Lecturer's Perception of Impact of Technological Devices for Quality Curriculum Delivery in Colleges of Education in the Face of Insecurity in the South-East (A Case Study of Anambra and Imo States)

Kate Ezeoba (Ph.D)

Department of Curriculum and Instructional Technology, Nwafor Orizu College of Education, Nsugbe, Anambra State

Abstract: *The research work focused on lecturers' perceptions of impact of technological devices for quality curriculum delivery in colleges of education in the face of insecurity in the South East, Nigeria. The population of the study was made of ten thousand lecturers from state colleges of education in the South-East, Nigeria. Sample consisting of four hundred lecturers who were randomly selected using simple random sampling technique. One hundred (100) lecturers were drawn from each of the four state owned colleges of education in the zone. The questionnaires were the instrument for data collection and it was validated by two experts in Curriculum Studies at Federal College of Education Technical Umunze and Nwafor Orizu College of Education, Nsugbe, Anambra State. Five research questions were formulated to guide the study. Descriptive research design was adopted for the study. The mean statistics was used to analyse the data collected. The findings of the study among others, showed that lecturer's perception on the impact of technological devices as tools for promoting teaching and learning. They see technological devices as gadgets for quality education accessible to learners and for individualized instruction especially in the face of insecurity in the South-East Zone. The research work concluded and recommended that the federal government should tackle the root causes of insecurity in Nigeria such as poor governance, injustice, tribalism, nepotism, weak judicial system among others.*

Keywords: Lecturers, perception, technology, curriculum, delivery, insecurity.

INTRODUCTION

Since independence, Nigeria has experienced an avalanche of conflicts and insecurity that resulted in loss of lives and unquantifiable damages on properties. No doubt the violent nature of ethno-religious conflicts which often take the form of riots, sabotage, assassination, armed struggles, guerrilla warfare and secession in Nigeria have implication on the political and economic development of the nation. According to Ozokhome (2022), conflict and insecurity is an issue that

have particularly affected Nigeria during the last decade or so, has crept to the forefront of international political debate. Igbuzor (2022), stated that polarization between ethnic groups and resulting conflict between them as they compete for resources, political and economic power and other goals, has spawned negative consequences of tremendous proportions of which genocide, ethnic cleansing and civil war are but a few examples have caused several losses of lives, livelihoods, displacement as well as loss of properties.

Adejumo (2020), defines insecurity as the state of fear and anxiety as a result of lack of protection. It means inadequate freedom from danger. The rising spate of kidnapping, armed robbery, herdsmen attack, incessant cases of rape are clear indications the South-East is becoming alarmingly insecured on daily bases. The federal government has completely lost control of the six geo-political zones of the country despite deploying thousands of troops and establishing a joint military task force to fight the insurgency in the North and Southern Nigeria. From the aforementioned, one can conclude that Nigeria has suffered immensely on unprecedented level of insecurity. Inter and intra communal and ethnic clashes, ethno-religious violence, armed robbery, assassination, murder, gender-based violence have been on the increase leading to general atmosphere of siege and social tension for the populace (Okorie, 2021).

The recent wave of ethno-crises and general insecurity in the South-East have become extremely alarming as it has become a daily routine practically across all geo-political zones and states. Ozekhome (2022), gave instances of insecurity in the South-East geo-political zone: The unending wars between farmers and herdsmen with the farmers bearing the brunt of the menace. Gun men have attacked several police station and local government headquarters in Anambra, Imo, Enugu, Ebonyi and Abia States, and set several buildings and vehicles ablaze. He further stated that gun men equally executed a jail break in the Nigerian correctional service facility in Owerri, where over 1,800 inmates escaped. In Anambra state, gun men attacked the police zonal headquarters at Ukpo and killed two police men. Several prominent citizens of Anambra state have been kidnapped and killed by unknown gun men. In Ebonyi state over 18 people were killed in an ethnic clash between locals and armed herdsmen. Some were also witnessed in Enugu, Imo, Anambra and Abia state. According to Ezeoha (2020), and Troffer (2022), Nigeria is confronted with multiple security challenges, notably the Boko-Haram terrorists in the North-East and militancy in the Niger-Delta, increasing violence between herders and farmers, banditry and kidnapping especially in the North-West and Central religious as well as separatist agitations for Biafra and now Oduduwa republic in the South-Eastern and Western parts of the country, respectively.

