CURRICULUM DELIVERY AND SECURITY CHALLENGES IN NIGERIAN UNIVERSITIES

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Abstract

The paper on curriculum delivery and security challenges in Nigeria Universities discusses the meaning of curriculum delivery, meaning of security, curriculum delivery and security nexus in Nigeria. Highlights are on how education promotes security and development as well as management of university education in Nigeria that affects curriculum delivery. The paper further discusses sources of insecurity challenges in Nigeria that affects higher institutions of learning, the vulnerability of universities to insecurity, external sources of insecurity in Nigeria universities, and the impact of insecurity on curriculum delivery in Nigeria higher institutions. The contributions of universities to national security and development, as well as the way forward in reforming the Nigerian university system for effective curriculum delivery and development of the Nigeria society for sound economic development are analysed. The authors concluded that embarking on a mission that is targeted at challenging insecurity in Nigeria generally and in Nigeria's universities in particular requires a total change of gear or paradigm shift in transactions in Nigeria's universities including curriculum delivery.

Keywords: Curriculum delivery, security challenges, Nigeria, tertiary institutions.

Introduction

Curriculum delivery can be equated to instruction or the actual teaching and learning that happen in the class. It is the engagement of learners with the curriculum and the planned learning opportunities (Saylor, Alexander and Lewis, 1981). Thus, effective curriculum delivery is crucial for the success of any curriculum innovation, it is the real test of the change. However, in many cases, research indicated that much of what is planned especially in our universities does not get implemented (NIER, 1999). This is not surprising as curriculum delivery entails extensive and concerted involvement of many stakeholders and factors. According to UNESCO (2000), education refers to the total process of developing human ability and behaviour. It is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding value of all activities of life. Education refers to what can be used by man to solve his problems to improve his life and make it comfortable.

Based on these definitions, educational programmes could be said to be functional if the curriculum is properly delivered and its contents consistently justify that purpose for which it was adopted, despite all odds. From a global view, economic and social developments are increasingly driven by the advancement and application

of knowledge, thus, successful development entails more than investing in physical capital or closing gap in capital, it also entails acquiring and using knowledge as well as closing gaps (Akpan, 2019). This is possible through sound curriculum delivery, free from interruption and security challenges.

Conceptual Clarification

Curriculum Delivery

The key to educational process is the curriculum, it is the life wire of teaching and learning (Omoifo, 2018). It is one thing to develop curriculum content and another to impart to the target learners in order to effect the desired change in behaviour. Curriculum content delivery is often conceptualized as techniques or approaches used in teaching the content of the curriculum. The two major curriculum delivery approaches according to Omoifo (2018) are teacher-centred and student-centred approaches.

Teacher-centred curriculum delivery approach involves the use of direct instruction. Common examples are the traditional lecture and demonstration methods. The traditional lecture method is linked to transmission of knowledge which is linked to expository teaching. Student-centered delivery approach includes among numerous, the inquiry and cooperative delivery strategies. Generally, effective curriculum content delivery method includes: collaboration strategies involving cooperative and peer tutoring, brainstorming, hands-on mind-on technology based instruction, blended-teaching learning approaches and traditional methods. The teacher's job in curriculum delivery is to define objectives, organize and deliver the new content using mostly the learner-centered approach. However, the work of teachers may be thwarted by some factors such as insecurity in the learning environment.

Meaning of Security

Security can be conceived as the absence of threats to (a) the sovereign powers and territorial integrity of a nation;(b) The capability of a country's Government (c) the Safety of a person or property of citizens from oppressive rules, economic exploitation, discrimination and exclusion, diseases, homeless, starvation, ignorance and illiteracy, environmental degradation and all forms of structural and criminal violence (Oni, 2016). Ibrahim (2013) in Oni (2016) sees security as an encompassing phenomenon that is paramount to individuals, entities, communities and even nations. Security has to do with self-preservation which is the first law of existence. To him, security implies a stable relatively predictable environment in which an individual or group may pursue its aims or objectives without disruption, harm, danger and without fear of disturbance or injury.

