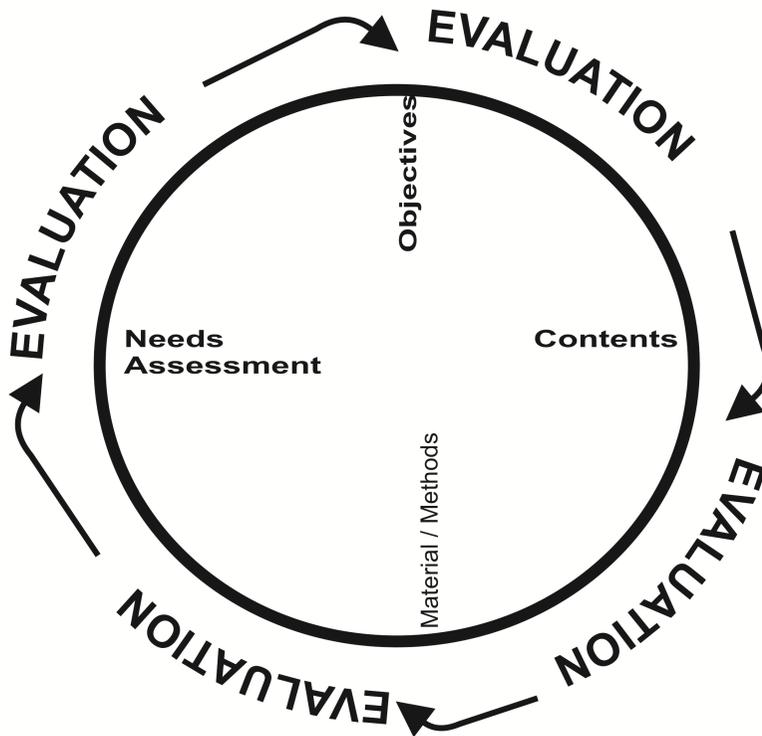


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This Journal is a forum for the dissemination of research findings and reports on curriculum development, implementation, innovation, diversification and renewal. In developing a curriculum, it is often necessary to use the experiences of the past and present demands as well as practices within and outside the system to design a desirable educational programme. Problems and issues in comparative education are relevant in shaping the curriculum. In the same vein, issues relating to the constant training and re-training of teachers are very relevant.

Articles which present the results of empirical educational research, discuss theoretical framework for innovation in education or advocate new ideas are welcome. The Journal accepts articles from scholars in all fields related to curriculum study from all parts of the world. However, particular interest is shown to papers in the following areas:

- \* Curriculum content, learning experience, organization and evaluation.
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- \* Teaching methods and teacher effectiveness.
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- \* Teacher preparation and climate change curriculum.
- \* Assessment of curriculum and Sustainable Development Goals.
- \* Innovations for effective education delivery.

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## **EDUCATION AND CORRUPT FREE CURRICULUM IN NIGERIA**

**Professor Sunday N. Agwu,  
National President,  
Curriculum Organization of Nigeria**

The theme of the 2019 Curriculum Organisation of Nigeria Conference is, *Education and Corruption-Free Curriculum in Nigeria*. It is a very interesting one because when the word corruption is mentioned in any discussion and circle, it attracts rapt attention to the extent that even uninvited passers-by turn round to contribute to the discussion. If you discuss corruption on your social media wall, you will get an avalanche of informed and uninformed comments from friends and colleagues. That is to say that corruption is a trending word not only in Nigeria but the world over; that also goes to buttress the fact that though corruption is as old as creation it is everywhere. Corruption is endemic. Like a fly to the dunghill, it follows everyone like a shadow and even the food we eat, the cloth we are wearing, the air we breathe, the water we drink all smell and waft of corruption. Indeed, corruption in Nigeria is far much deeper than the River Niger and thicker than the Sambisa forest! It is really a cankerworm that has eaten very deep into the mainstay of our existence and it is a wise decision that this hydra-headed monster has been brought to the public glare of educators in this gathering, perhaps, to be undressed, beheaded, and buried at the end of this conference and never to be exhumed.

### **What is Corruption?**

Permit me to share my thought on the theme of the conference: Corruption-free curriculum in Nigeria which will perhaps set the agenda for the conference. Corruption as a concept does not yield itself easily to a one-size-fits-all definition. This is why people see it as a “difficult concept to define” (Brunnelle-Quraishi, 2011:101, Ganahl, 2013) and one that evades a universal prescription (Transparency International, 2003). That is to say that the definitions of corruption can be varied and divergent. To be expected, a concept that lacks universal prescription may open itself up to numerous manifestations, manipulations or interpretations as people in different cultures may conceive it but all such conceptions across cultures may have one thing in common, namely,

corruption and corrupt practices have disabling, impairing and devastating consequences on individuals, institutions and the economy of the states. Corruption is like a locust and any system it evades is ultimately paralyzed and rendered valueless.

From political circles to business boardrooms, educational institutions, the health and judicial sectors, and even the “holiest” places-our religious institutions-the list is endless and corruption occupies the center stage. This vice is literally dismembering our country. It has become a deep-rooted norm in every sector, occurring in different forms and acquiring different aliases, baptismal names and scenting to make it palatable and easier to be administered.

That this cankerworm dwells comfortably in the education sector is something to worry about and for good reasons. The sage, Nelson Mandela, once said that “Education is the most powerful weapon that can be used to change the world”. The role of education in a nation's development is well understood and is the reason why many developed countries make it compulsory for all to be in full-time education up to the age of 16. Studies have shown that good educational attainment is strongly correlated with fast economic growth and the development of a nation.

The wide spread or prevalence of corruption in Nigeria means that there is hardly any sector of the Nigerian society that can be exempted as not being corrupt. Be this as it may, there are sectors in which the prevalence of corruption in them can terribly and disastrously destroy a state and her people and one sector where this is real is education. This position is taken because corruption in the education industry is terribly detrimental to the moral and general health of the Nigerian state. I refuse to agree with the argument that because people are poor or receive poor wages, then they should be corrupt and that if you need to stop corruption, you must end poverty first. Poverty no doubt is a great contributor to corruption, but how about the numerous cases of political office holders who are being tried for corrupt practices, are they poor too?

Education is a life-long activity but when tainted by the dripping mire of corruption, it is carried on like a scar for life. There lies the imperative to impart in our children positive lifelong values, ethics and mores that will propel them for life and make them render meaningful services to humanity in their various

areas of endeavour. This brings to the fore the importance of the concept of institutional culture. The more years students spend in a system with a warped culture, the more they may come to accept such a culture such as corruption, as a social norm, an acceptable behavior, hence the more like they may become conformed to this as of a second nature.

This in essence means that education provides more opportunities to get involved in bribery and corruption. Therefore, more highly educated individuals are more likely to pay bribes. For example, an individual with a university degree may be more likely to own a business, be involved in public affairs, or be involved in other activities that would bring them in contact with government officials. Additionally, the more educated an individual is, the more likely he is to have a well-paying job and a higher value of time could lead individuals to place a higher value on quick service delivery, making bribe paying more worthwhile and more likely.

One tends to agree with Torulagha (2019) on his six hypotheses on corruption which are highlighted as follows:

- i. There is a relationship between corruption and lack of infrastructural development, modernization and rehabilitation of Nigerian education institutions.
- ii. There is a relationship between corruption and lack of concern for student services.
- iii. There is relationship between corruption and the poor state of academic standards.
- iv. There is a relationship between corruption and the increasing lack of professionalism and ethical standards by administrators and teachers/instructors/lecturers/professors in secondary schools and institutions of higher education.
- v. There is a relationship between corruption and the mushrooming of private educational institutions in Nigeria.
- vi. There is a relationship between the prevailing culture of corruption, exploitation and amorality in the educational sector and the culture of corruption, exploitation and amorality in the sociopolitical system.

The Nigerian educational environment, due to corruption, is turning many young men and women into an uncaring, unnecessarily aggressive, and the

devil-may-care kinds of individuals. They have been socialized to believe that might is preferable to civility, that morality and ethics are not important virtues, and that it is important to win at all cost. They have increasingly been socialized to believe that it is proper and necessary to take whatever action, including killing in order to prevail. They learn these behaviours from the administrators and teachers/instructors/lecturers/ professors who are supposed to mould them into hard-working honourable citizens. Having been accustomed to these kinds of behaviours, many university graduates have become amoral. They lie, cheat, manipulate, threaten, exploit and kill in some instances.

### **Corrupt-Free Education System**

The quest for corruption-free education system may appear as a mirage and utopian, nevertheless, it is achievable and such system is characterized by equality of access to educational opportunity, fairness in the distribution of educational curricula and materials, and fairness and transparency in the criteria for selection to higher and more specialized training. Others are fairness in accreditation in which all institutions are judged by professional standards equally applied and open to public scrutiny, fairness in acquisition of educational goods and services, and maintenance of professional standards of conduct by those who administer education and who teach them, whether public or private.

### **The Way Forward**

The first step towards corrupt-free education curriculum is going back to the starting point. This involves revisiting the ethical codes of conduct of public officers, and teachers. There are guidelines which propel the conduct of public officers in the ways and manners they should carry out their functions and it is perhaps necessary to refresh our mind with them. The provisions of the code of conduct for public officers include that:-

- (a) Public officers should avoid conflict of interest that could undermine their work.
- (b) Public officers should not own any foreign accounts.
- (c) Public officer should not receive gifts or benefits as inducements so that they will not compromise their positions.
- (d) Public officers should be the embodiment of all public virtues such as honesty, impartiality, wisdom, justice and trustworthiness.
- (e) Public officers should be subjected to the laws in the same way as other

people in the society.

(f) Public officers should live within their means.

In the same vein, the professional ethics from the Teachers Registration Council of Nigeria (TRCN), Teachers Code of Conduct (Revised edition) talks of teachers' professional standard, professional commitment, efficiency, evaluation of learners' performance, etc which are more often than not observed in the breach as these and many more are rampant in the education system:

- i. Forgery and mutilation of official documents
- ii. Fighting in or within the schools premises
- iii. Assaulting a student or teacher
- iv. Intimidation of student(s)
- v. Abuse of a student or a teacher
- vi. Harassment (sexual or otherwise)
- vii. Habitual late coming
- viii. Unauthorized absenteeism
- ix. Taking undue advantage of teacher or student
- x. Illegal or unauthorized collection of money from students
- xi. Facilitating, aiding, abetting of assessor or exam malpractice
- xii. Irregular or unauthorized award of marks
- xiii. Bribery (giving or taking)
- xiv. Disobedience of lawful order
- xv. Stealing
- xvi. Exhortation from students
- xvii. Money-for-marks
- xviii. Sex-for-marks
- xix. Employing unqualified teachers
- xx. Teaching with non-qualifying or unrecognized certificate
- xxi. Teaching without registration with TRCN, etc.

There are no easy magical solutions to the problems facing education. In one sense the system of education in a modern society will always be subject to new problems and challenges, but there are a number of steps that can be taken to restore a curriculum fit for our children. Firstly education needs to become depoliticized: politicians need to be discouraged from regarding the curriculum as their platform for making statements. Secondly society needs to challenge the tendency to downsize the status of knowledge and of standards. Anti-elitist

education is in reality a masquerade for social engineering and needs to be exposed for its destructive consequence on school standards. Thirdly we need to take children more seriously, uphold their capacity to engage with knowledge and provide them with a challenging educational environment. They do not need to be made to feel good nor praised but taken seriously.

It is obvious that we need a paradigm change in our thinking and this is best tackled from the early years through proper, well-rounded education. Children learn much more than reading, writing and arithmetic in school. We need to focus on the younger generations because prevention is better and cheaper than cure. Fighting corruption in educational systems means ensuring that the social norms being taught are in line with the collective good of the society in general, legal behaviour and civic responsibility.

Institutional quality must improve to fight the corruption coming from corrupt educational systems. If children are learning how to be corrupt instead of learning good citizenship and social cohesion, then it is no surprise that they grow up to become corrupt adults. The value and wisdom in volunteering, giving and social responsibility should be inculcated and enshrined in the curriculum of the schools.

The right culture in our educational system will help the coming generation to identify and to stop electing or applauding any unscrupulous and desperate politician. It is only by instituting the right values in our educational system that the coming generations can begin to develop the political and collective will to formulate and implement policies and programmes against corruption.

We should seek to eradicate illiteracy and educate people on their rights under their government. As long as the masses are still ignorant of their rights, corrupt and opportunistic politicians will continue to emerge, the educational system will continue to be poor and Nigeria will remain as it is today.

Since the educational sector is as corrupt as the public and private sectors, the war on corruption cannot be won without making determined effort to purge the educational sector of psychosocial beasts. It appears that there is a symbolic relationship between the educational culture and the psychosocial and political culture of the society at large. What happens to society at large affects the educational sector and whatever happens in the educational sector affects the

society at large. Those in the educational sector learn and adopt predominant values generated by society at large and the society at large learns and adopts predominant values generated by educational sector.

In conclusion, I see a bright light at the end of the tunnel. We should be undaunted by the seeming herculean task ahead. It is my belief that as committed and dedicated teachers who not only fashion to curriculum but equally impart knowledge we have a great role to play in nurturing the children of today who are the leaders of tomorrow. I believe that if all of us do our own bit and shun corruption and corrupting tendencies, we will be getting nearer to the El-Dorado.

## **CURRICULUM DEVELOPMENT AND CORRUPTION-FREE SOCIETY IN NIGERIA**

A keynote address presented to the Curriculum Organization of Nigeria, at her 32<sup>nd</sup> Annual Conference held at the Princess Alexandra Auditorium (PAA), University of Nigeria, Nsukka, 19<sup>th</sup> September, 2019

By

**Professor Eric K. N. Nwagu**

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### **Introduction**

The two key concepts in the theme of this year's national conference of the Curriculum Organization of Nigeria (CON) are the concepts of corruption and curriculum development. Both are common placed terms used in routine discourses both in academic and conventional circles. Corruption has remained the most contemplated and condemned factor of dysfunctionality of almost all socio-economic and political institutions in Nigeria and in other countries of the world. All socio-economic and political ineptitudes and woes of Nigeria and other countries are blamed on corrupt individuals and institutions (Okolo & Akpokighe, 2014; Salisu, 2000; Shuaib, 2015). Whether that is true or not, the main reasons for insecurity, paucity of infrastructure, mediocrity in governance, apparent inefficiency of educational and other institutions, among other social ills in Nigeria, are believed to be corruption or corruption related. Corruption is regarded as the potent factor and key impediment to the sustainable development of all sectors of Nigeria economy, including education (Stople, 2008).

Curriculum on the other hand is the instrument of education. It is an instrument of development. Put simply, it is the consciously planned programme of activities intended for execution in formal education spaces and facilities for the purpose of equipping younger generation with the knowledge, competencies, values and life skills requisite for effective living in the society. The sense of curriculum is in actualizing the desired goals of the society, through packaging instructional contents and activities that opportune and stimulate youngsters to acquire relevant abilities for effective socio-economic and political life in, and the preservation of the cultural tenets of the society. Curriculum therefore is an instrument for stirring education to accomplish the purposes for which the institution was set up. Whatever the society aspires to attain is what curriculum objectives become (Toombs & Tierney, 1993). In other words, curriculum as an instrument of social change is reviewed and updated to be in tandem with the needs and aspirations of contemporary societies and for posterity. It is never

static but is changed as needs arise to re-direct the course of development through enhancement of the capacity of human capital for meeting and redressing the challenges and impediments to higher productivity and functionality.

Curriculum and corruption therefore, are two opposing camps in the field of national and regional development. The former promotes while the latter obstructs and impedes societal development. Haven seen corruption as the monumental challenge that must be tackled to pave way for overall development of Nigeria, this conference theme considers curriculum development and implementation as veritable instrument for creating corruption-free society in Nigeria. The way and manner to achieve this is the business of this address and indeed this conference. This paper is guided by the questions that follow.

### **The critical questions**

- Are the goals of education being achieved in Nigeria's corruption infested education environment?
- Have we realized that corruption is the impediment to the achievement of education policy objectives in Nigeria?
- What is corruption?
- What are the various acts of corruption at the different tiers of education in Nigeria?
- How can the various tiers of educational institutions be rid of corruption for effectiveness?
- What curriculum approach could be introduced to educate Nigerians at various levels of education to reject and resist corruption?
- What policy alternatives can solve corruption issues in Nigerian schools and society?

These are some of the questions before this august conference.

### **What is corruption?**

Early scholars have battled with the meaning and attributes of corruption as a concept. A lot of intellectual debate was evolved and different schools of thought emerged in the study of corruption. Farrales (2005) attempted to differentiate the moralists', developmentalists', functionalists' and revisionists' perspectives on corruption. The moralists universally condemned corruption because of its negative impact on the social, economic and political well-being of society, and as such would emphasize the negative effects in its value-laden definitions. On the other hands the functionalists or revisionists like Bayley & Perito (2011), Verhezen (2009), Nye (1967), and Leff (1964), are reluctant to condemn corruption and would not incorporate the effects of corruption in their value-free definitions. To them corruption is not harmful in all cases but rather a mechanism

by which individuals or groups gain influence over the actions of bureaucracy thereby participate directly or indirectly in the decision making processes. They see corruption as a by-product of modernization and development which breeds at the interface between new political institutions and traditional cultures, and between fast developing economy and conservative judiciary.

Following the early definitional debates on the subject, Farrales (2005) exposed the complexities and technical challenges in proffering acceptable definition of corruption. For him, what is considered corruption in one society may not be considered corruption in the next. Moreover, even within the same society, what is not presently considered corruption may in the future be considered corrupt because of changing norms. Corruption, therefore, is a cross-systemic, cross-temporal and cross-cultural phenomenon. It has and will always exist in some forms, regardless of government and laws (Farrales, 2005).

Corruption as a concept has not lent itself to easy definition (Rose, 2018; Aimiyekagbon, 2018; Seller, 2018; Okolo & Akpokighe, 2014). To Maguchu (2018) defining corruption is a universal challenge, and in the words of Okolo and Akpokighe (2014:33), the term corruption is 'uncertain and devoid of any straight jacket definition'. For them it has no settled meaning. Some reasons can be adduced. First, when an act is categorized as corruption, the perpetrators develop other more sophisticated acts to circumvent the law and public watch while at same time achieving their fraudulent ends. The new acts would fall outside the ambit of legal and academic definitions of corruption. The second reason is that certain acts regarded as corrupt in one society may not be deemed corrupt acts in another culture. For instance, what is presented to elders, "honourables", royalties and authorities (bureaucratic, traditional, political and religious) as 'kola' or gift in one culture may be regarded as bribery with corrupt intentions in another culture. Thirdly, what a people regarded as corruption in the past when they were poor might not be seen as corruption today if they become rich.

Though corruption has been conceptualized as a difficult phenomenon to define, many authorities, organizations and commentators have hazarded some clarifications. For instance, Bandfield (1996) sees corruption as the process of obtaining material enrichment or opportunities for oneself and or for others through the use of public office (or influence) in ways other than those publicly acknowledged through rules and procedures of that office. For Salisu (2000), corruption is the misappropriation of public resources to private ends. Ayobami (2012) sees corruption as the abuse or misuse of power or position of trust for personal or group benefit: monetary or otherwise

Corruption according to Transparency International (2019) is the abuse/misuse of entrusted power for private gain. Similar to this is the position of Liu (2016) that corruption is the abuse of public office for private benefit. Various dictionaries use about the same terms to define corruption. For instance, the Web/online Business Dictionary sees corruption as 'wrong doing on the part of an authority or powerful party through means that are illegitimate, immoral, or incompatible with ethical standards.' For Collins English Dictionary, corruption is dishonesty and illegal behaviour by people in positions of authority. From legal perspective, the Black Law Dictionary defines corruption as an act done to give some advantage inconsistent with the official duty and rights of others or officials.

### **Corrupt acts**

The United Nations Convention against corruption (UNCAC) recognizes corruption as a multifaceted, dynamic and flexible phenomenon, and as such does not define, but describe corrupt criminal acts for signatory states to cover in their legal system (Stople, 2008). The acts are:

- Bribery – the demand for gratification/money or other valuables to give undue advantage to someone;
- Kickbacks – from contractors;
- Foreign bribery – the OECD Convention on Combating Bribery of Foreign Public Officials in International Business Transactions, is an international legal instrument that criminalizes foreign bribery;
- Trading in Influence – influence peddling over public/private decision making process in return for an undue advantage.

For ICPC (2010), corruption involves all improper actions or interactions aimed at changing the course of events, judgment and position of trust. Corruption for her (ICPC, 2010) covers:

- receiving and giving gratification/bribery;
- use of office for fraudulent material acquisition
- misappropriation and diversion of public funds;
- abuse of public office, property, power and position;
- portraying oneself as above the law/lawlessness;
- culture of impunity;
- luxury living that lures others to crime;
- promoting mediocrity at the expense of excellence;
- cutting corners in business;
- adulterating food and fake drugs;
- using proxy names to buy property;
- forging bank cheques, receipts and certificates;

To the above list, Bandfield (1996) added the following:

- Nepotism – bestowal of patronage by reason of inscriptive relationship rather than merit; and
- Misappropriation – illegal appropriation of public resources for private uses

Ojaide (2000) included favouritism, tribalism, tax evasion, oil bunkering, false declaration, money laundering, drug trafficking, illegal payments, fraud, smuggling, falsification of documents and records, profiteering or undue enrichment, abuse of office, power and position, window dressing, militancy and examination malpractices.

Others corrupt acts include:

- |                           |                           |
|---------------------------|---------------------------|
| ◆ inflation of contracts; | ◆ over-invoicing;         |
| ◆ kick back and 10%;      | ◆ preferential treatment; |
| ◆ sexual harassment;      | ◆ bending of rules;       |
| ◆ pervasion of justice;   | ◆ encouraging crime;      |
| ◆ applauding criminals;   | ◆ stealing;               |
| ◆ cultism;                | ◆ extortion;              |
| ◆ truancy;                |                           |

### **Types and Classification of Corruption**

Corrupt practices are numerous and many classificatory schemes have been evolved for categorizing them. Transparency International (2019) identifies **grand**, **petty** and **political**, depending on the amount of money lost and the sector where it occurs. She also identifies “**according to the rules**” corruption and “**against the rule**” corruption. Konie (2003) categorizes corruption into **vertical** corruption (which is common in developing countries and involving managers and policy makers) and **horizontal** corruption (involves middle and lower class workers and citizens). Other classifications are: Incidental, institutional and systemic corruption by Rose-Ackerman (2012); and political, economic, bureaucratic, judicial and moral by Olagunju (2012).

Irrespective of the classificatory mode used, it is evident that all types or forms of corruption are evident in Africa and quite common in Nigeria.

### **Causes of Corruption**

A good understanding of the various causes of corruption is an imperative for planning effective measures towards redressing the scope, incidence and social tolerability of corruption. Diverse reports are found in literature that attempted to establish the causes of corruption in Nigeria. One school of thought has it that corruption is indigenous to Nigeria, and that traditional societies in Nigeria allow

the perpetration of different forms of low scale corruption. The argument runs into trouble at the consideration of the checks and balances built into the organizational structures and the share of administrative power and authority in the defunct African nation states and empires (e.g. Oyo Empire). Another school of thought takes corruption for an effect of colonialism. Okolo and Akpokighe (2014) argued that colonialism introduced systemic corruption on a grand scale across much of sub-Saharan Africa. The colonialists repudiated indigenous values, standards, and administrative checks and balances existing across pre-colonial Africa, and superimposed western bureaucratic structures and governance. The administrative system of indirect rule allowed leaders to tax and exploit the masses in favour of the colonial overlords. The leaders formed a privileged class that depended on extorted and confiscated cash and property from the toiling and moiling poor masses for their affluence. The police, court messengers and army were used for crushing and subduing resistance and opposition from the masses. In other words, wealth was siphoned from the poor masses as taxes and levies to embellish the richness of those in authority. This practice could be the precursor of predaciousness of bureaucrats and political office holders in Nigeria.

Other possible causes are:

- Poverty with its associate fear of the unknown that drive public officers to steal and amass wealth for the future of great-great-grandchildren.
- The infiltration of politics into religious organizations in Nigeria which has led to socio-political recklessness and attendant moral bankruptcy. Successful looters of public treasury now receive high recognition in places of worship and high regards in social circles.
- The over concentration of power at the centre which breeds the politics of winner takes all. As such whoever assumes office would want to amass as much illegitimate wealth as possible which cushions the possible effects of loss of the job on the family over a long period of time.
- Lack of social security could be another cause. Since government of Nigeria does not provide suitable and adequate socio-economic support to retirees, unemployed, physically and mentally challenged, and the aged, those who have the opportunity steal to secure their future.
- Tribalism and lack of faith in United Nations of Nigeria. This predisposes Nigerians to scramble for the wealth of the country and assist in covering the trails of fraudsters of same tribe.
- Weak political and legal institutions?
- Low wages

- Lack of openness, accountability and transparency in public service;
- Great inequality in distribution of wealth;
- Dysfunctional anti-corruption tools;
- Dubious political processes (election & financing);
- Change in values and norms;
- Cake sharing economy;
- Population dynamics;
- Government subsidies;
- Greed and avarice;
- Tolerance for culture of impunity. (ICPC, 2010; Aboyemi, 2012; Oladele, 2013).

### **Costs and Effects of Corruption on Nigeria**

Corruption is so endemic and intractable in Nigeria that it appears now to be recognized as Nigeria's major national identity. The common and frequent use of the term '**Nigeria Factor**' as a concept that explains administrative and financial irregularities, fraud, recklessness and irresponsibility is an indication that corruption is now a tradition in Nigeria. Corruption has taken so much toll on Nigeria's socio-economic growth and development that retrogression and failure have characterized the reports from all sectors.

Corruption affects societies negatively in diverse ways. It truncates the rights, freedom, health, education and finances of citizens. At the extreme, it can cost lives, the total collapse of state's economy and anarchy. Transparency International (2008) categorizes costs of corruption into four, namely: political, economic, social and environmental categories. Politically, corruption impedes democracy and the rule of law. Democratic systems and institutions lose their credibility and purpose when political office holders use their entrusted powers for personal or group/party advantage. Effective political leadership is difficult in a corrupt political environment.

Economically, corruption erodes the wealth of nations, and adversely impacts production and distribution processes, as well as market stability. Corruption deters investment and leads governments to opt for gigantic white elephant projects (Olympic-standard stadia, continental highways, communication and defence satellites, etc) instead of provision of basic facilities needed by the populace for security and survival. Corruption compels individuals to pay for services that should ordinarily be free, and pay exorbitant prizes for subsidized items (eg. fertilizer, petrol and kerosene).

Socially, corruption undermines the stability of social institutions. Values and

norms that sustain trust and cohesion among members of the society become distorted. With corruption, wealth and affluence become gods; the dubious processes of creating illegitimate wealth become religion and as such tolerable. Thieves and treasury looters become high priests in the odd religion. As a consequence of the subversion of value system by corruption, the wealthy criminals in societies now ascend social statuses of very high regards, and some are even knighted in churches, revered in mosques, turbaned in emirates, and crowned chiefs in kingdoms and villages. Corruption bridles access to justice and social services like health care, clean water, security, decent and safe accommodation and exposes citizens to risks of their lives. Socially still, corruption dampens the morale and zeal of citizens to exercise civic obligations in tax payment, voting in elections, giving information to Police, and active participation in community development projects.

Environmentally, corruption engenders environmental deterioration. Environmental laws and regulations are not enforced, environmental resources are looted and the environment abandoned to waste in pollution. Deforestation, illegal mining, bunkering, grazing crop farms, poaching in reserves, etc are allowed by corrupt officials.

In more specific terms, the cost to, and effects of corruption on the polity are:

- Extreme poverty;
- Very wide gap between the rich and the poor;
- Inefficient and ineffective education system;
- Instability of the polity;
- Erosion of cultural values;
- Economic recession;
- Poor infrastructural development;
- Insufficient energy production and poor distribution;
- Poor healthcare delivery;
- Weak judicial system and justice delivery;
- Environmental deterioration;
- Threat to democracy and good governance;
- Insecurity;
- Frustration, sickness, suicide, death;
- Poor drive for research, creativity and innovation due to plagiarism and poor enforcement of copy right laws.

In realization of these monumental costs of corruption to countries, the United Nations has added Goal 16 into the 2030 Agenda for Sustainable Development which calls on all states to “substantially reduce corruption and bribery in all their forms”.

## **Corruption in Nigeria Education Sector**

Like other sectors of development in Nigeria, the education sector is bedeviled by corruption. The teacher, parents, pupils, PTA/SBMC members, and other stakeholders take advantage of each other to gratuitously entertain their selfish desires. As a consequence, there are traces of different forms of corrupt practices at all the levels of education in Nigeria. A good understanding of the forms and magnitude of corruption at the various levels of education will provide the necessary background for conceptualization of effective curriculum development and implementation processes that would rid the system and the country of corruption.

### **1. Evidences of corruption at the Basic Education level**

- Employment of incompetent, non-professional teachers either by nepotism or cash collection. Employment quotas are shared and some politicians and directors either sell their slots or submit names of unqualified low capacity relatives.
- Favoritism of urban based schools in the posting of teachers and starving rural schools of experienced and qualified teachers.
- Deprivation of rural schools of instructional and learning materials.
- Handicraft production in schools which trains pupils in practical skills for production of valuable materials are replaced with cash collection. Whatever grade the parents want in handicraft for their children and wards they purchase with as much cash.
- Teachers would not teach but engage in regular degree/NCE programmes or engage in commercial motorcycles. At time of examination they assist pupils to pass through malpractices to cover up their irresponsibility.
- Sale of books to pupils. Sometimes, rare books are recommended and ordered by school authorities for sale to pupils at exorbitant prizes.
- Attachment of workbooks to class textbooks such that workbooks cannot be purchased without the matching textbooks
- Strike by teachers after pupils had paid relevant fees deny pupils of learning opportunities. In this case, who is corrupt? Is it the striking teachers or the adamant government functionaries who will never listen to the yearnings of employees unless they embarked on strike?
- Parents who write assignment for children and wards instead of

guiding them to learn through the assignments. This teaches the child to be less dependent on self efforts and to always seek to cut corners to achieve success.

- Influencing admission of unqualified pupils into Junior Secondary School and promotion of pupils who failed promotion exams through bribing the class teacher or relevant school officials.