Nwadialor (2011), Nwagbaoso (2022), and Igbuzor (2022), have attributed the causes of insecurity in Nigeria to poor system of governance, weak judicial system, in justice, nepotism, culture of impunity and corruption, unemployment, tribalism among others. The high rate of unemployment in Nigeria is worrisome. Higher educational institutions in Nigeria turnout thousands of graduates every year but there are no available jobs in the public and private sectors for them to engage themselves. However, in a bid to survive, many of them get involved in criminal activities such as militancy, kidnapping, armed robbery, vandalization of public and private property. These problems have negative effects and implications in the nation and the educational sector (Ekwuru, 2014; Ikegbule, 2018).

In the educational sector, the effect of insecurity are enormous; Bello (2022), have observed that insecurity in Nigeria has led to closure of schools, reduction in the admission of students in educational institutions, impediment to quality education, limiting the National Youth Service Corps (NYSC) members to some part of the country, created gap in teaching and learning, loss of job by teachers especially those in private schools, and it has made those in final year class to stay extra years in the school. At the national level, insecurity had led to under-development, displacement of citizens, destruction of private and public property, disruption of means of livelihood. Others are fanning the embers of disunity, over-stretched security system and loss of lives. These conditions have called for the overhaul of our educational system to ensure there is effective teaching and learning in the face of security challenges.

Therefore, curriculum delivery in our colleges of education must not be allowed to suffer serious setback in the face of insecurity in Nigeria especially in the South-East geo-political zone, where sit at home usually declared by the indigenous people of Biafra (IPOB) every Monday and other days of the week have continued to disrupt effective teaching and learning in the zone. Integration of technology in our curriculum delivery will ensure access to quality education by all students in the zone. Technology has the dual advantage of expanding access and improving quality of education. The mobility of technology implies that learning opportunities can exist anywhere notwithstanding insecurity in the country. Otti (2016), Ekwuru (2014) and Agwu (2019), have advocated the use of e-learning in the face of security challenges. According to them, e-learning is of two basic types; computer-based e-learning and internet-based e-learning. Computer based e-learning entails the use of full range of hardware and software for teaching and learning. Each component can be used in either of the two ways: Computer managed instruction and computer assisted learning, instead of using traditional methods, computers are used thereby providing interactive software as a support tool within the class or as a tool for self-learning outside the classroom. In computer managed instruction, it is for the purpose of storing and retrieving information to help in the management of education.

Arkorful and Abaidoo (2014), posit that e-learning allows the learners to interact with their teachers by asking and answering questions immediately through the use of internet facilities like video conferencing, audio-conferencing, video text and tele text. The main benefit of synchronous e-learning is that it makes students to avoid the feeling of being isolated since they are in communication with others, throughout the learning process, but it might not augur well with learners and teachers who have busy schedules. On the other hand, a synchronous e-learning can be carried out even when the students or teachers are offline. It also allows learners and teachers to discuss among themselves over the internet at different times. In this platform, teaching and learning can be achieved through the use of whatsapp, school website, e-mail and messages posted on community fora. It gives the learner the advantage of studying at their time of convenience using their mobile phones, tablets, laptops etc. Asoga (2010), listed some of the challenges of e-learning in teaching and learning especially in the learning periods of security challenges include: learners will not be able to receive instant feedback from teachers as well as from their colleagues. Learners undergo contemplation, lack of interaction or retention.