Security may be conceived as protection from danger, violence, fear and want that impair or capable of impairing the full development and existential wellbeing of citizens. Until recently, security was conceived in both academic literature and government policies as the protection of a nation from foreign aggression and internal insurrection. As a result, the armed forces, police and intelligence agencies were seen as the primary tools for preserving national sovereignty and defending domestic regime and government.Thus, security in the university system connotes the protection of tangible and intangible assets of the institution from all forms of danger (Oni, 2016). Tangible assets refer to physical structures, the books in the libraries, the electronic gadgets in the department, all stake holders and the players, the regular and occasional visitors to the university. Intangible assets include intellectual property,

research data, classified information, integrity, peace of mind, order and above all the image. Therefore, an effective security in a university must be ahead of others in developing counter measures to all possible threats in the environment, whether real or perceived.However, Anan (1995) argued that:Today we know that "security" means far more than the absence of conflict. We know that lasting peace requires a lasting vision encompassing areas such as education, health, democracy and human rights, protection against environmental degradation and proliferation of deadly weapons. We know that we cannot be secure amidst starvation, we cannot build peace without alleviating poverty, and that we cannot build freedom on the foundations of injustice. These pillars of what we now understand as the people – centred concept of human security are interrelated and mutually reinforcing.

Concept of Insecurity

Insecurity is interwoven and cannot be treated in strict isolation. The most significant dimensions of insecurity according to Oni (2016) are: (i) physical insecurity - violent personal and property crime;(ii) public insecurity - violent conflicts, insurgency and terrorism; (iii)economic insecurity - poverty, unemployment; (iv) social insecurity - illiteracy, ignorance, diseases or illness, malnutrition, water borne disease, discriminations and exclusion; (v) human right violation - denial of fundamental rights by states and non-state actors in different states; and(vi) political insecurity- denial of good and social democratic governance.

However, insecurity extends beyond threats of life and property. Other components of insecurity are economic, food, health, environment, personal, community and political. These dimensions of security constitute the core governance and functions and challenges national, regional, urban governments or administration. The UN Commission of Human Security (cited in Alemika, 2016) suggested that human security means protection and empowerment of citizens. Protection shields people from danger while empowerment enables people to develop their potentials and become full participants in decision making.

Curriculum Delivery and Security Nexus

Alemika (2016) observed that in an ideal and well governed state, there is symbiotic relationship between curriculum delivery (education) and security. Education and security can influence each other positively or negatively depending on the contexts. Education enables individuals, groups and countries to explore, appreciate, understand and develop their physical and social environments for the satisfaction of her needs. Insecurity undermines curriculum delivery and absence or poor quality education for citizens constitutes a constraint on capacity for sustainable security in multifaceted dimensions encapsulated in human security frame-work. What roles can sound curriculum delivery (education) play in promoting security? How can security advance the educational system of a country? Let this two questions be briefly discussed in this section.

Many conflicts arise from ignorance and manipulation of ethnic and religious identity. Good curriculum delivery or education, not mere schooling, produce tolerant and civil citizens who are able to understand and live with people from different economic, religion, ethnic and cultural backgrounds and other form of identities. Low education acquisition due to poor curriculum delivery often translates to absence of competitive skills, inadequate income, exclusion from participation in vital economic, political and social organizations and relations; lack of access to adequate food and

nutrition, housing, health care and effective public emergency and safety services- all of which are element of human security. Children who have not undergone complete curriculum programme are more likely to be recruited as thugs, insurgents and terrorists through indoctrination. Lack of education therefore is itself insecurity and is a source of vulnerability to other forms of insecurity.

A country with poor standard of education due to poor curriculum delivery as is the case in some areas in contemporary Nigeria will lack citizens that can produce or manage competencies and resources required for developing and sustaining relevant and strong or capable institutions and leaders for development, democratic governance and national security.