## **2. Evidences of corruption at the Senior Secondary Education level**

- Employment for sale to highest bidders irrespective of their profession or discipline trained in.
- Appointment of principals and vice principals on the basis of “sorting” of commissioners, nepotism and clannish considerations.
- WAEC, NECO examination registration racketeering.
- PTA levies for sharing and not for development of school through provision of facilities and infrastructure.
- Illegal collection of levies,
- Sale of hoes, machete, brooms, plastic chairs submitted by student at registration point for use in the school, school farms and compound cleaning.
- Encouragement and facilitation of examination malpractices by school authorities. The most dubious character among teachers are usually selected as Dean of Studies in charge of registration of students for, and coordination of external examinations. They collect varying sums of money ranging from N500 for English Language and Mathematics to N100 for local languages for 'sorting' out corrupt supervisors and monitoring officers.
- Sex for marks is corruption.
- Admission into Federal Government Colleges for which intelligent applicants are dropped while very low ability applicants are favoured under the guise of quota system.
- Cut-off benchmarks for different states in one country. System allowing perpetuation of mediocrity is unfortunate.

## **3. Evidences of corruption at the Tertiary Education level**

For ICPC (2013), associated corrupt practices by universities are:

Non-adherence to the carrying capacity.

Non-adherence to rules and regulations guiding admission.

Some external interference in the admission process by some proprietors.

Inadequate funding which encourages Universities to engage in over-enrolment of students in order to boost internally generated revenue.

It is unfortunate that ICPC could identify only the four acts of corruption and only from the issue of admission of students. This is too limited. Below are other acts in universities and other tertiary education institutions that evidence corruption.

- Admission for sale and in consideration of the so called “friends of the University”. Admitting candidates listed by politicians, successful business men and government functionaries for them to help cover-up the corruption trails of University administrators.
- Employment for sale by the school authorities and governing council members. University lecturers are supposed to be drawn from the high flying, upper 5% of graduates in universities. They provide leadership in research, teaching and mentorship of undergraduates whose ingenuity and capacity would drive, modernize, reform, and advance the economy and the society. Corruption has made the systems to be flooded with personnel who ordinarily should have no business with working in tertiary education institutions. They rely on their students to write academic papers for them and even pay for the publications in the name of mentorship. The same is true of administrative staff. Some senior executive officers cannot take minutes of meetings or draft routine memos, nor file documents properly in Departments and units.
- Sale of handout
- Sale of marks and grades for continuous assessment and course examinations.
- Illegal registration of courses with lecturers through the purchase of textbooks/handouts of low market values at exorbitant prices.
- Sex for grade.
- Large scale material and cash gifts before chapters of research projects are read by scurrilous supervisors or by examiners for seminars and proposals.
- A situation where payments are made by students for stipulated services and the departments rendering the services are denied of the funds could be regarded as misappropriation which is corruption.
- Starving departments and units of funds and materials/facilities despite payments made for those by the students is corruption.
  - Diversion of funds meant for research by tertiary education institutions is fraud. i.e. denying lecturers of opportunities for

capacity building and professional growth.

- Borrowing staff and facilities for purposes of accreditation, and thereby denying students of opportunities for enriched learning is official deceit, falsehood and corrupt practice.
- NUC accreditation teams sometimes collect envelopes and recommend full accreditation for programmes that ordinarily should not be allowed for implementation due to lack of personnel and facilities.

Those are few of the corruption practices impeding the realization of curriculum objectives in Nigerian schools.

### **Combating Corruption in Nigeria School System**

Many policies and directives have been issued by the proprietors and managers of educational institutions for the purpose of combating corruption in education. There are decrees and policies of government against examination malpractices, illegal levies and extortion of money from students, sale of handout and substandard texts to students, absenteeism and non-performance of assigned duties. However, corruption would not allow effective application of those deterrent rules and regulations. Combating corruption requires a good understanding of the power relations, moral values, ethics and material condition and stimuli that uphold and sustain it in our society. For Heilman and Ndumbaro (2002), a holistic approach to fighting corruption has a better chance of success than populist or legalistic solutions/that target individual wrong doers. According to them, there should be a need to consciously transform social values as well as state institutions that work as enabling environments for corruption. This requires sensitizing people about the bad effects of corruption as well as mobilizing and empowering them with the means to take actions against those who misuse their authority.

The requirements for effective application of the above recommendations are arduous and the processes would be revolution-like. However, it would be worse to agree complexly with the pessimists like Farrales (2005) and Ayobami (2012) who have argued that all corruption cannot be completely eradicated from any human society. If they are right, why then is it possible that some north European countries have very minimal cases of corruption? It is therefore possible to structure, develop and maintain a corruption-free society. Heilman and Ndumbaro (2002) recommended that those who are forced to bear the cost of corruption should be empowered to mobilize and fight corruption without fear. Oladele (2013), contended that the limits of corruption are set by the level of tolerance of those who bear the cost of corruption. To immunize the society

against corruption, to empower citizens to mobilize and fight corruption and to provide alternative perception on wealth and good life is the responsibility of education as a social institution.

Corruption in Nigeria education sector has not been recognized officially as a huge threat to national development. That could be the reason educational institutions were not listed/included among the ministries, parastatals and agencies reporting all their major financial transactions to National Financial Intelligence Unit, NFIU (EFCC Document). Moreover, the operations of the three anti-corruption agencies in Nigeria, the EFCC, ICPC and the Code of Conduct Commission (NCCC) are not quite active in educational institutions. The low attention to the spate of corruption in educational institutions by the anti-corruption agencies could be due to:

- (i) The low scale of the corruption in terms of the amount of money involved;
- (ii) The tolerance of corrupt leaders by the institutions' communities which rarely protest or challenge the over bearing stances of authoritarian leaders.
- (iii) The non-recognition of the association between corruption and the inefficiency and non-functionality of education system.
- (iv) The involvement of almost all the stakeholders in corrupt practices in educational institutions.

In general, the known approaches to combat corruption vary among the countries of the world. In some countries the legal institutions are strong and very functional, the highly placed political office holder(s), even Heads of State are investigated, prosecuted, convicted and jailed for corruption. Such legal institutions are found in Israel, Japan, etc. In such countries long jail terms are prescribed by law for corrupt officers. In other countries, forfeiture of assets to the state is recommended; while in others like China, even capital punishment is applied.

All countries have legislation against corruption. However, the political will to conduct thorough investigation, try convict and sanction corrupt officers vary from one country to another. In some states, even the judiciary is equally corrupt and as such corruption becomes the norm, the standard or the culture of the society. Freedom of the press and investigative journalism are also recommended for freeing the society of corruption. But what happens after exposure of corruption to the public domain depends on the judiciary-and the political will of the government. Transparency International (2019) noted that corruption as a social malaise has no effective cure but can be tackled through immunization of

the society to resist and reject corruption. This is where mass mobilization and education become key factors.

The battle against corruption requires a re-think of the curricula at all levels of education in Nigeria. The creation of corruption-free society should start from the schools. The schools' environment should be corruption-free to enable the children and youths who pass through the school develop appropriate mind-set and socio-political and economic dispositions to reject corruption and whatever corruption entails. The school should be a microcosm of the desired society. It is an agent of change. The school creates in the mind and personality of youngsters the form and character of an ideal progressive and inclusive society that would provide them opportunities for self-actualization.

The National Policy on Education (FRN, 2014) recommends that Nigerian children should spend their formative (childhood and adolescent) years in schools to acquire basic education that would prepare them for effective living in Nigerian society. Their first contact with Nigeria society outside home is the school. Their early adjustments to fit into society take place in the school. If the school has democratic climate, they adjust to become democrats; if it is chaotic and anarchical, they would adjust to become bandits; if the school environment is corrupt, they would adjust to become corruption champions at young age. Great care therefore should be taken in developing the curriculum that would engage youths in the type of activities that would develop pleasant, moral, responsible and patriotic character in them.

At the Senior Secondary and Tertiary levels of education, the youths are acquiring socio-economic skills for their future careers. They monitor activities in the society and consider the teachings in educational institutions. They can develop critical thinking ability. They can rationally contemplate the activities of authorities in public and private sectors and deduce the impacts on families and the future of youths. They can decide to support what they consider good and resist what they consider negative in the society.

### **Curriculum Development for Corruption-free Society**

Knowledge of the process of developing a curriculum is an assumption here. Literature is replete with classical and modern models of curriculum development and the academic and scholarly analysis and evaluation of the qualities of each model. It is easy to observe that no model is the ultimate for use at all times. Each was evolved to put right some observed undesirable societal traits and happenstances. Tyler's linear model is prescriptive, deductive and based on the take that the school socializes children on the culture of adults in the society who are supposed to be living exemplary lives. School efforts curb deviance and extremities and acculturate students to fit into the already well

ordered and progressive society. The challenge is different now especially in Nigeria. The existing curricula in Nigeria were developed using modified or integrated prescriptive models of the classics which are deductive in approach. The development processes usually remain incomplete in the sense that the curricula are not consciously, conscientiously and systematically evaluated as a necessary component of the process. The few and isolated cases of curriculum evaluation are efforts put up by students in the academia for award of higher degrees. The results are usually not disseminated and used as feedback for curriculum review.

The magnitude of corruption in Nigeria requires a special curriculum development approach to address it. The prescriptive approach has not worked effectively. The inductive and descriptive approaches which are non-linear should be considered. This is a highlight on the importance of the evaluation component in curriculum development. As argued by Lunenburg (2011), Taba's instructional strategies model (Taba, 1962) is rather more theoretical than some other inductive, non linear and descriptive models developed later. However, a combination of ideas from Taba's model and that of the Humanistic model by Weinstein and Fantini (1970) can provide the necessary framework for discussion here. No model however is ultimately impeccable.

There are some considerations that are central in most curriculum development models namely:

- The society and her goals
- The learners and their concerns
- The objectives
- Contents, and the organizing ideas
- Learning experiences
- Teaching strategies and procedure
- Evaluation of outcomes.

The above 7 considerations will be commented upon as they would apply to the development of the curricula that would rid Nigerian society of corruption.

### **The Society**

The consideration of the society is to determine the status quo and her needs. The Nigerian society has such challenges as: no jobs for youths, limited economic growth, dysfunctional socio-economic and political institutions, low on infrastructure and energy production, rising inflation, crime and social vices, insecurity and corruption among others. The curriculum should be so designed for children and youths to be educated to reject the social vices and corrupt practices as alternative routes to wealth. The curriculum should be oriented for

social, economic and political transformation of Nigeria. Nigerian society needs youths who are intelligent, world class professionals, job creators, employers beyond national boundaries, patriotic, democratic, allergic to all forms of corruption, morally upright, politically conscious and environmentally responsible. The schools should be positioned to produce vanguards of positive change who would stand tall against corruption in all sectors of the country.

### **The Learner**

The learner should be the primary stakeholder in curriculum development. A lot of thought should be put on the learner's needs, interests, psychology and future. For instance, the curriculum provisions should equip the learner with academic knowledge of facts, principles and processes, cognitive skills as well as job-related skills, social skills, entrepreneurial skills, patriotic dispositions, democratic values and morality for life in corruption-free society. These concerns for the learner have implications for all other considerations in the curriculum development process.

### **The Objectives**

Asides the traditional educational goals of inculcating knowledge, cognitive skills and the ability to transfer knowledge and apply skills to work situations, the curriculum objective should be specific on:

- Detection of corrupt practices
- Determination of the costs of corruption to the development of the society.
- Rejection of corruption and all it entails
- Standing against corruption and protecting the society from all forces and perpetrators of corruption in Nigeria
- Knowledge of the legal and other authorized means of fighting corruption.
- Job creation ability and entrepreneurial skills acquisition.
- Democratic principles and rule of law. The rights of citizens and the responsibility of governments at all levels.
- Emphasis on social values. Values are standards or principles which society considers desirable and important. Some of values which education should aim at inculcating in youths because such values stand against corruption are:
  - Handwork
  - Productivity

- Respect for elders
  - Honesty
  - Good family name
  - Hospitality
  - Freedom
  - Peace
  - Respect for leadership and authority
  - Salvation
  - Security
  - Tolerance
  - Cooperation
  - Harmony
  - Loyalty
  - Respect for human dignity
  - Individual enterprise
- However, some negative values that sustain corruption include:
- Obsession with materialism (craze for materialism)
  - Quest for short-cut to affluence
  - Glorification and approbation of criminals and their ill-gotten wealth
  - Culture of consumerism
  - Certification syndrome
  - Culture of impunity
  - Personalization of public offices

### **Content**

Lunenburg (2011) draws a distinction between the traditional curriculum contents in Taba's instructional strategies model and the relevant curriculum contents in Weinstein and Fantini's humanistic curriculum development model. For our purpose here, critical traditional content(s) for exercise and development of the intellect should be retained while contents relevant to the understanding of the causes of the disparity in the socio-economic standing of developed and developing nations should be incorporated. Each content unit should emphasize the implicit principles that underline the development of great minds and great nations. The threats to national development, that is corruption, should be at the centre stage for analysis at all levels of education. It should form the core of the general courses in tertiary education institution.

### **Learning Experiences**

The school administration, the teachers, and the school functionaries should create and nurture educative environment that conduce the creation in schools of a microcosm of the very type of society envisaged. The school environment should be democratic and corruption-free. The rights of all the stakeholders should be respected; accountability and transparency in the management of school resources should be maintained. The inculcation of social values and virtues should not be by telling but by living. The students should experience life in a democratic and corruption-free school environment and internalize the feel and candor, cherish the freedom it offers, the growth it entails, the encouragement it offers for self-actualization and the potency it presents for progress.

The choice of method of teaching should be based on the principles of active learning. Teaching – Learning processes should engage learners in hands-on activities that would enable them develop the ability for critical thinking, logical reasoning, learning to learn, constant self-reflection, and self-assessment (Doyle, 2011; Carnes, 2011)

### **Evaluation**

Evaluation process in curriculum development is usually neglected. Evaluation ensures that the components of the curriculum are suitable and appropriate in achieving the set goals. Whichever component that is found inappropriate through evaluation is reviewed and replaced. Curriculum evaluation is not given the due attention in Nigeria. Holistic evaluation of curriculum after some years of implementation for the purposes of review has not become prominent. Moreover, trial testing of curriculum plans before introducing them into main stream education system is rare. Evaluation of curriculum implementation processes and products for some specific school subjects are being conducted by degree students. Their findings and recommendations are never collated for the purposes of policy making and curriculum review.

Evaluation at curriculum implementation level is cardinal because the ultimate evaluation techniques and processes determine the contents selection, instructional objectives, choice of methods and the learning experiences preferred by the teachers. Since the ultimate goal of education delivery in Nigerian schools is for pupils to pass prescribed external examinations of WAEC, NECO, NABTEB, etc, teachers settle for only testable contents and objectives in the curriculum. Instructional methods that facilitate memorization of facts and principles by pupils in preparation for achievement testing are utilized exclusively by teachers. Their main purpose is to enhance *test-wiseness* of the pupils. The entire effort is called “*teaching to the test*” which departs

significantly from the critical instructional objectives in the curriculum.

To combat corruption in the society, evaluation of learning should be comprehensive, systematic, cumulative and guidance oriented. Both the cognitive, affective and psychomotor domain objectives of education at various levels should be monitored and evaluated. For instance, the value orientation, social attitudes and patriotic dispositions of learners manifest in their character and cannot be assessed through testing. The professionalism of teachers is called to question here. Her ability to develop, adapt and use attitude, interest and perception scales; keep anecdotes on learners; adapt or develop quality assessment rubrics; manage learners' portfolios; observe and rate learners' behaviour traits is of essence.

### **Conclusion**

Although corruption is evident in all the countries of the world, it is quite endemic in Nigeria, and has frustrated all development efforts of governments, and organizations. The entire systems and institutions of governance are being devoured by the cankerworm. It appears that the only option for success in the combat of corruption in Nigeria is the education option. The education system should be freed of corruption and the curriculum engineered to produce corruption allergic youths who would be the vanguards of social change that would transform the society to become corruption resistant.

### **Recommendations**

We recommend that

1. Greater punishment should be meted out to corrupt officials in education sector due to the far-reaching implications of their corrupt practices.
2. School supervision should be intensified by officials of proven integrity. Promotion to supervisory cadre of staff in education sector should not be based exclusively on seniority and success at promotion examination. The character and track records of service should also be considered.
3. Establishment of schools should cease to be a business venture in Nigeria. Private schools should be intensively monitored for quality assurance especially in the area of available facilities and personnel.
4. Professionalization of teaching and the entire education industry for effective development and implementation of curriculum at all levels through intensive in-service training for capacity building and regular assessment of knowledge and instructional delivery capability.
5. Only teachers and educationists should manage the education sector.
6. Salary and allowances of teachers should be enhanced to attract better and best brains into the teaching profession to implement curriculum as

planned.

7. Employment should be based on merit and not on the whims of corrupt managers of education institutions.

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## **Solving Societal Problems through Tertiary Education Curriculum**

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### **Abstract**

*Tertiary Education is the peak of educational learning and achievement for individual students in the society. Every country in the world depends on its tertiary institutions for good governance, political stability, cultural, scientific and technological development as well as socio- economic break through. However, these could only be achieved within the right context, if appropriate curriculum is developed and well implemented. Curriculum development and its implementation in tertiary institutions are germane in reducing the societal challenges faced by the different countries of the world. Prominent among such societal problems in Nigeria includes corruption, examination malpractice, financial misappropriation, cultism, insurgency, kidnapping for ransom etc. This evening will examine the relationship between the curriculum in tertiary institution and society, causes of societal problems and how curriculum in the tertiary institution could be used to provide possible solution to the issue of corruption in the society. The paper recommends that: commissions in charge of tertiary education in Nigeria should produce curriculum that will empower individual with the right frame of mind, making sure that graduates from the various tertiary institutions are equipped with adequate skills that will make them useful to themselves and the society. In addition, government should improve on the infrastructure facilities in the schools across country.*

**Key words:** Societal problem, tertiary education, curriculum

### **Introduction**

In Nigeria the issue of corruption has been a menace that has eaten deep into every aspect of the society be it private or civil. This paper discussed using the curriculum to achieve a corruption-free tertiary education in Nigeria. When students are equipped with the right and appropriate curriculum that guaranty adequate skills in various disciplines, such students will turn out as individuals with the right frame of mind that would free the society from corruption. In the paper the issue of tertiary education, curriculum and its relationship with the society and how the curriculum could be used to proffer solution to the societal

### **Tertiary Education**

The term tertiary or higher education in Nigeria is used to refer to the education obtained in higher institutions. It is however accepted by most stakeholders that the importance of higher education lies in the fact that it imparts in-depth knowledge, understanding, and professionalism that seem to advance the students to new frontiers of performance, achievement and attitudes in different aspects of life and engagements (Olorundare, 2014).

From this assertion it could be deduced that tertiary education is a feeder system into the world of works in terms of the provision of higher calibre man-power. Therefore, scientific, technological and indeed national developments are dependent on tertiary institution. The quality of industry, national development and governance system in a nation is usually the product or reflection of quality curriculum that the students were exposed to in the course of their training in the various tertiary institutions in the country. USAID (2011) opines that curricula and pedagogical updates is recommended for higher education training systems to produce graduates with the knowledge, skills, and attitudes that will sustain food security, improve livelihoods, and facilitate natural resource conservation. Higher education is expected to be the supply mechanism for skilled workers, managers, and entrepreneurs who support innovation and facilitate economic growth within a complex and interconnected chain (InnoVATE, 2015).

With globalization and the desire of the education system to meet up with the pace of growth and development, various tertiary institutions needs to look inward by developing and implementing good curriculum that will meet the challenges of the society. Every country in the world depends on its tertiary institutions for good governance, political stability, cultural, scientific and technological development as well as socio- economic break through. However, these could only be achieved within the right context if appropriate curriculum is developed and well implemented.

### **Curriculum**

School exist in the society for the main purpose of transmitting and refining existing knowledge, culture and traditions of the society to her learners. This is important for the continuity of that society therefore; the totality of the learning experiences in the school is what is called curriculum (NTI, 2015). Akande, (2012) opines that curriculum is the learning experiences organized and provided by a trainer (school, institution, persons, environment etc) within formal or informal settings which lead to the acquisition of knowledge, skills and attitudes for life. This definition shows that curriculum should be functional in its capacity to facilitate the development of the individual and the society. Therefore, the

tertiary institutions in the country must work hand-in-hand for its common purpose, thus, the curriculum should be regarded as the process of determining and pursuing set societal objectives through the instrumentality of the school system.

Babarinde (2002) defined the curriculum as the planned learning events provided by the school to assist the learner in attaining the designated learning outcomes to the best of their ability. In a further attempt to describe the concept Okorie (2010) describes the curriculum as a legal public document that expresses the desires and aspiration of the people of a given period and articulates the desired experiences which the people planned for themselves and the younger generation; the sequence and method of attaining such experiences is usually spelt out as goals and objectives to be reached in a school process. According to Olorundare (2014), curriculum is a plan for learning and such plan encompasses the framework for what is to be learnt and how it is to be learned. It also includes the strategies and materials designed to support and give direction to the teaching/learning transaction. Offorma (2002) described curriculum as a total experience of the school process in educating young people. It involves the teachers, subjects, content, methods of teaching and evaluation as well as the physical and psychological dimension of the experience. Offorma (2006) further described the curriculum as a tool which schools used to translate the hope of the society in which they function into concrete reality.

**Relationship between curriculum and society:** Society could be defined as the entire human environment of mankind in which different activities are taking place. School system either primary, secondary or tertiary institution is a sub-set of the society. Therefore, in planning a curriculum that will solve the societal problems the planner and the implementer should identify, understand, and understudy a given society's needs, goals, values, its aspirations, expectation and problems.

NTI (1990) opines that each society established schools (Basic, Senior and Higher institution) for the following function, to

- transmit the culture
- socialize the youth produce the society as a nation
- prepare the youth for adulthood
- develop character of the young

However, if one of the reasons for establishing tertiary institution in the society is to develop the character of their youth therefore, adequate and well prepared curriculum together with appropriate implementation will improve the character of the graduates within and outside the school system. The challenges that affects society today especially in Nigerian tertiary institutions include corruption, examination malpractice, cultism etc. this paper examined corruption in tertiary institution in Nigeria and how curriculum could be used to provide possible solution to the societal problems.

### **Corruption in Tertiary Education**

Corruption is a term that is difficult to define; it flourishes in every sector of life. Transparency international (2015) defines corruption as the abuse of entrusted power for private gain, which covers the following areas, public and private sector, abusing of power held in a state, institution or private organisation and that both parties involved in corrupt act benefits either in terms of money or undue advantages. Amini-Philips and Ogbuagwu (2017) defines corruption as absurd or deviant disposition of people in institutions of higher learning which violates the ethical standards. The researchers sees the prevalence of corruption in tertiary institutions in Nigeria as widespread and it is assuming a near crisis dimension and a challenge that could negate the core values of education at this level. The administrators, students, lecturers and even some parents are indeed partakers in this menace.

Corruption is also defined as the attitude of people towards certain expectations by society that connotes negative effect and is obvious in all aspects of society; economic, social, religious and educational sector (Dike, 2003). Milovanovic (2001) collaborate the definition by citing some examples of corruption to involve bribes and other dishonest means for achieving particular disgraceful ends which is an indication of an ailing society. Daisy (2011) opine that corrupt practices are those behavioural practices that tend to break certain moral or social codes of conduct, administrative rule or procedures within and outside the higher institution. The researcher concluded that academic corruption includes all forms of corrupt practices taking place in the academia and which have a direct negative effect on the quality and standard of education (e.g. examination malpractices, bribery, extortion and favouritism).

Corruption in tertiary institution in Nigeria could be viewed as a strange behaviour put up by the lecturers, non-academic staff and students by deviating from normal norms in academic cycle that has reduced the quality of graduates and expectation of the society. Babalola (2010) submitted that, the demand for

gratification by teachers among others, have led to the fallen standard of tertiary education in Nigeria. Heyneman (2009) also noted that, corruption could affect the three major areas of education in tertiary institution which includes; access, equity and quality. The researcher concluded that corruption in higher education hampers the three areas and eventually reduced the quality of education produced from such institutions.

In tertiary education in Nigeria, act of corruptions are manifested in different forms among the students, lecturers and the non-teaching staff. Researcher like Iyayi (2010) opines that at the students' level, some of the following corruptions practices were noticed namely; cultism, examination malpractice, bribery and widespread academic dishonesty. In perpetrating some of these crimes the life of other students and lecturers have been endangered by these corrupt elements for not allowing them to achieve their aims. Torulagha (2013) affirmed that, in Nigerian universities there is a correlation between poor condition of academic standard and corruption. In addition, some students from rich background do not need to attend classes to get good grades in the courses. Uzochukwu (2015) observed that, at the level of lecturers, corruption exists in several ways: lecturers who handle students' records such as examination officers force students to pay certain amount of money or demand for gift items in order to change their grades. Another area where lecturers are involved in corruption especially among the male lecturers is the issue of asking for sexual gratification from female students popularly called 'sex for marks'. It is a common case in the Nigerian institutions in recent times and appears to cut across every cadre of academics from young lecturers to the professorial cadre. A case in point is the celebrated case of sex for marks at Obafemi Awolowo University, Ile Ife as published in all Nigerian newspapers in 2018. Corruption also manifests among the non-academic staff in the tertiary institutions where some of them demanded for money and other items from students before they would attend to them for their normal responsibility such as checking of result, seeking or checking for admission, processing transcripts for official or personal use. Some are also involved in admission racketeering. Those at the administrative cadre are also involved in the mismanagement of funds meant for specific project either capital or running cost meant to settle salaries and allowances of their staff.

### **Effects of Corruption on Tertiary Education**

The menace of corruption on the tertiary education in Nigeria is so great that the quality of education provided by our institutions has been negatively affected and as such the graduates produced by these institutions sometimes do not meet the needs of the society. The essence of establishing tertiary institution in any country

of the world is to meet the society's aspirations and solve societal problems within that country. Higher levels of corruption could however, increase a country's brain drain problems. Corruption is associated with a number of unfavourable outcomes, which might act as push factors to potential migrants. It has been argued that returns on education would be particularly affected, and the highly skilled individuals who have integrity would be more likely to emigrate from the system to a better environment (Dimant, Krieger, and Meierrieks, 2013). Okebukola (2005) describes corruption in tertiary institution in Nigeria as a problem that requires scholarly attention because it impedes qualitative tertiary education. Another reason why corruption should be tackled in our tertiary institutions according to the researcher is because of the low quality performance variable ratings which were reported to be below average in Nigeria, in which Nigerian universities were not ranked among the best 20 even in Africa.

Daisy (2011) in his study submitted that academic corruption is an everyday affair in the university system as indicated by students and lecturers that are involved in their research. The prevalence of academic corruption was found to exist more among male than female lecturers and it also involved parents, students, lecturers and school administrators. Amini-Philips and Ogbuagwu (2017) in their research work agreed that corruption in higher education has negative effects in all aspects of education: students, lecturers, non-academic staff and the administration. They pointed out other effects of corruption on tertiary institution to include:

- Diversion, embezzlement and misappropriation of financial resources
- Wrong allocation of talents – hidden talents are killed, underdeveloped or misapplied
- Distort values of young people – cynicism among young people. They feel it does not pay to be honest
- Blur lines between right and wrong, legal and illicit, good and evil
- Foreigners see graduates of Nigerian universities as very poor and second rate.

The need to control corruption in our tertiary institution stems from the fact that it is crucial for achieving the goals of university education which says university education shall make optimum contribution to national development in the areas of manpower production, developing and inculcating the proper values for the sustenance of individuals and inculcate community spirit in the students to better the society, (FRN 2013:54).

### **Way Out**

Akhtar (2004) identified the basic characteristics of an efficient curriculum to include the development of common understandings, promotion of maximum individual development, continuity of experience, provision for educational goals, maintenance of balance among all goals and utilization of effective learning experiences and resources. However, educators would need to improve the school curriculum to enhance its relevance for the demands of time (Long, 2005). Olanipekun (2013) further explained that, traditional curriculum tends to limit itself to the cognitive domain; while the modern concept of curriculum embraces other domains; this includes the intellectual, social, moral, spiritual and physical perspectives of the learner. Therefore, with this submission it is pertinent to note that well packaged curriculum could be used to impact intellectual, social, moral, spiritual and physical perspectives to learners at every level of education be it basic, post basic and tertiary education.

At tertiary education level, a structured curriculum could be developed and incorporated into general education studies curriculum that is meant for tertiary education students where the issues of corrupt practices will be taught. Such issues will include the factors responsible for corruption, effects of corruption and the consequence of it on individual, education system and the society as a whole will be discussed. If this is well implemented in tertiary education, it will transform the mind of individual students about corruption and this will definitely have a positive effect on the life of students and the society.

### **Conclusion**

Stakeholders must come together and fight corruption out of tertiary education by adopting a good curriculum implementation approach. Whatever skills and knowledge students acquired from tertiary institutions is for their benefit and the benefit of the society. Therefore, a well packaged general education studies curriculum will equip students with adequate knowledge to know their rights as a students, have value for life, and the dangers inherent in indulging in corruption and subsequently the negative effects corruption will have on the society as a whole.

### **Recommendations**

The following recommendations are made as a way forward:

- Commissions in charge of tertiary education in Nigeria should produce curriculum that will empower individuals with the right frame of mind
- Making sure that graduates from tertiary institutions are equipped with

adequate knowledge about their right and skills that will make them useful to themselves and the society.

- There should be adequate discipline for any member of staff and students who indulge in any form of corruption within the tertiary institutions
- There should be an avenue for students to report a case of corruption and assurance of getting justice on any case reported
- The counselling unit of tertiary institutions should be made friendly to the students so as to seek for appropriate advice on the issues that relate to corruption
- Government should improve on the infrastructural facilities in the tertiary institution to create a conducive academic environment.
- The anticorruption agencies of government should be strengthened and empowered to investigate corrupt practices in all tertiary institutions be it public or private.