The e-learning might not be effective if compared with the conventional method of learning, when we talk of clarifications, offering explanation as well as interpretations. The use of e-learning in the period of insecurity may reduce the high standard of instruction, according to Nwadialor (2011), e-learning might encourage bad activities like cheating because it is difficult to control or regulate irregularities since tests for assessments in e-learning can possibly be done by proxy. Also, high cost of data and android phones, irregular network services in some areas and lack of parental support due to poverty and illiteracy may hinder the use of e-learning for effective teaching and learning in the face of insecurity. Therefore, colleges of education should compliment traditional teaching methods (chalk and talk) with online teaching and learning. To improve the use of technological devices by lecturers for quality teaching and learning, then lecturers must be trained and retrained in the use of technological devices (Trottier, 2022). According to Ekwuru (2014), power supply must be regular, and internet network must be stable if lecturers must teach effectively using technological devices in colleges of education in the face of insecurity in the South-East zone of Nigeria.

However, e-learning is the best platform for learning in this period of insecurity in the South-East geo-political zone. NPE (2013), put more emphasis on the use of electronic devices for teaching and learning.

Research Questions

The study was guided by the following research questions:

1. What are the lecturers' perceptions on the impact of technological devices for quality curriculum delivery in the colleges of education in the face of insecurity?
2. What are the technological devices that lecturers could use to teach in the face of insecurity?
3. To what extent do lecturers use technological devices for quality curriculum delivery in the challenges of education in the face of insecurity?
4. What are the challenges lecturers face in the use of technological devices in teaching and learning?
5. How can the lecturers' use of technological devices for quality teaching be improved?

RESEARCH METHODOLOGY

The study adopted a survey research design. This type of design reports things the way they are (Abiola, 2017). Descriptive research design clearly specifies who and what are to be measured (Adekoya and Adetoro 2017). The population of the study comprises all the ten thousand lecturers from the four-state government owned colleges of education in the South-East geo-political zone in Nigeria. Sample consisting of 400 lecturers were randomly selected using simple random sampling technique drawn from the four state owned colleges of education in the South-East zone. Data was collected using a structured questionnaire developed by the researcher. The instrument was subjected to both face and content validation. Experts in curriculum studies at Federal College of Education (Technical) Umunze, Anambra State and Nwafor Orizu College of Education, Nsugbe, Anambra State. Following their recommendations, the final draft of the instrument was produced. This is to make provision for maximum efficiency of the instrument as well as eliminate complex,

redundant and overloaded questions from the instruments. The reliability of the instrument was established to be 0.85 using the Pearson's product moment correlation coefficient.

The instrument was administered using a face to face method to the respondents. This is to ensure clarification of questions, words and phrases. The number of items were 30 questions. The likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) were used. The scale is weighted 4, 3, 2 and 1 respectively. For decision on the result, any mean of 2.5 and above is said to be high and effective and those below 2.5 are said to be low and ineffective.
.

RESULTS

The following are the results of the data analysis.

Research Question I: What are the lecturers' perceptions on the impact of technological devices for quality curriculum delivery in the colleges of education in the face of insecurity?

Table 1: Mean rating scores on the lecturers' perception on the impact of technological devices for quality curriculum delivery in the colleges of education in the face of insecurity.

S/N	ITEMS	N	$\overline{X}$	Remarks
1	Technological devices are tools for promoting teaching and learning in the face of insecurity.	1380	3.5	Accepted
2	Technological devices are tools for promoting quality teaching and learning	1150	2.9	Accepted
3	Technological devices are tools for making quality education accessible to learners	1250	3.1	Accepted
4	Technological devices are tools for promoting individualized instruction.	1380	3.5	Accepted
5	Technological devices are reliable tools for teaching and learning.	1150	2.8	Accepted

Source: Field Survey, 2025

The result presented in table one shows that items 1-5 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.5, 2.9, 3.1, 3.5 and 2.8 which are above the criterion of acceptance fixed at 2.5 and above. It means that the lecturers perception on the impact of technological devices for quality curriculum delivery in the colleges of education in the face of insecurity are: lecturers see technological devices as tools for promoting teaching and learning in the face of insecurity, lecturers see technological devices as tools for promoting quality teaching and learning, lecturers see technological devices as tools for making education accessible to students, lecturers see technological devices as tools for promoting individualized instruction and lecturers see technological devices as reliable tools for teaching and learning.