Development and Management of University Education in Nigeria that Affects Curriculum Delivery

The University of Ibadan, which was established in 1948 as a College of the University of London, admitted students from different parts of the country. After independence, the three regional governments that established universities to provide tertiary level of education were (1) University of Nigeria, Nsuka, 1960 (2) Obafemi Awolowo University, Ife, 1961 (3) Ahmadu Bello University, Zaria, 1962; University of Lagos, 1962. They provided adequate fund for facilities and recruitment of staff from all over the globe, thereby developing a cosmopolitan and internationally competitive tertiary educational institutions. Sadly, these achievements of the Nigerian universities in the country between 1950 and early 1980s have been eroded by factors that are internal and external to the system.The Nigerian university system is currently plagued by several problems that hinder it from serving expected roles in promoting national security and development.

Some of the factors that have negatively impacted on university education in the country according to Alemika (2016) and Audu, Lukman & Muhammed (2014) are: First, anti-intellectual attitudes and policies of military regimes toward education generally and the university level in particular led to the introduction of some policies since 1976 that led to systematic erosion of the value, standard and impact of education at all levels in the country; second,an adequate allocation and inefficient management of resources for effective teaching, learning, research, publication and community service;third, erosion of the autonomy of the decision-making structures within the education sector by government, supervisory ministries and agencies and the principal officers of the educational institutions; fourth,absence of vertical and horizontal oversight and accountability within and across the education sector, resulting in poor oversight of admission policies and capacity as well as admission and employment in flagrant violations of the constitution and federal character policy, thereby turning universities into enclaves of ethnic and religious groups instead of universal and globally competitive centers of learning, research and scholarship.

Fifth, politics and emphasis on the appointment of indigenes as vice-chancellors and other principal officers above the criteria of merit, integrity, and academic excellence; sixth, centralization of curricula design by the NUC under the guise of developing benchmarks, quality assurance and accreditation resulting in erosion of academic autonomy of departments. Recently, the NUC prescribed a minimum of two years' duration for a master degree in Nigerian universities, at a time when most European countries, especially the United Kingdom now offer master degrees lasting 9 or 12 months. This can only worsen the exodus of a high proportion of Nigerians to those countries, thereby draining the economy. These are instances of

dysfunctional intervention and erosion of the autonomy of the universities; seventh,inadequately equipped students enrolled at successive stages of education with cumulative impact on poor quality of teachers and students in Universities;eight, appointment and promotion of staff as well as admission and assessment of students at the tertiary levels, especially the public universities, are heavily tainted by corruption, nepotism and egregious discrimination in favour of indigenes of states in which universities are located, beyond and in violation of prescribed guidelines.

The violation is perpetrated with impunity because JAMB officers are either complicit or ineffective. Discriminations like this create disaffection towards the country by their victims, with implications for national solidarity and security; ninth,absence of effective oversight of incompetent and unaccountable management officials and organs (principal officers, Senate, Appointment, Promotion and Confirmation; committees, faculties and departments boards and heads) due to weak oversight and primordial considerations; tenth,impunity, flagrant violations of the university laws and rules; exercise of arbitrary powers and usurpation of powers of statutory Committees and Boards by university principal officers, especially the Vice-chancellors; eleventh, non-adherence to policy guidelines such as admission quota for each programme resulting in excessive admissions and burden on infrastructure and personnel that erode quality and professionalism – JAMB and NUC appear incapable or unwilling to exercise their oversight functions in this respect;twelfth, academic incest – pervasive in-breeding of lecturers, a very high proportion of the university lecturers are former graduates and from the local communities, with little exposure to national and global academic culture and standards.

This resulted from two major reasons - the first reason is inadequate funding from the government and inappropriate management of available fund by university authorities for staff training at the graduate level. The second has to do with many universities without appropriately qualified staff and facilities insist on running Master and Doctorate degrees for their staff thereby producing low quality staff that perpetuate incompetence and indiscipline among staff and students. Some federal universities recruit within their location and do not bother to advertise vacancies for competitive recruitment; thirteenth, loss of universalistic and cosmopolitan character of the university in terms of staff recruitment and student admission due to poor funding and inappropriate policies and practices, and poor conditions of service; fourteenth, poor conditions of service in relation to remuneration, research facilities and opportunities; conference attendance in Nigeria and overseas; training of junior academic staff, access to information technology, etc.; fifteenth, lack of professionalism in the work of many lecturers; inappropriate financial and sexual relationships between students and lecturers.

