

THE RELATIONSHIP BETWEEN CURRICULUM DELIVERY AND SECURITY CHALLENGES IN NIGERIA

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Abstract

The study investigated the relationship between curriculum delivery and security challenges in Nigeria, using Kaduna State as a case study. To actualize this aim, the researcher designed two research questions and two null hypotheses to guide the study. The study was correlational. The population of the study comprised all 1030 teachers in public secondary schools in Kaduna South Local Government Area of Kaduna State. Using Taro Yamen Sampling Formula, a sample size of 206 respondents made up of 97 male and 109 female teachers was randomly drawn from the total population. Two self-structured non-cognitive instruments titled "Curriculum Delivery Scale" (CDS) with 10 items, "Insecurity Assessment Scale" (IAS) with 15 items were used for data collection. The face and content validated instruments (CDS and IAS) were subjected to reliability tests using the Cronbach alpha reliability coefficient which yielded a coefficient index of 0.88 and 0.91 respectively. Pearson's Product Moment Coefficient (r-value) was used to answer the research questions, while a t-test associated with r-value was used to test the null hypotheses. The study found among other things that there exists a significant relationship between insecurity and poor curriculum delivery and the opinions of male teachers on insecurity and poor curriculum delivery significantly relate to that of their female counterparts. The study recommended that Federal Government in conjunction with the affected State Governments should establish an especially well-trained, armed but highly intelligence-driven and disciplined security outfit and charge it with the sole responsibility of gathering the intelligence of possible attacks on schools and their facilities and of putting up the measures to neutralize attacks before they occur and tighter and stronger security should be beefed up in and around those schools located in the remote and secluded areas which have been the easiest and main targets for terrorists, abductors and bandits.

Keywords: Curriculum Delivery, Security Challenges, Teachers and Students.

Introduction

Effective teaching and learning always thrive in a peaceful, enriched and calm environment. Classrooms in which the teacher and his students hold academic interactions or transactions are not only supposed to be conducive and comfortable for instructional purposes but also are expected to be teaching friendly and distraction-free. This is important if designated palatable instructional outcomes are to be attained. Thus, the curriculum delivery (teaching and learning) process is supposed to run smoothly without unnecessary hitches or obstacles, just as it is expected that the school calendar or activities and academic terms will run without any disruptions of any kind to encourage quality curriculum delivery and better academic performance among the students.

Flake (2017) was of the view that curriculum contains all that the teacher is to teach and all that the learners are to learn, while delivery talks about teaching the pupils or students from the contents of the school curriculum. Thus, when a teacher, armed with a lesson note and other instructional materials moves into the classroom, stands before a class of students, engages their interest in the lesson of the day and starts to teach them by trying to cover specified learning outcomes, it will be said that such a teacher is engaging in curriculum delivery. Curriculum delivery entails the process of conveying the contents of school prepared lessons to the pupils/students in such a way that makes them understand the contents well. Curriculum delivery deals particularly with how to teach the learners what they are supposed to learn so effectively in such a way that aids their good understanding of what was taught and encourages impressive instructional outcomes or performance among such learners. It is the act of teaching the pupils or students from the school curriculum in the most effective way. Thus, in the curriculum delivery process, there is a teacher who serves as the conveyer or deliverer, and at the other end, there are pupils or students who are the recipients of what is conveyed or delivered. Curriculum delivery involves three things namely the purpose, the process and the outcome. The purpose has to do with setting clear goals and objectives what to be taught, the process talks about everything about how to conduct the teaching effectiveness and the outcome deals with the thorough evaluation of what has been taught to ascertain whether or not the ultimate goals or objectives have been attained. There is a general presumption, though rebuttable, that curriculum is not delivered unless and until the pupils or students learn what they are supposed to learn (Flake, 2017; Wiles, Bondi & Sowell, 2002).