Research Question 2: What are the technological devices that lecturers could use to teach in the face of insecurity?

Publication of the European Centre for Research Training and Development-UK

Table 2: Mean rating scores on the technological devices that lecturers could use to teach in the face of insecurity.

S/N	ITEMS	N	$\overline{X}$	Remarks
6	Audio-conferencing	31,250	3.1	Accepted
7	Video-conferencing	1,100	2.8	Accepted
8	Electronic mail	1,380	3.5	Accepted
9	Videotext	1,150	2.9	Accepted
10	Internet technology	1,250	3.1	Accepted
11	Whatsapp	1,100	2.8	Accepted
12	Android phones	1,150	2.9	Accepted

Source: Field Survey, 2025

The result presented in table two shows that items 6-12 were rated high by the respondents. This was clearly indicated from their respective mean scores of 3.1, 2.8, 3.5, 2.9, 3.1, 2.8 and 2.9 which are above the criterion of acceptance fixed at 2.5 and above. It means that the technological devices that could be used by lecturers to teach students in the face of insecurity are audio-conferencing, video-conferencing, electronic mail, video-text, internet technology, whatsapp and android phones.

Research Question 3: To what extent do lecturers use technological devices for quality curriculum delivery in the colleges of education in the face of insecurity?

S/N	ITEMS	N	$\overline{X}$	Remarks
13	Lecturers use technological devices for administering general studies examination of students.	1,100	2.8	Accepted
14	Lecturers use technological devices for students assignments.	1,250	3.1	Accepted
15	Lecturers do not always use technological devices for teaching and learning.	1,250	3.1	Accepted
16	Lecturers use technological devices to teach when the required resources for using them are provided.	1150	2.9	Accepted
17	Lecturers use technological devices to teach when technical staff are there in the classroom to assist them.	1,100	2.8	Accepted

Source: Field Survey, 2025

The result presented in table two shows that items 13-17 were rated high by the respondents. This was clearly indicated from their respective mean scores of 2.8, 3.1, 3.1, 2.9 and 2.8 which are above the criterion of acceptance fixed at 2.5 and above. It means that lecturers do not always use technological devices for curriculum delivery. However, lecturers use these technological devices to administer general studies examination of students, sometimes they use it to give students assignments, they use it to teach when the required resources for using them are provided, lecturers use technical devices to teach when technological staff are there in the classroom to assist them.

Research Question 4: What are the challenges lecturers face in the use of technological devices in teaching and learning?

Table 4: Mean rating scores on the challenges lecturers face in the use of technological devices in teaching and learning.

S/N	ITEMS	N	$\overline{X}$	Remarks
18	High cost of data for online teaching	1,100	2.8	Accepted
19	The teaching may not be effective if compared with the conventional method of teaching and learning.	1,380	3.5	Accepted
20	It might encourage bad activities like cheating	1,150	2.9	Accepted
21	There is lack of adequate interaction between teachers and learners	1,100	2.8	Accepted
22	The standard of instruction may reduce.	1,250	3.1	Accepted
23	Lecturers may not be able to receive instant feedback	1,380	3.5	Accepted
24	Fluctuation of network services	1,100	2.8	Accepted
25	There might be challenges of power supply.	1,150	2.9	Accepted

Source: Field Survey, 2025.

The result presented in table four shows that items 18-25 were rated high by the respondents. This was clearly indicated from their respective mean scores of 2.8, 3.5, 2.9, 2.8, 3.1, 3.5, 2.8 and 2.9 which are above the criterion of acceptance fixed at 2.5 and above. It means the challenges lecturers face in the use of technological devices in teaching and learning are high cost of data for online teaching, the teaching may not be effective if compared with the conventional method of teaching and learning.

Research Question 5: How can the lecturer's use of technological devices be improved for quality teaching and learning?

Table 5: Mean rating scores on lecturers' use of technological devices be improved for quality teaching and learning.