Sixteenth, proliferation of ethnic and religious groups among staff and students of universities on the campuses; seventeenth, coercion of lecturers to award undeserved grades by persons in authority, and especially, students in cults; eighteenth, plagiarism by lecturers and students; falsification of research activities, data and findings by lecturers and students in tertiary educational institutions; nineteenth, emerging cartel (operating within and outside Nigeria) publishing poor quality articles in online journals on the basis of pay and publish - sometimes with heavy dose of plagiarism due to absence or lack of proper peer review. Such journals bear titles prefixed with the names of foreign countries or the word ‘international’ and ‘global’ journal; twentieth, wards of grades and class of degrees that are incongruent

with knowledge and performance of students, especially by private universities, as marketing strategies to attract students.

Of note, these conditions are just a sample of factors that erode the standard, competitiveness, and integrity of the Nigerian education system, and its capacity to contribute to the development and security of Nigeria. In many instances, the problems identified above trigger or aggravate insecurity and low human capital development. The institutionalization of the foregoing culture and crisis of university education and scholarship resulted from a general lack of understanding of the significant role of education in national development and security.

The crisis in the Nigerian education system has many consequences, including a decline of quality of education, erosion of professional and ethical behaviours, and failure to be a critical promoter of security and development in the country. In many instances, the university system has been a major source of threat to national integration and security due to its dysfunctional management and operations. Some of the key consequences of the crisis in the university system according to Oni (2016) are: Firstly, decline of quality of education associated with erosion of integrity; high failure rates; lack of skilled persons required for driving the economic, social and political development of the country and the decline in international competitiveness of Nigerian education. Many Nigerians educate their children from kindergarten to the university levels in Europe, North America and Asia. Some of the negative effects of this trend are drain on Nigeria's resources and diminished patriotism and national pride.

Secondly, education is expected to inculcate ethical conduct in scholars and students in order to create noble character like excellence, tolerance, incorruptibility, fairness and justice, hard-work, nationalism and patriotism. Due to the erosion of professional ethics and integrity in the country's educational system, the operators and products of the system lack these qualities and instead acquire and internalize vices (corruption, nepotism, mediocrity, discrimination, ethno-religious intolerance and violence, incompetence, political fraud and violence with their attendant negative consequences on the development, unity and security of the country. These conditions constitute threats to the development and security of the country.

Sources of Security Challenges in Nigeria's Higher Institutions of Learning

Security challenges in the country arose from the actions and inactions, complicity of individuals, groups and the government. Alemeka (2016) and Nwakpa (2015) identified sources of insecurity in the country to include: First, undue emphasis on acquisition of wealth and power without giving corresponding weight to self-discipline, integrity, hard work and accountability gave rise to widespread corruption and fraud, armed and violent crimes to acquire wealth and political power. Also competition and violent conflicts among religious and ethnic groups over the control of government at various levels as the means for corrupt enrichment and nepotism; second, lack of political will by government agencies and officials who have responsibility to develop and implement plan to deal with criminality, violent ethno-religious conflicts, corruption, illegal mining and illegal oil bunkering, and other forms of insecurity.

Third, lack of political leads to failure to maintain professional, well-equipped, effective and accountable security agencies to prevent or control the country's security challenges during their evolution; fourth, culture of impunity has been entrenched as political and economic wrong doers are not apprehended and dealt with

appropriately; fifth, proliferation of ethnic militias involved in spreading ethnic intolerance, hatred, violence and xenophobia; sixth, proliferation of religious sects involved in spreading religious intolerance and violence; seventh, proliferation of illegal arms and ammunition; eight, progressive decline in the quality of governance at all levels (Federal, State and Local Government) since the late 1970s led to lack of patriotism, professionalism, justice, capacity and effectiveness in planning, decision-making, and service delivery by all tiers of government; ninth, widespread poverty over the past three decades since early 1980s.

