Curriculum delivery and security challenges in language education in Nigeria

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Abstract
The paper is on curriculum delivery and security challenges in language education in Nigeria. Curriculum delivery is always the primary objective of every curriculum development. The delivery of a curriculum rests on various stakeholders in curriculum planning to ensure that each stage of the curriculum is actualized. The delivery of a curriculum is to attain its goals and objectives with the requirements in the curriculum contents. That is notwithstanding, Nigerian education system as a whole has been bedeviled with a lot of security challenges which ranges from kidnapping of school children, banditry, Boko Haram and other security challenges that have affected the proper delivery of language curriculum in Nigeria. The paper highlights among other things; security challenges in Nigeria, security challenges and national development, challenges facing curriculum delivery and implementation and problems in teacher education: The conclusion and recommendations of this article were made based on the various ideas articulated therein.
Keywords: *Curriculum, delivery, security, challenges and language.*

I. Introduction

Education is the key for development of any nation and it depends upon the quality of teachers. Information, awareness, commitment, quality, professionalism and motivation of teachers are the factors responsible for quality education and learner achievement. Well organized and ingenious teacher education programmes are required in the present world. Teacher education programmes have to be critiqued, studied, reformed, rethought and reoriented in the present existence. Curriculum development is concerned with the development of content and materials that would facilitate the learning of students. It is vital to formulate appropriate measures and procedures that would enhance teacher education and curriculum development (Nwanko, 2013). The students should be provided relevant information and knowledge that would not only enhance their academic concepts, but also inculcate the traits of morality, ethics, norms and values within them.

Similarly, not only Nigeria but in other countries of the world as well, education is regarded as an imperative area that leads to growth and development of the individuals. One is able to sustain his living in an adequate manner, when he is well educated and informative. Aims and objectives of any society, or nation can be achieved when the education system is well developed. Language, teacher education and curriculum development are considered as imperative areas for the development of the education system. Teachers have an important role to play towards society. It is essential for them to be efficient, skilled, resourceful, conscientious and diligent in the performance of duties. Language and teacher education refers to the policies and procedures that are designed to equip the prospective teachers with the knowledge, attitude and behaviour that are essential to perform one's duties well within the classroom settings, schools and external to the educational institutions (Jamwal, 2012).

Curriculum delivery development is a problem-solving process and it involves the consideration of the needs and problems for the upgrading of the programs and the implementation of solutions and alternatives for learners and their frameworks. Curriculum is a reflection and a product of the society and can contribute to bringing about transformations within the society. It is indispensable to reflect upon the issues to reach decisions in a vigorous and responsive curriculum delivery process. Change is an important constituent of curriculum dynamics and one has to study and accomplish change for a better future. Therefore in order to cope with changes and the emerging problems, one has to accept an up-to-date and proactive conception of problem solving in a life-long process, predicting future problems, thinking of their solutions and the actualization of these processes for the advancement of individuals, society and nation. Curriculum delivery as a problem-solving process, which involves consideration of resources, needs and problems for upgrading purposes.

However, Language education is the teaching and learning of any language, either as a foreign or second language in schools. Language education is important because it is a process by which a child develops the communicative attitude which is a positive value to his or her society. It is therefore, the formal acquisition of communicative skills by individuals.

Language education is also about language acquisition. It examines how languages are learned, and about the pedagogical steps for language acquisition. This means that it is the acquisition of language using certain methodologies. Education on the other hand, is a process of teaching, learning and acquiring training, most especially in schools or colleges, in order to improve one's knowledge as well as giving room for the development of skills. (Ikemelu, 2015), Security challenges have affected many section of Nigerian education. The effective delivery of curriculum has been affected in various degrees. One can therefore, see education as a strong instrument of development in all ramifications of human life, including language.

Security Challenges in Nigeria

Justice, equity, fair-play, and respect for the dignity of individuals are needed for responsible-living within the society. In this respect, every citizen deserves the right to live in an environment that is free from social antagonism. That is, every citizen needs to be free from traumatic experiences, dysfunctional relationships and unsatisfactory conditions of life. Every citizen also deserves the right to resource information and the freedom of action to be able to fulfill social responsibilities. It is the responsibility of government to ensure that all citizens have equal right, obligations, and opportunities before the law (Nwanko, 2013).