Curriculum delivery (teaching) is both science and art. It is a science because a teacher requires good knowledge and experience to be able to teach or deliver very effectively. That is why teachers go to colleges of education and/or faculty of education in many universities to acquire the requisite knowledge and experiences that will enable them to teach effectively. From such training, teachers harvest the

knowledge and experiences required of them for the mastery of and specialization in their subject areas. On the other hand, it is an art in that a teacher needs to have and apply sound teaching skills such as how to organize his classroom, how to communicate and interact effectively, how to create a friendly and humorous classroom atmosphere, how to capture, arouse and engage students' interest and enthusiasm towards the lesson of the day, how to select and apply instructional strategies appropriately, how to conduct the presentation of the lesson in an orderly and clear fashion, and how to evaluate the lesson properly. Curriculum delivery as art also extends to the ability of a teacher to apply various instructional methods appropriate to achieve the desired results (Flake, 2017).

Furthermore, effective curriculum delivery is anchored on a certain number of principles. Principles of curriculum delivery are a developed body of rules that are laid down to govern the way a teacher must deliver the contents of the school curriculum to his students. These are the principle of mastery, which holds that effective curriculum delivery will only be achieved if the teacher masters his subject area very well; the principle of clarity holds the objectives of what is to be delivered to the learners must be clearly stated, the principle of scope and timing states every curriculum delivery must have a specific area (or topic) of coverage within a specific allotted time or duration, the principle of selection of methods and instructional materials for delivery states that effective curriculum delivery can be achieved if, and only if appropriate instructional methods and materials are selected and used, the principle of arousal, capturing and engaging of interest states that without arousing, capturing and engaging of the learners' interest towards the lesson of the day, delivery will fail and learning objectives will be defeated; principle of communication and presentation holds that effective communication enhances the learners' understanding of what is to be or has been delivered and that the presentation process must be orderly; while principle of evaluation states that what is delivered is incomplete without ascertaining how far the learners are able to learn what has been delivered to them (Flake, 2017; Wiles, Bondi & Sowell, 2002).

According to Harden (2001), there are conditions under which curriculum can be effectively delivered. In other words, some conditions encourage effective teaching and learning. One of such conditions is an enriched school environment. A school environment may be regarded as enriched where there are adequate infrastructural facilities and equipment, adequate and up-to-date instructional materials that support teaching and learning, where teachers who are used to delivering the school curriculum are sufficiently motivated and enjoy fair and just conditions of service, where teachers are adequate in quantity and placed in their respective areas of specialization to cover all the school subjects and where it has been made a mandatory priority to develop teachers professionally in a periodically ordained fashion. Another condition that determines effective

curriculum delivery is the location of the school. That is to say that school must not be sited in a busy and noisy environment where students' focus or attention to the lesson is bound to be distracted (Harden, 2001). Apart from the above conditions already mentioned, another condition that can be so injurious to effective curriculum delivery is the environment like Nigeria where there are various and serious security challenges such as terrorism, killer herdsmen, banditry, kidnapping, hooliganism, militancy, and arson.

Security challenges are a set of identifiable safety-threatening problems resulting from a state where a particular geographical location (environment) could be described as not being safe or protected (Nwangwa, 2014). According to Hornby (2010), the security of a school environment could be said to be challenged where it is not safe or protected to conduct any academic activities such as teaching and learning. From this working definition, insecurity in the context of this study is taken to mean loss of safety or protection of the school environment to such an extent that it is so harmful and dangerous to conduct any meaningful academic businesses such as curriculum delivery (teaching and learning). That suggests that under any heightened insecurity, the safety of lives and property becomes highly elusive. Thus, a school environment is not safe or protected when teachers; non- teachers and students can be easily harmed or not well protected against harm or any possible attacks. So, the school environment is security challenged where the safety or protection of the school administrators, teaching, non-teaching staff, students, parents and guardians, visitors, and all school stakeholders within a particular school environment cannot be guaranteed. In a highly security-risky environment as we have in the North-East (Borno, Adamawa, Yobe, Taraba States) and in some parts of the North-Central (Benue, Plateau, and Niger States), North West (Kastina, Zamfara, and Kaduna States) of Nigeria, the safety of lives and property is bound to become largely elusive as it has been for some times now (Global Coalition to Protect Education from Attacks, 2018 Report; Nwangwa, 2014).