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## Using the Universal Basic Education Curriculum and Classroom Situation in achieving Cultural Beliefs, Ethical Principles and Corruption

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### Abstract

*Tertiary Education is the peak of educational learning and achievement for individual students in the society. Every country in the world depends on its Education is very important to human growth and development of the society. It is on this note that Nigeria attaches a considerable importance to the education of its citizen. Nigeria has made several efforts in revitalizing education and making sure that the children achieved a broad-based and holistic education. One of such programmes is the Universal Basic Education, which was introduced in September 1999. This was in line with the Millennium Development Goals and challenges faced by the different countries of the world. Prominent among such societal problems in Nigeria includes corruption, examination malpractice, financial misappropriation, cultism, insurgency, kidnapping for ransom etc. However, these could only be achieved within the right context, if appropriate curriculum is developed and well implemented. Curriculum development and its implementation in tertiary institutions are germane in reducing the societal and transmission of values and fundamental knowledge to the school-going children. The UBE meant to be used to acquire morals and fight corruption, which has been a cancerous element in the Nation's economic, social, health, judiciary and institutional growth. To achieve this, a curriculum was put in place. However, the tertiary institution could be used to provide possible solution to the issue of corruption in the society. The paper recommends that commissions in charge of education value and ethics education and social pedagogy in the curriculum in order to achieve a corruption-free society, making sure that graduates from the various tertiary institutions are equipped with adequate skills that will make them useful to themselves and the society. In addition, government should improve on the infrastructure facilities in the schools across country.*

**Keywords:** Universal Basic Education, Curriculum, Cultural Beliefs, ethical principles, Corruption free Society.

**Key words:** Societal problem, tertiary education, curriculum

### Introduction

The fortune of any country depends on the extent of the enlightenment of the citizens and their ability to contribute meaningfully to the development of such countries. The development and progress of any nation in any area rest solely on every aspect of the society be it private or civil. This paper discussed using the strong educational system and such a system would see to the educational achievement of the citizen from the elementary to the advanced stage. Education is a systematic process through which an individual is introduced to all spheres of life that exist in the society, such as economic, social, moral, political, intellectual and a set of behaviour, attitude, and values. Jekayinka (2018) explained that with the right frame of mind that would free the society from corruption. In the paper the issue of tertiary education, curriculum and its relationship with the education is a universal process occurring in all human societies involving a society and how the curriculum could be used to proffer solution to the societal society passing on its culture, that is social, ethical, intellectual, artistic and

industrial attainment to the next generations. The aim of education is to develop an individual to acquire moral and cultural knowledge that will enable them to be able think critically and be self-sufficient.

Malogun (1999) noted that, Nigeria education has to gear towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological progress. Maheswari (2019) also stated that education aims at the development of good citizenship and qualities that are beneficial to the society, which will promote a sense of civic responsibility. Education is very important to human growth and development of the society. The importance of education in the development of any nation makes people believe that it is a useful instrument in which change and stability anchored on. Omodara (2010) equally noted that the success of any nation depends on the ability of the education system to provide opportunities for all citizens to acquire knowledge, skills, attitude and work habit that is necessary for transforming the nation.

Nigeria attaches a considerable importance to the education of her children since education is a means of steering towards the realization of their needs and aspiration. Oluwagbohunmi (2009) reported that, Nigeria's philosophy of education is based on the integration of the individual into a sound and effective citizen. To achieve these aims of education, a curriculum was put in place. The curriculum is everything the child has to learn in the process of becoming educated. Tanner (1980) viewed curriculum as the planned and guided learning experiences and intended outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school and wilful growth in personal social competencies. The Bhara Thidsan University centre for distance learning (2015) noted that curriculum touches all aspects of the life of the pupils. This covers the need and interest of pupils, the learning environment, ways and manners in which their interest can be handled and aroused, the procedure and approaches which cause effective learning among them, the social efficiency of the individual and how they fit in with the community around.

The main purpose of curriculum is the development of the child. The curriculum is the transmitter for values (OECD 2018). After the introduction of the curriculum, Nigeria has made several efforts in making sure that the children achieved a broad-based and holistic education. These can be seen through the provision of various programmes such as

- The introduction of the universal primary education mainly in the western region in 1955, spearheaded by Obafemi Awolowo.

- The reintroduction and launching of the Universal Primary Education in 1976.

In an attempt to revitalize and universalize education and make it to be functional for the citizen, President Olusegun Obasanjo made education one of his priorities and launched the UBE on September 30th 1999. This was in line with the Millennium Development Goals and the world declaration on education for all. Believing that, basic education is the starting point in the acquisition of knowledge and values and a stage where fundamental knowledge can be transmitted to all school going age children. Thus, Adedeji (2003) explained that, basic education in Nigeria is aimed at equipping every individual child, youth and adult with such knowledge, skills and attitude that will enable him or her to develop to his or her fullest capacity. The acquisition of right values through the curriculum will enable the individual to derive maximum social, economic and cultural benefit from his or her membership of the society; and fulfil his or her civics obligations. In this case, it is supposed to be a foundation whereby other levels of education would build on.

The UBE Act (2004) as stated by Irigoyen (2017) emphasized the goals of UBE as follows;

- to universalize access to basic education.
- to create an atmosphere that is conducive to learning and eradicate literacy within the shortest possible time.
- contribute to the development of the society.
- develop in the entire citizen a strong commitment to its vigorous promotion.
- provide free compulsory universal education.
- reduce drastically dropout rate from the formal school system through improved relevance and efficiently, provide free compulsory, universal education for every Nigerian child of school going age.
- to ensure the acquisition of appropriate levels of literacy, numeracy, manipulative and life skills needed for laying the foundation for lifelong learners.

Basic education the type of education meant to meet the basic learning needs of learners. These needs include literacy and numeracy, general knowledge, skill acquisition and attitude, which the learners requires to survive and develop their capabilities, live and work in dignity. The basic learning contents include knowledge, skills, values and attitudes, literacy, oral expression, numeracy, critical thinking and problem solving (Olookoba 2018). Obiama (2008) stated that learners having successfully passed through the nine years' basic education should have basic numeracy, literacy and lifelong skills, basic rudiment for

creative thinking, high moral and ethical values as well as establish fully a positive disposition towards peace, justice, equity, anti-corruption tendencies and the spirits and yearning for entrepreneurship skills. This indicates that in the present national curriculum for UBE, provision is made to use the curriculum as an instrument to curb the menace of corruption in the society right from basic education.

Corruption is just an enemy of development in any nation. It has eaten deep into the fabrics of the society. Sarmina and Ulim (2017) describe corruption as something that has to do with matters of immorality, rudeness and circumstances, abuse of position in government agencies or apparatus, abuse of power in office for granting, economic and political factors, and the placement of families or classes into official service under the authority of his position. Frank Phirl (2018) noted that corruption has become cancerous, that is eating into the cultural, political and economic fabric of our society. In the same vein, Sarmina and Ulim (2017) see corruption as misconduct and one of the social ills. This may include all forms of indiscipline in the schools and in the society including dishonesty, cheating during examination, gratification activities and embezzlement.

Network for Justice (2018) describes corruption as the dishonest or fraudulent conduct by those in power typically involving bribery, the giving of bribe to an official so that the truth will not be told. It further stressed that corruption involves the embezzlement of public fund for personal use and any act, which is considered criminal act according to the law of a particular society. The body also asserted that the level of corruption in Nigeria is high and that; it exists in every sector of the society. Corruption cases in Nigeria range from graft taking and giving, extortion to acquire illicit property, bribery, money-laundering, diversification of fund, any form of dishonesty which can promote crime, embezzlement. All these can weaken any system.

The main essence of corruption is accumulation of wealth so that people can stand tall in the society. The corruption rate in Nigeria is high compared to other African countries. It is in Nigeria that people who are assigned with the responsibility of checkmating corrupt practices are themselves are guilty of the same offence. The political office holders also see their posts as moneymaking post thereby making the situation to be worst. In the view of Schalk (2013), corruption in various forms has been with humankind from the earliest times and that it is rampant and occurs in multiple manifestations.

### **Effects of corruption in the society**

Corruption is cancerous; it weakens the economy of any nation. It lowers the rate of development because foreigners may not be encouraged to invest in such country when public funds meant for so many projects for such nation's development are carted away through corrupt practices, the rate of the development of such country will be at its lowest ebb. It weakens education policy and delays implementation of policy. Poor funding, poor distribution of education materials, poor learning environment, salaries not being paid as at when due, as money voted for all these are being siphoned. In the health sector, one can witness poor supply of infrastructure leading to poor health services. In public sector, there is poor execution of contracts, worthless production of goods in various factories. In judiciary, judges, lawyers compromise to pervade justice. All these are being witnessed in Nigeria, leading to poverty and hunger in the land.

Corruption watch (2019) stated that, corruption affects everyone. It threatens sustainable economic development, ethical values and justice. It destabilises the society and endangers the rule of law. It undermines the institutions and values of democracy. Adesina (2013) reiterated that, the existence of the corruption brings doubt into the mind of people and make them wonder if subjects like social studies and moral studies which are essentially meant to produce young adults with decent minds and behave like good citizen ever exist in Nigerian setup are being taught. If this act of corruption should continue in the society without being addressed, the Nigeria economy, standard of living and governance will be distorted.

### **Classroom situation in achieving Cultural Beliefs, Ethical Principles, and Corruption-free Society**

The UBE programme has infused some subjects into the curriculum. These include as Islamic Studies, Christian Religious Studies, Social Studies, Civic Education all aimed at inculcating the right values to Nigerians right from the school. This will help in development of the populace as well as establishing a positive disposition towards peace, justice and equity and anti-corruption (Obiama 2008). Apart from implementing the contents of the curriculum, the country still needs value re-orientation and integrity evidenced from the corruption that bedevilled the nation's education and social political spheres. The implication of inadequate attention to "students' attitude, value and integrity is that, the society remains at the background.

The classroom interaction is the means of transforming the learning experience

towards the holistic implementation of the curriculum. Sarmina and Ulim (2017) stated that, the field of education is very influential in the field of prevention of corruption namely by providing anti-corruption materials to young people to build anti-corruption culture. There is need for the anti-corruption version of the curriculum to be infused into the existing curriculum of all subjects of the basic education. Nyamsogero (2015) was of the opinion that the major challenges for anti-corruption education lies in its integration with existing curriculum. Durotoye (2017) opined that the effect that education has on corruption and other social vices would largely depend on the content of the curriculum and the prevailing encouragement which education is given. For Nigeria to fight corruption effectively and successfully, attention must be on the contents of the curriculum in achieving corruption-free society. Just in line with many advanced countries, the UBE curriculum need value education incorporated. This will teach and develop the students towards curbing the ills in the society and achieving cultural belief. Teaching on how to become informal and refined citizen. Gasem (2011) suggested the introduction of value education that will include the teaching of integrity, transparency, human dignity, and raising awareness of individual rights and duties toward his community and his country in general. He itemized some strategies for teaching such as concept mapping, corruption and listening skill like using pictures to start discussions about the similarities and differences between countries in dealing with integrity and anti-corruption issues to encourage children extending their thinking about related issues. All the subjects can be used to draw light on values orientation.

In addition, many scholars have suggested that, the curriculum should include anti-corruption education. Nurfaizia (2015) posited that anti-corruption education should be embedded in the school curriculum, not just in the form of a special seminar series, adhoc training but with the objectives focusing on raising a generation of citizens who despise rather than tolerate or embrace corruption. Blair (2017) opined that curriculum should include a learning agenda that can revolutionise anti-corruption approaches.

There is need to introduce socio-pedagogy in the teaching process in the UBE curriculum. This will enable the teaching to focus on social justice, self-reflection, accountability, code of conduct, self-examination, self-discipline and awareness, and personal development that can bring about a virile nation. Frank Phirl (2018) was of the opinion that, value education and social pedagogy are supposed to help young people to behave responsibly by refusing corruption. Education is the most powerful weapon that can be used to change the world (Durotoye 2017).

## Conclusion

Education is the only legacy that one has, even after leaving school; an instrument that can be used to curb corruption. The Universal Basic Education program was established to reform the education system in Nigeria and to develop citizen to acquire basic skills in literacy. It is also meant to inculcate ethical, moral and civic values that will reform the nation. Using the Universal Basic Education to ensure corruption-free Society in Nigeria will mean that emphasis should be on the teaching of norms and ethical behaviour. It should also include the teaching and assigning the role of responsibility on the students to ensure a corrupt-free society.

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## **Developing a Curriculum for Corruption Free Tertiary Education in Nigeria**

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### **Abstract**

*This paper examines the development of curriculum for corruption free tertiary education level in Nigeria. Corruption has been identified as one of the factors that has contributed to the weakness of the education sector and this has led to low efficiency, wastage, misappropriation of resources, and low quality service delivery. In education, particularly tertiary education, there is need to integrate an anti-corruption studies into the existing curriculum in universities in order to produce citizens of good morals and transparency. In view of this, this paper recommends that the proposal of the Nigeria Universities Commission (NUC) in collaboration with the Economic and Financial Crimes Commission (EFCC) to introduce an anti-corruption studies into the curriculum of universities should be carried out.*

**Keywords-** corruption free tertiary education, misappropriation of resources, anti-corruption curriculum, and development

### **Introduction**

The society today has been battling with corruption, and how to curb it globally at all levels. Corruption which is defined as the abuse of public power for private gain has eaten deep into all the fabrics of the nation. The abuse of public power reflects in areas like misappropriation of public fund by those in authority, taking and giving bribes in establishments and educational sectors, nepotism as well as influencing the formulation of laws or regulations for private gain. It is important to note that in the Education sector, corruption affects more people than in other

sectors because the academics and the non-academic staff are deeply involved. One of the steps to minimize this menace is the development of anti-corruption curriculum at all the levels in education. Many a time in various workshops, seminars and conferences on capacity building or development or sustainability, there's always a clarion call for attitudinal change as well as new curriculum developments in education.

Curriculum includes the various activities and experiences organized for the learners to enable them develop all their potentialities (Nwani, 2005). This implies that curriculum content molds the learners to become responsible in their environment and in the society at large. In view of this, developing anti-corruption curriculum in the educational sector from Basic education level to Tertiary level will go a long way to ameliorate the incidence of corruption in our schools. This paper seeks to identify areas where corruption has affected the education system, the role of government and the rationale to develop an anti-corruption curriculum in order to curb it from education system. This topic will be discussed under the following subheadings: concept of corruption; curriculum development; Tertiary education objectives, misconduct/corruption in Education; Rationale for anti-corruption curriculum development, challenges and the way forward.

### **Corruption**

Corruption has eaten deep into the fabrics of the society. It has weakened every sector including the educational sector in Nigeria. Ojiade (2000), defines corruption as any systematic vice perpetuated by individuals, society or a state in general where not-too-good concepts for equality, social harmony and harmonious living e.g. favouritism, nepotism, tribalism, sectionalism, undue enrichment, amassing of wealth, abuse of office, power, position etc. become norms upon which the people and the state operate. This means that corruption thrives in areas where all these activities are practiced. In the views of Lawal and Tobi (2006), corruption is seen as any conscious attempt or deliberate diversion of public resources meant for the satisfaction of the general interest for selfish, personal or particular interest. This implies that when people deliberately divert public resources, manipulate due processes to suit them personally for selfish gains the tendency is referred to as corruption. People that are not qualified to attain certain position offer bribes to those in position of powers in order to divert those positions from the qualified and suitable persons to themselves who are less qualified candidates. These are many types of corruption in our society which include: Bribery, Nepotism, Money Laundering, Inflation of contract, Crime

### **Curriculum Development**

The term curriculum has undergone various meanings and interpretations. It is referred to as a course of study in form of a track which students pursue or follow and complete, for specific objectives or targets in form of certificates, honours, high grades and awards of several kinds. Duru (2011), pointed out that in education, curriculum deals with issues which call for deeper knowledge of other fields of endeavour such as sociology philosophy, psychology as well as the dynamics of society changes. Azubuike (2016), emphasized that curriculum content are planned, developed and implemented in order to offer learners various experiences under the direction and guidance of the schools in which they find themselves.

Curriculum can also be referred to as the actual building of curriculum materials which are product of the decision reached at the planning stage (Duru cited by Azubuike, 2016). This implies that curriculum development deals with the vision and mission of school programmes as well as positive needs of the society (Azubuike, 2016). For curriculum content to bear anti-corruption content, the Government, curriculum planners and the stakeholders in Education should put in their collective efforts to achieve its objective.

In the Education sector, the curriculum should cover wide areas particularly those areas that are relevant to the learner and the society. In tertiary education where it has been observed that there is corruption, there is need to involve the relevant bodies, with their representatives from the planning to implementation stage. Curriculum development according to Alvior (2015), means planned, purposeful, progressive and systematic process in order to create positive improvements in educational system. Similarly, Bart (2015), expressed that curriculum development involves the selection of objectives, content and learning experiences as well as organization of these experiences and their evaluation, to determine the extent to which the learners are involved in achieving the stated educational objectives. The development of anti-corruption curriculum in education requires human and material resources, all classes of instructional materials, - mockups, models, projected and non-projected media, print and non-print media. All these will help in improving and facilitating teaching and learning.

Tertiary education is that education given after secondary education in universities colleges of education, Polytechnics and Monotechnics, Federal Republic of Nigeria (2013), National Policy on Education. Lagos NERDC Press. Tertiary institutions play vital roles in generating knowledge, skills amongst students that are needed in tackling global challenges such as corruption. Youths

in tertiary institutions are future leaders of tomorrow, therefore they need to be provided with sound educational curriculum particularly the anti-corruption curriculum which will empower them with great awareness and consciousness on how to live responsible lives. It is important to note that the school curriculum is seen as an effective medium through which this can be achieved. The school uses its curriculum to effect changes in the society (Danladi, 2006: p. 102). The main focus in this paper is the development of anti-corruption curriculum in tertiary institution because it is the part of the responsibilities of the universities of a country to support policy/decision makers with required information and knowledge through vigorous research, teachings and community services. In view of this, the National Policy on Education (2013) outlined the objectives of tertiary education in Nigeria. They include, among others:

- development of the intellectual capabilities of individuals,
- to understand and appreciate their local and external environments,
- acquisition of both physical and intellectual skills to enable individuals become self-reliant and useful members of the society.
- contributing to national development through high level relevant manpower training. (pg. 52)

Due to the fact that the school's curriculum is one of the agents of change in the society, the Federal Government proposed university curriculum on anti-corruption studies which can help in controlling the rate of corruption in education. According to the Columnist in Punch Newspaper, (2018), National Universities Commission (NUC) under the Stimulus of Economic and Financial Crimes Commission (EFCC) is planning to introduce an anti-corruption studies into the curriculum of universities. He further opined that if well implemented, it will be built up on best practices in developing democracies around the globe, especially in post-communist countries, Asia and the Middle East, where such policies have been introduced and in some cases followed through.

### **Corruption and Education**

In educational sector, corruption has eaten deep into it. It has filtered into almost every sphere of our tertiary institutions. The development of anti-corruption curriculum will help curtail the menace of corruption both in educational sector and society in general. The Transparency International (2019), opined that the definition of education corruption includes both in existence and perception of its existence. It includes the abuse of authority for material and personal gain.

The areas of corruption identified in education include:

- *Admission into Institution*

Candidates that seek admission into universities are usually given aptitude tests

(examination). Sometimes these aptitude tests are mistakenly exposed, thereby causing leakage. Candidates offer money to some of the corrupt staff so that the tests can be shown to them in advance. In some areas, questions are privately sold to high-paying candidate, before the test is administered. Oral examinations also are prone to corruption, through the above means. Transparency International observed that as faculty salaries decline in value, and higher education institutions require alternative sources of income, bribery surrounding the admission process can become a matter of routine. Candidates may even have the opportunity to know in advance the cost of each grade of pass, example the ABCD grades. A candidate can offer a specific amount of money for the expected grade he/she desires. Specific amount may be attached to specific grades.

- *Accreditation of University Courses*

Institutions of higher learning are publicly recognized through a system of accreditation. Previously, accreditation of courses was managed within central ministries when they were owned by the state. Recently, due to the establishment of many private institutions and introduction of new degree courses and programmes, many of them enter into competition claiming to be higher in quality than the older and state owned institutions. In view of these, some of them seek institutional recognition of their new programmes by the accreditation bodies or committees. Sometimes these accreditation committees include Rectors of Private and public institutions. They may decide to favour their colleagues expecting same treatment when it is their turn. Accrediting course that should not be accredited becomes a form of corruption. This has led to poor medical and law schools for instance and withdrawal of certificates of recognition by the NUC.

**Other areas include of corruption in higher institutions include:**

- Examination Malpractice/Academic Performance
- Approval of grants (TETFUND)
- Payment of entitlements to staff
- Electoral processes
- Course allocation
- Administrative and management matters - favourist
- Award of contracts.

**Examination Malpractice/Academic Performance**

In some tertiary institutions, students who indulge in exam malpractice are not given sufficient punishment because they know those at the disciplinary committee. Some students prefer to give lecturers bribe toward marks for them

instead of working hard to pass their examination.

### **Approval of grants (TETFUND)**

In several occasions, people find it difficult to obtain grants for further studies or to attend workshops and conference because they did not give the desk officers some percentage from the supposed fund they are to get.

### **Payment of entitlements to staff**

There are cases where staff's entitlements or benefits are deprived them because they did not give bribe for their money to be paid to them. Sometimes, the finds are deducted from source for no genuine reason at all by those responsible for computing the benefits.

### **Electoral Process**

The conduct of electoral processes are usually not transparent at all. Officers manipulate figures of a person's votes either to raise it or to reduce it. This is being carried out because one of the contestants might have given them money to alter the results. This is not proper.

### **Course Allocation**

Some courses sometimes are allocated to the beloved teacher or lecturer. Courses that have many students offering it are given to friends of the man or woman in charge so that the person will gain much money when his/her books are sold to students.

### **Administrative and management matters – favoritism**

Issues concerning some staff are treated with levity because the particular staff is not in the good books of the administrator or manager. Matters concerning the beloved staff are given speedy response, because the manager is interested in the matter.

### **Award of Contracts**

The award of contracts can attract bribery and corruption because, contractors may decide to give the people on the top bribe so that the work will be assigned to them whether they are qualified or not.

### **Rationale for developing Anti-Corruption Curriculum Development in Tertiary Education**

Issues of anti-corruption should be considered and integrated into the curriculum of universities as a matter of necessity. There is need to integrate it into the curricula of schools from basic education level in subjects like Civic Education, Social Studies, Religious Studies, can be used to infuse anti-corruption studies, particularly when the children are young. The basic rules and regulations guiding citizens in the country and the penalty that awaits offenders are taught to learners at this stage. Okey and Etim (2013), supported this assertion saying that the

curricular can be handled as a separate subject or infused and integrated into the various existing courses. The methodology for its teaching and learning should be lectures, conducting seminars, group discussions, visits to sites demonstrating the impact of corruption, survey researches enhanced with e-learning facilities. Scholars should also conduct survey and empirical researches to find out the extent corruption is affecting the school. The objective will be to ensure efficiency by graduating students who can grasp the implications of corruption on the entire global economy.

A survey research study conducted by Irina (2014), on the level of corruption in the education system, had survey participants as the experts, teachers, post graduate students, school children, parents of children attending pre-school institutions and schools. The result revealed that among the respondents 78% of the experts; 83.8% of students; 57.5% of the experts; 70% of graduate student and 61% of parents of children of pre-school institutions fall into the corruption situation. This implies that there is corruption at every stage in the educational process. The result also showed that the school management, students and parents are involved in the corruption in education.

### **Challenges Facing the Development of Anti-Corruption Curriculum in Tertiary Institution**

#### **Wrong Perception**

Despite the increasing efforts and emphases on educational research in the universities and colleges to eliminate corruption practices, some people still find it pleasurable to continue to take and give bribe in every situation. People feel they cannot achieve anything in life unless they offer bribe to the persons they need help from.

#### **Lack of Fund**

Funding of programmes is one of the big problems in the running of tertiary institutions. Okey and Etim (2013), stated that one of the usual reasons stated by the Academic Staff Union of Universities (ASUU) in Nigeria for going on strike is the lack of adequate funding for tertiary institutions, most programmes are being frustrated, and there is infrastructural decay in schools. These lapses give room for corruption because institutions need to sustain these programmes to avoid losing accreditation. This has led to students' and teachers' being tasked to pay huge amount to support some programmes.

#### **None availability of National framework**

It is always difficult to develop a course content where no national legal framework exists. Therefore in order to sustain some courses, the lecturers that own them will have to bribe their ways so that the courses will be acceptable. This

development made Okey and Etim (2013), to observe that content of courses taught at undergraduate level in Nigerian universities is the substantive national laws in respect of that area.

### **Inadequate Resource Materials**

Most Nigerian Universities lack sufficient internet facilities. There is lack of communication network, information and communication technology facilities (ICT), some books and journals in the libraries are obsolete, and they cannot be used to teach the new courses. Teaching and learning require these materials to facilitate learning activities and if they are not available within the school, students may be tempted to look for alternative ways to manipulate their results. They may not border anymore about the projects and assignments because they have already been awarded marks.

### **The Way Forward**

In order to have a corruption free tertiary education, certain measures have to be taken.

- In funding, Okey and Etim (2013), concluded that faculties must shift from total dependence on government funding and seek private sector funding in terms of endowments, grants, etc.
- Inadequate Resource Materials
- The government should endeavour to procure computers and internet facilities to upgrade the teaching and learning process and to support educational researches.
- There should be penalties for lecturers, students and the entire staff who default.
- A new anti-corruption curriculum should be planned, developed and implemented. The program should be a core course for all the programs to ensure that large numbers of people are aware.
- The government should ensure that staff development and training programs are organized periodically for administrators, lecturers and students.
- Lecturers that will handle the program or course should be well trained and transparent staffs who are not involved in corruption. A person with good character, a role model to the society, can handle the programme well.
- There should also be penalty for lecturers that aid student's malpractice by reporting them to the appropriate quarters.
- The Minister for Education and the TETFund Board should monitor and scrutinize the TETFund activities in institutions well enough to avoid bribery.

TETfund grants should be freely given to suitably qualified staff. Desk officers who are found wanting should be reported and sacked.

- Admission into higher institutions should be on merit. Nobody should sell other candidates result or position for money. Organizers of aptitude tests should be monitored so that they will not have the opportunity to leak questions before administering them to candidates.
- Process of accreditation should be liberalized. It should not be based on the highest bidder. The accreditation should look out for high standard institution and adequate human material resources before accreditation. They should not take bribe from heads of institutions in order to certify them fit or suitable for issuance of certificate of recognition when actually they are not qualified.

### **Conclusion**

This paper has dealt with concept of curriculum, concept of corruption, development of tertiary education anti-corruption curriculum, the rationale, challenges and the way forward to a corruption free tertiary education. A structural reform is needed to curb corruption in tertiary education. Measures, such that can prevent corruption practice sanctions are required to demote or punish when infractions are noticed. The National Universities Commission (NUC), the Economic and Financial Crimes Commission (EFCC), as well as parents should work together to produce a comprehensive anti-corruption curriculum that will impact the school. Sometimes it is a common practice that teachers misuse their professional positions to accept favours for normal services and to accept bribes for looking for favours from students. Tuition can also be diverted for private gain. It is necessary that anti-corruption curriculum be developed and integrated into tertiary education because if the society believes that education system is corrupt, they will also believe that the future of their children has been distorted, and if this happens, the country will no longer be able to sustain its educational development at all levels.

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**Analysis of Multivariate Generalizability of National Examinations Council's 2014 Senior School Certificate Examination Objective Tests in Electrical Installations and Maintenance Works**

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**Abstract**

*The Senior School Certificate Examinations administered by National Examination Council has been criticized for being sub-standard with low generalizability coefficient. To ascertain the estimates of variance components and generalizability coefficient, this study was set out to investigate the Multivariate generalizability of National Examinations Council's 2014 SSCE objective test in Electrical Installation. The population for this study consists of all public senior secondary schools in Kwara State. The target populations were all final senior secondary school students offering Electrical Installation. A purposive sampling technique was adopted for both the selection of sampled schools and the subjects used for this study. Sixty subjects were considered for the study; both males and females participated. Senior School Certificate Examinations objective test in Electrical Installation was adopted as an instrument for this study, tagged National Examination Council Adopted Electrical Installation. Achievement Test (NECOAEIAT). The researcher administered the instrument and used the Analysis of Variance statistical technique using SPSS software to analyze the data collected. The following of estimates variance components were gathered  $\sigma^2_p = 0.0103$ ,  $\sigma^2_i = .0030$ ,  $\sigma^2_{pi,e} = 0.0365$  and G coefficient of 0.54 respectively. The following recommendations*

*were proffered; that the public examination bodies should ensure that Differential Item functioning is carried out before final items are selected. The educational Administrators should ensure that adequate teaching and learning facilities are provided and teachers should equally prepare to ensure that content validity of the subject is attained.*

**Keywords:** *Multivariate, Generalizability Theory and Electrical Installations*

### **Introduction**

A test consist of a set of questions or tasks to which a student is to respond independently and the result of which can be treated in such a way as to provide a quantitative comparison of the performance between and among different students (Nworgu 1992). A test may be defined as a task or series of tasks used to obtain observations assumed to be representation of educational end psychological traits. A test requires examinees to respond to the items from which the examiners infer something about the attribute being measured. It could be said that an educational test is any means of bringing out, for observation and assessment, specific attributes or characteristics such as abilities, knowledge, skills or feeling of persons individually or groups (Abiri 2006).

Testing has become one of the most important parameters by which a society adjudges the product of her educational system (Emaikwu 2012). Essence of testing is to real the latent ability of examinee. According to River (2007), a standardized test is an instrument that has been carefully prepared in accordance with scientific techniques to measure intelligence, aptitude or achievement in school subjects. Standardized test are often considered high stake because results are used to make important decisions concerning college admission, graduation and certification purposes

Validity is a basic and fundamental issue in test development and evaluation as well as out of business. Validity refers to the degree to which evidence supports the given reference based on the belt scores, while fairness means that all examinees are given comparable opportunities to demonstrate their abilities on the construct a test intends to measure (Messick, 1989). In the simplest terms, a test can be judged valid if it measures what it is intended to measure (Hathcoat, 2013). However, there is simmering controversy as per what validity in testing is with two schools of thought vie for dominance on the other hand is the position that views validity as an attribute of score – based inferences and entailed uses of test scores while on the other, there is the instrument – based approach that holds that tests are either inherently valid or invalid.