In the last few years however, Nigerian citizens have suffered from social distinctions, and inequalities in the distribution of resources, social rights, privileges, and power thereby widening the gap between the haves and have not's. Poverty is now widespread and it is a leading factor to crime. Corruption, high rate of inflation, mismanagement land misappropriation of public funds due to poor governance have led to inability of government to protect and support its citizens physically, socially, and emotionally.

The Nigerian society is now witnessing serious political, religious, and ethnic disturbances, economic distress and high rate of youth unemployment which has made Nigerian youth to indulge in drug use and abuse, gangstarism, armed robbery, political thuggery, and other social vices leading to frequent crisis and violence. Absence of peace leads to insecurity and without security of human beings, sustainable development of the society is not possible.

Security Challenges   and national development

Sustainable national development cannot be discussed without clarification on the concept of national development. The term "national development" is regarded as "a victim of definitional pluralism (Lawal and Oluwatoyin, 2011). The concept is said to be rooted in Economics which is a branch of the social sciences and considered as narrow. For instance, Gopinath (2008:91), argues that development can only be measured in monetary terms, and consequently, a developing country is one in which "there is a significant potential to raise the per capita standard of living" of its people. This view is regarded as the hangover from the intellectual segregation that dominates developmental literature in the 1960s and 1970s when most models of development drew their theoretical sustenance from classical economics. This approach allows Gopinath (2008:91) to classify nations into rich and poor nations; north and south countries; industrialised and non-industrialised nations; first, second and third worlds; and lastly, developed and developing nations. In this respect, the notion of development has been conceived as purely based on the Gross Domestic Product (GDP) and Gross National Product GNP of a nation.

The present-day definition of national development tends to look at wider social indicators. Asiyanbola (2016) defines national development as:

The development in all facets of human endeavours- health, medicine, information, communication, education, justice, politics, trade, aviation, to cite few examples... It is the progress in the well being of the society as regards its policy, economy, science and technology, and relative welfare of the people (p.117).

In this sense, national development is considered as a multidimensional phenomenon which encompasses all spheres of human existence.

Any development that is geared towards the enhancement of individuals in the economy and which would also enhance the development of the nation, such development should be sustained over time. Thus, sustainable national development is the consolidation on the present national development gains for the benefit of the present and future generations. Sustainable national development emerges in the literature and thinking of development policy proposed by World Commission on Environment and Development in its 1987 report and has become so popular that it has attracted attention across disciplines and scholars of various dispositions.

The International Institute for Sustainable Development (USD) conceives sustainable development as environment, economic and social well-being for today and tomorrow. Bassey, Ekpah and Edeth (2008) opine that the field of sustainable development can be conceptually broken into three component parts: economic

sustainability, environmental sustainability, and socio-political sustainability. In this regard, sustainable national development is the capability of a particular nation or country to achieve comprehensive improvements or refinement in all ramifications of its existence (economic, political, cultural, religious etc) and maintain or continue the nation's affairs at that level for a long time. Sustainable national development is the proper utilization of the resources of a nation for the improved well-being of the people now and in the future.

In September 2015, the United Nations General Assembly formally adopted the "universal, integrated and transformative" 2030 Agenda for Sustainable Development, called Sustainable Development Goals (SDGs). The 2030 Agenda expresses and reaffirms in multiple instances the commitment of member states to achieve sustainable development for all, taking into account different levels of national development and capacities, different national realities and levels of development as well as respecting national policy space for sustained, inclusive and sustainable economic growth, especially for developing states. The goals are to be implemented and achieved in every country from the year 2016 to 2030, As noble as the goals are, insecurity constitutes the greatest threat to their achievements.

Security challenges in Nigeria are numerous. Security has been defined by Cambridge Dictionaries (online) as protection of a person, building, organization, or country against threats such as crime or attacks. Adebakin,(2012) views security as freedom from danger or threats, and the ability of a nation to protect and develop itself, promote and cherish values and legitimate interests and enhance the well being of its people. It focuses on physical, emotional and psychological sense of belonging to a social group which can offer one protection. Any situation contrary to this is regarded as a state of insecurity. The Advanced Learner's Dictionary defines insecurity as "the condition of being susceptible to harm or injury ". It is the state of fear or anxiety; lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic insecurity and social insecurity. However, it has been generally argued that security is not the absence of threats or security issues, but the ability to rise to the challenges posed by these threats with expediency and expertise.