Others are, ninth, persistent high rate of youth unemployment and diminishing opportunities coupled with growing disillusionment with the country have led to increasing recruitment and involvement of young persons in economic-related crimes such as cybercrimes, kidnapping, robbery, ethno-religious conflicts, insurgency and terrorism; tenth, culture of violent and fraudulent elections that produce incompetent, corrupt, unaccountable and non-responsive government that rule without legitimacy but impunity encourage violent reactions from citizens, including formation of ethnic and religious militias as well as organized criminal groups; and eleventh, manipulation and co-optation of religion and ethnicity into the perpetration and perpetuation of bad governance, corrupt political and electoral process and outcomes.

Vulnerability of Universities to insecurity

The primary tasks of universities are production, transmission and dissemination of knowledge through research, disciplined contemplation, teaching and publication. Globally, universities are vulnerable to diverse forms of insecurity, including the following: (i) norm of academic freedom makes the university a conducive environment for fringe or extremist groups and sanctuary for extremists; (ii) recruitment and resource mobilization by terrorist and extremist movements; (iii) heterogeneity of population and norm of tolerance in universities allows for the expression and promotion of extremist religious, political and social ideologies; (iv) concentration of youth population in a small space promotes rapid dissemination of ideas and opinions, including extremist ideas; (v) target for recruitment by religious, political and social movements; (vi) recruitment of staff and students for espionage by foreign countries; and (vii) theft of intellectual property, controlled substances including security-related research outputs, chemicals and technologies that may be used for mass destruction.

In addition to vulnerabilities to insecurity experienced by universities world-wide, Nigerian universities are vulnerable to insecurity from the following factors: Firs, widespread insecurity in the society, including political and ethno-religious violence; in many cases, university lecturers provide ideological justifications for violence by and among their ethnic groups; second, decline in intellectual discourse and commitment have led to the widespread activities of uncivil ethnic, religious and cult groups on the campuses through which conflicts and violence are perpetrated; third, decline in the quality of hostels facilities, administration and relationships foster indiscipline and involvement of students in deviant and criminal conducts; fourth, off- residence by majority of the students facilitates easy infiltration of campuses by criminals and extremists to perpetrate crimes, terrorist attacks, indoctrinate and recruit students and staffs; fifth, erosion of virtues of honesty, trustworthiness, industry and excellence and the increasing emphasis on vices of corruption and acquisition of wealth through crime influence the attitudes and behaviours of students resulting in

the involvement and arrests of university students for robbery, kidnapping, trafficking in arms, human and drugs, cybercrimes, and cult violence;

Sixth, preponderance of admission of students through influence peddling, corruption, racketeering and primordial considerations rather that merit result in majority of students lacking the necessary discipline, capacity and motivation for diligent study in the university and turning to crime and cult; seventh, rising tide of ethnic and religious bigotry in society that undermines fairness, scholarship, harmony, productivity, accountability, discipline and effective administration on the campuses cause conflicts; seventh, excessive admission and overcrowding of lecture rooms, libraries and hostels engender grievances and conflicts; eight, frequent increases and multiple levies without adequate consultation and corresponding services by the universities; ninth, extreme pressure on staff and students to conclude lectures, grade papers and release result in spite of requisite quantity and quality of lecturers, classrooms, offices, library spaces, relevant journals and books, internet services, office equipment and stationary and electricity supply fuel hostility among staff and between academic staff union and university administration; tenth, ineffective security services on the campuses; eleventh, violent and non-violent disruption of activities by student and staff unions, often compounded by impunity and absence of efficient, accountable and responsive university management.