Reliability refers to the consistency of the scores obtained. That is, how consistent the scores are to each individual from one administration of an instrument to another and from one item to another. Reliability is a measure of

how stables dependable, trustworthy and consistent a test is in measuring the same thing each time (Worthen Borg and White, 1993). The advent of Generalizability Theory as supersede the Classical Test Theory (CTT) since CTT can only analysis single measurement error at a time, while Generalizability Theory (GT) consists of a conceptual framework and a methodology that enables an investigator to disentangle multiple sources of error in a measurement procedure. The roots of generalizability theory can be found in classical test theory and Analysis of Variance (ANOVA). In particular, the conceptual framework in generalizability theory is unique. Historically, in psychology and education, measurement issues have been addressed principally using Classical Test Theory which postulates that an observed score can be decomposed into a "true" score and a single undifferentiated random error term, *E*. Generalizability theory liberalizes classical theory by providing models and methods that allow an investigator to disentangle multiple sources of error that contribute to *E*. In a sense, then, Classical Test Theory and ANOVA can be viewed as the parents of generalizability theory. More importantly, however, generalizability theory has a unique conceptual framework. Among the concepts in this framework are *universes of admissible observations* and *G (Generalizability) studies*, as well as *universes of generalization* and *D (Decision) Studies*.

This study focuses on Analysis of Multivariate Generalizability of National Examinations Council SSCE objective test items in Electrical installation and Maintenance Works on how the estimate of variance components and generalizability coefficient can be assessed. Accordingly, the universe of admissible observations can be defined by completely crossing two facets: items (facet i) and persons (facet p). Each combination of conditions of facets  $p \times i^o$  specifies one single observation of the ability of a given person (p) (John & Jeremy 2012).

*Multivariate analysis* is essentially the statistical process of simultaneously analyzing multiple independent (or predictor) variables with multiple dependent (outcome or criterion) variables using matrix algebra (most multivariate analyses are correlation). While these analyses have been a part of statistics since the early 1900's, the developments of mainframe and microcomputers and subsequent analytical software have made the once tedious calculations fairly simple and very fast (Shavelson & Webb 1991). Brennan (2001a), Cronbach, Gleser, Nandam, and Rajaratnam (1972); Shavelson and Webb (1991), opined that for behavioural measurements involving multiple scores describing individuals' personality, aptitudes, skills or performance multivariate Generalizability theory can be used to carry out the following:

1. Estimate the reliability of difference scores, observable correlations or universe-score and error correlations for various D- Study design and sample sizes.
  2. Estimate the reliability of a profile of scores using multiple regression of universe scores on the observed scores in the profile or
  3. Produce a composite of scores with maximum generalizability.
- For all these purposes, multivariate Generalizability theory decomposes both observed variances and covariances into components, being multivariate one-facet cross p. x i<sup>o</sup> design.

**Table1: Shows the sources of variability in one-facet design.**

	Type of Variability	Variance Notation
Person (p)	Universe score	$\sigma^2_p$
Items (i)	Conditions	$\sigma^2_i$
P x Interaction	Residual	$\sigma^2_{pi,e}$

Electrical Installation as one of the senior secondary school subjects attracts a very few number of students inform of enrolment in Senior Secondary School Certificate Examinations because the subject is normally offered by the science based students. The SSCE syllabus guides the teaching and learning process in the classroom, these syllabuses were derived from the approved National curriculum for senior secondary school developed and produced by the National Educational Research Development Council (NERDC). These syllabus were prepared with due cognizance to the aims objectives and purposes of the senior secondary school certificate Examinations. The multiple choice items in these examinations are often subjected to different process of validations. Electrical Installation test has been designed with blue print / table of specifications that indicate six (6) underlying structures of the domains being measure, thus the aims and objectives of the syllabus are to test candidates' ability to:

- (a) To provide trained manpower in applied science technology and commerce particularly at sub – professional grade;
- (b) To provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development;
- (c) To provide people we can apply scientific knowledge to the improvement and solution of environment problems for the use and convenience of man
- (d) To give an introduction to professional studies in engineering and other technologies;

- (e) To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant, and
- (f) To enable our young men and women to have an intelligent understanding of the increasing complicity of technology.

These underlying structures were viewed as measures and each of the content areas is a potential measure and in view of the importance of the decisions made on the basis of Senior School Certificate test results, this study assessed the estimate of variance components and Generalizability Coefficient.

*Multivariate Generalizability Coefficient* is an important component in test, to estimate variance and covariance components; thus, assessment of test multivariate is an appointment of gathering the empirical evidence to support the generalizability Coefficient of interpretations based on total score, most especially in achievement test, investigating multivariate generalizability of test items help to strengthening the quality of test items for future use. James and Daniel (1981) assessed a Multivariate Predictive Model of Organizational Commitment; the researchers opined that, a highly significant proportion of the variation in commitment within combined heterogeneous sample. Subsequently analyses of the model's generalizability indicate that certain nuisance variable did not indicated significantly change the functional structure of the model or alter its ability to predict levels of commitment. Albert (1984) applied Multivariate Generalizability Theory to Assessment of Student's Achievement in Art Education; the results indicated Generalizability coefficient is low with respect to different raters and moderate with respect to different topics. Hussain (2012) carried out study on Generalizability Theory (GT), An Analysis of Variance Approach to Measurement Problems in Educational Assessment, the study highlights the utility and applicability of GT analysis in the educational assessment and not highlighting the measurement problem (s). Karly (1998) assessed Dependability Using Generalizability Theory, the researcher only discuss Generalizability Theory and its practical applications. Dongmei and Robert (2007), at the Centre for Advance Studies in Measurement and Assessment (CASMA) investigated the Multi-group Generalizability Analysis of a Large Scale Reading Comprehension Test. The results indicated that, the amount of discrepancy in coefficients and error variances when facets are taken into account, differential contribution of their facets to measurement error for English Language Learners and native English speakers. Lei, Smith and Suen (2007), used Generalizability Theory to Estimate Data Reliability in Single-Subject Observational Research, it was proposed that it could be used but, under a

clearly stated set of conditions.

In view of diversified findings in the empirical studies on Generalizability Coefficient of test items, it is clear that more studies are still required. The studies reviewed under this study revealed that not a single one carried out in Nigeria was published, all the published ones were foreign, and equally from the reviewed studies most of the researchers did not work on quality of objective items. Equally, the biasness against National Examinations Council's items; been an indigenous Examination Body that, they administered low quality items. Thus, this motivated the researcher to fill this gap and conduct a study on Analysis of Multivariate Generalizability of National Examinations Council's 2014 Senior School Certificate Examinations Objective Tests in Electrical Installation, in order to determine the estimate of variance components and generalizability coefficient.

### **Purpose of the Study**

The main purpose of the study is to investigate the Multivariate Generalizability of Senior School Certificate Examination Objectives Test in Electrical Installation conducted by National Examination Council in 2014 (June/July) using item-information levels. The study would specifically investigate:

- a. The estimate variance component of the 2014 senior school certificate examination objectives in Electrical Installation and Maintenance Works test for persons,
- b. The estimate variance component of the 2014 senior school certificate examination objectives in Electrical Installation and Maintenance Works test for items ,
- c. The person by items estimate variance components of the 2014 Senior School Certificate Examination objectives test in Electrical Installation and Maintenance Works.
- d. The Generalizability coefficient of the 2014 Senior School Certificate Examination objectives test in Electrical Installation and Maintenance Works.

### **Research Questions**

This study specifically intends to find answer to the following research questions:

1. What is the estimate variance component of the 2014 Senior School Certificate Examination objectives test in Electrical Installation and Maintenance Works for persons?

2. What is the estimate variance component of the 2014 Senior School Certificate Examination objectives test in Electrical Installation and Maintenance Works for items?
3. What is the person by items estimate variance component of the 2014 Senior School Certificate Examination objectives test in Electrical Installation and Maintenance Works.?
4. What is the Generalizability coefficient of the 2014 Senior School Certificate Examination objectives test in Electrical Installation and Maintenance Works?

### **Research Method**

One facet p x i G study design was used to carried out this study. Generalizability theory provides a framework to conceptualize and disentangle multiple sources of error. For administering Electrical Installation and Maintenance Works tests, with persons (p) as the object of measurement, one facet contributes to the person score of variability, i.e. items (i). It is usually the case that there are items that are intended for each one of the domain processes, and all persons would be administered with the same sets of items (Brennan, 2001a). The population for this study consists of all Public Senior Secondary Schools Students in Kwara State of Nigeria. These schools were used because they have many things in common, that's owned and financed by the state governments, these schools are also comparable in terms of administrative structure, admission policy and selection process and management resources, recommended textbooks, materials for teaching and learning, also these schools use the same syllabus and scheme of work for the preparation of students for Senior School Certificate Examinations. The target population for this study comprise all final year Senior Secondary School Students (SSS3) offering Electrical Installation and Maintenance Works in all Senior Secondary Schools in Kwara State of Nigeria. All the students offering the subject were used as few students offered Electrical Installation and Maintenance Works.

Purposive Sampling Technique was adopted in this study for selection of sample schools and selection of the subjects from each selected schools. However, a total sum of sixty students (60) was considered for the study and both male and female participated in the study. The (June/July) 2014 NECO Senior School Certificate Examination Objective Tests in Electrical Installation was adopted and used as an instrument for this study. It consists of 40 items; since the instruments are standardized achievement test developed by NECO and the researcher is of opinion that the instrument must have been validated. The instrument was tagged National Examination Council Adopted Electrical Installation and Maintenance

Works Achievement Test (NECOAEIAT).

In the course of administering the instrument, the researcher visits each of the selected Senior Secondary Schools to seek for permission from the school authority. Dates and time of the administration of the test was fixed in order not to affect school activities, prep time was suggested. The data collected from this study was subjected to analysis with due consideration to the four research questions. Thus, after the administration of the instruments and scoring of the responses dichotomously, the data generated was subjected to statistical analysis to appraise the estimate variance components and generalizability coefficient of the items in the adopted test. The Generalizability Theory of the test was analyzed using Analysis of Variance (ANOVA).

**Results**

Table1 presents the results of the 2014 NECO SSCE data collected. The SPSS software was used to run the Analysis of Variance procedure which gives the sums of squares, degrees of freedom, mean squares and estimates of variance components.

**Table1: Analysis of Variance Estimates of Variance Components for Senior School Certificate 2014 Objective Test in Electrical Installation and Maintenance Works**

Source of Variation	Sum of Squares	Df	Mean Squares	Estimated variance Components	Percentage of total variance Components
<b>Persons(p)</b>	<b>25.8750</b>	<b>59</b>	<b>0.4386</b>	<b>0.0103</b>	<b>21</b>
<b>Items (i)</b>	<b>8.3250</b>	<b>39</b>	<b>0.2135</b>	<b>0.0030</b>	<b>6</b>
<b>Residual(pi,e)</b>	<b>83.9250</b>	<b>2301</b>	<b>0.0365</b>	<b>0.0365</b>	<b>73</b>

Research Question One: What is the estimate of variance component for persons in the 2014 Senior School Certificate Objective Test in Electrical Installation and Maintenance Works?

**Table 2 Analysis of Variance Estimate of Variance Component for persons in the 2014 Senior School Certificate Objective Test in Electrical Installation and Maintenance Works**

Source of Variation	Sum of Squares	Df	Mean Squares	Estimated variance component	% of total variance component
<b>Persons(p)</b>	<b>25.8750</b>	<b>59</b>	<b>0.4386</b>	<b>0.0103</b>	<b>21</b>

Table 2 indicates the variance components of persons = 0.0103, which accounts for only 21% of the total variance. The scores ranged from 0.425 to 0.625 with a grand mean of 0.5402. Most of the scores were tightly clustered around the grand mean, with a few low scores and a few very high scores. This clustering of scores reflected in the relatively low estimate variance components for persons.

Research Question Two: What is the estimate variance component for items in the 2014 SSCE objective test in Electrical Installation and Maintenance Works?

**Table 3: Analysis of Variance Estimate of Variance Components for items in the 2014 Senior School Certificate Objective Test in Electrical Installation and Maintenance Works**

Source of Variation	Sum of Squares	Df	Mean Squares	Estimated variance Component	Percentage of total variance component
Items (i)	8.3250	39	0.2135	0.0030	6

The variance component for items was 0.0030 and about 6% of the total variance is small, relative to the other estimated variance components. The small percentage due to items does not mean, however that differences between items are small in absolute sense. The square root of  $\sigma^2_i = 0.0030$  is about 0.06. So the researcher would expect the items means to have a range of at least 0.40 – 0.60 which is a very substantial variation for items on a 0 – 1 scale. In fact, the means of the items in the G study range from 0.425 to 0.650, which agrees fairly closely with the predicted range.

**Research Question Three: What is the variance estimate of persons by items component ( $\sigma^2_{pi, e}$ ) in the 2014 SSCE objective test in Electrical Installation and Maintenance Works?**

**Table 4 Analysis of Variance Estimates of Variance Component for persons by items in the Senior School Certificate Objective Test in Electrical Installation and Maintenance Works**

Source of Variation	Sum of Squares	Df	Mean Squares	Estimated variance Component	percentage of total variance component
Residual( $\sigma^2_{pi, e}$ )	83.9250	2301	0.0365	0.0365	73

The variance estimate of persons by items component ( $\sigma^2_{pi, e}$ ) = 0.0365 which accounts for 73% of the total variance component, has the largest component

of three-times larger than the variance component for persons and twelve-times larger than the component for items. Large residual variance suggests that;

A large variance component for the persons by items interactions indicates that the relative standing of persons differs from item to item.

**Research Question Four:** What is the coefficient of Generalizability of the 2014 SSCE objective test in Electrical Installation and Maintenance Works?

The Generalizability coefficient for these data yielded an estimate of just 0.54, which is another indication that the coefficient of the 2014 SSCE objective test related to person was low.

The findings of this study show that the person variance component was 0.0103, items variance component was 0.0030 and the residual was 0.0365 respectively. The findings also reveals the percentage of total variance for persons as 21%, 6% for items and 73% as persons by items interactions which have the highest percentage than other variance components. The generalizability coefficient for these data yielded an estimate of just 0.54 which is another indication that the coefficient of the test related to persons was low.

The study of Shavelson, Pine, Goldman, Baxter and Hine (1989) was in consonance with this present study. One-Facet Crossed Design was used (person x item). They found that the variance component for person accounts for only 12% of the total variance; that variance component for items account for only 4% of the total variations. The largest variance component was the residual which was seven-times larger than the variance component for universe scores and much larger than the variance component of items. They also found that the generalizability coefficient was just 0.52 which indicates that the coefficient of the test related to object of measurement was low as it occurs in this present study.

The result of this study indicates that ignoring items as a source of variation can seriously overestimate the generalizability coefficient of test scores. From the outcome of this study, it was discovered that generalizability coefficient of these data yielded an estimate of 0.54. This indicates that the coefficient of the test related to person was low and also the means scores frequencies distribution clustered around the grand mean of 0.5402.

The following recommendations were proffered from the outcome of the study.

1. The public examination bodies should ensure that Differential item Functioning is carried out before final items are selected, in order to ensure

that all persons have equal chance of attempting any item.

2. The Educational Administrators should ensure that adequate teaching and learning facilities are provided. This will enhance quality and qualitative instructions.
3. Teachers should equally prepare to ensure that content validity of the subject is achieved. Similarly adequate instructional materials should be utilized during instructions. Also students should be exposed to practical works, projects and field trips should be encouraged.
4. Qualified and an experienced teachers should be involved in teaching and learning processes.
5. Parents should ensure that students are encouraged in forming good learning habits and provisions of required learning materials that would aid teaching and learning are readily made available to the students.
6. The Evaluators should endeavour to carry out similar studies in other areas of vocational examination, so that inferences can also be made.

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## Curriculum and Corruption Free Tertiary Education: The Way Forward

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### **Abstract**

*The paper examined the level of corruption in tertiary education focusing on three zones of Imo State in Nigeria. It argued that corruption is a general disease within institutions of higher learning. Professors, policymakers, examination bodies, lecturers, supervisors and invigilators are all involved. The population of study was 2048 students in the three randomly selected tertiary institutions in Imo State. Purposive sampling was used to select 804 students for the study. An instrument on a 4-point rating scale with a reliability of 0.70 established using Cronbach  $r$  used to generate data. Four research questions were posed for the study, and data generated analyzed using simple descriptive statistics of mean and standard deviation. Findings revealed that victimization of students by staff, extortion, sexual harassment, sorting, forcing students to buy unapproved textbooks were all forms of corrupt practices going on in the institutions. All these lead to examination malpractices and graduating unqualified graduates. It was recommended that stringent measures should be taken curb the excesses and anyone found guilty should be reprimanded, so as to maintain the sanctity of the institution.*

### **Introduction**

The definitions of corruption has been problematic, particularly in formal and legal documents. The UNDP Anti-corruption Practice Note of 2010, referring back to a policy paper approved by the Executive Committee in 1998, defines corruption as; "the misuse of public power, office or authority for private benefit through bribery, extortion, influence peddling, nepotism, fraud or embezzlement. Although corruption is often considered a sin of government and public servants, it also prevails in the private sector, United Nations Development Program (UNDP, 2010).

Higher institutions are also involved in corruption when a Vice-Chancellor or lecturer accepts, solicits or extorts bribe from students or parents. Corruption is also observed when private institutions or lecturers actively offer bribes to circumvent education policies and processes for competitive advantage and profit (Aluko 2010). Higher institutions can be abused for personal benefit even if bribery does not occur, through patronage and or nepotism. Of course, this

should not be taken to mean that corruption cannot occur at other levels or its effects are only major in private institutions. Some parents send their children to obtain excellent results without minding how they got it. Corruption is seen as a psychological beast that has attacked the different sectors of the society. There has been attempts to tame this psychological beast by looking at the behaviors of present and former public officials (students, civil servants, lecturers military and police officials). Corruption is as an ethical and social problem which varies from one institution to another, ministry to ministry, place to place and with one level of economic development.

Corruption is one of the major causes of examination malpractices in our institutions in Nigeria. Using Imo State University as a case study, the perception of corruption especially in higher educational institutions is very high and uncontrollable. Corruption undermines every aspect of the educational system among include political development, economic development, social development and so on. It is the abuse of public power for private gain. Bribery, misappropriation of public fund, nepotism and influencing the formation of laws or regulation for private gain are common examples of corruption. To fight corruption the past government in particular; Olusegun Obasanjo's administration between 2000 and 2003 introduced several measures such as the establishment of the Economic and Financial Crimes Commission (EFCC) and Independent Corrupt Practices Commission (ICPC). They are to check on other offences such as bribery, extortion, cronyism, nepotism, parochialism, patronage, influence peddling graft and embezzlement drug trafficking, money laundering, and human trafficking.

Negligence in higher education may be manifested on the side of faulty administrators, professors and some other lecturers who neglect their duties regarding students. This type of neglect, called academic negligence includes; being unprepared for class, being late to class, missing classes, refusal of professors to issue letters of recommendation, etc. this constitutes corruption in higher education. The foregoing background of information on corruption can be well appreciated when viewed against the background of definition of corruption as provided by scholars and institutions. Corruption according to Brunellec - Quraishi (2013) is derived from the Latin word *corruptus* which translates to break.

According to Khan (2010), corruption incorporates any act that deviates from the rules and regulations that govern the behavior and action of anyone in a position of public authority especially actions that turn such privilege into avenues for personal and private amassing of wealth, power and authority. The World Bank (2014), defines corruption as any conscious attempt or deliberate

diversion of resources from the satisfaction of the general interest to that of the selfish (personal and particular interest). Ojiade (2011), sees corruption as any systematic vice perpetuated by individuals, society or a state in general, where not-too-good concept for equality, social harmony and harmonious living e.g. favoritism, nepotism, tribalism, sectionalism, undue enrichment, amassing wealth, abuse of office, power, position etc. become norms upon which the people and the state operates.

Corruption has weakened the educational sector leading to low efficiency, wastage and misappropriation of resources, low quality service delivery. Corruption in education affects more people than corruption in other sectors, both rural and urban areas basically because schools are breeding grounds for future generations (EFCC. 2014). Therefore, it starts from the grass-root and not from the top. When a child is exposed to all these corrupt practices at a tender age, he tends to grow with it and with time exhibits the character anywhere he finds himself in the future. It is one of the major causes of examinational malpractice, low performance and in general low academic achievement of students while in school. It concurs at all levels of both public and private tertiary institutions in Nigeria, directly and indirectly. All over Nigeria, the perception of corruption especially in higher institution is very high and uncontrollable. This is because corruption undermines every aspect of the educational system among which is the political, economic, social and so on. It should be emphasized that it is not just only in governance or educational system that corruption is found, it is equally noticeable in every human sphere of life.

Education in the broadest sense means to aid the human being in his/her pursuit of wholeness. Wholeness here implies the harmonious development of all the potentialities God has given to a human person. According to Parakinmali (2012), education is a systematic process through which a child or an adult acquires knowledge, experience and relevant skills from one generation to another. Fafunwa (1974) is of the opinion that "the end objective of education is to produce an individual who is honest, respectful, skilled and cooperative and who would conform to the social order while. Scott and Marshall (2015), known as pioneers of Dictionary of Sociology sees education as denoting ideology, curricula techniques of the inculcation and management of knowledge and social reproduction of personalities and culture. From the above explanations, one could see that any given definition of the term is contingent upon who is giving it. Notwithstanding, education can be said to be the whole process of the development of an independent and integrated personality. It entails training and acquisition of special skills, knowledge, attitudes and values needed by an individual to be responsible and which would enable him to contribute his own

quota, to the growth of the society of which he is a member.

Corruption can take place in private/public institutions in the following forms:

**Parents' Corrupt practices:** This form of corruption is been manipulated by parents and thereby using various un-orthodox means such as giving out money to influence their children's admission during any external examination (JAMB.POSTUTME).

**Students' Corrupt Practices:** This is a situation where students use money to influence their lecturer, invigilators or supervisors while some female students uses sex to influence their course lecturers to enable them have access to related course materials, passing a particular course as well as hiring machinery that will assist them in session examinations

**Lecturers/Teachers' Corrupt Practices:** This form of corrupt practice is dominant in public higher institutions. Lazy and incompetent students now result to purchasing high and unmerited mark from unpatriotic lecturers in order to enhance their grades in their final exams, a process generally referred to 'sorting'. A lecturer may, in order to make ends meet, charge students to buy compulsory handouts, in order to have good grades in continuous assessment, as they must pass to progress to the next level (David, 2012).

**Exam Councils' Corrupt Practices:** This form of corrupt practice involves both the invigilators, supervisors, syndicates or examination officers especially during the external examinations. They may collude with the Head of Departments to mobilize students to raise some fund so as to give them extra-time, or allow them to bring in unauthorized materials inside the exam hall. Oyinola (2010), noted that parents were “upgrading” JAMB score of their wards to enable them gain admission into the university in Nigeria. There were syndicates whose responsibility was to route candidates to pre-designated centers as a result of proceeds of corruption.

Nicholas (2011) was reported to have said that Nigeria has enough money to tackle its poverty challenges. If the government can win this battle against corruption and mismanagement, the money realized will be used create functioning public school system, health and water supply, thus laying a foundation to eradicate poverty (Dike 2013). Onyinola (2010) cited the extent of loss corruption has brought on African countries in commonwealth meeting in London on June 12, 2002 when he alleged that African countries have lost about 140million US dollars to corruption alone. Tanzi (200S) provides a useful summary of the adverse effects of corruption quantified in recent studies. These include;

- a. Reducing investment and hence growth, by increasing costs and uncertainty

- b. Reducing spending on health and education, because these expenditures do not lend themselves easily to corrupt practices on the part of those who control budget,
- c. Reducing the productivity of public investment infrastructure
- d. Bribes accepted for enrolling a student in a school (usually at the higher institution level) and
- e. Paying teachers for classes that were not conducted (usually at the school principal level with notice of the proprietor of such schools) (Ogrodzinska, 2011).

In a study conducted by Harutyun (2012) the following challenges were identified in fighting or eliminating corruption in higher education system:

- a. The lack of corruption control mechanisms in higher institutions
- b. The need to further improve admission examinations
- c. The need to change or improve the semester examination system
- d. The poor and low salaries of lecturers/teaching staff by the government
- e. The lack of ethnic-related training courses for private institution lecturers and students and;
- f. The lack of anticorruption campaigns in higher education sector at all levels.

One of the major ways by which the Nigerian Ministry of Education, Exam Councils. Policy makers and other agencies of education can tackle corruption in higher institutions of learning is through character and moral education. Dike (2010) postulates that character and moral education should be made compulsory in Nigerian institutions and should become law-based. He further explained that through good character and moral education, the society would help the young ones develop good judgment, integrity and other essential values.

David (2012) suggested that another possible way to tackle and minimize corruption in schools is that the Ministry of Education, government agencies and policymakers must provide a clear code of conduct. This is because when such any school runs counter to social norms widely accepted outside of the education workplace, a code of conduct would, for example, clarify the accepted behaviour thereby enabling any person involved to understand expected limits on accepting offers in return for professional actions, even though such offers may be considered appropriate in other social settings. However, codes of conduct alone do little to reduce corruption unless there are effective means of communication, clear sanctions for violating the codes, consistent enforcement and top level support for such sanction. (David, 2012).

Given the trend of corrupt practices alleged in higher institutions, this study is set

to examine trends of corruption in tertiary education system as perceived by students. Specifically, the study set to

- examine if abuse of office is a form of student's perceived corruption in academic institutions,
- find out the perceived challenges that promote corruption in the tertiary institutions,
- find out the effects corruption practices on students
- find out possible solutions to the perceived problems

Four research questions guided the study. They are

1. What are the forms of corruption of academics that take place in the tertiary institution?
2. What are the perceived conditions that promote corruption in the tertiary institutions?
3. What are the possible results of perceived corruption practices on the students?
4. What are the possible solutions to the perceived corruption practices?

**Method**

The study adopted a survey design. The study area comprised all Tertiary institutions in Imo State. The study population was 2048 comprising all the students from the tertiary institutions in Imo State. A purposive sampling technique was used to select a sample of 804 students from three institutions. The instrument used for data collection is the questionnaire designed by the researcher. The questionnaire was divided into two sections (A&B). Part A contains personal data of respondents while Part B contains question items geared towards getting information that will answer the research questions. The questions were arranged on a four-points likert response option of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D). The instruments were administered to the respondents personally using research assistants. Data generated was analyzed using mean.

**Results**

**Research question one**

What are the forms of corruption of academics that take place in the tertiary institution?

**Table 1:** Forms of corruption that takes place in Tertiary Institution

<i>S/No</i>	<i>Item</i>	<i>Mean</i>	<i>SD</i>	<i>Decision</i>
1	Collecting money from students for sorting	2.81	0.8	Accept
2	Exam malpractice is a form of corruption in higher institutions	3.03	0.83	Accept

3	Forcing students to buy reading materials is a form of malpractice	2.98	0.84	Accept
4	Sexual harassment is another form of corruption	3.00	0.84	Accept

The data Table 1 show that abuse of office, examination malpractice, forcing students to buy reading materials and sexual harassment of female students by male lecturers are all forms of perceived corrupt practices prevalent in tertiary institutions.

**Research question 2**

What are the perceived conditions that promote corruption in the tertiary institutions?

**Table 2:** Perceived conditions that promote corrupt practices

<i>S/No</i>	<i>Items</i>	<i>Mean</i>	<i>SD</i>	<i>Decision</i>
1	Fear of victimization by staff	2.94	0.83	Accept
2	Authorities inertia to deal with perpetrators	2.92	0.83	Accept
3	Lack of clear rules and regulations governing corrupt practices	2.94	0.83	Accept
4	Bureaucracy in dealing with corrupt issues	3.06	0.87	Accept

Data in Table 2 reveals that fear of victimization of student by staff, authority's inertia to deal with perpetrators of corrupt practices, lack of clear rules and regulations governing the act of corrupt practices and bureaucracy in dealing with issue of corruption are all conditions in the institution that promote corrupt practices in tertiary institutions

**Research question 3:**

What are the possible results of perceived corruption practices on the students?

**Table 3:** Possible results of perceived corrupt practices on the students

<i>S/No</i>	<i>Item</i>	<i>Mean</i>	<i>SD</i>	<i>Decision</i>
1	Corrupt practices pose threat to the successful achievement of educational goals	2.79	0.84	Accept
2	Corruption in academic institutions has tendency to reduce the ethical values of students	3.03	0.85	Accept
3	Corrupt practices limits access to quality services by distorting students view of values	2.94	0.84	Accept
4	Corrupt practices leads to production of half -baked graduates	2.98	0.83	Accept

Data in Table reveals that the effects of corrupt practices on students includes threats to successful achievement of national educational goals, reduced ethical values of students, production of half-baked graduates and limited access to quality service by distorting values of the students.

**Research question 4:**

What are the possible solutions to the perceived corruption practices?

**Table 4:** Possible solutions to the perceived problems of corruption

<i>S/No</i>	<i>Item</i>	<i>Mean</i>	<i>SD</i>	<i>Decision</i>
1	Close supervision of students and staff	2.92	0.83	Accept
2	Abolition of compulsory buying of textbooks	3.00	0.84	Accept
3	Punishment for all established offenders	2.93	0.83	Accept
4	Allocation of course based on specialization	3.06	0.87	Accept

Data in Table 4 shows students perception of possible solutions to the identified problems of corruption. These include close supervision of both staff and students, abolition of compulsory buying of textbooks, punishment for all established offenders and allocation of courses to lecturers based on specialization.

**Summary of Findings**

1. Collection of money from students for sorting, forcing students to buy reading materials, exam malpractice and sexual harassment of female students by male lecturers are perceived forms of academic corruption that take place in tertiary institutions.
2. Fear of victimization of students by staff, authorities' inertia to deal with perpetrators of corrupt practices, lack of clear rules governing the act of corrupt practices and bureaucracy in dealing with such issues are the perceived conditions that promote corruption in our institution.
3. Unsuccessful achievement of national educational goal which has tendency to distort the ethical values of students, half-baked graduates, limited access to quality services all perceived possible results of corrupt practices on the students.
4. Lack of close supervision of staff and student, compulsory buying of textbooks, no capital punishment to both staff and students caught in the act and non-allocation of courses based on specialization are the possible results of perceived problems.

**Conclusion**

Based on the findings, the study concludes that corrupt practices are prevalent in tertiary institutions ranging from lecturers collecting money students for sorting to sexual harassment of female students by male lecturers. The conditions that

promote these corrupt practices include fear of victimization of students by staff and lack of clear rules and regulations governing the act of corrupt practices and bureaucracy in dealing with corrupt persons. The effect of corrupt practices on the student includes the distortion of ethical values of students and threat to the successful achievement of National Education goals. The above creates the need to put in place policy measures that would help curb the practices.