S/N	ITEMS	$\overline{X}$	$\overline{X}$	Remarks
26	Training and re-training of lecturers in the use of technological gadgets for quality teaching.	1,100	2.8	Accepted
27	Regular supply of power (electricity).	1,150	2.8	Accepted
28	Provision of internet facilities for lecturers	1,380	3.5	Accepted
29	Subsidizing the cost of technological devices for lecturers and students by the government	1,100	2.8	Accepted
30	Government should equip the colleges of education with technological devices for quality teaching and learning.	1,280	3.1	Accepted

Source: Field Survey, 2025

The result presented in table five shows that items 21-25 were rated high by the respondents. This was clearly indicated from their respective mean scores of 2.8, 2.8, 3.5, 2.8 and 3.1 which are above the criterion of acceptance fixed at 2.5 and above. It means that the lecturers use of technological devices can be improved for quality teaching and learning through training and re-training of lecturers in the use of technological gadgets for teaching, regular supply of power (electricity), provision of internet facilities for lecturers, subsidizing the cost of technological devices for students and lecturers by the government and equipping colleges of education with technological devices for quality teaching and learning.

DISCUSSION OF FINDINGS

The result of the analysis of research question one shows that lecturers perception on the impact of technological devices for quality curriculum delivery in the colleges of education in the face of insecurity are: Lecturers see technological devices as tools for promoting quality teaching and learning in the face of insecurity, they see technological devices as tools for making education accessible to learners and for promoting individualized instruction. These findings are in line with Otti (2016), Ekwuru (2014) and Agwu (2019), these scholars see technological devices as hardware and software for quality teaching and learning in the face of insecurity. These scholars further said that technological devices allow learners to interact with their teachers by asking and answering questions immediately through the use of internet facilities like video conferencing, audio-conferencing, video text. The main benefit of technological devices is that it makes students to avoid the feeling of being isolated since they are in communication with others throughout the learning process. According to Agwu (2019) technological devices allow learners and teachers to discuss among themselves over the internet at different times. In this platform teaching and learning can be achieved through the use of whatsapp, college website, e-mail and messages posted on college whatsapp group.

The result of the analysis of research question two shows that the technological devices that lecturers could use to teach in the face of insecurity are audio-conferencing, video-conferencing, electronic mail, video-text, internet technology, whatsapp among others. These findings are in agreement with Abaidoo (2018) and Asoga (2010), observed that the use of video-conferencing, audio-conferencing, the use of e-mail, learning through whatsapp, are some of the technological devices that could be used for quality teaching and learning in the face of insecurity in the South-East, Nigeria.

The result of the analysis of research question four shows that the challenges lecturers face in the use of technological devices in teaching and learning are: high cost of data, the learning may not be effective if compared with the conventional method of learning, it might encourage bad activities like cheating, there is lack of adequate interaction between teachers and learners among others. These findings are in line with Asoga (2020) and Nwadialor (2011), who asserted that some of the challenges lecturers face while using technological devices include; students engage in bad activities like cheating because it is difficult to control or regulate irregularities since tests for assessment in the use of technological devices can be done by proxy, high cost of data and irregular

net work are some of the challenges lecturers face in using technological devices for quality teaching and learning.

The result of the analysis of research question three shows that lecturers do not use technological devices to teach all the time. These technological devices are used mostly to administer general studies examinations which are objective tests, for administering assignments, lecturers use these devices when the required resources for using them are provided and when technical staff are there to assist them. These findings are in agreement with Agwu (2019), and Otti (2016) who observed that lecturers use technological devices for quality teaching and learning when network services are stable, and data, power supply are regular.

The result of the analysis of research question five shows that lecturers use of technological devices can be improved for quality teaching and learning through training and re-training of lecturers in the use of technological gadgets for quality teaching and learning, regular supply of power (electricity), provision of internet facilities, subsidizing the cost of technological devices for students and lecturers by the government, equipping colleges of education with technological devices for quality teaching and learning among others. These findings are in line with Trottier (2022), and Ekwuru (2014), maintained that the ways to improve the use of technological devices by lecturers are through training and retraining of lecturers in the use of technological devices, regular power supply and internet facilities. According to them, these are ways to improve the quality of teaching and learning in the face of insecurity in the South-East, Nigeria.