Twelfth, academic incest – excessive recruitment of former students and their family members undermine quality, innovation, discipline and create a system of patronage that fuel conflict; thirteenth, failure of university administration to promptly, transparently and seriously address grievances by staff and students unions; fourteenth, ethnic and religious intolerance and violence compounded by nepotism and other primordial considerations by university administration in recruitment, appointment and promotion, student admissions, and discipline of staff and students; fifteenth, proliferation of ethnic and religious associations and cults on the campuses without effective security surveillance and control foster inter-group conflict; sixteenth, failure of university administration to promptly, transparently and seriously address grievances by staffs and students unions; and seventeenth, usurpation of the powers of the statutory organs of the university by non-statutory committees and appointed officials at various levels resulting in arbitrary and autocratic decisions.

External Sources of insecurity in Nigerian Universities

Security and insecurity in Nigerian universities are influenced by several external factors, especially the political, economic and social conditions. Some of the prominent external trigger of conflicts and insecurity in the country's university system are: (i) absence of good governance culture causes impunity - including government failures to respect agreements with staff unions, adequately fund education, ensure effective oversight of the finances, policies, decisions and performances of universities - which is responsible for conflict-generation environment and disruptive actions in the education sector; (ii) inconsistency in education policies and ineffective oversight of university system by relevant regulatory agencies; (iii) widespread criminal victimization in society as a source of wealth influence the attitudes and behaviours of students and staff on campus; (vi) high incidence and prevalence rates of ethnic, religious and political violence in the country found expression and legitimation within the university system.

Others are: (vii) influence of violent ethnic, religious and political entrepreneurs over the government, political and economic institutions and officials

have affected the university system. Many corrupt politicians and violent political and ethnoreligious merchants use their influence in government to install their cronies as vice-chancellors, who in turn administer the university as their estate or the estate of their godfather, ethnic and religious groups and thereby engender intolerance and incivilities within the system; (viii) high youth population excluded from effective participation in the economic, political and socio-cultural sectors of society resulting in the adoption of criminal values and vocation by students; (ix) undue interference in the autonomy and affairs of the institution by external supervisory or oversight bodies; (x) promotion of ethno-religious and political interests on campuses by external influential persons and groups resulting in inter-group rivalry, conflicts and violence; and (xi) connivance between groups within and outside of the campuses to influence decisions pertaining to the appointment of principal officers, employment of staff and admissions of students.

Results and Discussion

Nigerian universities frequently record incidences of crime, conflict and violence. These have impacted negatively on curriculum delivery in Nigeria's higher institutions. According to Alemika (2016), some of the consequences of insecurity on campuses, in recent times are, but not limited to the following: First, attack leading to death and injury. For instance, terrorist attack during Sunday Christian Service in Bayero University, Kano where several students and lecturers were killed and injured; mass killings of students were also recorded in Borno, Yobe, Adamawa and several other states; second, kidnapping of students which occurred in April 2014, where over 250 female students were kidnapped by terrorists and 219 of them held captives as of August 2015; third, destruction of infrastructure and disruption of activities in the universities by staff and students on demonstration; fourth, disruption of effective learning, teaching, research and administration by terrorists.

Fifth, declining quality of education due to closure of school, displacement and shortage of teachers - Many lecturers left the University of Maiduguri because of Boko Haram insurgency and some important academic and administrative activities, including defense of these are sometimes moved to its Abuja Liaison Office; sixth, disruptions of academic administration by demonstrations and strikes by staff and students unions, often as a result of absence of effective and responsive dispute resolution mechanisms; seventh, inability to attract qualified lecturers from within and outside Nigeria, due to fear of crime and violence on campuses and in the country; eight, interrupted and shortened school year due to riots on campus and community. Many staff and students were killed or injured during various violent conflicts and terrorist attacks between 2001 and 2015. Even till date, students of higher institutions are still attacked; ninth, gender inequality due to withdrawal or non-enrolment of females or recruitment of males as combatant by government forces or rebel and terrorist groups; and tenth, decline in enrolment in areas engulfed by insecurity - violent conflicts, insurgency and terrorism in Northern parts of the country, and violent crimes in several states in the country - which may cause or aggravate educational inequality between communities within and outside conflict zones.