Challenges facing curriculum delivery and implementation

Curriculum as a set of education plans should be prepared and adapted based on the learning situation and future demand. In Nigeria, the government took a careful step by implementing the concept of a school-based curriculum in order to deal with the main educational problems, such as the demand for teachers and schools to be skilled and trained (Mulyasa, 2006:52). Among others, the step gave authority for schools to arrange, improve or develop and evaluate their curriculum by considering social, cultural, financial, and local potentials; as well as society's needs, results and other aspects that affect the education process in the school or in the area where the curriculum was applied. Tadesse (2007:63) indicates the following challenges of the school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of financial and material support, and negative attitudes of teachers towards the curriculum.

Role of principals

In Nigeria, school principals in primary and secondary schools have two major roles. The first role of the principal is providing instructional and curriculum leadership to the teachers. For the principals to perform this role successfully, they have to be technically and conceptually having curriculum capability, be familiar with the subject content and with the progressive teaching methods and new curriculum to be implemented. A lack of leadership capacity might hinder the success of curriculum implementation and the achievement of objectives of the curriculum.

The second role of the principal is to provide managerial and administrative leadership (Wahyudin, 2010:29). The principal should take initiative in marketing curriculum change in an institution. As curriculum head, principals should focus on reviewing materials and solving daily problems that teachers experience in implementing the curriculum.

It is of utmost importance that the principal plans the steps that have to be taken in order to achieve the curriculum objectives well in advance. Various challenges inhibit principals in performing their role as curriculum leaders, like, administrative workload as well as teaching workload. In most Nigeria schools, school principals do not only lead the school, monitor implementation of policies and other duties related to their posts. They also have to be class teachers; at times they have to teach more than one subject and at times more than one grade. Another factor that can inhibit principals in performing their duties is if they have challenges with the curriculum.

According to Earley and Bubb (2004:192), curriculum implementation plans are required to assist the implementers to obtain a common understanding of the required curriculum practice. Fullan (2009:5); states that good implementation plans will provide clarity on how implementers should do the tasks, why they need to do these tasks, who must take responsibility for particular tasks, by whom such people will be supervised, and what kind of resources will be required. Coleman (2009:5) maintains that suitable curriculum delivery plans specify

the duties and responsibilities of the various role players involved in the process. Curriculum delivery management plans are vital in ensuring successful implementation of a curriculum as they would act as a guiding tool which has to be revisited now and again to see if everything is still going according to plan.

Geysel (2010), states that the use of leadership power is crucial for continuous nurturing and promotion of knowledge and skills of teachers through curriculum and instructional leadership. Even though the principal should use the leadership power, he/she has to create an environment where teachers can make suggestions, offer advice and raise their opinions.

Listening to teachers" views and advices will not reduce leadership powers of the principal, but will pull together everybody to work as a team and to participate fully if they (teachers) know that their views are valued. Agu (2014), articulates that a participatory management style is important, because although the principal is the guide of the educational change process, the entire school shares the responsibility of taking ownership in the process of change. Curriculum changes need to be reinforced and principals have to guard against any form of resistance from teachers.

- In Nigeria, the Ministry of Education wrote the following specific dimensions for secondary school principals:
- Demonstrate a thorough understanding of current approaches to effective teaching and learning;
- Provide professional direction to the work of others by encouraging vision and innovation in classroom practise and organisation;
- Analyse and make effective, timely response to school review, external audits and outcomes of students learning; and
- Understands and applies where appropriate, current practices for effective management.

The Nigerian education system has also witnessed several curriculum innovations over the years. Billard (2010), attests that principals are the driving force behind any school and, it is argued, they are key to improving the quality of learning process. The school (administrator) principal is responsible for the success of the implementation process; without direction, a curriculum is often neglected.

Factors that would impede curriculum delivery and change
Knowledge and planning

Sayed and Jansen (2001:75) argue that principals play an important role in interpreting the educational policies in general as well as policy documents for the curriculum, and therefore their knowledge is vital. According to Smit (2001:69), legislation and communication of policies for educational change depend on what teachers "think" and do as well as their personal disposition and feelings concerning change or policies proposing change. The manner they mediate and act on policy for educational change proposals impacts the eventual effects.

When planning for the delivery of curriculum, principals should establish and decide on human, financial, and physical resources that are requisite for effectiveness Phorabatho, 2013). If implementation plans do not match the specific context of schools, curricular reforms are most likely to fail. Principals are responsible for organising school activities in order to align teaching and learning with the vision of the school. Knowledge, skills and attitude are essential for educational innovation and to enhance effective curriculum delivery.