CONCLUSION

The gradual collapse of Nigeria is clear evidence of the failure of the political leaders to provide adequate security for Nigerian citizens. Across the country, moving bands of miscreants have taken over social and economic activities. They determine where people can go to, and how people can reach their destination. No one talks about anything other than how they can maintain their daily routines and still escape being killed, abducted or displaced by terrorist groups. The level of insecurity has increased in Nigeria as a result of poor system of governance, weak judicial system, injustice, nepotism, culture of impunity, bribery and corruption, unemployment among others. These problems no doubt have impacted negatively on the educational sector thereby resulting to closure of schools, reduction of students' admission, created serious gap in teaching and learning and made curriculum delivery to suffer a serious setback. Therefore, integrating technology in our curriculum delivery will ensure access to quality education in the face of insecurity in the South-East, Nigeria. Technological devices through video-conferencing, audio-conferencing, video text, e-mail, whatsapp etc are some of the curriculum delivery strategies using technological devices in the face of insecurity in the South-East, Nigeria.

Recommendations

Based on issues highlighted above, the following recommendations are made:
1.	The federal government should tackle the root causes of insecurity in Nigeria such as poor governance, injustice, tribalism, nepotism, weak judicial system.

2. The government should subsidize the cost of internet facilities such as laptops, tablets, data so that the lecturers could impart quality knowledge within and outside the classroom.

3. Federal and the state governments should adequately found education at all levels.

4. Teachers at all levels of education should be exposed to capacity building in online education, use of internet facilities as this will go a long way in benefiting their students and the entire society.

5. Adequate infrastructural facilities such as communication satellites, security satellites should be provided by the government for safety of lives and property.

REFERENCES

Abaidoo, C.C. (2018). Essentials of educational technology: New Delhi: PHI learning Ltd.

Abiola, O.O. (2017). Procedure in educational research. Kaduna: Kingo Nigeria Limited.

Adebakin, M.A. (2012). National security challenges and sustainable economic development. Evidence from Nigeria 1(1), 10-12.

Adekoya, S.O. and Adetoro, J.A. (2017). Fundamental of Statistics and Research methodology. Lagos: University of Lagos Press.

Agwu, S (2019). The education report, Daily sun newspaper, June 4, 27-28.

Asaga, K (2010) Education in a corrupt society: The Nigerian experience. Journal of Arts Education 2(2), 5-6.

Babangida, M.A (2012). The security for national security in Nigeria. Challenges and prospect: paper presented at Obafemi Awolowo University, Institute of government and public policy. Thursday, September 2012, 5-6.

Bello, O. (2022). Nigeria's Boko-Haram threat; How the EU should act. Available on http:// www eurasiareview.com.

Ekwuru, J.C. (2014). Nigeria education and it's functionality in the 21st century. Journal of African education 2(1), 49-50.

Igbuzor, O. (2022). Peace and security education: A critical factor for sustainable peace and national development. International Journal of peace and Development studies 2(1), 34-36.

Ikegbule, G.(2018). Researchers demand review of education system. Daily sun Newspaper. Tuesday, 18 July, 25-26.

National Policy on Education (2013). Abuja: NERDC Press.

Nwadialor, E. (2011). Nigeria and security challenges. Vanguard News paper, June 20, 4-5.

Nwagboso, C.I. (2023). Security challenges. Vanguard Newspaper, June 20th, 4-9.

Okorie, I. (2021). Insecurity, consequences of investment and employment. The Punch, Thursday, September 9, 37-38.

Otti, S. (2016). NUC rates Nigeria Universities poor in research. Daily sun Newspaper, July 19, 28-29.

Ozokhomi, M. (2022). Ethnic nationalities and emerging challenges in Nigeria. Daily sun, Wednesday, November 30, 20-22.

Trottier, C.A. (2022). Insecurity in Nigeria. Online publication World compatible/insecurity. Retrieved on 3rd January, 2023.