Despite the aforementioned challenges, universities have contributed in no small measures to national security and development**.** These could be gleaned in the following areas of relationships and activities: Researches in science, technology and social sciences generate findings that improve military technology, organization and deployment; surveillance, crime prevention and investigation; universities produce

qualified personnel for security agencies to recruit as personnel and consultants; education produces appreciation and respect for human values, and develops capability for critical thinking and analyses that minimize threat to security.

However, universities equally constitute threats to national security and development. For instance, many universities in the country serve more as sanctuary for political, ethnic and religious miscreants, many of whom are at the helms of affairs, and whose decisions and conducts threaten national unity, security and development. More so, dysfunctional universities aggravate the divisions, injustice and violence in society. In other words, dysfunctional universities accommodate persons with extremist and intolerant political as well as person's religious ideologies, criminal values and vocation. Therefore, dysfunctional universities hinder the resolution of security and development problems through the production of poor quality students, research and services.

Interestingly, holistic reform to enable the universities make significant contribution to national development, solidarity and security are necessary: For instance, functional tertiary education, especially, universities grounded in the universal values, standards, and goals will make critical contributions to the solution of the country's security objectives and challenges. The universities should observe traditional values of universities – relevance, responsiveness, cosmopolitanism, excellence, academic freedom, collegiality, humility, trustworthiness and unrelenting search for improved dignity to humanity. Moreover, relevant, functional and globally competitive education system paying particular to attention to improving quality of education at the primary and secondary school levels as input into tertiary education should be developed and sustained by the governments at all levels. Introduce a post-secondary practical oriented technical and vocational education lasting between 6 and 18 months to absorb secondary students into critical competencies required for national security and economic development. University curricula and researches should reflect national development and security needs and aspirations while satisfying the highest global standards.

Importantly, drastic reduction in class sizes to ensure quality and appropriate learning and teaching environment. University undergraduate classes in science and technology should be pegged at 50-60 students, and classes in arts, humanities and social sciences should be pegged in 80-100 students. Furthermore, oversight agencies for education institutions at all levels should be reorganized for efficiency and prevention of impunity in relation to the violations of national constitutional provisions and educational policies by school and university authorities. Importantly, collaboration between the universities and security agencies in the areas of information sharing, training and research should be strengthened. Most importantly, universities should establish and maintain efficient security services and infrastructure on their campuses and promote effective collaboration between campus security officials and the security agencies in their communities; thereby promoting security in Nigeria There can be no security and safety in the universities in the midst of insecurity and instability in the country. Insecurity in Nigeria has social, political and economic dimensions.

Conclusion

Corruption in Nigeria's larger society and corruption in Nigeria's education industry (Universities in particular), unfortunately have fertile grounds and stable platforms so much that it has many advocates and many practitioners, but one thing

right thinking and morally conscious Nigerians recognize is that corruption is a serious threat and a serious challenge to the development of the Nigerian State that needs to be confronted headlong. Embarking on a mission that is targeted at challenging insecurity in Nigeria generally and in Nigeria's Universities in particular requires a total change of gear or paradigm shift in transactions in Nigeria's Universities including curriculum delivery.

Recommendations

It should be noted that best practice in security connotes best staffing, best operational rules, best technological aids, best funding, and best management when all are combined together, will give best results. Based on these facts, the following recommendations are made:

1. Each university should endeavour to professionalize its security department by appropriate staffing and equipment.
2. The Federal Government white paper on religious activities in university campus should be respected and strictly observed.
3. The governments (Federal and State), and other owners of the Universities and industries alike should show more economic concern in matters of campus security as the Universities alone cannot possibly fund all the emerging demands in this regard.
4. There should be a strong and implementable social justice measures for the citizens. This has potentials to limit the extent in which people indulge in insecurity and corrupt practices.
5. Accurate monitoring of projects in education and curriculum delivery can become a priority with amount fixed for projects in education made public for proper monitoring by the Stakeholders in education.

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