### **Recommendations**

Based on the findings, the study recommends the following;

1. Appropriate punishment should be meted out to perpetrators of corrupt practices to serve as deterrent to others.
2. Tertiary institutions should evolve codes of conduct to guide students and staff actions.
3. Tertiary institutions that already have code of conducts should ensure compliance and allay the fears of victimization by students when they report such incidence.
4. Students need to be adequately educated on their rights and be encouraged to report on such issues and be encouraged to report corruption if they experience one.
5. Government and other responsible bodies should endorse the teaching of ethics, examinational malpractices and corruption as a basic education at all levels of education for university lecturers.

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## **Strategies for Curbing Corrupt Practices in the Management of Tertiary Education for Sustainable National Development in Nigeria.**

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### **Abstract**

*The study examined strategies for curbing corrupt practices in the management of tertiary education for sustainable National development in Nigeria. The design of the study is descriptive survey research design. Two research questions and two null hypotheses guided the study. Three experts validated the questionnaire. Data were collected from 24 HODs and 127 lecturers in the department of Educational Foundations in Federal Universities in South-South Nigeria who served as the respondents. The population was manageable so there was no need for sampling. The instrument used was a structured questionnaire that consisted of 28 items. Using mean and standard deviation, the research questions were answered, while the hypotheses were tested using t-test statistics at 0.05 level of significance. The findings revealed various forms of corrupt practices in Federal Universities in South-South, Nigeria to include: giving and receiving of gratification; use of office for fraudulent material acquisition; sale of employment; sale of admission; sale of grades; sale of handouts; among others. The findings also identified strategies for curbing corrupt practices such as: fairness in acquisition of goods and services; de-politicization of education; emphasizes on skill acquisition among others. The study recommended that government should increase the salaries and allowances of lecturers, both government and university administrators should provide research grant yearly for lecturers, skill acquisition courses should be made compulsory for all the students not minding the student's discipline and there should be long team jail sentence for university staff and students who engage in sexual harassment.*

**Key words: Strategies, Corrupt practices, Management, Tertiary Education, Sustainable National development**

## Introduction

Corruption is endemic everywhere in our society; a canker worm that has eaten deep into the existence of Nigerian society. Corruption is difficult to define. This is because it is too broad and definitions agreed upon are rare, except they are applicable to limited and well-defined cases. Daniel (2019) referred to corruption as a word coined from a Latin word 'corruptio' that expresses wicked behaviour, putridity and rottenness. According to Wachira (2019), corruption is defined as "abuse of authority for personal or material gain". This definition was further supported by Daisy (2011) who posited that all manifestations of corruption are motivated by the desire to use the instrumentality of office for personal gains at the expense of the general good. Nwaokugha and Ezeugwu (2017) saw corruption as failing attitude of people towards certain expectations by society that connotes negativity and is evident in all aspects of society: economic, social, religious and education. They further explained that corruption involves bribes and other dishonest means for achieving particular disgraceful ends, which is an indication of an ailing society. Sarah (2018) highlighted the fact that corruption has spread to all sectors in Africa including education.

Academic corruption includes all forms of corrupt practices taking place in the academia and which have a direct negative effect on the quality and standard of education (For example, examination malpractices, bribery, extortion and favoritism). Academic corruption is a problem requiring scholarly attention because it impedes qualitative university education (Wagdy, 2018). Egbefo (2012) defined corruption as an obstacle to the set objectives of the sector in the attainment of the nation's desire for work force and national development especially in the nascent period of global competition. The author further explained that in fighting corruption, there is need for Nigerian universities to develop courses on methods of fighting corruption and make such courses mandatory in the curricula. In support of this assertion, Wagdy (2018) suggested that universities ought to develop anti-corruption policies and sanctions for defaulters of such policies.

Universities have a role in advancing knowledge, contributing to solving Nigerian problems and driving economic strategies for sustainable national development. Sustainable development implies that one has the necessary skills, knowledge and attitude to meet one's present needs, and ensure that his environment is protected and secured to meet the needs of future generation. (Okpe, 2019). According to Akinpelu (2004), universities exist for training higher-level work force, which is relevant in the society. She stressed that the performance of the economy and civil service organization depend on the quality of personnel injected into them as workers. However, the quest for production of

high level manpower by universities in Nigeria and South–South in particular has not been actualized due to corruption in university system and again because skills were not taken into consideration in university education by colonial masters who introduced education in Nigeria. It is the view of Shaibu (2006) that the curriculum content in Nigerian universities could no longer contribute maximally to sustainable national development. Ememe (2014) asserts that sustainable development requires attitudinal change in the people, acceptance, and motivation for shared responsibilities and adoption to new technologies. It also requires recognition, which can only be accomplished through human capital development. Ememe further explained that sustainable development connotes that people take active participation in protecting and preserving the environment in which they live. This type of participation and involvement is only possible when individuals are equipped with skills for adequate participation in development issues and when helped to understand their immediate environment. Ukpong (2004), Hansen (2013) and Obanya (2013) reported that there is poor skill acquisition among Nigerian graduates leading to over dependence on white-collar jobs. Managing university personnel for sustainable national development should be uppermost in the mind of every university administrator. Educating students for sustainable living has the capacity of reducing poverty, hunger, and lack of self-reliance among Nigerian youths. University administrators should strive for sustainable tomorrow, where the focus is to meet the needs of today without compromising the ability to meet the societal needs in the future (Asemah, Okpanachi, & Olumuji, 2013).

Suffice to say that Education is the most powerful instrument for both human and material changes. Man is equipped for development and contributes towards the achievement of educational goals through a transformation agent. Tertiary institution is an institution where future leaders and technical work force are developed for economic growth, and sustainability. It is also hoped to be a place to engender creativity, acquisition of knowledge and skills for sustainable living in the society. Unfortunately, university education in Nigeria has largely become of mixed fortune. The ability of universities to act as strong tools for growth and development is threatened, more than ever due to corruption. The innumerable corrupt practices observable in South-South Nigerian universities have endangered academic works and development strategies for acquisition of entrepreneurial skills, thereby killing dreams and ideas of successful ventures. It also disrupts job creation among university graduates thus rendering many graduates idle and forcing them to resort to crimes as means of generating income. It is against this background that the study sought to examine strategies that could be used to curb corrupt practices in the management of tertiary

education in Nigeria for sustainable national development.

**The study raised two research questions and two hypotheses**

1. What are the various corrupt practices in federal universities in South-South, Nigeria?
2. What are the strategies for curbing corrupt practices in federal universities in South-South, Nigeria?

Ho<sub>1</sub>: There is no significant difference between the mean ratings of the heads of departments (HODs) and the lecturers on the various corrupt practices in federal universities in South-South Nigeria.

Ho<sub>2</sub>: There is no significant difference between the mean ratings of the HODs and lecturers on the strategies for curbing corrupt practices in Federal Universities in South-South, Nigeria.

**Method**

The study adopted descriptive survey research design, to elicit the opinion of HODs and lecturers on the strategies for curbing corrupt practices in Federal universities in South-South Nigeria. The researcher considered this design as the most appropriate because opinion of the respondents on a preexisting phenomenon were sought. Using purposive sampling technique, the researchers selected four Federal universities out of the six in the study area that offer education courses. The choice of this area was because universities in the area are faced with numerous corrupt practices like any other Federal universities in Nigeria. Purposive sampling technique was used to draw four universities in the research area that offer education courses. The population of the study comprised all the HODs and 127 lecturers in the department of educational foundation in the four universities sampled numbering 141 respondents (24 HODs and 127 lecturers). The population was manageable so there was no need for sampling. HODs and lecturers were chosen because they are at the management level in the departments and can describe the prevailing situation about corrupt practices in the universities.

A structured questionnaire on identification of strategies for curbing corrupt practices in universities in Nigeria (ISFCCPIUIN) was used. The questionnaire was made up of two parts namely: A and B. Part A dealt with the bio data of the respondents while part B dealt with the 28 item statements, which were structured into two sections. Three experts validated the questionnaire. The response options for the items are strongly agree (SA) 4 points Agree (A) 3 points

Disagree (D) 2 points and strongly Disagree (SD) 1 point. The reliability of the instrument was established using Cronbach Alpha formula. The internal consistency of the items were established by a single administration of the instrument to Federal universities in South East Nigeria. The reliability coefficient of the sections all together was 0.77. Cronbach Alpha was used because the instruments were not dichotomously scored. Copies of the questionnaire were administered on the respondents with the help of four trained research assistants. The research assistants collected copies of the completed questionnaire from the respondents after one week. One hundred and twenty copies (91%) out of 141 copies of questionnaire were analyzed using mean, standard deviation and t-test statistics. Mean and standard deviation were used to answer the research questions. Any item with a mean rating of 2.50 and above was regarded as agreed, while any item with a mean rating less than 2.50 was regarded as disagreed. The t-test statistic was used to test the two null hypotheses at 0.05 level of significance. Any hypothesis whose significance level was less than or equal to 0.05 level of significance, was rejected, while a hypothesis with significance level greater than 0.05 level was not rejected.

**Results**

**Research Question 1:** What are the various forms of corrupt practices in federal universities in South – South, Nigeria?

**Hypothesis 1:** There is no significant difference between the mean ratings of the HODs and lecturers on various forms of corrupt practices in Federal Universities in South-South, Nigeri

**Table 1:** Mean, Standard deviation and t-test of respondents' opinions on the various forms of corrupt practices in Federal Universities in South-South, Nigeria.

<i>S/N</i>	<i>Items</i>	<i>X<sub>i</sub></i>	<i>X<sub>e</sub></i>	<i>X<sub>c</sub></i>	<i>SD</i>	<i>P-Value</i>	<i>Remarks</i>	
							<b>RQ</b>	<b>HO</b>
1	Examination malpractices	3.66	3.67	3.67	0.38	0.54	Agreed	NS
2	Giving and receiving of gratifications	3.65	3.68	3.67	0.40	0.87	Agreed	NS
3	Use of office for fraudulent material acquisition	3.65	3.68	3.67	0.38	0.53	Agreed	NS
4	Misappropriation of university funds	3.67	3.67	3.67	0.37	0.87	Agreed	NS
5	Abuse of public office, property, power and position	3.75	3.78	3.78	0.36	0.85	Agreed	NS
6	Sexual harassment	3.62	3.63	3.62	0.42	0.92	Agreed	NS
7	Portraying one’s self as above the law	3.79	3.73	3.76	0.34	0.85	Agreed	NS
8	Promoting mediocrity	3.68	3.69	3.67	0.37	0.86	Agreed	NS
9	School administrators involvement in cultism	3.63	3.64	3.63	0.40	0.87	Agreed	NS
10	Preferential treatment in promotions	3.65	3.65	3.65	0.33	0.56	Agree	NS

11	In giving of TET fund for research	3.65	3.65	3.65	0.38	0.56	Agree	NS
12	Employment for sale	3.62	3.63	3.62	0.42	0.56	Agree	NS
13	Killing of fellow students	3.64	3.63	3.63	0.40	0.87	Agree	NS
14	Sale of hand outs	3.67	3.67	3.67	0.37	0.87	Agreed	NS
15	Sale of grades	3.63	3.64	3.63	0.40	0.87	Agreed	NS
16	Collection of envelops for accreditation	3.79	3.73	3.76	0.34	0.85	Agreed	NS

$X_l$  = mean for lecturers  $X_{HODS}$  = mean for HODS  $X_c$  = Grand mean for Lecturers & HODS

Data presented in Table 1 showed that the mean ratings of the respondents on the sixteen (16) identified items relating to the various forms of corrupt practices in federal universities in South – South Nigeria had mean values ranging from 3.62 to 3.76, which are all greater than the cut-off mean of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed that all the sixteen (16) items are the various forms of corrupt practices in federal universities in South-South, Nigeria. The standard deviation values for the sixteen (16) items ranged from 0.34 to 0.40 which showed that the respondents opinions were not far from one another in their responses and that their responses were not far from the mean. The table also showed that the p-values of the items ranged from 0.53 to 0.92, which were greater than 0.05 level of significance at 138 degrees of freedom. This showed that there was no significant difference ( $P > 0.05$ ) between the mean responses of the lecturers and heads of departments with regards to various forms of corrupt practices in Federal Universities in South-South Nigeria. Therefore, the hypothesis of no significant difference between the mean ratings of the HODs and lecturers on various forms of corrupt practices in Federal Universities in South-South, Nigeria was upheld.

**Research Question 2:** What are the strategies for curbing corrupt practices in federal universities in South - South, Nigeria?

**Hypothesis 2:** There is no significant difference between the mean ratings of the lecturers & HODS on the strategies for curbing corrupt practices in federal universities in South - South, Nigeria

**Table 2:** Mean, standard deviation and t-test of respondents' opinions on the strategies for curbing corrupt practices in federal universities in South - South, Nigeria

S/no	Items	$X_l$	$X_H$	$X_c$	SD	P-Val	Remarks
							<b>RQ HO</b>
1	Institute the right value on the students	3.80	3.83	3.82	0.38	0.73	A NS
2	live within one's means	3.78	3.79	3.78	0.40	0.97	A NS
3	Dismissal from job due to sexual harassment	3.79	3.73	3.76	0.42	0.81	A NS
4	Expulsion of students due to sexual harassment	3.75	3.83	3.79	0.40	0.76	A NS
5	Imprisonment for offenders.	3.82	3.82	3.82	0.37	0.97	A NS
6	Employment should be based on merit.	3.80	3.81	3.81	0.39	0.94	A NS
7	Confiscation of property of university administrators who misappropriate school fund	3.75	3.83	3.79	0.40	0.76	A NS
8	Press freedom	3.75	3.75	3.79	0.40	0.86	A NS

9	Use of security cameras to monitor students' activities in the campus	3.79	3.77	3.79	0.41	0.84	A	NS
10	Wearing of identity card by staff and students	3.86	3.88	3.87	0.40	0.86	A	NS
11	Education for skill acquisition	3.88	3.86	3.87	0.30	0.83	A	NS
12	Anti-corruption should be practiced in universities	3.88	3.83	3.86	0.35	0.76	A	NS

$X_L$ =mean for Lecturers  $X_H$ =mean for HODs  $X_G$ =grand mean for Lecturers & HODs

Data presented in Table 2 showed that the mean ratings of the respondents on the twelve (12) identified items relating to the strategies for curbing corruption in federal universities in South-South, Nigeria had mean values ranging from 3.78 to 3.82, which are all greater than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed that all the twelve (12) items constitute the strategies for curbing corrupt practices in Federal Universities in South-South, Nigeria. The standard deviation values for the twelve items ranged from 0.37 to 0.42, which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean.

The table also showed that the p-values of the twelve (12) items ranged from 0.63 to 0.97, which were greater than 0.05 level of significance and 138 degrees of freedom. This showed that there was no significant difference ( $P>0.05$ ) between the mean responses of the lecturers and heads of departments in federal universities in South – South Nigerian. This showed that there is no significant difference between the mean responses of the respondents on the twelve identified items.

## Discussion of the Findings

### Various forms of corrupt practices in Federal Universities in South-South, Nigeria

The analysis of data in table 1 showed that the mean ratings of the responses of the respondents on the 16 identified items relating to the various forms of corrupt practices in federal universities in South-South, Nigeria had mean values, which are all greater than the cut-off point of 2.50 on a 4-point rating scale. The data in the table indicated that the respondents agreed that all the 16 items are among the various forms of corrupt practices in Federal Universities in South-South, Nigeria. The standard deviation values for the twelve items ranged from 0.33 to 0.42, which showed that the respondents were not far from one another in their responses and that their responses were not far from the mean. The table also showed that the p-values of the items were greater than 0.05 level of significance

and 138 degrees of freedom. This showed that there was no significant difference ( $P>0.05$ ) between the mean responses of the lecturers and heads of department with regards to the forms of corrupt in federal universities in South-South, Nigeria. Therefore, the hypothesis of no significant difference ( $H_0$ ) was upheld. This finding is in line with that of Wachira (2019) and Daisy (2011) who posited that various forms of corruption are motivated by quest for personal and material gain. These two researchers concluded that it is when the various corrupt practices are in check that universities through effective personnel management could achieve sustainable national development in Nigeria.

### **Strategies for Curbing Corrupt Practices in Federal Universities in South-South, Nigeria**

A survey on the strategies for curbing corrupt practices in federal universities in South-South, Nigeria, showed that effective management of school personnel for sustainable national development is important. Some of the strategies administrators use to curb corrupt practices in tertiary institution include educating students for skill acquisition, eradication of cultism, use of security cameras to monitor students' activities in the campus; and wearing of identity cards by staff and students. Other strategies identified were engaging on anti-corruption activities; expulsion of students who engage in corrupt activities; employment of security agents to monitor students' activities in the campus, and dismissal of any staff who engage in corrupt practice like sexual harassment. This finding agrees with the findings of Ukpong (2004), Hansen (2013) and Obanya (2013) who found that there was poor skill acquisition among Nigerian graduates leading to over dependence on white-collar jobs resulting in poverty, hunger, unemployment and other corrupt practices among Nigerian youths. The findings also showed that one living within one's means could be an effective strategy for curbing corruption in Nigerian universities.

### **Conclusion**

From the results and discussion of the findings, the researchers concluded that corruption has spread to all sectors in Nigeria including education. The resultant effect is that universities produce graduates who cannot satisfy the yearning need of education for sustainable national development. Corruption equally has negative effect on the quality and standard of education (For example. examination malpractices, bribery, extortion and favoritism). It has been discovered that corruption has been an obstacle to the set objectives of education sector in the attainment of the nation's desire for work force and national development. This general state of corruption is sending a wrong signal to the

international community about the state of the nation in Nigerian universities that all is not well. It therefore, becomes imperative on the part of university administrators to form synergy with other stakeholders in the university education system towards stamping out corrupt practices in Nigeria universities. The researchers, therefore, conclude that fund should be made available to the university administrators to help them embark on total eradication of any form of corrupt practices through adequate payment of salaries and allowances, so that lecturers will have enough fund for research.

### **Recommendations**

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

- The government should provide adequate fund for payment of salaries and allowances to curb corruption in Nigerian universities.
- Anti-corruption measures should be practiced in universities
- Courses that could lead to skill acquisition should be made compulsory for all the students irrespective of the discipline.
- Long term sentence for any university staff or student who engage in sexual harassment.

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## **The Politics of French Language Education at the Basic Education Level in Nigeria.**

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### ***Abstract***

*French language is Nigeria's second official language. It is a medium through which Nigerians interact with the francophone countries which surround them. It is therefore a compulsory subject in Basic Education. However, the poor attention given to French language in many Nigerian institutions cannot be overemphasized. This is a result of some elements of corruption. Now the question is: Is French language given the attention it deserves as a second official language in Nigeria? This paper aimed at critically examining the status of French language education in Nigeria and finding out the solutions to the problems of teaching and learning. It was recommended that the government and school proprietors should equip the schools with adequate materials needed for learning French. More trained French teachers should be employed and allowed to teach only the language. Guidance counselors should educate the students and their parents on the importance of the French language as many students drop French after the Basic Education as they do not consider it important.*

***Key words:*** *Politics, French Language, Basic Education, Problems and Prospects*

### **Introduction**

Language is a medium through which humans communicate. The culture of Nigeria is shaped by Nigeria's multiple ethnic groups. The country has over 50 languages and over 250 dialects and ethnic groups (Federal Ministry of Information and Culture, 2019). The study of French language began in the 19th century. It was colonization that brought the language to Nigeria. In 1948, the University of Ibadan was established and then the Department of Modern Languages. The teaching of the language in secondary schools in Nigeria started at Kings' College and Government College Ibadan in 1956. In 1960, the government also established in the University of Nigeria, Nsukka, Department of

Foreign Languages. French is one of the courses studied in that department. After independence, French language was introduced as one of the subjects studied in other federal secondary schools. Several schools, especially those belonging to religious denominations, would have loved to start teaching the language but they were faced with the problem of recruiting qualified French teachers.

After the Conference in Yaoundé, Cameroon in 1961, the Technical Committee for the French Study (La Comité Technique pour l'Etude Française) recommended that the French language became the second foreign language in anglophone African countries; while English language should be taught in francophone Africa. French and English languages were the two major languages used by French and English-speaking countries as means of communication. As a result of this decision, the teaching of French language was made compulsory in all secondary schools in Nigeria. Some private schools taught the language in primary schools. From 1963 to 1966, the universities of Lagos, Ife and Ahmadu Bello were created respectively, and French language was introduced in these institutions of higher learning. There was a rapid growth of learning French language between 1960 and 1980, but this growth was limited in the late 1980s under the Shehu Shagari regime when teaching local languages was made compulsory in secondary schools in Nigeria, though French language was still taught in the schools.

In 1992, the government established the Nigeria French Language Village (NFLV) in Badagry for French studies and for students who could not go to France or to any other French-speaking countries to enroll in the French Language Immersion Program (L'année à l'Etranger). This center was and is still a place of improvement in the French language for the students of foreign languages in the universities and colleges of education in Nigeria. In 1996, under the regime of Sanni Abacha, French was declared the second official language in Nigeria and a compulsory course in primary school from primary 4 to 6 and at the junior secondary school from JS1 to JS3. According to the government, French language had become compulsory in basic education because Nigeria is a country that is surrounded by Francophone countries like Cameroon, Chad, Benin, and Niger, to facilitate effective communication and cooperation with these neighbouring countries.

Today, Nigerians go to French-speaking countries all over the world for different reasons, Daily Trust (2015) stated that President Muhammadu Buhari has started his state visit to France, an occasion to push for more cooperation on security, economy and a gentle reminder to our good friends in France to continue to nudge our Francophone neighbours to keep up the regional cooperation in the fight against Boko Haram. Nigeria always has something in connection with these

neighbouring countries so there should be serious efforts to improve the study of French language as effective communication is always needed and it is also Nigerian's second official language.

Nevertheless, the question here is: Is French really given the attention it deserves as the second official language in Nigeria? The politics of French language in Nigeria is a situation that demands an urgent attention, if care is not taken, the language might go into extinction. The language has not gained a suitable recognition in the country as a result of negligence and ignorance as the case maybe. The status of French Language in Nigerian schools is unstable as many Nigerians are still in their state of confusion over whether French should be treated as a second official language or as a foreign language (Ademola, 2019). The researchers also observed that this confusion is seriously and adversely affecting French language from taking its rightful position in the educational system of this nation. If French is fully regarded and accepted as the second official language of the nation, the entire populace would definitely give it every support or attention needed as they have done to English language. Nigerians still see French as a foreign language thereby regarding it as a subject that does not necessarily need to be offered in schools. There are so many benefits that can be attracted with the knowledge of French language, (Thomas, 2018) classified them thus:

### **Economic Benefits**

1.) Languages are one of the highest traits desired by employers. Regardless of what language you learn, it will be a help for work, and one which is so easy to learn and with so many advantages makes it a charm to start a process which can make you bilingual and even beyond. There is no other world language other than English which is spoken in all continents. North America, South America, Africa, Europe, Asia, Oceania, even Antarctica (well, it has French territory at least, there is no permanent Antarctic population), all have some level of French speaking communities present. 29 countries have French as their official language, and this number actually understates its influence, since many more have it as a cultural, administrative, or business language. The Francophonie is a surprisingly large organization. The level of French spoken there varies by country of course, but it still demonstrates its influence. The Guardian (2016) confirms this as it states that Nigerians will widen their horizon in the labour world with an additional international language such as French, which is the third most spoken language in the world. A lot of internationally based companies, like Total, Exxon, Mobil, Air France and KLM advertise for workers from time to time with qualifications including an ability to speak either French and English or English and German.

2.) French is in demographic boom in Africa, where a huge population boom in French speaking sub-Saharan African countries has driven the Francophone population to a record 274 million in 2014, according to the Organisation internationale de la francophonie (OIF), in a 2014 report. There is extensive business, investment, and commerce going on there. This growth will only continue, and in 2050 up to 800 million people could be in Francophone countries - 9% of the world's population (as compared to 3.5% today). Many of the countries which make up this figure are developing rapidly, so will also become more important economically.

3.) According to *Le Figaro* (a prominent French newspaper), French is the world's third most important business language, only outranked by Mandarin and of course English.

4.) Within Europe, steady French population growth means that the number of French speakers will soon surpass the number of German speakers, meaning that even on the old continent it will be the most spoken language. France already has the 3rd highest level of foreign investment in the world, in addition to being the 5th/6th largest economy.

5.) All of this is matched by a significant online presence: the figures vary, but French has one of the largest online profiles. UNESCO and the UN, two excellent examples of organisations with wide use of French.

6.) Other than English, French has the highest representation of any language in international institutions. The UN holds French as one of only two secretariat languages, the International Criminal Court holds its meetings in French and English, it is the second most important language in the European Union's lawmaking, UN commissions on Africa use it as a preferred language, the Olympics holds it and English as its two languages (with French having preferred status in some regards), it is one of only two official languages at NATO, a preferred language at UNESCO, and used in the Red Cross. That's only the tip of the iceberg!

7.) The teaching of French is on the rise in vital economic boom regions, such as in East Asia; where it has risen to over 120,000 learners in China (where it is the third most taught language) and growth of up to 30% in Korea.

8.) French opens doors into French universities, which are in particular well renowned for both certain humanities courses, and for hard sciences and STEM fields - and at cheap prices too! English is still marginal in presence, making French important. Some level of French is often required at certain institutions as well. French has a brilliant literary tradition which continues today.

### **Cultural Benefits**

1.) The French language encompasses one of the largest, most illustrious, and

prolific collections of literature in the world. France has the largest number of Nobel Prizes in literature of any country - 16 - and a thriving Francophone literary tradition exists in many other countries, as well as other writers who write in French.

2.) Such success in literature is matched by one of the most prolific and renowned film industries in the world, and France boasts the premier international film festival, the Festival de Cannes. It also has a brilliant music industry.

3.) There is a lot of fascinating tourist destinations in France; the knowledge of French language makes any trip to France a pleasurable experience.

4.) There are many other rich and fascinating places to visit in the Francophone regions for example in Quebec, various places in the Caribbean, West Africa, North Africa, Lebanon, a person who has the knowledge of French has a greater access to these places.

### **Intellectual Benefits**

1.) For Anglophones, French is one of the most similar languages to English. It shares a vast amount of words, particularly formal, scientific, cultural, and political terms, which makes learning it extremely easy despite belonging to the Latin and not Germanic language family. Some 33% at least of English words come from French, and another 33% come from Latin which adds further word commonality, and it makes understanding formal French writing and speaking relatively a breeze!

2.) This ease of learning also makes French an excellent stepping stone towards learning other Latin languages, as it has high word commonality with them as well. French has a higher divergence from Portuguese, Spanish, and Italian (as well as even Romanian), than they do among themselves, but it still shares many of the same grammatical concepts and many of the essential grammatical words are similar.

3.) French has given many loan words throughout Central and Eastern Europe, and thus knowledge of it can be helpful for learning technical words from these languages (an example is Russian, where the Russian word тротуар is a loan word from the French term trottoir, for sidewalk).

4.) Learning French is something which is of particular benefit for Anglophones, or even those learning English, since it gives both insight into how English words are spelled and their origin, given the huge breadth of English words which come from French. This is in addition to the improvement that learning any other language brings, in regards to learning more about grammar and the structures of your own.

5.) Given its extensive breadth and presence, there are few languages which have the same degree of online learning material as French. There is a huge wealth of

material placed available, which is very complete. An example could be the site Word reference, for providing an online dictionary, conjugator, and language learning forum - for many languages there are incomplete words when one tries to look them. Not the same for French, where every word imaginable is covered!

6.) The same online stats bear themselves out outside of the internet as well: French has the highest number of learners of any language in the world, barring English! This means that an unmatched numbers of schools or universities teach it : over 120 million learners, and 500,000 teachers. In the UK for example, French has by far the highest number of schools that offer it, some 99% (followed by Spanish at 76%) as of 2011.

7.) A huge number of different media and communication services use French, which makes it easy to practice skills and keep learning outside the classroom. TV5 Monde, France 24, RFI (Radio France internationale), and hosts of other programs all exist, and plenty of major official newspapers in foreign countries include French sections.

8.) Even if just a general observation, learning a foreign language correlates with higher IQ, multi-tasking capability, improved memory, better perception, and decision making, as well as delayed onset of mental deterioration. Some of this is subjective, since generally people who would already perform better anyway are higher represented in language learners ranks, but at least some effect does exist! Learning a foreign language makes sense, regardless of what language you learn! And with so many benefits outlined for French, why not start with it?

In Nigeria, French is mostly studied at the Basic Education level that is primary education to junior secondary education. At the senior secondary education level, a few students offer French, worse even, fewer number of these students write it in external examinations. There are many factors which have contributed to this negligence.

### **Factors that militate against the Use of French as a second language**

#### **1. Lack of facilities**

Many schools in Nigeria lack adequate facilities for language learning. There are so many facilities needed for an effective study of French language. There is need for radios, CDs, tape recorders, projectors and most importantly a language laboratory, where all these are more effectively used. The French teachers are forced to make do with only textbook as that is what is available. In public schools, these textbooks are hardly found as many parents do not provide French textbooks for their wards. The government and school proprietors are yet to give attention to equipping the schools with adequate facilities needed for learning French.

## **2. Lack of qualified teachers**

There is lack of well-seasoned French teachers in Nigeria education system. Most of the teachers available are not trained to teach the French language, (Oluranti, 2012). Training a great number of teachers should be part of the government's responsibility as French is a second official language as Enakome and Ganagana (2015) assert that since teachers are very vital to the implementation of any curriculum, their preparation should be considered essential in any meaningful educational implementation strategy. Many of the teachers only have a shallow knowledge of the language, this leads to deficiencies in the basics of the language which also results to apathy on the side of the students as they are not well taught. This also presents the language as a very difficult one that one of the students interviewed stated that French is harder than Mathematics. Graduates of French language choose other establishments over schools as they are discouraged by meagre income that serving teachers earn.

## **3. Lack of employment opportunities for qualified teachers**

The qualified teachers who wish to teach French end up not getting jobs in public schools where they really wish to work with the children of the masses. Some of the applicants whom the researchers spoke with expressed their disappointment on their inability to be employed in the last secondary school teachers recruitment exercise that was conducted in Enugu State in 2017 as they scored far above the cut off mark.