The spate of security challenges and the dangerous dimensions and large proportion they are growing into in Nigeria has been linked to some factors. One of them is the proliferation of light weapons and small arms that are now in the possession of non-state actors. The non-actors are persons not authorized under the law or by the government to bear weapons and arms such as political thugs, etc; the porosity of Nigerian borderlines makes it very easy for entry of an army of terrorists, bandits, killer herdsmen from neighbouring countries like Chad, Niger, being sympathetic to terrorists, bandits, killer herdsmen, etc, by some highly placed Nigerians and politicians; lack of political will to legally prosecute and punish those apprehended in the act of terrorism, banditry, hooliganism, human organ harvesting, etc; corruption and embezzlement of funds set aside to fight security challenges in Nigeria; ignorance and abject poverty among the

Nigerian populace, among others (Global Coalition to Protect Education from Attacks, 2018 Report; Nwangwa, 2014).

The presence of security challenges in the above-named places in Nigeria has caused either complete or partial closure of schools by the government thereby disrupting and distorting smooth running of all academic activities, particularly curriculum delivery (teaching and learning). Complete closure of schools is usually an order from the government or government through its relevant educational body directing all the schools within its jurisdiction to shut down in the face of prevailing safety-threatening situations, while the partial closure of schools is when such an order affects only some or a few schools and not all the schools. Most times, this order has to be made due to terrorists' or bandits' attacks on schools resulting in killing, kidnapping, maiming and raping of teachers and students and even destroying completely the school's physical facilities and equipment. The ugly incidents of "Borno bombing of schools", "Chibok Girls" of Borno State and the recent case of "Kankara Boys" of Kastina State are very few of hundreds of instances of terrorists' and bandits' attacks on schools in Nigeria (Khalid, 2012). There are a large number of reported cases of attacks on schools in Nigeria, according to the report of the Global Coalition to Protect Education from Attacks (2018), Boko Haram used arson and other means to destroy schools. In 2017, the United Nations (UN) estimated that the conflict between Boko Haram and security forces had destroyed 1,500 schools from January 2014 to December 2016, with at least 1,280 teacher and student casualties. These numbers represented more widespread and systematic occurrences of attacks on schools from 2013 to 2015 than during the 2009-2013 period covered in Education under Attack in 2014, which coincided with increased activity by Boko Haram. Attacks on schools decreased after 2015, possibly due to the closure or destruction of schools in northeastern Nigeria, which left Boko Haram fewer institutions to attack. An Amnesty International report stated that up to 50 schools were attacked, burned, or destroyed in Borno State alone in 2013, resulting in the deaths of 70 teachers and dozens of students. The UN, international media sources and the US Department of State reported that on July 6, 2013, members of Boko Haram attacked and burned down a secondary school in Mamudo, Yobe State, during the day, killing at least 29 male students and one teacher (Global Coalition to Protect Education from Attacks, 2018 Report). In recent times, it seems that schools have become good targets as well as good grounds for financial rewards, especially for the bandits or gunmen who now break into schools to abduct students for huge ransom payments (Khalid, 2021). The unfortunate incident is the recent abduction of twenty students (14 boys and 6 girls) together with three non-academic staff of the Greenfield University in Kaduna State by the bandits and where three of the abductees were shot dead by their abductors and a whopping sum of one hundred and eighty million naira

(N180, 000,000.00) was paid as a ransom for the release of the other students alive (Wuyo, 2021, Legit. ng News Report, 2021 & Aljazeera News Report, 2021). According to Jones (2021), on 29th February 2021, more than 300 boarding school girls of the Government Girls' Science Secondary School were kidnapped by unidentified gunmen in Jangebe, Zamfara state. Antonio Guterres, the United Nations Secretary-General on 3rd June 2021 through the Cable Network News (CNN) lamented that school abductions in Nigeria are developing into an "abhorrent pattern". He noted that there have been several cases of school abductions in Nigeria, especially across the North, resulting in the kidnap of at least 700 students and children since 2020. In the latest attack targeting school children, more than 100 pupils and students were abducted from Salihu Tanko Islamiyya School in Tegina town, Rafi Local Government Area of Niger State on 30th May 2021, and a ransom of 110 million naira was demanded by the abductors for the release of the abducted students (Cable Network News Report, 2021).

