitable for meaningful pedagogy. By stating that lesson delivery cannot be achieved without peace, he highlights the unsuitability at both macro (institutional) and micro (classroom) levels. When the environment itself does not support or is a source of disruption, it forms a formidable impediment to teaching-learning processes. What ought to be a safe nurturing space for scholastic exploration has been turned into a source of unease instead. Regrettably, the fifth teacher in her interview narrated the consequences of the security challenges in the school when she mentioned some of the adverse destruction of some school properties and teaching resources by the attackers. Here are her direct words: Excerpt 5 (T5) "Most of the English language teaching materials and resources were burnt and replacement of these resources is not always easy." English language teaching and learning requires the use of the necessary teaching resources and materials for effective curriculum delivery in schools. Such resources may include; language laboratories, libraries, computers, projectors, starboards, whiteboards among others. By mentioning destruction of English teaching materials and resources like equipment, the teacher in Excerpt 5 highlights how loss of such aids constrains pedagogical strategies and hands-on learning methods. Replenishing stocks amid financial difficulties poses an additional burden. Resource deprivation restricts multi-modal delivery and differentiation, impacting various learning styles and needs.

Discussions

The main purpose of this study was to investigate the status of English language curriculum implementation in secondary schools in security-challenged environments of Bassa L.G.A, Plateau state. Specifically, the study focused on the impact of security-challenged environments on English language teaching and learning and the challenges insecurity pose on the teaching and learning of English language in Bassa L.G.A. In relation to research question one, the result revealed that the security-challenged environments have negative impact on the teaching and learning of English language as teachers and students do not regularly go to school due to fear of being kidnapped, formative and cumulative assessment of English language are rarely conducted, English language scheme of work is not covered, school academic calendar is disrupted, teachers and students are psychologically affected, parents withdraw their wards from school while teachers relocate and finally students perform poorly both in internal and external examinations. In line with the findings of this study, Ojukwu (2017) revealed that insecurity of school environment significantly affects the academic performance of secondary school students. Saaondo and Akpe (2022) agree with the findings of the present study as they reveal that curriculum implementation even at the tertiary level of education is highly affected by insecurity which has claimed both lives and properties of students and teachers. Also, in tandem with the findings of this study is Bakari (2021) who submits that the recent spate of mass kidnapping of school children arguable represents the gravest existential threat and crisis to the education system.

In respect to research question two, the findings of this study revealed that the challenges insecurity pose on the teaching and learning of English language in Bassa L.G.A are: English language teachers and students are prone to be kidnapped or killed on their way to and from school by insurgents, English language lessons are disrupted by the activities of insurgents, English language is always taught in a tensed atmosphere, English language is no longer taught on a regular basis, school facilities and instructional materials for teaching English language are destroyed and students are not assessed regularly all due to the activities of insurgents. This implies that English language curriculum implementation is greatly threatened in Bassa L.G.A. This could be the reason for steady disruption of school academic calendar, termly scheme of work not covered and no alternative emergent remote learning for the delivery of English language curriculum. Hence, students are bound to be greatly affected in their academic achievements. This could also result to demotivation among teachers and students. And when there is lack of motivation among these key players, educational objectives will become unattainable. In line with the findings of this study, Uzuegbu-Wilson (2019) submits that the inaccessibility of schools as a result of insurgency remains a serious challenge to the knowledge givers, the learners and other critical stakeholders as the traumatic experiences instill fear on the teachers and students alike thereby making it very difficult for them to return to back to school.

The findings of this study also support Atanda (2013) who concurs that due to constant attacks on schools, lives and school infrastructure have been wantonly destroyed and this cumulates to having the development of the country being a mere dream. And this is for the singular fact that effective teaching and learning which brings about national development can only take place in a safe and conducive environment. Tom-Lawyer (2014) corroborates with the present study as the study revealed that students' poor performance in English language is due to lack of interest and negative attitude which hinders the implementation of the curriculum. It suffices to conclude that if students' overall interest in learning English language rated on a scale of 100% scored 20% under a conducive learning environment, then it will nose dive to 0% under a tensed learning environment. The findings of this study also agree with Ekpo et al (2020) who revealed that kidnapping of students and lecturers among other criminal activities is one of the prevalent security challenges facing education system.

In triangulating the quantitative data with the qualitative data, the teachers' oral interview equally revealed that effective implementation of English language curriculum in

secondary schools in Bassa L.G.A is greatly hampered due to security challenges. Consequently, this has resulted in poor enrolment of students as well as poor attitude to work by teachers. In consonance with the findings of the present study, Ohadiugha and Yaksat (2022) revealed that there exists a significant relationship between insecurity and poor curriculum delivery. The findings of this study also converge with the submission of Hauwa and Ogunode (2022) who revealed that security challenges in the northern part of the country have led to death of teachers and students, affected achievement of education objectives, enrolment and retention of students and also has led to disruption of school administration and academic calendar of secondary schools across the zone.

Conclusion

This study set out to investigate the status of English language curriculum implementation in secondary schools in security-challenged environments of Bassa L.G.A, Plateau state. The findings revealed that the teaching and learning of English language has been greatly hampered by the security challenges bedeviling the area. Specifically, it was found that insurgency activities pose serious challenges such as disruption of lessons, destruction of learning facilities, breakdown of school calendar, psychological trauma for teachers and students, among others. The impacts of these security challenges on the implementation of the English language curriculum were also profound. The study established that curriculum coverage has been adversely affected, assessment of students' progress is irregular, teachers and students have poor attendance at school due to fear of attacks, and overall student achievement has declined. This implies that skill acquisition and mastery of English language which is crucial for further education and career prospects is being undermined. Finally, education remains key to nurturing responsible citizens, driving sustainable development, and maintaining national security and cohesion in Nigeria. However, the persistent attacks on schools in some parts of the country pose grave dangers to the realization of these societal goals. Urgent multi-sectoral action is warranted to address both the immediate security concerns disrupting schooling as well as the long-term root causes perpetuating the violence. Only then can we work towards achieving quality education for all children as enshrined in the national education policy, especially in volatile areas like Bassa LGA of Plateau state.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Schools in Bassa L.G.A should adopt online teaching as a strategy for effective English language curriculum implementation.
2. English language teachers and students should be provided with counselling services for their mental wellbeing and to boost their confidence to return to school in the wake of normalcy.

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