## **4. Undefined job descriptions for French teachers**

The researchers also observed that many school head teachers, principals and proprietors who recruit French teachers often ask them to switch to other subjects that lack teachers or even combine French with other subjects as they do not see French as the only subject for which a teacher can be employed. Sometimes the teachers are assigned to other duties in the school in a bid to "balance" their job. This ends up bringing job dissatisfaction on the side of the teachers; they end up not giving their best.

## **5. Parental Negligence**

Many Nigerian parents do not have much regards for the language as they are yet to be certain about the job opportunities available to their wards who would have the knowledge of French and they may not know their relevance in the economic growth. The society is mostly concerned with the relevance of education in terms of their needs, interests and aspirations. This ignorance on the part of the parents has also affected the growth of French language in Nigerian education system. They don't deem it fit to spend money on buying the materials the students need to study the language. Many of them do not make any efforts to help them get their

home works in French done as they just conclude that it's a foreign language and the teacher should be mindful of assignments given to students even when the exercises can be done with mere French dictionaries which can either be a hard copy or a soft copy on the internet.

### **6. Negligence on the part of the students**

Many of the students that the researchers spoke with stated that they wouldn't want to take up French as a course of study in the university. As Araromi (2013) stated that in the second or foreign language learning context, there are many phenomena that could constitute the learners' disposition towards the learning of the language in question. Some of the variables include the beliefs about the nature of the language under study, its difficulty, the process of its acquisition, the success of certain learning strategies, the existence of aptitude and the learners' expectations about achievement and teaching methodologies. Many of them frowned at their poor performance as is shown in the internal continuous assessments and examinations in the different schools the researchers visited. "I don't want to end up as Mademoiselle, I hate teaching" one of them teased. Some of them do not know about a whole lot of places where French graduates have opportunities to get employment, for example, the embassy, ECOWAS, United Nations Organization, Radio stations, Television stations, Pharmaceutical companies. In fact every field that has the need for communication in diverse languages even churches, values French language. The Synagogue of all Nations is a practical example.

### **7. Negligence on the part of the guidance counselors.**

The guidance counselors do little or nothing about sensitizing the students on the relevance of French language in the society. This has gone a long way in reducing French to just a subject rather than a field of study because the students do not see it in the list of courses they are exposed to on career seminars. No one educates the students on the requirements or prerequisites for aspiring French undergraduates. Many of them might not even know that one could be a professor in French language and stand the chance of being highly paid like other professors in other fields.

### **Conclusion**

From the discussions above, it is clear that French language teaching and learning is a veritable tool for effective communication in Nigeria. All the Nigerian neighbours are francophone countries. Nigeria plays very significant roles in the economic, political, social, cultural and diplomatic endeavours in Africa, especially, in West African region. Despite all these values, many Nigerians are yet to accept and support the teaching and learning of the subject in schools. It is

very unfortunate that school heads, principals and proprietors have negative attitude to French teaching and learning despite the elevation of its status in the school curriculum at the basic education level.

### **Recommendations**

The following recommendations are put forward for improvement of French language teaching and learning in Nigeria.

- 1.) The researchers recommend that French language should be made a compulsory subject up to senior secondary and even a general course in the university. Making it a pre-vocational elective at the senior secondary school level makes it to be partially recognized, thereby encouraging the students to pay little or no attention to the language at that level.
- 2.) The government and school proprietors should equip the schools with the facilities needed for an effective study of French language as this will not only help the teachers but the students alike.
- 3.) More efforts should be put into training French teachers in universities and colleges of education, the students who did not reach up to the cut of marks should not be pushed into studying French as this results to churning out half-baked graduates who are unable to either teach in schools or work in establishments where French is needed.
- 4.) The government should create more employment opportunities for French graduates and the school administrators should employ them and allow them to handle just French as this will enable them to give in their best.
- 5.) The guidance counselors should endeavour to educate the students on the relevance of the language. There should also be seminars where parents will be informed about the importance of the language and how one can make a livelihood from it.
- 6.) French language materials should be made easily accessible in the Nigerian society; this is where seasoned translators come into play. It is important that national documents such as the Nigerian Constitution, the National Anthem and the National Pledge are published and made available in French so that Nigerians who prefer to read the French versions of these can do so without any hindrance.

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## Curriculum and Corruption Free Basic Education: The Role of Social Studies

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### **Abstract**

*The National Policy on Education (2014) described Education as an instrument Par Excellence and is tool for economic, social, cultural and political transformation and national development. Social studies education in the Nigerian educational curriculum has special importance to development of individuals who are responsible and capable of developing the society. In this paper, curriculum and corruption free basic education and the role of social studies are being explained. The concept of corruption, corruption in Nigerian education, concept of basic education, concept of social studies, and the role of social studies were highlighted. Recommendations and conclusions were made.*

**Keywords:** Curriculum, Corruption, Basic Education and Social Studies

### **Introduction**

Education faces terrible challenges and threats occasioned by corruption and corrupt practices in the sector in Nigeria. The rootedness of education in the general survival of man and his institutions makes manipulation of the education sector and consequently corruption and corrupt practices inescapable variables or reoccurring decimals in the education sector. Corruption lays in wait for learners in Nigeria on the day of their first attempt to gain entry or entrance into the gates of pre-primary education and remains through the other tiers of the education system. Graphically, Okorosaye-Orubite (2008) captures, summarizes and confirms all that have been said when he writes that a particular State Universal Basic Education Board (SUBEB) in Nigeria criminally and outrageously spent Eight hundred million naira only in executing a one day training workshop for teachers.

The philosophy behind basic education is that every learner who has successfully

acquired appropriate levels of literacy, numeracy, manipulative, communicative and life-long skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking. The National Policy on Education (2014) maintained that the purpose of education in Nigeria as in many other developing countries is the preparation of the individual to contribute to the development of the nation and for the transmission of the social and cultural values to new generations.

Yet, the Nigerian society has been surrounded by an array of political, economic, and social crises. For this reason, Social Studies is assigned the responsibility to develop in Nigerian youth an understanding of their societal values, knowledge, values, and skills that would enable them to deal with and manage the forces of the world in which they live, and learn how to live harmoniously in the society. Values taught include those relating to the social environment, physical environment, cooperation and conflict, integrity and justice, honesty, tolerance, hard work, service to the people, civil rights and responsibilities, culture and identity, truthfulness and a wise use of resources, cultural patterns, and common heritage and national symbols (Akpan, Martha & Magret, 2008). Therefore, this paper tries to explain curriculum and corruption free Basic education and the role of social studies. In doing so, the concept of corruption, cases of corruption in Nigerian education, concept of basic education, concept of social studies, and the role of social studies were highlighted. Recommendations and conclusions were made.

### **Concept of corruption**

Corruption is all encompassing. It is more than public, material, and financial inducement. It extends to sexual favour, unjustified appointment to offices, promotion to next cadre and admission to institutions. The Word Bank (2000) defines corruption as: "The abuse of public office for private gains". Public office is abused for private gain when an official accepts, solicits or extorts a bribe. It is also abused when private agents actively offer bribes to circumvent public policies and processes for competitive advantage and profit. Public offices can also be abused for personal benefit even if no bribery occurs through patronage and nepotism, the theft of state asserts or the diversion of state revenue. Transparency International (2008) defines corruption as the misuse of entrusted power for private gains. Section 2 of the Independent Corrupt Practices and Other Related Offences Commission Act 2000 defines corruption to include:

*bribery, fraud and other related offences". The most common type of corruption by this definition is bribery - which refers to the giving or taking of money or any kind of favour in return or exchange for undue*

*advantage over other people. Other types include: abuse of power in any form or degree, extortion, embezzlement, inflation of contracts, kickbacks, diversion of funds, falsification or suppression of record, perversion of justice, electoral malpractices, examination malpractices, drug trafficking, money laundering, abuse of selection processes, nepotism, sexual exploitation, gratification and so on.*

### **Corruption in Education in Nigeria**

Corruption in Nigeria's education industry are as multiple and varied as there are many agencies and institutions that are interested in funding and overseeing activities in the education industry. Corruption lays in wait for learners in Nigeria on the day of their first attempt to gain entry or entrance into the gates of pre-primary education and remains through the other tiers of the education system. Security men at the gates of educational institutions in Nigeria receive bribes from parents, students and visitors and consequently involve themselves in corrupt and fraudulent practices that emotionally impose siege mentality learners and other stakeholders. These threaten and disrupt meaningful academic activities. In addition, those entrusted with security responsibilities in educational institutions in Nigeria easily compromise in their duties when bribes are given to them. The security units in Nigeria's education corrupt practices show the magnitude of corruption in the education industry in Nigeria.

Ministries and agencies of government entrusted with overseeing the day to day affairs of the education industry in the form of procuring necessary equipment and teaching materials, construction of buildings, supplies etc. easily inflate vouchers and in most cases claim monies when nothing has been supplied or provided. The education industry in Nigeria embrace “ghost workers” syndrome and this manifests in forms where non-existing workers, dead workers, retired and workers who have resigned their appointments keep receiving salaries and other benefits and entitlements meant for workers. Very regrettably the head teachers and other principal officers at the top who are supposed to be moral agents and the drivers of innovations targeted at improving teaching and learning perpetuate this “ghost workers” syndrome in connivance with high profile officers in government (Nwaokugha & Ezeugwu, 2017).

He further maintained that teachers also descend so low to extort money from their teachers, students and unsuspecting members of the general public in addition to inflating the number of students in their schools so as to get allocations which ordinarily they are not supposed to. Classroom teachers in Nigeria's education industry sell grades, sexually harass students, absenting themselves from work. They frequently abandon teaching and in its place engineering and initiating a culture of private practices whereby learners are

forced to participate in such privately organized tutorials using school facilities where exorbitant charges and fees are paid and learners who refuse to be part of such private tutoring are frustrated. This is in addition to being singled out for unmerited victimization.

Most parents in Nigeria directly, induce teachers and management of schools through gifts and other incentives to grant unmerited favour to their sons and daughters and some parents go the extra mile to initiate immoral relationship either between them and teachers, lecturers or principal officers of educational institutions or between the above listed stakeholders and their children especially girls so as to lure teachers, lecturers or principal officers into bending rules in favour of their sons and daughters (Nwaokugha & Ezeugwu, 2017).

Some heads of educational institutions in Nigeria even go extra miles to create opportunities that make sharp and corrupt practices part of the rituals of the administrative system. Graphically, Okorosaye-Orubite, (2008) captures, summarizes and confirms all that have been said when he writes that a particular State Universal Basic Education Board (SUBEB) in Nigeria criminally and outrageously spent #800 million (Eight hundred million naira only) in executing a one day training workshop for teachers. This truly points in the direction that opportunities for brain-storming on issues or introducing radical and revolutionary innovations to improve productivity in education in Nigeria easily turn out to become opportunities for fraud and corrupt practices so terrible that strategies for achieving quality occupy no space. The incidence of corruption is also observed at the basic education level in Nigeria.

### **Concept of Basic Education**

Basic education is the foundation of the education process and the entire endeavour. It is the starting point of the acquisition of learning. As the beginning of education process, without the basic education, secondary and higher education cannot be acquired. It is the education given to the children aged 0-15 years according to the National policy on Education (FRN 2014). It is free, compulsory, universal and qualitative. The philosophy of basic education is that every learner who has successfully completed the 9 years of continuous basic education schooling should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and life-long skills, as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning as a basis for scientific and reflective thinking. The National Policy on Education (2014) noted that the appropriate level of literacy and numeracy means that every student on graduation will functionally read and write, as well as carry out simple mathematical operations, communicate effectively and put up socially acceptable behaviour. The philosophy also indicates that it is important to

implant and sustain the culture of science and technology early in the child's education whose results will begin to manifest at the end of the junior secondary school.

Conversely, the philosophy of the new senior secondary education is based on the premise that every senior secondary education graduate should have been well prepared for higher education as well as acquired relevant functional trade/entrepreneurial skills needed for poverty eradication, job creation and wealth generation; and in the process reinforced further the foundations for ethical, moral and civic values acquired at the basic education level. Thus, the new senior secondary education curriculum is designed to drive the development of appropriate/suitable skills for social and economic transformation; evolve an army of Nigerian youths equipped with trade/entrepreneurship skills and provide effective support/foundation for higher education. In particular, Social Studies is one of the core subjects taught at the basic education level in Nigerian schools.

### **Concept of Social Studies**

The purpose of education in Nigeria as in many other developing countries is the preparation of the individual to contribute to the development of the nation and for the transmission of the social and cultural values to new generations. Yet, the Nigerian society has been surrounded by an array of political, economic, and social crises. For this reason, Social Studies is assigned the responsibility to develop in Nigerian youth an understanding of their societal values, knowledge, values, and skills that would enable them to deal with and manage the forces of the world in which they live, and learn how to live harmoniously in the society.

Social Studies were introduced into the Nigerian educational curriculum shortly after its independence to assist in understanding and finding solution(s) to the problems confronting Nigerian society (Woolman, 2001). According to Olatunde (2006), social studies are an approach through which man studies and learns about problems of survival in his environment. Okunloye (2004) had greatly influenced the recent conception of social studies. He found that the usefulness of social studies is enhanced when it is seen as a way of studying and recognizing social problems and thereby assisting in finding solutions. Obed (2009) referred to social studies as a programme of general education for the new generation focusing on the study of humans, societal institutions, and human relationship with nature and with one another. Accordingly, several educators have indicated that social studies are the most appropriate subject for citizenship education (Barton & Levstik, 2004; Biesta & Lawy, 2006; Parker, 2003). Social studies are used by society to inculcate in students, the knowledge, skills, attitudes, and values that would allow them to live and function effectively as members of the

society (Ojedokun, 2001). Thus, social studies curriculum includes citizenship education, which emphasizes how individuals develop positive attitudes to their rights, freedom, duties, and obligations as citizens (FRN, 2014).

### **Role of Social Studies Teaching and Learning in Curbing Corruption in Nigerian Schools**

Social studies education in the Nigerian educational curriculum gives special importance to development of individuals who are responsible and capable of developing the society. Values are taught in Nigeria through social studies and religious studies as elective subjects at both primary and secondary levels (Gabriel, 2008). Values taught include those relating to the social environment, physical environment, cooperation and conflict, integrity and justice, honesty, tolerance, hard work, service to the people, civil rights and responsibilities, culture and identity, truthfulness and a wise use of resources, cultural patterns, and common heritage and national symbols (Akpan, Martha & Magret, 2008). The specific objectives of the school social studies curriculum in Nigeria are to develop positive attitudes of togetherness, comradeship, and collaboration towards a sound nation (FRN, 2014).

The objective of social studies in Nigeria has to do with the development of socio-civic and personal behavior. Nigerian policy recognizes the importance of social studies, making it a core subject in Nigerian primary and secondary schools and assigns it the responsibility to develop the essential knowledge, values, and skills associated with citizenship. Therefore, social studies at all levels of the education system are tailored towards the realization of Nigerian educational goals. In order to regain a status worthy of society, Nigeria employs an education policy that cultivates a strong sense of citizenship within young people and develops types of citizens appropriate for the country. Nigerian government has created a policy to develop citizenship through policy statements and social studies in the school curriculum.

Social studies curriculum is designed to assist the young learner to recognize and respect the values, morals and cultural belief of different people that constitute modern Nigerian state (NERDC, 2007). Social Studies is a major part of school programmes which explores moral issues in order to provide learners with requisite skills and the ability to understand values associated with being good, effective and functional citizens (Chiodo & Byford, 2004). When there is complete re-orientation of character through morale value corruption in Nigeria as a whole will reduce to barest minimum.

**Ways that Social Studies Teaching and Learning can help to Reduce Corruption: According To Mezieobi (2012: 26);**

1. Social Studies can help solve societal problems (corruption) in the following ways: 1. The study of social studies, particularly some of the new frontier areas i.e. civil education and citizenship education, will expose its beneficiary to all socio-civic competence and effective citizenship such as inspiring feelings of patriotism, and these will make them socially distant from kidnapping, bombings, terrorism, corruption and corrupt induced practices, temptations, incentives and circumstances.
2. The study of social studies will inculcate worthy attitudes and habits (worthy character development) that will go a long way in eliminating insecurity and corruption by instituting needed changes for national development.
3. Through the enter-educate instructional mode in social studies, straining from bad behaviours, corruption inhibiting educative content can be taught in an informal entertainment looking situation through educational miming, entertainment oriented, students' group, social-drama or creative dramatic, storytelling, music, songs, dances, play list, role - playing, educational simulation, recorded video films or tapes as used in Venezuela and Hong Kong which can be replayed from time to time at the relaxation whims of the students The effects of the language vision oriented center educate instructional mode in social studies delivery with regard to arousing emotions, inner conviction, feelings and resistance against temptation to indulge in criminal activities, corruption and all it is synonymous with such as moral decay or depravity, organized begging, chameleonic praise signing, lasciviousness and squander mania and enhancing interest and acceptance of positive change and tremendous.
4. The social content area of social studies curriculum debunks social maladies such as insecurity and corruption.
5. Social studies education in its integrated holistic frame, as against the other subjects in their separate fragments, is in a better positions to analyze the parameters of insecurity and corruption in Nigeria viewing it as an integral whole and equipping the learner with cognitive skills to proffer well thought out recommendations that will defuse criminal act and corruption and puce right values on the right pedestal. Social studies education by virtue of its nature and content is able to bring about the desired change because it places premium on prevention of criminal act and activities, corruption prevention, avoidance, resistance, non- indulgence or abhorrence via right character, propelled self-discipline as against coercive discipline of the anti-corruption

efforts or commissions.

### **Recommendations**

The following recommendations have been put forward for using Social Studies teaching and learning to curb corruption in Nigeria;

1. It should be noted that most of the country's educational policies are laudable; but how such have been brought to fruition through innovative and creative implementation is another issue entirely. School proprietors (public/private) are expected to provide learning of Trade/Entrepreneurship subject based on factors such as facilities/equipment and resources available; the interest of the students/community where the school is located; the vision of the school and its owner; availability of qualified Social Studies teaching personnel for effective implementation of the Social Studies curriculum, it is mandatory for schools to have a complete set of the curriculum (publication).
2. In addition, regular Social Studies capacity building workshops for teachers on the effective ways of delivering the curriculum contents should be explored. Such training should focus on specific teaching and learning skills needed to be developed in the learners as prescribed by the curricula; effective teaching methods/instructional media should be applied for the delivery of Social Studies curriculum contents (e.g. guided discovery, demonstration, storytelling, dramatization, project, practical/assignments. field trip or excursion, question and answer).
3. Above all, strategy in handling the curriculum implementation should include; regular assessment of educational books and reference materials used in schools to ensure compliance with the prescribed national curricula. The selection of instructional materials should be appropriate based on the suitability for effective and efficient teaching/learning processes. Students and all stakeholders in education should work for the success of Social Studies of the new curriculum for optimum realization of value re-orientation in curbing corruption.
4. Social studies should be introduced at the early stage of development of school level, in order that Social studies curriculum should be restructured for effective promoting of value reorientation in the country which will curb corruption.
5. Peace education, insecurity, social vices, corruption and value education should be highly integrated and emphasized in the implementation of social studies curriculum in at all levels of our educational system.
6. Social Studies teacher should be aware of tremendous responsibilities placed

in their hand and be willing to inculcate the spirit of goodness, democratic values, leadership and followership, values and attitudes in promoting national consciousness, national unity, and inculcation of right type of societal values on students at all levels of our educational system.

7. Professional Social Studies teacher should make deliberate efforts to help students to examine the necessity of positive values, attitudes, skills and knowledge for the development and survival of Nigeria.
8. Teachers should make adequate use of resource persons in teaching specialized specific contents of instruction and make use of appropriate teaching resources in teaching contemporary societal issues.
9. All hand must be on deck by ail stakeholders in education by making deliberate efforts in Social Studies education in solving the problem of corruption to create a positive Nigerian image of our dream.

### **Conclusion**

In this paper, curriculum and corruption free basic education were explained. The concept of corruption, cases of corruption in Nigerian education, concept of basic education, concept of social studies, and the role of social studies were highlighted. Recommendations and conclusions were made. When there is complete re-orientation of character through morale value corruption at the basic education level will reduce to barest minimum.

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## Strategies for ensuring a Corrupt-Free Implementation of Senior Secondary School Curriculum in Nigeria.

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### Abstract

*Irrespective of the relevance of secondary education in the Nigerian school system, it appears that the objectives of the programme are still far from being achieved. It has been observed from literature that one of the banes of secondary education especially at the senior level in Nigeria is poor curriculum implementation. This may be caused by corrupt practices such as those perpetrated by parents, teachers, students, law enforcement agencies and government. The unwholesome activities of the above-mentioned have constituted a serious cause for concern among different stakeholders in education over the years. This study is therefore, aimed at examining the corrupt practices that hinder effective implementation of senior secondary school curriculum in Nigeria with a view to proffering possible measures that can be taken to eradicate them.*

**Key Words:** Curriculum, Curriculum Implementation, Corruption, Senior Secondary School, Nigeria.

### Introduction

A school is an organized environment where formal education takes place. Education is an instrument used to transform individuals in almost all spheres of human endeavour. According to Wokocho (2011), every society has its way of educating its citizenry. In Nigeria, the education system comprises Early Child Care and Development for children aged 0-4years; Basic Education aged 5-15 years. This encompasses Pre-Primary 1 year, 6 years of Primary Education and 3 years of Junior Secondary Education; Post-Basic Education of 3 years in senior Secondary Schools and Technical Colleges; and Tertiary Education Provided in Colleges of Education, Monotechnics, Polytechnics and the Universities (FRN, 2013;vii). The main focus of this study is on senior secondary schools. Secondary education in the 21st Century recognizes the critical need for development and acquisition of various skills. This is aimed at producing citizens who will help in no small measure in the development of the society. In the light of the above, new secondary school curriculum was developed by the National Educational Research and Development Council (NERDC).

The restructuring of the SSS curriculum resulted in the development of 42

subjects and 34 vocational Trades/Entrepreneurship curricula. The curriculum which was approved by the National Council of Education in 2009 would provide for a systematic connection between its contents and the learning of future contents. According to Obioma (2010), the curriculum is structured in a way that will ensure that senior secondary school graduates are well prepared for higher education and that they had acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation; the graduates would have also acquired skills, with the capacity to set up their own businesses as a fall-out of the skills they acquired from the 34 trade subjects. This functional education will make them job creators instead of job seekers, thereby eradicating poverty from their lives. The senior secondary education which has three years duration is the education received by pupils after the completion of the junior secondary school. The objectives of the senior secondary education, among others, include:

- To cater for the differences in talents, disposition, opportunities and future roles;
- Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;
- Develop and promote Nigerian languages, art and culture in the context of world cultural heritage;
- Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and
- To raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2013;18).

In spite of the lofty objectives of secondary education as stipulated in the National Policy on Education, the desirable changes expected in the behaviour of the learners in particular and the society as a whole seem to be far from being realized. This ugly situation may be attributed to high level of corruption in the Nigerian society in the recent past (Tambuwal, 2017).

Corruption is a universal phenomenon which presents itself in different colorations and dimensions depending on where it rears its ugly head. Corruption as a concept attracts different meanings from different scholars particularly the social scientists. Tikumah (2009) asserted that, the term corruption comes from the Latin word *corruptus* which literally means “to destroy”. Thus a practice or an action is labelled as corruption because of the destruction it causes to the moral, political or socio-economic being of the society. Corruption refers to illegal, immoral or dishonest behaviour. The word corruption means the destruction,

ruining or the spoiling of a society or a nation (Ugwoegbu 2012). The UNDP Primer on Corruption and Development (2008) defines corruption as the misuse of entrusted power for private gain. Similarly, Transparency International (2012) succinctly defines corruption as the abuse of entrusted power for private gain. Besides, the definitions above adequately capture the ugly situations in the education sector especially at the secondary school level. Secondary schools are involved in corruption when a principal or teacher accepts, solicits, or extorts money from the students or parents or use other means to intimidate and exploit the students. It also occurs when school authorities or law enforcement agents intimidate and exploit the students especially when they are posted to schools to supervise during examinations. This implies that corruption in secondary schools does not involve teachers and students alone. Corruption in Nigeria has reached such an alarming level that one time British Prime Minister, Tony Blair, in one of his state official visits to Nigeria described Nigeria as “fanstastically corrupt” and this description suggests that corruption in Nigeria is systematic and deep rooted in the psyche of majority of Nigerians (Nwaokugha & Ezeugwu, 2017). The description by the British Prime Minister seems to confirm what the situation had been in the past. Some scholars had long written that corruption is a culture in Nigeria (Iyanda, 2012, Nwaokugha, Nyewusira & Nyewusira, 2013). A lot of factors which constitute a bane of educational advancement have been linked to corruption among different stakeholders in education (Nwankwo & Nweke, 2016). Corrupt practices may hinder effective teaching and learning hence the need to ensure a corruption-free curriculum implementation in senior secondary schools.

The word curriculum was coined from the Latin word “currere” meaning “race course”, referring to the course of deeds and experiences through which children grow to become mature adults. Curriculum is the set of courses and their contents offered at a school or university. A curriculum is prescriptive and is based on a more general syllabus, which merely specifies what topics must be understood, and to what level to achieve a particular grade or standard (Ali & Ajibola, 2015). In other words, a curriculum may be referred to as all courses offered at a school. According to Offorma (2009), curriculum is a planned learning experience offered to a learner in school, and it is a program of studies made up of three components- programme of studies, programme of activities and programme of guidance. Hence curriculum is expected to meet the various needs of all types of learners but this cannot be achieved if there is no conducive or corruption-free environment for its implementation.

Curriculum cannot be complete without its implementation. Various authors have given their views on what curriculum implementation is all about. According to Igbokwe (2009), curriculum implementation involves putting into

action all the officially prescribed courses of study and learning activities through which the goals of education will be achieved. Similarly, Mkpa and Izuagba (2009) define curriculum implementation as the actual engagement of the learner with the planned learning opportunities. This means that curriculum implementation is that stage of the curriculum process where the learner through the guidance of a teacher interacts with learning activities so as to maximize learning as will be noticed in the learners' new behaviour and ways of doing things. This involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). In curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities (Mkpa & Izuagba, 2009). Curriculum implementation has to do with those activities carried out by the teacher which enable the learners acquire knowledge and experience set out in the curriculum plan (Onwuka & Ekwewuo, 2015). In other words, curriculum implementation entails putting into practice the officially prescribed courses of study, syllabus and subjects.

All the above contributions from various authors point to the fact that curriculum implementation involves action or practice and therefore demands deliberate efforts of the implementers. Worthy of note is the fact that implementation does not involve only the teacher. Other stakeholders in the process include learners, school administrators, and parents with the help of physical facilities, instructional materials, and conducive environment. Curriculum implementation therefore involves putting into action all the planned curriculum by the teacher and others concerned in a congenial environment. This paper is concerned with those corrupt practices that hamper the implementation of the senior secondary school (SSS) curriculum in Nigeria.

Corrupt practices may come in form of embezzlement, bribery, deceit and extortion to mention a few. This monster called corruption has now been nick named in most Nigerian languages especially in the three major languages! Ndokwu (2004) says: the Igbos call it "Igbu-ozu", the Yorubas call it "Egunje" while the Hausas call it "Chuachua". People no longer frown or feel ashamed to engage in corrupt practices! Chuachua/Egunje or Igbuozu is now acceptable and it is possible to hear someone openly complaining that there is no Chuachua, Egunje or Igbuozu at his or her place of work and as such a person might quickly resign if he or she finds another work where there is opportunity for Chuachua. It is as bad as that! It is almost everywhere- in the home, public offices, market places, religious organizations, educational institutions, government institutions and parastatals, the armed forces and so on. Corruption perpetuated in senior

secondary schools may be in form of parents' activities; teachers' activities; students' activities; and activities of the law enforcement agencies. Ironically, these are the people expected to be custodians of education. Based on the foregoing, this study empirically investigated the corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria with a view to proffering possible solutions to the corrupt practices.

### **Research questions**

The study was guided by two research questions:

1. What are the forms of corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria?
2. What are the possible solutions to the corrupt that hinder implementation of senior secondary school curriculum in Nigeria?

### **Method**

The study employed a descriptive survey research design. Descriptive survey design, according to Olaitan, Ali, Eyo and Sowande (2000) is one in which large population is studied by collecting and analyzing data from the group through the use of questionnaire or interview for the purpose of generalizing the findings to the population. The design was therefore considered suitable for the study since it solicited information from the students using questionnaire and the findings from the sample could be generalized to the population. The study was conducted in Nsukka Local Government Area of Enugu State. Nsukka is among the three Local Government Areas that make up Nsukka Education Zone. The other two are Igbo-Etiti and Uzo-Uwani Local Government Areas. The major occupations of the people in this area are farming, trading and civil service. The choice of this area was informed by the fact that experience from the researchers showed that a lot of corrupt practices are perpetuated among senior secondary schools in the area and these include activities from parents, teachers, students, and government functionaries, among others. The population of the study consisted of all the senior secondary school teachers in the 30 secondary schools in Nsukka LGA numbering 1050 (Source: Statistics Unit, Post Primary Schools Management Board (PPSMB,2019), Nsukka Education . Out of these 30 schools, 10 schools were randomly selected. Simple random sampling technique was used to draw 20 teachers from each of the ten selected schools making a total of 200 teachers that constituted the sample for the study.

The instrument used for the study was a 22-item questionnaire titled "Questionnaire for Teachers on Corrupt Practices in Secondary Schools (QFOCPISS)". It was divided into two sections. Section A contains the bio data of the teachers while section B contains two clusters. Cluster 1 contains 10 items which sought to elicit information from the respondents on the forms of corrupt practices that hinder implementation of senior secondary school curriculum in

Nigeria. Cluster 2 contains 12 items which sought to elicit information from the respondents on the possible solutions to the corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria. The instrument was validated by three experts, two from Department of Arts Education (Language Education) and one from Department of Science Education (Measurement and Evaluation), University of Nigeria, Nsukka. Cronbach Alpha reliability method was used to determine the internal consistency of the instrument and reliability coefficient of 0.78 was obtained. This shows that the instrument was reliable. This is in line with Anaekwe (2007) which stated that when the reliability is .67 and above, it should be judged reliable. Copies of the questionnaire items were administered and collected through direct approach by the researchers. All the copies of the instruments were duly returned representing 100% return rate. Research questions 1 and 2 were answered using mean and standard deviation with a criterion mean of 2.50 for each of the items. Any item with mean 2.50 and above was regarded as accepted while any item with mean less than 2.50 was regarded as rejected by the respondents.