There is no doubt that these security challenges have devastating effects on the victims such as depriving the teachers and students of their peace of mind and comfort, depriving them of their lives and property, depriving them of their very means of livelihood, physical and mental health; making them orphans, widows, widowers, internally displaced persons, exposing them to terrible traumatic experiences such as loss of loved ones, rape, etc. Most of the times, the attacks have left the school buildings where curriculum delivery (teaching and learning) is supposed to take place destroyed thereby postponing all academic activities indefinitely. It is an irrefutable fact that in the presence of serious security challenges as the ones we have in Nigeria, effective curriculum delivery (teaching and learning) is very much elusive.

There are some relevant studies on curriculum delivery and security challenges. A study by Uwimbabazi (2018) revealed that lack or loss of safety within or around the school environment leads teachers and students to lose focus, peace of mind and comfort that are mostly required for effective teaching and learning. Hamza (2017) found that there is a significant relationship between insecurity and disruption of academic calendar, activities and programme and a significant relationship between insecurity and poor instructional delivery. A study by Abdullahi (2015) revealed no significant difference between the mean ratings of male and female teachers on their opinions that insecurity causes disruption and distortion of academic activities, especially effective teaching and learning (curriculum delivery).

The security challenges, no doubt, have grown to an alarming rate as education in general and teachers together with students, in particular, are today bearing the brunt of the unsafe academic environments in Nigeria. It is from such angle came the problem which agitated the researcher's mind into conducting this current

study to find out whether or not there is any significant relationship between the security challenges in Nigeria and poor curriculum delivery (teaching and learning).

Statement of the Problem

Education is a serious business and as such demands a tension-and-distraction- free environment where teachers and students would have a relaxed mind, undivided focus, comfort and safety to interact and engage meaningfully in an academic manner or fashion. Effective curriculum delivery (teaching and learning) can never happen in an unsafe school environment where teachers and students do not have relaxed minds or comfort as a result of being under the apprehension of attacks which may befall them in the forms of killing, maiming, kidnapping/abduction or rape. It has become a worrisome trend in Nigeria about the increasing rate of security challenges in some parts of the country which has truncated and is still truncating education generally and effective curriculum delivery particularly. Indeed, it has become a recurring decimal almost on monthly basis in Nigeria to witness terrorists' or bandits' attacks on teachers and students, or school buildings, facilities and equipment which often has led to the closure of schools in the affected areas or locations and indefinite postponement or suspension of all academic activities including curriculum delivery (teaching and learning). In those affected areas, it is not our place to see teachers and students of the schools that are still open for academic activities panicking for the fear of being attacked, killed or abducted for a huge ransom. It is against this background that the researcher became agitated to carry out a study on the relationship between curriculum delivery and security challenges in Nigeria, using Kaduna South Local Government Area of Kaduna State as a case study.

Objectives of the Study

This study aims to investigate the relationship between curriculum delivery and security challenges in Nigeria, using Kaduna State as a case study. Specifically, this study sought to accomplish the following objectives:

1. To find out the relationship between insecurity and poor curriculum delivery in secondary schools in Kaduna South Local Government Area of Kaduna State.
2. To examine to whom the extent the opinions of male teachers on insecurity and poor curriculum delivery relate to that of their female counterparts.

Research Questions

The conduct of this study was guided by the following research questions:

1. What is the relationship between insecurity and poor curriculum delivery in secondary schools in Kaduna South Local Government Area of Kaduna State?