Van der Westhuizen (2016), states that correlation exists between the level of effectiveness in the changing process and the competent input of the person responsible for the change. Change is not an event but a process. Therefore, principals need to plan, develop and maintain change gradually.

Lack of vision

It is important to note that Kotter (2006:19), argues that without an appropriate vision, transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects. The biggest mistake done by leaders when implementing a curriculum change is to plunge ahead and implement before drafting a vision as to how the implementation will go about, that is, without making an implementation plan with expected projections. A school cannot function without a vision; the vision must be communicated to all stakeholders so that everyone remains focused. The principal should have a vision about where he/she wants the school to be in a certain period of time and work as a team with teachers for the attainment of the vision.

Poor communication

The principal as a delivery and change agent should not only communicate verbally, but his/her behaviour and attitude towards change should be positive (Ngcongo, 2013).Teachers in a school should be actively involved in decision making so that they do not defy resolutions taken that concern teaching and learning.

Leadership style

Principal should always strive to create a favourable educational environment. Improved teaching and learning should be on top of the principal's agenda. Leadership style determines the relationship between the teachers and the principal. This relationship in return affects the work relations. Therefore, the principal needs to have good relations with teachers for work to go smoothly, and teachers need the principal to guide and support them in the implementation of change.

Professional development and support

Initial teacher education training alone cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. All professions require a continuous update of knowledge and skills. The teaching profession is no exception. According to Kyahurwa (2013), changes in education with regard to curriculum at all levels require teachers to expand their level of knowledge and skills. Professional development is most effective when it is an on-going process that includes suitable properly planned learning programmes and individual follow-up through supportive observation and feedback, staff dialogue and peer coaching.

The role of teachers cannot be overlooked. Otherwise, policy change will not have the desired effect if they are not accompanied by a supportive process intended to strengthen the role of teachers (Smit, 2001). Teachers are the main implementation "tool" in any curriculum reform. They have to be capacitated adequately for the successful implementation of the curriculum.

The issues of policy clarity, content gap, resource constraints are a cause for concern to the effective implementation of curriculum. According to Ugaba (2016), the more you know, the more you can be specific about what else you need training on. If there is a content gap, it would be difficult for a teacher to identify an area on which he/she needs development. Other teachers prefer more structure and guidance and some are even more rigid in their approach, and thus need greater support (Smith, 2001).

Resources

Resources are regarded as the most important support structure because curriculum management depends largely on resources available in schools (Singh, 2012). Implementation of a curriculum change without the relevant resources to teach it would cause stress and strain leading to dire consequences and impacting on the teachers" morale to implement the planned curriculum changes (Singh, 2012). Lack of resources necessary for the execution of teaching and learning can inhibit effective curriculum implementation. Providing essential materials allows teachers to focus their attention on teaching their learners, rather than tracking down materials they do not have.

Increased workload

According to Cardno (2003), managing a school today means taking more responsibilities. Principals carry varied workloads and the nature of their job has become complex. They have to do the administrative tasks, manage finances, and account to education authorities. In some instances, they are class teachers teaching more than one subject on top of the administrative workload. Crisis within the school involving learners, teachers, parents and suppliers take up their time also.

Role conflict

It is imperative to note that Agu (2014) opines that clarity of roles for all involved in curriculum matters should be a precondition for effective curriculum management in schools. Principals often encounter problems in understanding what it means to be a curriculum manager and are uncertain about the specific nature of curriculum leadership. They fail to strike a balance in their roles because the roles are packed with a variety of other related activities that cannot be separated from the whole school function. Not only do they have key roles in the education system but also in the wider community. Marsh (2003:125), puts it this way that principals" roles are full of confusion and ambiguity. They are educational leaders, managers of people and resources, advocates of their schools and education generally and in the community at large. They are negotiators and representatives of government authorities and unions. Principals act as specialists and models to members of the school community; they exercise authority to teachers and learners. In addition to the above, they are accountable to education authorities that in most cases put pressure on them. All this instigates challenges that principals face in curriculum management.