**Results**

The results of the research questions are presented below:

**Research Question 1:** What are the forms of corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria?

**Table 1: Mean Responses of Teachers on the Forms of Corrupt Practices that Hinder implementation of Senior Secondary Schools Curriculum in Nigeria. (N = 200)**

<i>S/N</i>	<i>ITEM STATEMENT</i>	$\bar{X}$	<i>SD</i>	<i>DECISION</i>
1.	Parents offer of bribe for their children’s admission	3.56	.498	Agreed
2.	Parents influencing their children’s admission by aiding in exam malpractice	2.80	.833	Agreed
3	Teachers colluding with parents to support students’ involvement in exam malpractice	2.14	.701	Disagreed
4	Sexual seduction of male staff by some female students	3.19	.744	Agreed
5	Sexual harassment by some teachers and other persons in positions of authority	2.74	.611	Agreed
6	Extortion of students by staff	2.35	.857	Disagreed
7	Teachers awarding of underserved scores to some students after examination	2.99	1.068	Agreed

8	Students using money to influence their teachers or invigilators to allow them cheat during examinations	2.63	.948	Agreed
9	Lack of proper monitoring of educational projects by government officials	3.36	.845	Agreed
10	Neglect of educational sector by the government	2.91	1.234	Agreed

Data in Table 1, shows that items 1, 2, 4, 5, 7, 8, 9 and 10 have their mean scores above the criterion mean of 2.50 set for the study and therefore, were accepted as corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria. The result showed that items 3 and 6 had mean ratings of 2.14 and 2.35 respectively. Since the mean ratings are below 2.50 set as criterion level for rejecting an item, it means that the respondents disagreed that teachers collude with parents to support students' involvement in exam malpractice and that staff extort the students.

**Research Question 2:** What are the possible solutions to the corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria?

**Table 2: Mean Responses of Teachers on the Possible Solutions to the Corrupt Practices that hinder implementation of Senior Secondary School curriculum in Nigeria.**

<i>S/N</i>	<i>ITEM STATEMENT</i>	$\bar{X}$	<i>SD</i>	<i>DECISION</i>
1.	Establishment of anti-corruption court to take charge of criminal cases against corrupt parents, teachers and school administrators	3.13	.915	Agreed
2.	Making of Ethics and Moral Values compulsory at the senior secondary school level	3.18	.943	Agreed
3	Students who fail Ethics and Moral Values at the senior secondary examination should not be given admission to any tertiary institution	3.24	.802	Agreed
4	All senior secondary school teachers should take active part in moral instruction which should take place at least twice every week during morning assemblies	2.95	.986	Agreed
5	Teachers who conduct morning instruction should preach strongly against immorality and corrupt practices among the youth	2.83	.886	Agreed
6	School principals and administrators should ensure strict monitoring of teachers especially the way they conduct moral instructions during morning assemblies	3.20	.714	Agreed
7	The clergy should intensify their efforts in preaching against get-rich-quick syndrome in our society	2.65	1.150	Agreed
8	School authorities should from time to time sensitize the parents to the dangers of aiding their children in exam malpractice	2.94	.695	Agreed

9	Government should set up appropriate machinery for supervision and monitoring of projects allocated to education	2.89	.758	Agreed
10	Government should ensure that secondary school teachers are highly remunerated and motivated to carry out their duties effectively	3.25	.848	Agreed
11	Expulsion of students caught cheating during exams or involving in other immoral and corrupt practices	3.82	.489	Agreed
12	Government ensuring that any teacher or school administrator caught in any form of sexual immorality is thoroughly investigated and expelled if found culpable.	2.93	1.184	Agreed

Data in Table 2, shows that all the items 1-22 have their mean scores ranging from 2.65 to 3.82 which is above the criterion mean of 2.50 set for the study. This shows that the respondents agreed with all the item statements as possible solutions to the corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria.

### Discussion of Results

The findings of the study in research question 1 showed that all the items have their mean scores above the criterion mean of 2.50 set for the study except items 3 and 6. This implies that Parents offer bribe for their children's admission; Parents influence their children's admission by aiding in exam malpractice; some female students sexually seduce the male staff; some teachers and other persons in positions of authority sexually harass their students; teachers award undeserved scores to some students after examination; students use money to influence their teachers or invigilators to allow them cheat during examinations; there is lack of proper monitoring of educational projects by government officials and government neglect the education sector. This finding is in line with the observation of Tambawal (2017; 5) that “within the education sector in Nigeria especially from the secondary to university levels, corruption is very pervasive, and most of which is not in public eyes. Parents are known to have used unorthodox means to influence their children's or wards' admission to Federal Government Colleges, commonly addressed as Unity Schools.” This is also in line with earlier observation of Okolo and Akpokighe (2014) that parents engage in corrupt practices by using all various unorthodox means such as giving out money to influence their children's admission during external examinations. The finding also corroborates that of Nwankwo and Nweke( 2016) who found out in their study that corruption among secondary school students manifests itself in a situation by which students use money to influence their teachers, invigilators or supervisors while some female students use sex to influence their school

principal or proprietor to enable them have access to expo-materials into the hall or using hired machinery that will assist them with a duplicate of their documents with money. Also in line with the finding of the study is the assertion of Ogunfunmilakin (2015) that lack of proper monitoring and supervision of educational projects by government officials and value displacement by government promote corruption.

In research question two, all the items on teachers' responses are possible solutions to the corrupt practices that hinder implementation of senior secondary school curriculum in Nigeria. They include establishment of anti-corruption court to take charge of criminal cases against corrupt parents, teachers and school administrators; making of Ethics and Moral Values compulsory at the senior secondary school level; students who fail Ethics and Moral Values at the senior secondary examination should not be given admission to any tertiary institution; all senior secondary school teachers should take active part in moral instruction which should take place at least twice every week during morning assemblies; teachers who conduct morning instruction should preach strongly against immorality and corrupt practices among the youth; school authorities should from time to time sensitize the parents to the dangers of aiding their children in exam malpractice; government should set up appropriate machinery for supervision and monitoring of projects allocated to education; government should ensure that secondary school teachers are highly remunerated and motivated to carry out their duties effectively and government ensuring that any teacher or school administrator caught in any form of sexual immorality is thoroughly investigated and expelled if found culpable.

### **Conclusion**

Curriculum at any educational level cannot be meaningful if it is not effectively implemented. Implementation itself can hardly take place in an environment that is not conducive. The environment must be free from all sorts of social vices such as misappropriation of funds meant for the development of schools; it must be free from examination malpractice, it must be free from sexual exploitation and it must be free from corruption in its entirety. Evidence from literature has shown that the activities of some ambitious parents, teachers, students and even law enforcers promote corruption in Nigerian senior secondary schools. This ugly trend if left unchecked may bring about total collapse of the educational system. Besides, corruption in secondary schools has a lot of negative implications on the moral standard of the Nigerian youths especially when this evil is perpetrated by their parents, teachers and government officials. The implication of this is that the students whose parents collaborate with teachers and school administrators to cheat in one way or the other tend to have the impression that cheating is a normal

way of life. By this experience, cheating is systematically enshrined in our culture and the entire country is made to continue to suffer in very many ways especially socially and economically. No country records remarkable socio-economic development when majority of the youths (that are expected to be leaders of tomorrow) are enmeshed in all forms of corrupt practices especially when this has to do with the school system where behaviour modification is highly needed for the attainment of the goals of the society.

### **Recommendations**

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

- There is urgent need for the establishment of anti-corruption court that will take charge of all criminal cases against corrupt parents, teachers and school administrators.
- Government should make the teaching of ethics and moral values compulsory at the basic education level and any pupil who is found wanting in that area should not be promoted to the next class.
- Moral instruction should be taken seriously in our secondary schools. All secondary school teachers and students should be made to take active part in preaching against immorality and corrupt practices during morning assemblies. This should be done at least twice every week. Too much emphasis on academic work with less emphasis on good moral behaviour has not done this country any good over the years.
- Clergymen and scholars should intensify their efforts in preaching against the get-rich-quick syndrome that characterizes the entire system nowadays as majority of our youths no longer want to work but apparently desire life of luxury.
- School authorities should from time to time sensitize parents to the dangers of encouraging their children to involve in examination malpractice. Such parents should rather be encouraged to teach their children the virtues of hard work and self-reliance.
- Nigeria government should place emphasis on establishment of industries that would absorb the teeming youths of this country to reduce poverty, idleness, immorality and youth restiveness.
- Adequate funding of secondary education should be a priority to the government and fund released in this regard should be used judiciously.
- There should be proper monitoring and supervision of the activities of principals and school administrators to ensure that funds meant for the development of the school are not diverted for personal use. In case of misappropriation of fund, the law enforcers should not hesitate in sanctioning

those found culpable to serve as deterrent to others. In other words, Government should set up appropriate machinery for supervision and monitoring of projects allocated to education.

- Government should also ensure that secondary school teachers are highly remunerated and motivated to carry out their duties effectively. It would be pretty difficult for a well-paid teacher to collude with parents to cheat in examinations. Teachers need incentives that will make them cope with the current harsh economic realities

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## **Lecturers Awareness of Corrupt Practices in Tertiary Institutions: Implications for Sustainable Development in South-East of Nigeria**

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### **Abstract**

*The study investigated the lecturers' awareness of corrupt practices in tertiary institutions in South-East Zone, Nigeria, and its implications for sustainable development. This study was conducted using a descriptive survey design. Three research questions and two hypotheses guided the study. The population of the study was made up of all the 163 curriculum lecturers in tertiary institutions in South East Geopolitical Zone of Nigeria. A sample of 80 curriculum lecturers were selected using stratified and simple random sampling techniques. Three instruments were used for data collection, one is a demographic data for curriculum lecturers containing their gender specification, and two rating scales titled "Curriculum Teachers Awareness towards Corruption Free practices" (CTATCF) with 15 items. Pearson Product Moment Correlation Coefficient (PPMCC) was used to determine the reliability of the instrument with index of 0.84 respectively. Mean score and Standard Deviation were used to answer the research questions. The hypotheses were tested using independent sample t-test at a  $p < 0.05$  level of significance. The male curriculum lecturers have more positive awareness of corrupt practices than the female curriculum lecturers but the difference observed in their attitude toward corrupt practices is not significant while the difference recorded in corruption act is significant. This implies that gender does not significantly influence curriculum lecturers' awareness of corrupt practices. It was recommended that curriculum lecturers should make conscious efforts to curb the menace of corruption in tertiary institutions. It was also recommended that the efforts of the anti-graft agencies such as Economic and Financial Crime Commission (EFCC) and the Independent Corrupt Practices and other Related Commission (ICPC) should be strengthened to checkmate the excesses of office holders, teachers and lecturers who are found in the corrupt practices.*

### **Introduction**

Every developing nation needs efficient curriculum experts/specialists, engineers, accountants, technologists and technicians who have received formal training on vocational technical institutions at tertiary school level. This implies

that every child/student is an inheritance of the provisions of the curriculum, which through adequate administration, effective implementation and careful guidance can make individuals reach the pinnacle of capability needed to make the right judgments and contributions in the society, maintain personal lives and be gainfully employed and contribute to the growth of the nation (Abocho 2010).

### **Curriculum**

Curriculum does not have one generally accepted definition but is viewed differently by specialists, educators, educationists, students and laypersons. The term curriculum is derived from the Latin word “Curus” which means a running course (Maduewesi, Aboho and Okwuedei, 2010). It is like the 100 meters or 200 meters tuning track which is used in the field. This track has a beginning as well as an end. There are rules and regulations that one must abide in order to avoid disqualification. Put in the educational parlance, curriculum can be seen as those courses offered in schools as subjects, from the infant classes' to the university. Anyone who does not successfully go through this course will drop by the way side. Therefore, the sum total of what students learn from the day they were admitted to when they leave may rightly come under the purview of curriculum. In this paper some definitions of curriculum are considered.

Tanner and Tanner (1975) view the curriculum as a planned and guided learning experience and intended learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school for the learners continuous and willful growth in personal-social competence. Maduewesi, Aboho and Akwuedei, (2010) sees the curriculum of a school as “the formal and informal content, and process by which learners gain knowledge and understanding, develop skills and alter attitude, appreciation and values under the auspices of the school”. Offorma (2006) conceptualized curriculum to mean the instrument means to which schools seek to translate hopes of the society in which the function is to reality. It is a vehicle through which education is attained. The essence of education is to transfer the knowledge, facts, skills values and attitudes learnt from one situation to solve problems in another situation and this is done through curriculum. Curriculum in the view of Obih, Ekwuru and Amaechi (2018), is an educational plan by a social group for the training of their children to become functional members of the society. It is the documents, plan or blueprint for instructional guide which is used for teaching and learning to bring about position and desirable learner behavioural change.

### **Corruption**

The term “Corruption” is derived from the Latin verb “Corruptus” (to break) which literally means to break away or depart from morality, ethics tradition, law

and civic virtue. Corruption is one of the most devastating vices of the Nigerian society which has become a recurring decimal. It is indeed a social malady which seems to grow and expand with each successive administration in Nigeria. In the words of Balogun (2014), “corruption has become a hydra-headed monster, threatening to destroy the social fabric of Nigeria and the collective existence of her citizens.

As a social problem, corruption has attracted global attention and become multi-dimensional, multifaceted and complex. In the same vein, the Independent Corrupt Practices and other Related Commission (ICROC) newsletter volume 1 of April 2006 explains that “corruption is a vice that knows no geographical boundaries both in its manifestation and its destructive consequences. Corruption in Nigeria can be attributed to greed and institutional laxity of anti-corruption agencies. (Ejike, 2014). Corruption simply means the debasement or perversion of an approved process for the purpose of gaining an advantage which in most cases is selfish and personal. It is a dishonest and putrid way of getting things, which ordinarily could not have been got, and has the capacity of permeating man's psyche, if not nipped to the bud (Ekwuru & Anum 2017). In the words of Okonkwo (2007) corruption also generates economic distortions in the public sector diverting public investments into capital projects where bribes and kickbacks are more plentiful. Corruption also reduces the quality of government services and infrastructure and increases budgetary pressures on government. Corruption is rampant in Nigeria and takes varying forms which ranges from political (which transforms into enriching those in power or spreading all manner of rewards among loyal supporters (Alatas, 2009).

Transparency International Corruption Perception Index (TICPI) categorizes corruption into three as follows:

- (a) Grand Corruption: It's an act committed at a high level of government that distort policies or the central functioning of the state; enabling leaders to benefit at the expense of public good.
- (b) Petty Corruption: This is an act of everyday abuse of entrusted power by low and mid-level public officials in their interactions with ordinary citizens often trying to access basic public goods and services.
- (c) Political Corruption: Manipulation of policies, institutions and rules of procedure in the allocation of resources and financing by political decision makers, who abuse their position, status and wealth.

Corruption occurs in different forms and include political corruption, bribery, embezzlement, kickback and electoral fraud. Some of the causes of corruption are poor remuneration for the staff, lack of clear cut rules and regulations or policies, placing too much powers or control of authority in one place, settlement

of God-Fathers, and poor background of most office holders.

### **Development**

The concept of development has to do with improvement in the quality of life or wellbeing of the citizens of a country. Economic development is more fundamental than economic growth as it goes beyond the mere rise in national income. Underdeveloped countries are characterized by abject poverty, ignorance, diseases, and low life expectancy rate, high illiteracy rate, low income etc. Traditional, economists have measured development in terms of increase per capital income or gross domestic's product. However, it is impossible to record an increase in per capital income while many people still remain below the poverty line. (Nwachukwu, Osuji & Osuji 2018). At the international level, development has taken a new dimension with the adoption of Millennium Development Goals (MDGS). The achievements of the MDGS must be addressed within the context of national poverty reduction strategies, sound macro-economic policies, and executive management of public expenditure etc. For a country to have sustainable development, the development that had taken place over time must be enduring.

Sustainable development, according to Idowu (2012) means the all development of individuals. It concerns not only personal development, but also nation building which goes beyond the construction of roads, bridges, skyscrapers and provision of other social amenities. Sustainable development should continue without damage to environment (Coventry and NIX0A 2009). Sustainable development implies increasing wellbeing over a very long time. The world commission on environment and development (2007) has defined sustainable development as “a development that meets the need of the present without compressing the ability of future generations to meet their own needs”. Sustainable development is believed to be a holistic approach to improve the quality of life. It is a way to improving the quality of life. It is a way of protecting the environment, while improving living standard for all the populace. It postulates that there are intrinsic links among economic and social environment wellbeing. Changes in one area will impact upon the other. It is pattern of resources that aims at meeting human needs while, preserving the environment so that their needs can be met not only in the present, but also generations to come.

### **Objectives**

The main purpose of this study is to examine the Curriculum lecturers' awareness of the indices of a corrupt free tertiary institutions in the South East Geo-political Zone.

Specifically, the study sought to:

1. ascertain the indices of corruption and its awareness by lecturers in tertiary institutions in South-East Zone.
2. identify the causes of corrupt practices in tertiary institutions in South East Zone
3. identify the strategies to be adopted for curbing corrupt practices in tertiary institutions.

Based on the objectives of the study, the following research questions were posed to guide the study;

1. What are the indices of corruption and lecturers' awareness of them in tertiary institutions?
2. What are lecturers' view of the main causes of corrupt acts in tertiary institutions?
3. What are the strategies to be adopted for curbing corruption in tertiary institutions?

The following hypotheses were formulated and tested at 5% levels of significances;

**H<sub>01</sub>.** There is no significant difference between the mean response of male and female lecturers towards the awareness of and indices of corrupt practices in tertiary institutions.

**H<sub>02</sub>:** There is no significant difference between the mean scores of male and female lecturers on the strategies of curbing corrupt practices in tertiary institutions.

### **Method**

The study was conducted using a descriptive survey research design. The study was carried out in South – East Zone, Nigeria. The population of the study is made of all the 163 lecturers teaching curriculum in tertiary institutions in South – East Zone of Nigeria. A sample of 80 lecturers from the six tertiary institutions were involved for the study using stratified simple random sampling techniques. The instrument used for data collection titled “Lecturers awareness of corruption scale” (LACFS) with 15 items. The questionnaire has 2 sections; A B. Section A elicited personal information from the respondents while section B has 15 items dealing on the other variables of the study. Three research questions and two null hypotheses guided the study. The questionnaire items were on a 4-point likert type scale response option “Strongly Agree (SA), Agree (A) Disagree (D) and strongly Disagree (SD) and weighted 4, 3, 2 and 1 point respectively. The instruments were validated by two specialists in the Department of Curriculum studies and Instruction and the other specialist from Educational Measurement

and Evaluation, all in Faculty of Education, Imo State University, Owerri. The instruments were subjected to face and content validity while the reliability Of 0.81 was established using split-half and Pearson Product Correction Coefficient (PPMCC). Data collected were analysed using mean and standard deviation for the research questions. The hypotheses were tested using independent sample t-test at a  $p < 0.05$  level of significance.

**Results**

**Research question 1:** What are the indices of corruption and lecturers' awareness of them in tertiary institutions?

**Table 1: The mean rating of indices of corruption and lecturers' awareness of them**

<i>S/N</i>	<i>Items</i>	<i>X</i>	<i>S.D</i>	<i>Result</i>
1	Corruption is one of the most devastating vices of the Nigerian society which is a social malady which grows and expands with each successive administration in Nigeria.	2.51	0.82	Accept
2	Lecturers are aware that corrupt practices have become a hydra-headed monster, threatening to destroy the collective existence of her citizens.	2.61	0.92	Accept
3	Corruption as a social problem has attracted attention and is multi-dimensional, multifaceted and complex	2.83	0.65	Accept
4	Corruption thrives where there is no accountability and transparency.	2.09	1.01	Reject
5	Corruption is a of breaking away or departure from the moral norms, tradition, laws and values that drive a society.	2.44	1.09	Reject
<b>Total mean score</b>		<b>2.54</b>		<b>Accept</b>

Data in Table 1 shows that lecturers in tertiary institutions in South East are well aware of the indices corruption act going on in the schools.

**Research question 2:** What are lecturers' view of the main causes of corrupt acts in tertiary institutions?

**Table 2: Lecturers View of the main causes of Corrupt Practices in Tertiary Institutions**

<i>S/N</i>	<i>Items</i>	<i>X</i>	<i>S.I</i>	<i>Result</i>
1	Corruption in the public sector is often attributed to low, poor wages and poor remuneration for the staff.	3.23	0.67	Accept
2	Corruption is more pronounced among top public servants in high positions.	3.28	0.91	Accept
3	Corruption is caused by greed, indiscipline and lack of integrity.	3.17	0.89	Accept
4	Lack of clear cut rules and regulations or policies are other causes of corruption.	3.03	0.82	Accept

5	Placing too much powers or control on officials of the government in management position is a major cause of corruption.	3.28	0.91	Accept
<b>Total means score</b>		<b>3.17</b>		<b>Accept</b>

Data in Table 2 reveal that the lecturers identified some causes of corrupt act in tertiary institutions to include poor remuneration, poor background of some lecturers, placing too much power or control on officials and lack of clear cut rules and regulations.

**Research question 3:** What are the strategies to be adopted for curbing corruption in tertiary institutions?

**Table3: Lecturers responses on some strategies to curb Corruption in Tertiary Institutions.**

<i>S/N</i>	<i>Items</i>	<i>X</i>	<i>S.D</i>	<i>Result</i>
1	Effective and appropriate use of due process and accountability standards	2.84	0.94	Result
2	Regular payments of enhanced salary and allowances to lecturers and government officials.	3.33	0.87	Accept
3	The need to fight corruption from grassroot at the national, state and community levels.	3.65	0.68	Accept
4	Exposure of corrupt officers and enforcement of relevant decrees	2.90	0.71	Accept
5	Severe punishment to be meted out to officers who are guilty of corrupt practices,	3.33	03.87	Accept
<b>Total mean score</b>		<b>2.95</b>		<b>Accept</b>

Data in Table 3 above shows that the mean scores of all the items as well as the total mean score of 2.95 exceeded the criterion mean score of 2.50. Conclusion drawn from is that the strategies for curbing corruption in Nigeria tertiary institutons should include use of due process and accountability standard, regular payment and allowance to teachers and government officials, fighting corruption from grassroot, exposing corrupt officers and giving them severe punishment.

**H<sub>01</sub>.** There is no significant difference between the mean response of male and female lecturers awareness of indices of corrupt practices in tertiary institutions.

**Table 4: Male and female Lecturers awareness of indices of corruption**

<i>Gender</i>	<i>N</i>	<i>X</i>	<i>SD</i>	<i>DF</i>	<i>Tcal</i>	<i>Ttab</i>	<i>Decision</i>
<i>Male lecturers</i>	20	99.67	34.16				
<i>Female lecturers</i>	60	160.76	51.48	178	0.39	1.96	Retain Ho.

Table 4 that there is no significant difference between the male and female curriculum lecturers awareness of the indices of corruption in tertiary institutions in South- East of Nigeria.

**H0<sub>2</sub>:** There is no significant difference between the mean scores of male and female lecturers on the strategies of curbing corrupt practices in tertiary institutions.

**Table 5:** Responses of male and female lecturers on strategies for curbing corruption in tertiary institutions.

<i>Gender</i>	<i>N</i>	<i>X</i>	<i>S</i>	<i>Df</i>	<i>Tcal</i>	<i>Ttab</i>	<i>Decision</i>
<i>Male lecturers</i>	20	98.00	20.16				
<i>Female lecturers</i>	60	108.68	28.38	198	2.09	1.96	Retain Ho

Data in Table 5 that there is a significant difference between the mean scores of male and female lecturers' on the strategies to be adopted in curbing corruption in tertiary institutions.

### **Discussion of Result**

It was revealed in the study that lecturers are aware of the indices of corruption in tertiary institutions. There is no significant difference in the awareness level of male and female lecturers of corrupt acts in tertiary institutions in South East Zone. Lecturers are also aware that corruption is a devastating vice that threatens students' academic achievement. In a similar study, Ekpe (2012) showed that lecturers perceived corrupt acts as being taken for granted in tertiary institutions. The fact that lecturers are aware of the bribery going on in the tertiary institutions in the form of giving money or gifts alters the behaviours of lecturers and their attitude towards the awareness of corrupt practices. Gender does not significantly influence lecturers awareness of indices of corruption. In line with this finding, Akpakpan (2010) found that the behaviour of the recipients of benefits of corruption which includes embezzling of funds entrusted to them for other purpose, could lead to students not getting the best out of their educational experiences. This is in agreement with the views of Alukpo (2006) that educators who see students as minors without right and embezzle school funds are doing a disservice to the students. This acts of some school lecturers and administrators can contribute to a destruction of the psyche of students which could lead them to be corrupt, and hardened offenders with negative personality.

The study also revealed that the cause of corruption among lecturers could be attributed to poor remuneration of the staff. This is in agreement with the views of Iketun (2004) that corrupt acts are being caused by low or poor wages of lecturers, claiming that it is difficult to stay honest on a poor purse. The real cause

of corruption is greed, indiscipline and lack of integrity among the generality of both low level salary earners and high level earners. The act of corruption could bring a ripple effect on the students, communities, society and nation at large. It can also cause setback to students academic achievement, development and growth because the students are being shortchanged.

Some strategies to curb corrupt practices were highlighted. Collaborating these findings, Wheatland (2013) revealed that majority of lecturers in the schools he studied agreed that some strategies to curb corrupt practices are the responsibility of the government, to ensure compliance of due process and accountability standards which are needed to curb corruption in government educational system. It is important to address corruption and to promote transparency and accountability not just at the local government ward, clan, village levels but also at the State and National levels. The public also needs to be aware that it has a civic duty to blow the whistle on corrupt lecturers and officials at all levels of education in Nigeria. In the same vein, majority of the lecturers are of the opinion that there must be stringent laws, which must be enforced to deal with anybody who acquires wealth illegally or through corrupt means in office or after leaving office.

### **Conclusion**

Lecturers are aware of corrupt practices in tertiary institution. Gender is not a significant factor in lecturers awareness of corrupt practices in tertiary institutions in South East Zone. There is the need for all hands to be on deck, especially the responsible government agencies in battling corruption so as to restore confidence in the Nigerian education system.

### **Recommendations**

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

1. The fight against corruption in the Nigeria education system should be intensified through the passing of appropriate bills into laws and ensuring that those found guilty are adequately punished.
2. The Nigerian education system should be completely overhauled and sanitized from all manner of corrupt practices by strict implementation of the existing institutionalized sanctions. This will help alleviate the feeling of insecurity among Nigeria youths and students.
3. There is a need to name and shame corrupt officers, lecturers, functionaries, students etc at all levels of government in Nigeria.
4. There must be a stringent law which must be enforced to deal with anybody, lecturers or teachers who acquire wealth illegally through corrupt means while in office or after leaving office.

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## Repositioning Ethics and Values Education in Nigerian Universities for a Corruption-Free Society: Perception off Lecturers

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### Abstract

*This paper explores the need to reposition ethics in our university curriculum as a way of fighting corruption, which has become endemic in the Nigerian society. This study sought to find out the perception of lecturers of universities on integrating ethics and values education into Nigerian higher education courses. Two research questions and one hypotheses guided the study. The instrument for data collection is a 15 -item questionnaire administered on 210 lecturers. The Research questions were answered using simple percentages while the hypothesis was tested at 0.5 level of significance. The results from the study showed that lecturers' perception on integrating ethical education into other aspects of the curriculum might not help to fight corruption. The implication of the findings include the need to organize seminars for the lecturers to update them on the values of using ethics and values education to fight corruption Recommendations were made.*

### Introduction

Corruption is certainly one of the greatest threats to national development. It sets the clock back in several ways socially, economically, politically and even educationally. Recently Obi (2019) was cited in the Guardian newspaper editorial of September 2, as saying that in Nigeria, corruption kills more than Malaria and HIV/AIDs put together. This claim captures the gravity of the effects of corruption on the Nigerian society. For years, past military usurpers of power have all harped on the gravity of the dangers of corruption as a reason for overthrowing the governments of the time, with promises to make a change that never materialized. Even the present Head of state pledged to fight corruption to a standstill to stop it from 'killing us.' There is abundant evidence that huge stolen resources of this country are stashed away in foreign banks while Nigerians grapple with poverty and Nigeria has even graduated to the title of 'poverty

capital of the world'. Despite the fact that education has been badly battered by corruption, nations of the world still have recourse to education to solve its societal problems. FGN (2014) emphasizes that education is an instrument for national development, because education is the most important instrument of change. Any fundamental change in the intellectual, philosophical, economic and social outlook of any society has to be preceded by an educational revolution (FGN 2014). Nigeria proposes to achieve the following national objectives as are stated in the National Policy on Education.

- a. A free and democratic society
- b. A just and egalitarian society
- c. A united, strong and self-reliant nation
- d. A great and dynamic economy
- e. A land full of bright opportunities for all citizens

If Nigeria will have a great and dynamic economy and a bright opportunity for all, then the education curriculum must be structured to be relevant and responsive to societal needs. Curriculum is designed to respond to the current and future needs of the learners and their society. According to Emah (2009), a curriculum is responsive if it equips the learners to accommodate new developments in science and technology, and adjust to local and global challenges in social, political and economic demands that stare individuals and societies frontally on daily basis. In today's Nigeria, getting rid of corruption is one of such needs. Education is at the center of every human settlement. According to Olivia (2012), it is necessary for character formation for the young to be part of our new curriculum to accommodate new exigencies of the 21<sup>st</sup> century.

The fight against corruption is prominent among the social ills of the 21<sup>st</sup> century. Through education, the realization of meaning and purpose of man in society is enabled and beneficiaries are empowered to gain more access to opportunities, resources and power and be able to contribute positively and meaningfully to the society. Ethical and value education is hereby advocated, and if properly acquired, will increase the value chain of any nation (Ike 2017). There is therefore the need for education reform in Nigeria. The agenda for education reform is a priority for almost every country in the world. There is urgency to adapt the world's educational systems to consciously evolve and transform themselves in order to support the critical swifts and transitions happening around the globe. The educational sector is challenged to proffer practical solutions for the challenges that face mankind at this time'. (Ike, 2017).

At this point one of the pressing needs of this country is how to rid the country of the various vices holding the country to ransom: bribery and corruption,

nepotism, lack of integrity and accountability, among others. Corruption according to Usman, (2013) is any behavior that deviates from an established norm about public trust. The United Nations Global Programmes against Corruption (GPAC, 2012) defines corruption as “abuse of power for private gain” while the World Bank (2006) defined corruption as: the abuse of office for private gains. Public office is abused for private gains when an official accepts, solicits or extorts money or when agents actively offer bribes to circumvent public offices and or processes for competitive advantage or profit.