2. To what extent do the opinions of male teachers on insecurity and poor curriculum delivery relate to that of their female counterparts?

Hypotheses

The conduct of this study was guided by the following null hypotheses tested at 0.05 alpha level of significance.

H₀₁: There is a significant relationship between insecurity and the effective curriculum delivery in secondary schools in Kaduna South Local Government Area of Kaduna State.

H₀₂: The opinions of male teachers on insecurity and effective curriculum delivery do not significantly relate to that of their female counterparts.

Methodology

The study was correlational. The population of the study comprised all 1030 teachers in public secondary schools in Kaduna South Local Government Area of Kaduna State. Using Taro Yamen Sampling Formula, a sample size of 206 respondents made up of 97 male and 109 female teachers was randomly drawn from the total population. Two self-structured non-cognitive instruments titled “Poor Curriculum Delivery Scale” (PCDS) with 10 items, “Insecurity Assessment Scale” (IAS), 15 items were used for data collection. The face and content validated instruments (PCDS and IAS) were subjected to a reliability test using the Cronbach alpha reliability coefficient which yielded coefficient indexes of 0.88 and 0.91 respectively. Pearson’s Product Moment Coefficient (r-value) was used to answer the research questions, while a t-test associated with r-value was used to test the null hypotheses.

Results

The results of the study are presented as shown below.

Research Question 1: What is the relationship between insecurity and poor curriculum delivery in secondary schools in Kaduna State?

Table 1a: Pearson Product Moment Coefficient Analysis on Relationship between Insecurity and Poor Curriculum Delivery

Variables	\bar{X}	Variance r-Value σ^2	Df		Remark
Insecurity	3.05	0.05285	9	0.965204	0.05
Poor Curriculum Delivery	2.98	0.059628			

Table 1a shows a correlation coefficient (r-value) of 0.97 at 0.05 alpha level of significance for first and second variables. The result, therefore, reveals that there is a positive relationship between insecurity and poor curriculum delivery in secondary schools in Kaduna State.

Hypothesis 1: There is a significant relationship between insecurity and poor curriculum delivery in secondary schools in Kaduna South Local Government Area of Kaduna State.

Table 1b: T-test associated with Pearson Product Moment Coefficient on Relationship between Insecurity and Poor Curriculum Delivery

Variables	\bar{X}	Standard Deviation	DF	t	Remarks
Insecurity	3.452379	2.262157			Significant Ho ₁ Rejected
3.05					
0.05285					
Poor Curriculum Delivery					
2.98					
0.059628 Alpha Level = 0.05					

Table 1b shows that t-calculated is 3.45 at 0.05 alpha level of significance while t-critical is 2.26. Since t-calculated (3.45) is greater than t-critical (2.26), the null hypothesis is rejected and the alternate hypothesis accepted. Therefore, there is a significant relationship between insecurity and poor curriculum delivery in secondary schools in Kaduna State.

Research Question 2: To what extent do the opinions of male teachers on insecurity and poor curriculum delivery relate to that of their female counterparts?

Table 2a: Pearson Product Moment Coefficient Analysis on the Extent the Opinions of Male Teachers on Insecurity and Poor Curriculum Delivery relate to that of their Female Counterparts

Variables	\bar{X}	Variance	n-Value	DF	r	Remarks
Male	3.07	0.07557				
Female	2.99	0.081838	14	0.962658	0.05	Positive Relationship

Table 2a shows a correlation coefficient (r-value) of 0.96 at 0.05 alpha level of significance for first and second variables. The result, therefore, reveals that the opinions of male teachers on insecurity and poor curriculum delivery, to large extent, positively relate to that of their female counterparts.

Hypothesis 2: The opinions of male teachers on insecurity and poor curriculum delivery do not significantly relate to that of their female counterparts.