According to Thurlow (2003), most principals in South African schools are not aware of the clarity of their roles in curriculum delivery; hence their performance of curriculum implementation roles and responsibilities is ineffective. School leaders lack role models for the new education system because the department itself is still confused by these new management structures. Kitson (2016), states that some principals misconstrue the appointment of curriculum managers as indicating their failure to manage the curriculum delivery. The school management team (SMT) may struggle with these activities in understanding

and deciding who is responsible for which area in curriculum management. If conflicting roles are not effectively managed, the whole school community may find itself in crisis of uncoordinated curriculum delivery.

Teacher attitudes

The success of the curriculum depends on the ability of teachers to understand curriculum changes they face on a daily basis (Nsibande, 2002:101). The interpretation of the curriculum policy into practice depends essentially on the teachers who have the influence to change meanings in numerous methods. This requires that teachers have the knowledge, skills, positive approach and passion for teaching. Kumar (2016), argues that in most cases when curriculum reforms are being considered, teachers" beliefs, values, practices and interests are normally not taken into account by policymakers. In the process, this hinders implementation because teachers may not understand the foundations for curriculum change. Mbetu (2017), points out that because people are different; they also have different ways of adapting to new situations. Some teachers may willingly contribute in the process of new innovations, and some may not easily accept change. In most cases, this happens when they are confronted with changes that have to do with adjusting their personal values and beliefs that are rooted in past experiences and practices. The scholar further identifies some factors that lead people to resist change. These include the following:

•   Uncertainty about what the curriculum changes imply;
•   Poor motivation;
•   Lack of clarity about development;
•   Ambiguity and lack of understanding of nature and extent of the envisaged change;
•   Insufficient resources to administer support and specialised knowledge;
•   Insufficient support from education practices; and
•   Security of the existing practices.

No doubt that these factors may have a negative influence on the curriculum processes. Its effectiveness will depend on those in leadership positions to influence people to respond positively to change. In this case, the principals have the responsibility to make sure that changed curriculum management processes are understood and accepted by everyone involved. Principals also have to consider not displaying bureaucratic attitudes when new social changes are taking place.

Principals have been given a responsibility to ensure that curriculum delivery is effectively done. However, its management takes place in different contexts and it has been problematic given the contextual factors in which teachers work. The fact that school communities differ in terms of their cultural traditions, material resources, social structures and aspirations, it is therefore teachers who work in each of these communities that are in a better position to interpret the needs of their learners. Regardless of the availability of resources, all schools including those in rural areas that have limited resources are expected to have good results in specific skills, knowledge, attitudes and values by learners (Kumar, 2016).

Support structures for curriculum delivery

Support structures include that which assist, promote and enhance the performance of curriculum tasks by school leaders and benefits teaching and learning (Department of Education, 2000:90). Resources are regarded as the most important support structures because curriculum management depends largely on resources available in schools (Department of Education, 2000:94). These include knowledge of the curriculum, human, financial and physical resources.

Knowledge of the curriculum

The performance of curriculum management roles requires that each member in a team is well versed with skills, expertise and knowledge of the curriculum. Nsibande (2002:30) contends that, principals in schools lack knowledge of the curriculum; therefore, they are not in a position to help the teachers. Hence teachers fail to plan certain aspects of the curriculum. Nsibande (2002:67) argues that lack of curriculum knowledge, not being clear about terminology in the case of Curriculum 2005 by principals and teachers, leads to poor lesson planning and lack of confidence when teachers are teaching. Therefore, it is important that curriculum leaders are knowledgeable in the field of curriculum management so as to lead teachers and address problematic curriculum areas.

West-Burnham (2014), argues that the role of principals as curriculum leaders is becoming more complex; for this reason, they should constantly update their knowledge on issues relating to the curriculum. In other words, they should have thorough understanding of contemporary approaches to effective teaching and learning so that they can effectively convey, provide and coordinate information about the latest ideas and approaches of subjects and assessment strategies to staff members.

The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. Mbetu (2017), maintains that while the teaching of Mathematics or Physics, that is, the methodology of teaching Mathematics or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

Issues of Teacher Education

A great extent of planning and resources has been spent for improving the quality of teacher education. New technologies have been introduced in the field of education, in spite of the fact; teacher education could not be raised up to the expected level. It is lacking behind somewhere in recognizing its purpose. Educational programmes for teachers or teacher education has not made complete use of their development skills. The teachers with the knowledge of latest technological advancement are not being produced, who are expected to make use of these forthcoming techniques (Jamwal, 2012).

Development of Creativity - The teachers at various levels of education are required to develop creativity in their job performance. The job duties of the teachers include, implementing proper teaching methods in the impartment of subject knowledge to the students, possessing adequate knowledge of the subject, communicating effectively, understanding the needs and requirements of the students and rendering an efficient contribution towards the growth and development of the students. Being creative in one's job performance, not only leads to progression of the students, but teachers are able to develop job satisfaction and contribute towards development of the educational institutions. Creativity is considered indispensable for the all-round development of the human being. Knowledge cannot be delivered, it has to be created, and therefore, it is essential to put emphasis upon creativity.

Globalization and Erosion of Values-Due to globalization and advancement of science and technology, individuals are able to develop connections and communication terms with each other in an efficacious manner. Access to all kinds of information has become manageable. In the present existence, the facility of internet has reached every corner throughout the country. Technology has become prominent in the implementation of all transactions. But there are several deviations, mainly related to youth, who are prone to misconducts. The meaning of the term, erosion of values, means that one's inclination towards immorality is more as compared to the inclination towards uprightness. In this sense, mobile culture, internet, face-book and twitter etc. have influenced the young mind-sets in a negative manner and this has led to the erosion of values.

Developing Life Skills - Life skills are referred to the skills, which are indispensable for personal growth and development. These skills enable individuals to deal with the life's difficulties and adversities in an operative manner. These skills include, (a) thinking skills, these are, self-awareness, problem solving, creative thinking, decision making and critical thinking, (b) social skills, these are, interpersonal relations, effective communication and empathy (c) emotional skills, include stress management. Main issue is, teacher education is memory based i.e. there is not any active involvement of students, hence, the deficiencies are observed in the development of life skills among the students, which are crucial for all round development of students.

Social Issues - There are various social issues in the present existence that Nigeria is confronting. These include population explosion, unemployment, diversity and communal tension. Teachers can defend the students against these social problems, if they are sensitive towards these issues. It is vital to make the students aware against these social problems and how to implement remedies to eliminate them. Poverty, illiteracy, unemployment and homelessness are the major social problems that have influenced the lives of the individuals in a negative manner. As a result of illiteracy and unawareness, there have been prevalence of the practices of female foeticide, female infanticide, child labour, and child marriage. It is vital to eliminate these practices, treat both males and females equally and efficiently contribute towards the growth and progress of the system of education.

Problems in Teacher Education

The other problems in teacher education have been stated as follows: (Chand, 2015).

Small time period provided for teacher's training - In Nigeria, this period is of one year after completion of graduation, the operative session is normally of 2-3years. The main purpose of teacher education programme is to develop health attitudes, values and broad based interests. In order to develop these, it is vital to have proper duration of the programs and it is not possible during short duration. In order to inculcate all the traits and values among teachers, it is essential to ensure the teacher training program is of sufficient duration. In the teacher training program, it is essential to ensure, the curriculum and the instructional strategies are of sufficient quality.

Selection problem -The improvements are required to be made in the selection methods that would not only lead to progress in the quality of training with better selection methods but would also save the social and personal depletion. In the selection of teachers, it is vital to have better selection methods. Some suggestions include, test of general knowledge should be applied, candidates should be interviewed, organization of tests in school subjects, test of intelligence should be administered, language, aptitude, interest and attitude inventory should be administered and in making provision of guidance services.

Defects in concerning papers - The meaning of education, its objectives, the socio-cultural and politico-economics background, and the principles must be aware by a student teacher that contribute in the construction of the curriculum and so forth. But a good orientation is impossible within a short duration. Some steps are required to be taken in this connection. These include, permitting more time to the learners for sound build-up and good reading of the attitude and intellect, pruning the existing course, arrange for exchange of experience than basically attending lectures, change the mode of testing inputs and in the daily school teaching, the content must have direct implications.

Incompetency of students and teachers - The current training programme does not provide appropriate opportunities to the student teachers to advance proficiency. The reason being, the organizers of teacher's training programme are not aware of the present problems within the schools. So there should be a close matching between the work schedule of the teacher within the programme and school adopted for teacher preparation within a training college. The teacher training program should focus upon the enhancement of competency among teachers, so that they are able to deal with problems within schools and perform their job duties in an effective manner.

Practice Teaching neither adequate nor properly conducted - Stimulate all kinds of elaborate arrangements regarding practice in teaching. Teaching is an art and those who are in this profession are required to develop the skills and abilities among them to perform well in their job duties. Student teachers in some cases, do not take the job of teaching seriously, lacking in sense of duty unconcerned to children, negligent, aimless, and lacking innovative measure in teaching which prove to be the major impediments in the development of pedagogical skills.