Table 2b: T-test associated with Pearson Product Moment Coefficient on the Extent the Opinions of Male Teachers on Insecurity and Poor Curriculum Delivery relate to that of their Female Counterparts

Gender	Mean	Standard Deviation	t-statistic	df	Significance (2-tailed)
Male	3.07	0.07557	3.933958	14	Significant Ho2 Rejected
Female	2.99	0.081838			

Alpha Level = 0.05

Table 2b shows that t-calculated is 3.93 at 0.05 alpha level of significance while t- critical is 2.15. Since t-calculated (**3.93**) is greater than t-critical (2.15), the null hypothesis is rejected and the alternate hypothesis accepted. Therefore, the opinions of male teachers on insecurity and poor curriculum delivery significantly relate to that of their female counterparts.

Discussion of the Results

The results of the study are presented as follows:

Relationship between Insecurity and Poor Curriculum Delivery

It was found that there exists a significant relationship between insecurity and poor curriculum delivery in secondary schools in Kaduna South Local Government Area of Kaduna State, Nigeria. This result could be interpreted to mean that, wherever there are serious security challenges, as they are in some states in Nigeria, curriculum delivery (teaching and learning) will be poor. The result equally suggests that security challenges in Nigeria, as being recently occurring and witnessed in Kaduna State have the likelihood of causing poor curriculum delivery (teaching and learning). This result was further confirmed by the difference between the calculated mean rating for insecurity (3.05) and the calculated mean for poor curriculum delivery (2.98), which was very insignificant; that is to say, $3.05 - 2.98 = 0.07$. Thus, the difference that separated insecurity (security challenges) as an independent variable from poor curriculum delivery as a dependent variable is 0.07. This result is in tandem with the study of Hamza (2017) which revealed a significant relationship between insecurity and disruption of academic calendar, activities and programme and a significant relationship between insecurity and poor instructional delivery.

The extent to whom the Opinions of Male Teachers on Insecurity and Poor Curriculum Delivery relate to that of their Female Counterparts

It was found that the opinions of male teachers on insecurity and poor curriculum delivery significantly relate to that of their female counterparts. What could be deduced from this result is that, both male and female teachers in secondary schools in Kaduna State strongly agreed that wherever there are security challenges as we have in Nigeria, there definitely will be poor curriculum delivery

(teaching and learning) and vice versa. The result also implied that, since there are serious security challenges in Kaduna State resulting in incessant attacks on schools, teachers and students, effective curriculum delivery (teaching and learning) cannot be ensured. The result is further corroborated by the difference between the calculated mean rating of male teachers and that of their female counterparts which were substantially insignificant; that is to say, $3.07 - 2.99 = 0.08$. By such 0.08 difference, it is shown that the opinion expressed by male teachers about insecurity having a significant relationship with poor curriculum delivery (teaching and learning) was very close to that of the female counterparts. So, in a nutshell, both of them are saying that insecurity leads to poor curriculum delivery (teaching and learning). This result conforms with the study of Abdullahi (2015) which showed no significant difference between the mean ratings of male and female teachers on their opinions that insecurity causes disruption and distortion of academic activities, especially effective teaching and learning (curriculum delivery).

Conclusion

Given the results of this study, it was concluded that there exists a significant relationship between insecurity and poor curriculum delivery and the opinions of male teachers on insecurity and poor curriculum delivery significantly relate to that of their female counterparts.

Recommendations

Given the results achieved in this study, the following recommendations were made:

1. The Federal Government in conjunction with the affected State Governments should establish a especially well-trained, armed but highly intelligence- driven and disciplined security outfit and charge it with the sole responsibility of gathering the intelligence of possible attacks on schools and their facilities and of putting up measures to neutralize attacks before they occur.
2. Tighter and stronger security should be beefed up in and around those schools located in the remote and secluded areas which have been the easiest and main targets for terrorists, abductors and bandits.
3. The Federal government should support efforts geared towards tightening borders and restricting the flow of terrorists in to the country.
4. There should be infrastructural development for enhancing border security in which our borders can be managed effectively.

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