Lack of subject knowledge - The teacher training programme does not put emphasis upon the knowledge of the basic subject. The whole teaching practice remains indifferent with regards to the subject knowledge of the student teacher. In schools, teachers have different subjects to teach, these include, mathematics, science, social science, English, Hindi, arts and crafts, physical education, and extra-curricular activities. They are required to possess efficient knowledge of the subject matters, they are teaching. In addition to the subject knowledge, it is vital for them to possess knowledge regarding use of technology and implement proper teaching-learning methods. It is vital for the teachers to stimulate knowledge and understanding of not only the academic concepts among students, but also lead to their effective growth and development.

Faulty teaching method - In India, teacher educators are opposed to experimentation and innovation in the utilization of teaching methods. Their acquaintance with modern classroom communication strategies is negligible. There have been teachers, who are lacking the skills and capabilities and are not able to render an effectual job performance. The lack of knowledge regarding technologies, unawareness regarding the use of innovative strategies and methods and not possessing the required educational qualifications are some of the areas that prove to be impediments within the course of their job performance and impose faulty teaching methods. When the students are not able to understand the concepts properly, then they feel the teacher is not skilled and practiced in teaching.

Isolation of teacher's education department - The teacher education has become isolated from schools and current development in school education has been observed by education commission. The schools consider the teacher education department as an institution, with which they are not familiar with and it is not a nursery for the professional development of school teachers. These departments are primarily not concerned for the comprehensive pedagogy involved in the procedure, but only observe the decorum of completion of the prescribed number of lessons and the course curriculum.

Supervision problem of teaching - The supervisory organizations practice the teaching objectives by making use of various techniques and practical skills in teaching at bringing improvements within the instructional activities of the student teachers and help them to develop confidence in coping with the classroom situations. This is done through following' types of supervision. Supervision before classroom teaching aims at guiding in learning to organize contents, planning their lessons, developing other related skills and formulating appropriate gestures. At present the lesson plans are checked rapidly and there are not any discussions made by the subject method specialists.

Inadequate empirical research - Research in education has been noticeably neglected. The research conducted is of low quality. Before undertaking any research, the teacher programmes are not taken into consideration in an appropriate manner. It is vital to conduct adequate research regarding the implementation of teacher education programs. What are the flaws and inconsistencies that need to be identified, what remedies are to be

put into practice to make improvements and the measures needed to make the investigation procedures effectual. Research enables to bring about innovative and modern strategies into the system of teacher education.

II. Conclusion

Curriculum delivery is one of the key stages in curriculum planning. If a curriculum is developed without delivering it to the right person, the efforts of the curriculum planner(s) has not been achieved. The security challenges in Nigeria has actually affected proper curriculum delivery. In Northeast part of Nigeria, Boko Haram activities do not allow education system to operate, banditry in the northwest, kidnapping in the Southwest and attach of IPOB on security formations. All these have constituted menace to the effective delivery of language curriculum in the present day education system of Nigeria.

III. Recommendations

Following the ideas discussed on the paper, below are the recommendations made:

1. Education Institutions should be put under strict control of the regulatory body to ensure effective delivery of the curriculum contents. The regulatory body should also ensure the safety of the teachers and learners respectively.

2. Security of education institutions should be a top priority of every government at all levels to ensure that lives and properties are safe guarded for healthy living in Nigeria.

3. Education institutions should be prepared with facilities for organizing various activities such as assembly programmes, social work, library organization and other curricular activities which will promote democratic essence of mutual feeling within the institution.

4. Teaching is an important profession, therefore it is vital to put into practice the selection procedures in an appropriate manner. The proper recruitment and selection procedures will enable selection of candidates in different fields of study in a proper procedure.

5. For proper delivery of curriculum, education institutions should be graded in accordance to the standard of the institutions and admission should be allowed in accordance to the required standards.

6. Teacher educators must be properly qualified and experienced with language proficiency. There should be awareness regarding language and effective communication skills are imperative areas for teachers to possess.

7. Curriculum of teacher education programmes should be reviewed from time to time in accordance to the changing needs of the society. The teachers should not only possess knowledge of academic concepts, but it is vital for them to be aware regarding the current societal problems and issues, then develop appropriate measures on how to solve them.

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