Corruption is a global phenomenon found in all countries, but evidence shows that it impoverishes the people, causes political strife, causes social unrest, economic decay, and diverts desperately needed funds for education, health care and other public services. It is a serious roadblock to economic development and national growth. World Bank (2010) states that corruption is the main cause of underdevelopment of Africa. It is part of the reason why United Nations general assembly established the UN convention against corruption [UNCAC] in December 2005. This was ratified by 155 countries and Nigeria is one of the countries that ratified this convention.

It is pertinent to state that integrity deficiency is also a worse form of corruption because it allows a man to be self-serving rather than being patriotic and selfless in service of the people he swore on oath to serve. Now if corruption is defined as dishonest or illegal behavior, especially of people in authority, we can deduce that leaders may be the greatest culprit. Therefore, the study takes a closer look at the training given to undergraduates at higher institutions specifically the universities. This is because higher education is actually leadership education.(Stuckleberger 2017).

Higher education is regarded as leadership education for the simple reason that people who graduate from this level are automatically leaders and top management staff of any organization where they work. It therefore follows that the values and virtues taught and practiced in the universities heavily influence these future leaders. That is why higher education certificates are said to be awarded in 'character and learning.' One wonders how much of the character training really goes on in the universities aside the other components of the curriculum. Most universities have ethics as a general studies course of two credit units in one semester GST 202: Moral Reasoning and Ethics (GOU, 2012). No other course on ethics and values throughout the undergraduate programme. It is pertinent to point out that students treat general courses with kids' gloves. This near absence of ethics and value curriculum in universities may have significantly influenced their moral and integrity deficiency of students who are soon to become leaders. Many students may pass out of universities without

experiencing that expected desirable positive change in behavior concerning ethical values orientation. Nobody gives what he does not have. Therefore, when they graduate with academic certificates and academic excellence but without character, it is a sham. The consequences are the myriads evils and corruption galore.

For all these reasons and more, the education system may need to expand and reposition ethical and values education for the benefits of our nation at large and our graduates in particular. Ethics according to Hornby (1970 8<sup>th</sup> edition) has been defined as the moral principles that control or influence a person's behaviors in life, business or professions. Since education is the simple most important means of transforming a nation (FGN 2014) and curriculum is the process of organizing the content and activities, it follows then that curriculum review by National Universities Commission (NUC) should have more items on ethics and values in their academic benchmark. There should be emphasis on character training, need for integrity, probity and accountability, emphasis on world citizenship and interpersonal relationships rather than diversity, the need to consider and accommodate others at all times and general need to see things from a human point of view.

The role of ethics and values education in curbing disruptive behavior cannot be overestimated. In addition, if this were ingrained into university undergraduates' curriculum, the society would have started the process of rebuilding itself. A university should provide multi-disciplinary and multi-dimensional services to the communities. Ethical and value education is one of the multi-dimensional ways of reaching the future leaders. Stuckleberger (2017) remarks that integrity is the most important capital of a person and of an institution. It is an ethical capital, which is also closely linked to financial capital. He maintains that ethical values-driven behavior is needed in all societies, but more so in a globalized world, where common values are needed since this world is highly interconnected and inter dependent, linked by trade, information and communication technologies. We need ethical cleansing so that Nigerians can move about in today's world without fear of embarrassment. The use of fast social media, the free trade of goods and movement of people, global interactions, all need a common set of values such as a sense of justice, fairness, honour, and peace and virtues such as respect and integrity all call for high moral values by Nigerians.

According to Ike, (2017) society can only rebuild itself through the younger generation. A university should provide multi-disciplinary and multi-dimensional services to the communities. A university is a 'knowledge and value provider.' Simply put, education provides 'learning and character' and if it

provides only one, it leads to the failure of the system and the society suffers. Ethics and value education should be given more prominence in universities through integrating them into general, faculty and departmental courses. Education is at the center of every human settlement. It is necessary for character formation for the young. Through education, the realization of meaning and purpose in society is enabled and beneficiaries are empowered to gain more access to opportunities, resources and power. Undergraduate students who will soon become leaders gradually correct the ills in the society through a change in their mindset.

The rising wave of corruption and other criminal tendencies especially among the leaders in Nigeria has become a major source of concern in the society today. The ridiculous stories of serpents, monkeys and rats swallowing billions of money meant for the provision of essential services for the masses is disturbing. The glaring electoral frauds that usher in unscrupulous elements into public offices with only one intention to defraud the government and run down the country are all there to show that the country is at the brink of collapse. Which is why Obi (2019) says that in Nigeria, corruption has killed more than HIV/AIDs put together. Moreover, the president of Nigeria screamed, “If we don't kill corruption, corruption will kill us”. It becomes imperative that something must be done to save the country from total shut down. How to save this country has taken the front burner in national discourse, therefore the recourse to education whose primary concern is to teach the young the way to go; in this way education, which is an agent of transformation can be used to rebuild the society. It is the view of this paper that ethics and value education be integrated in all courses in the universities so that undergraduates have it fully inculcated in their personality and character. This paper deems it necessary to explore the perceptions of lecturers in the university system about integrating more ethics and value education into University undergraduates' coursework in the faculty and departments. It will also show how gender influences their perceptions.

**The research questions that guided this study are:**

1. What is the perception of university lecturers on integrating ethics and value education into undergraduate coursework as a way of enhancing character training?
2. To what extent does gender influence lecturer's perception of integrating ethical and values education into undergraduate coursework as a way of enhancing character training?
3. To what extent do years of experience influence the lecturer's perception of integrating ethical and values education into undergraduate

coursework as a way of enhancing character training?

**The hypotheses** tested in this study are:

H01: There is no significant difference between male and female lecturers' perception on integrating ethical and value-driven education into undergraduate coursework as a way of enhancing character training?

**Method**

The study used a survey design to determine lecturer's perception of repositioning ethics and value education in universities to enhance character training and foster the elimination of corruption in Nigeria. The area of study is Enugu Metropolis and only private universities were used. They are Godfrey Okoye University, Caritas University and Coal City University, all in Enugu metropolis. The population of the study consists of the entire 724 lecturer's (Senior Lecturer's and higher-ranking officers). Two hundred and ten lecturers were purposively sampled (105 males and 105 females) to ensure that only those who are experienced will take part in the study. The major instrument for data collection was a 15 item structured questionnaire on 4-point Likert scale. The reliability of the instrument was established using Kuder-Richardson Formula (K-R) 20. The correlation coefficient of the instrument was 0.82. The research questions were answered using simple percentages while the hypotheses were tested at 0.5 level of significance using chi square.

**Result**

**Research question 1:** What is the perception of university lecturers on integrating ethics and value education into undergraduate coursework as a way of enhancing character training?

**Table 1:** Lecturers' perception of integrating ethics and value education into undergraduate

<i>Perception</i>	<i>No of Lecturers</i>	<i>Percentages</i>
<i>Positive</i>	<b>73</b>	<b>34.8</b>
<i>Negative</i>	<b>137</b>	<b>65.2</b>
<i>Total</i>	<b>210</b>	<b>100%</b>

Data in Table 1 shows the nature of lecturers' perception of fostering character training by integrating ethics and values education into students' coursework. The result showed that 34.8% of the lecturers had a positive perception while 65.2% had negative perception.

**Research question 2:** To what extent does gender influence lecturer's perception of integrating ethical and values education into undergraduate coursework as a way of enhancing character training?

**Table 2:** Lecturers' perception of integrating ethics and value education into undergraduate by gender.

<i>Gender</i>	<i>Positive</i>	<i>Negative</i>	<i>Percentage</i>
<i>Male</i>	45 (21.4)	60 (28.6)	105 (50)
<i>Female</i>	28 (13.4)	77 (36.6)	105 (50)
<i>Total</i>	73 (34.8)	137 (65.2)	210 (100)

Data in Table 2 shows that 21.4% of male lecturers had a positive perception while 13.4% of female lecturers had a positive perception of integrating ethical and value education into students' coursework as a way of achieving character training to help fight corruption.

**Research question 3:** To what extent do years of experience influence the lecturer's perception of integrating ethical and values education into undergraduate course work as a way of enhancing character training?

**Table 3:** Influence of years of service on lecturer's perception of integrating ethics and value education into undergraduate courses

<i>YEAR OF EXPERIENCE</i>	<i>PERCEPTION</i>		
	<i>POSITIVE</i>	<i>NEGATIVE</i>	
<b><i>TOTAL</i></b>			
<i>5-10</i>	<b><i>11(5.3)</i></b>	<b><i>94(44.7)</i></b>	<b><i>105(50)</i></b>
<i>11+</i>	<b><i>62(29.5)</i></b>	<b><i>43(20.5)</i></b>	<b><i>105(50)</i></b>
<b><i>TOTAL</i></b>	<b><i>73(34.8)</i></b>	<b><i>137(65.2)</i></b>	<b><i>210(100)</i></b>

Data in Table 3 shows that 5.3% of lecturers with 5-10 years of experience had a positive perception of using ethics and value education to increase character training while 29.5% with 11+ years also had a positive perception. A total of 137 or 65.2% with 5 and 11+ years also showed a negative perception.

**Hypothesis Ho<sub>1</sub>**

There is no significant difference between male and female lecturers' perception of integrating ethics and value education into undergraduate coursework as a way of enhancing character training.

**Table 4:** Chi-square of the difference between male and female lecturers' perception integrating ethical and value education into undergraduate coursework.

<i>Gender</i>	<i>positive</i>	<i>Negative</i>	<i>Total</i>	<i>X cal</i>	<i>X .05</i>	<i>df</i>	<i>Decision</i>
<i>Male</i>	45	60	105	63.7	333.84	1	significant
<i>Female</i>	28	77	105				
<i>total</i>	73	137	210				

Since the  $X_{cal}=63.7$  is greater than  $X_{.05}=333.84$  at degree of freedom 1, the null hypothesis is rejected. The conclusion is that there is significant difference between male and female lecturers' perception of integrating ethics and value education into undergraduate coursework as a way of enhancing character training.

**Hypothesis HO 2:**

There is no significant difference in Lecturers' perception of integrating ethics and values education into undergraduate coursework as a way of enhancing character training based on years of experience.

**Table 5:** Chi-square of the difference between lecturers' perception of integrating ethical and value education into undergraduate coursework by tears of experience.

<i>Experience</i>	<i>positive</i>	<i>Negative</i>	<i>Total</i>	<i>X cal</i>	<i>X 0.05</i>	<i>dF</i>	<i>Decision</i>
<i>5</i>	<b>11</b>	<b>94</b>	<b>105</b>	<b>57.2</b>	<b>3.84</b>	<b>1</b>	<b>significant</b>
<i>11+</i>	<b>62</b>	<b>43</b>	<b>105</b>				
<i>Total</i>	<b>73</b>	<b>137</b>	<b>210</b>				

Since  $X_{cal}=57.2$  is greater than  $X_{0.05}=3.84$  at degree of freedom 1, we reject the null hypothesis and conclude that there is significant difference in the lecturer's perception of increasing character training through ethics and values education as due to their years of experience.

**Discussion**

Percentage responses showed lecturers' perception of integrating ethics and value education into undergraduate coursework as a way of enhancing character training for future leaders. Only 73 respondents which is 34% of respondents feel that more ethical and value driven items should be integrated into the curriculum of undergraduates in higher education. This does not agree with scholars like Ike (2017) who argued that academic education without moral backing would only produce “Moral crooks.” The education system churns out unscrupulous people without conscience who run down institutions and organizations. If they are in government, they embezzle money meant for developmental projects and impoverish their communities. With such people, corruption thrives. Their performances show that they got education in 'learning' but not in 'character'. Such people perpetrate evil activities such as bribery and corruption, lack of integrity, injustice, embezzlement, objectivity, probity, fairness in reasoning etc. This shows that the 'character' foundation is weak, and needs to be strengthened. Therefore, the need to reposition ethics and value education in higher education institutions because that is where most leaders are trained (Stuckleberger, 2017).

Research Question 2, question sought to find out if gender has any influence on the lecturers' perception of using value education to foster character training. The responses from the lecturers showed that 45 or 21.4% of the males indicated a positive influence of value education, while 28 or 13.4% of their female counterparts also indicated a positive response to the question. In the same way, the null hypothesis of no significant difference between the male and female was rejected. The chi calculated  $X_{cal}=63.7$  is greater than the chi value  $X_{0.05}=3.84$  showing a significant difference in the male and female responses. This implies that the male lecturers were of the view that ethics and value education will foster character training. This observation is not only strange but also interesting to know that the males were of the opinion that ethics and value education can foster character training. Reasons for the response could have been determined by a personal interview. Ironically, males have abandoned the teaching job for the females, the female lecturers are now handling the disciplinary measures expected to be meted out by the men on erring students, and there is a limit to what the females do to adolescents and young adults. It is also important to note that the opinion of the male lecturers may be because of the women dominating the teaching job. They can combine the attributes of mother and lecturer while teaching and this will go a long way in influencing students' behaviour. The female lecturers can also integrate value education in most of the school subjects they teach thereby making the undergraduates imbibe a sense of what is right and valuable in whatever they do. Articulating the sense of value will according to Kok-Siang Chon-Yong & Shuhi, (2013) help to reduce emotional illiteracy, which can lead to troubling consequences in interpersonal relationships.

### **Conclusion**

The lecturers did not agree that repositioning ethics and value driven education would help rid the country of corruption. This spells the need for greater awareness and orientation even for the lecturers so that they begin to see the need for an ethical revolution in our higher institutions. We need to fight corruption even inside higher institutions. That should explain why we must have admission ethics, exam ethics, management ethics committees. (Onyechere 2015). Other scholars like Kok-Saing, Chong-Young & Shuhui (2013) are of the opinion that ethics and value education should be used to teach character education by infusing it into the different school subjects.

### **Recommendations**

The following recommendations are made:

- a) There is the need to create awareness for the lecturers through seminars and trainings where they will be taught how to integrate ethics and values education

into school subjects, course work and other aspects of the curriculum.

b) It is necessary for the curriculum planners to come up with new ideas on how to teach ethics and value education and make them become very teachable as part of coursework as well as other school activities.

c) To raise a generations of Nigerian leaders who will despise rather than tolerate or embrace corruption thus reducing the likelihood that corruption will remain embedded in the culture.

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## Curriculum Reforms in Agricultural Trades of Secondary Schools for Corruption Free Society

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### Abstract

*In secondary schools in Nigeria, there are about 34 trade subjects derived mainly from vocational and technical areas. Agricultural science trade curriculum has only two trades – fishery and animal husbandry, while other vocational subject like Home Economics and industrial Technology have more than five trades each. The animal husbandry is too encompassing while fishery could be an integral part of animal husbandry, other areas of agriculture like soil, and crops were not integrated in the curriculum thus the need for reform. Therefore this study was carried out to identify other agricultural trade subjects' aside fishery and animal husbandry in addition to appropriate themes with corresponding content/topics. Three research questions and three hypotheses guided the study. The population for the study was 4,450 made up of 1,670 lecturers of agriculture from universities and colleges of education, 1550 Officers from Nigerian Educational Research Development Council (NERDC) and 1,230 agricultural science teachers. The sample for the study was 367 made up of 125 lecturers, 35 Officers from NERDC and 207 agricultural science teachers. Taro Yamane sampling techniques was used to determine the sample size while proportionate random sampling techniques were used to pick the respondents. Structured questionnaire used to collect data was validated by five experts and Cronbach alpha method was used to determine the internal consistency of the items which yielded an overall coefficient of 0.87. Data was collected by the researchers and 11 assistants. The study found out that nine trade subjects with 50 themes and 162 topics were identified to be integrated as agricultural science trade subjects for corruption-free society. It was recommended that the identified agricultural areas be developed into trade areas by NERDC while the themes and contents should be integrated into the identified subject areas for effective preparing of students in senior secondary schools for corruption free society.*

**Keywords:** - Curriculum, Reforms, Agricultural trade, Corruption-free society

### Introduction

Agriculture is an age old occupation of man concerned with the production of

food for man's use. Agriculture according to Umaru and Zubairu (2012) is the cultivation of land and rearing of animals for the production of food for man and animals as well as the production of raw materials for industries. Mason (n.d) defined agriculture as the cultivation and rearing of animals, crops as well as fungi for the production food, fibre, medicines and fuel for man's use. In the context of this study, agriculture refers to the cultivation of crops and the rearing of animals for the production of food, fibre, pasture and medicine as well as other related activities such as processing and marketing of agricultural products. Agriculture comprises of different areas such as animal husbandry, fishery, arable crop production, plantation crop production, floriculture, olericulture, as well as monogastric and ruminant production with aim of production of food and earning a living. These areas of agriculture can also be referred to as agricultural trade areas. To practice any of these agricultural trade areas, the intending practitioner must be taught the knowledge and skills required to become effective in the trade area. Agricultural trades can be taught through formal or informal education (Strauss, 2016).

Informal education is training that exposes one to different agricultural tasks and related skills in unorganized settings. According to Radaković and Antonijević (2013), informal education is the intentional or unintentional acquisition of information, skills, knowledge and attitudes outside an organized educational institution. Informally, people interested in any particular agricultural trade area acquired the requisite skills and knowledge by observing and imitating the practitioners in the occupation. Learning an agricultural trade in informal education is a lifelong process as the learner keeps observing and imitating new ideas, practices as situations arise as well as the skill is practiced without being pre-planned. Unlike in informal education, formal education is acquired intentionally from an organized educational institution. UNESCO (2011), defined formal education as the education that is planned, intentional, institutionalized and carried out by public or recognized private organizations. In formal education, learning has a timeframe and the learning experiences are planned in such a way that by the end of the educational programme, the learner are expected to demonstrate acquired and intended skills, knowledge, attitudes and learning experiences. The skills, knowledge, attitudes and learning experiences the learners are intended to acquire in secondary schools are contained in the subjects offered. One of the group of subjects stipulated by Federal Republic of Nigeria (FRN, 2013) in the National Policy on Education for senior secondary students are trade/entrepreneurship subjects. These trade subjects are derived from Home economics, industrial and technical education and agriculture.

These trade subjects were introduced into the senior secondary school curriculum with the aim of providing the students with required practical skills to become self-reliant or gainfully employed (FRN, 2013). Out of the 34 trade/entrepreneurship subjects stated in the National Policy on Education (2013), only two trades (animal husbandry and fishery) emerged from agriculture. Although there are many productive areas in agriculture that interested students can venture into, the limitation of agricultural trade subjects to only animal husbandry and fishery limits students' choices in the selection of trade subjects in an agrarian country like Nigeria with frightening population growth, malnutrition and unemployment trends.

Nigeria is known to have a huge agricultural potential, however, it has been reported that there is high rate of youth unemployment and low youth participation in agriculture (Latopa & Rashid, 2015). Lack of youth participation in agriculture could be as a result of lack of requisite skills and knowledge needed to effectively engage in production, processing and marketing in the different agricultural areas. This has resulted in many young people neglecting the enormous opportunities offered by agriculture in search of nonexistent white-collar jobs. When the young people are unable to secure jobs, a lot of them get frustrated and engage in criminal activities such as kidnapping, armed robbery, oil pipeline vandalism and other illegal activities. In a bid to prevent youth involvement in such criminal activities, they need to be trained and equipped with the necessary skills and knowledge needed to be self-reliant, earn a living and excel in life especially in agriculture where Nigeria has competitive advantage. These knowledge and skills needed by young people to engage in productive agriculture can be acquired through the inclusion of agricultural trade subjects into the curriculum of secondary schools which is in line with the report of Goemans (2014) that specific agricultural knowledge and skills can be taught to students in formal education system, hence the need for curriculum reform of the current secondary school curriculum in order to include other agricultural trade subjects. The general purpose of the study was to identify areas of agriculture for curriculum reform in agricultural trades of secondary schools for global competitiveness. Specifically, the study;

1. Identified trade areas in agriculture that will be included in trade/entrepreneurship subjects of secondary schools.
2. Determined the themes to be covered in the identified trade areas in agriculture.
3. Determined the content/topics in the identified trade areas in agriculture.

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of lecturers, officers of Nigerian Educational Research and Development Council (NERDC) and secondary school teachers on the trade areas in agriculture that will be included in trade/entrepreneurship subjects of secondary schools.
2. There is no significant difference in the mean ratings of lecturers, officers of NERDC and secondary school teachers on the themes to be covered in the identified trade areas in agriculture.
3. There is no significant difference in the mean ratings of lecturers, officers of NERDC and secondary school teachers on the content/topics in the identified trade areas in agriculture.

### **Method**

Survey research design was adopted for this study. The population for the study was 4450 made up of 1,670 lecturers of agricultural education from universities and colleges of education, 1,550 Officers from Nigerian Educational Research Development Council 1,230 agricultural science teachers. The sample for the study was 367 made up of 125 lecturers, 35 Officers from Nigerian Educational Research Development Council and 207 agricultural science teachers. Taro Yamane sampling techniques was used to determine the sample size while proportionate random sampling techniques were used to pick the respondents. Structured questionnaire was used to collect data. The questionnaire items were face validated by five experts; two lecturers from agricultural education unit, Enugu State University of Science and Technology (ESUT), two persons from Ministry of Education and one curriculum expert from University of Nigeria Nsukka. Cronbach Alpha method was used to determine the internal consistency of the items which yielded a co-efficient of 0.87. Data collected by the researchers and 11 assistants were analyzed using mean to answer the research questions while Analysis of Variance (ANOVA) was used in analyzing the hypothesis at 0.05 level of significance.

### **Result and discussion**

The results of the study were obtained from the answers to the research questions and the hypotheses tested and presented in Table 1 to 3.

#### **Research Question 1**

What areas in agriculture to be included in trade subjects of secondary schools?

$H_{01}$  There is no significant difference in the mean ratings of lecturers, officers of NERDC and teachers on areas of agriculture to be included as

trade/entrepreneurship subjects

Data answering research question one and testing hypothesis one were presented in Table 1

Table 1.: *Mean, standard deviation and ANOVA (P value) of respondents on areas in agriculture that will be included in trade/entrepreneurship subjects of secondary schools.*

S/n	Item statement	Mean	SD	Sig.	Remark
1.	Arable crop production	3.41	0.49	0.96	Agree*
2.	Plantation crop production	3.55	0.50	0.80	Agree*
3.	Floriculture	3.98	0.15	0.92	Agree*
4.	Olericulture	3.63	0.48	0.08	Agree*
5.	Beekeeping	3.56	0.42	0.22	Agree*
6.	Poultry	3.54	0.50	0.97	Agree*
7.	Piggery	3.97	0.18	0.13	Agree*
8.	Sheep and goat production	3.58	0.49	0.99	Agree*
9.	Cattle production	3.48	0.50	0.79	Agree*
10.	Snail production	3.54	0.55	0.67	
11.	Soil conservation	3.55	0.52	0.25	Agree*
	<b>Cluster 1</b>	<b>3.63</b>	<b>0.12</b>	<b>0.71</b>	<b>Agree*</b>

Note: \* = Not Significant; SD = Standard deviation; Sig. = p value

Table 1 showed that all the 11 items had mean values ranging from 3.41 to 3.98 with cluster mean value of 3.63. The cluster mean and each of the item values was above 2.50; indicating that the respondent agreed to all the identified 11 item as trade areas in agriculture for senior secondary school students in Nigeria. The standard deviation of the 11 items ranged from 0.15 to 0.52 with cluster value as 0.12; showing that the respondents were close to the mean and to each other in their responses. Table 1 further showed that each of the 11 items had p values greater than 0.05 ( $p > 0.05$ ) and the cluster value of 0.71; meaning that there was no significant difference in the mean ratings of lecturers, officers of NERDC and secondary school teachers on the trade areas in agriculture for inclusion in trade/entrepreneurship subjects of secondary schools, therefore the null hypothesis of no significant difference for each item was accepted.

**Research Question 2:**

What are the themes to be covered in trade areas of agriculture in in senior secondary schools?

H<sub>01</sub> There is no significant difference in the mean ratings of lecturers, officers of NERDC and teachers on areas of agriculture to be included as trade/entrepreneurship subjects

Data for answering research question two and testing the corresponding

hypothesis were presented in Table 2

**Table 2: Mean, standard deviation and ANOVA statistic on themes to be covered in the identified trade areas of agriculture.**

S/n	Item statement	Mean	SD	Sig.	Remark
1.	Introduction to arable crop production	3.54	0.50	0.27	Agree*
2.	Physiology of arable crops	3.95	0.22	0.22	Agree*
3.	Nutrient requirements	3.52	0.50	0.57	Agree*
4.	Cereal crop production	3.46	0.50	0.61	Agree*
5.	Leguminous crop production	3.52	0.50	0.43	Agree*
6.	Root and tuber crop production	3.95	0.22	0.28	Agree*
7.	Introduction to plantation crop production	3.36	0.48	0.47	Agree*
8.	Physiology of plantation crops	3.46	0.50	0.97	Agree*
9.	Nutrient requirements	3.44	0.50	0.98	Agree*
10.	Oil palm production	3.34	0.47	0.52	Agree*
11.	Coconut production	3.46	0.50	0.30	Agree*
12.	Plantain and banana production	3.95	0.22	0.19	Agree*
13.	Pawpaw production	3.43	0.50	0.80	Agree*
14.	Sugar cane production	3.95	0.22	0.28	Agree*
15.	Introduction to floriculture	3.95	0.21	0.14	Agree*
16.	Physiology of ornamental plants	3.96	0.20	0.12	Agree*
17.	Nutrient requirements of ornamental plants	3.45	0.50	0.73	Agree*
18.	Hibiscus production	3.51	0.50	0.94	Agree*
19.	Rose production	3.54	0.50	0.72	Agree*
20.	Sunflower production	3.96	0.20	0.18	Agree*
21.	Yellow bush production	3.52	0.50	0.29	Agree*
22.	Masquerade tree production	3.53	0.50	0.72	Agree*
23.	Other flowers production	3.47	0.50	0.61	Agree*
24.	Introduction to olericulture	3.96	0.20	0.18	Agree*
25.	Physiology of vegetable crops	3.95	0.21	0.14	Agree*
26.	Nutrient requirements of vegetable crops	3.50	0.50	0.46	Agree*
27.	Leafy vegetable production	3.97	0.19	0.12	Agree*
28.	Fruit vegetable production	3.96	0.19	0.07	Agree*
29.	Root vegetable production	3.45	0.50	0.17	Agree*
30.	Introduction to poultry	3.96	0.19	0.10	Agree*
31.	Anatomy and physiology of poultry	3.55	0.50	0.31	Agree*
32.	Systems of poultry production	3.42	0.49	0.20	Agree*
33.	Chicken production	3.38	0.49	0.55	Agree*
34.	Turkey production	3.97	0.18	0.13	Agree*
35.	Duck production	3.96	0.19	0.07	Agree*
36.	Quail production	3.96	0.19	0.10	Agree*
37.	Guinea fowl production	3.97	0.18	0.13	Agree*
38.	Introduction to sheep and goat production	3.50	0.50	0.19	Agree*
39.	Anatomy and physiology of sheep and goat	3.96	0.19	0.07	Agree*
40.	Sheep production	3.61	0.49	0.44	Agree*
41.	Goat production	3.96	0.19	0.10	Agree*
42.	Introduction to cattle production	3.49	0.50	0.24	Agree*
43.	Anatomy and physiology of cattle	3.96	0.19	0.07	Agree*
44.	Cattle production system	3.96	0.21	0.07	Agree*

45. Cattle diseases	3.47	0.50	0.71	Agree*
46. Dairy cattle production	3.96	0.19	0.07	Agree*
47. Beef cattle production	3.96	0.20	0.13	Agree*
48. Introduction to soil	3.97	0.16	0.25	Agree*
49. Soil fertility	3.97	0.17	0.19	Agree*
50. Soil conservation and management	3.25	0.43	0.16	Agree*
<b>CLUSTER2</b>	<b>3.70</b>	<b>0.09</b>	<b>0.06</b>	<b>Agree*</b>

Table 2 showed that all the 50 items had mean score ranging from 3.25 to 3.97 with cluster mean value of 3.70. The cluster mean and each of the item values was above 2.50; indicating that the respondent agreed to all the identified 50 item as themes to be covered in the identified trade areas in agriculture for senior secondary school students in Nigeria. The standard deviation of the 50 items ranged from 0.16 to 0.50 with cluster value as 0.09; showing that the respondents were close to the mean and to each other in their responses. Table 2 further showed that each of the 50 items had their p values greater than 0.05 ( $p > 0.05$ ) and the cluster value of 0.06; meaning that there was no significant difference in the mean ratings of lecturers, officers of NERDC and secondary school teachers on the themes to be covered in the identified trade areas in agriculture that will be included in trade/entrepreneurship subjects of secondary schools, therefore the null hypothesis for each item was accepted.

### Research Question 3

What are the contents/topics in trade areas of agriculture in in senior secondary schools?

$H_{01}$  There is no significant difference in the mean ratings of lecturers, officers of NERDC and teachers on areas of agriculture to be included as trade/entrepreneurship subjects

Data for answering research question three and testing the corresponding hypothesis were presented in Table 3

Table 3: *Mean, standard deviation and ANOVA (P value) of respondents on the content/topics clusters in the identified trade areas in agriculture.*

S/n	Item statement	Mean	SD	Sig.	Remark
1.	Cluster A: Arable crop production (32 topics)	3.61	0.11	0.19	Agree*
2.	Cluster B: Plantation crop production (24 topics)	3.67	0.10	0.35	Agree*
3.	Cluster C: Floriculture (24 topics)	3.53	0.12	0.31	Agree*
4.	Cluster D: Olericulture (24 topics)	3.59	0.13	0.65	Agree*
5.	Cluster E: Poultry (27 topics)	3.57	0.09	0.93	Agree*
6.	Cluster F: Sheep and goat (13 topics)	3.61	0.11	0.01	Agree
7.	Cluster G: Cattle production (8 topics)	3.56	0.14	0.84	Agree*
8.	Cluster H: Soil conservation (10 topics)	3.65	0.22	0.95	Agree*
	<b>Cluster 3</b>	<b>3.60</b>	<b>0.07</b>	<b>0.13</b>	<b>Agree*</b>

Note: \* = Not Significant; SD = Standard deviation; Sig. = p value

Data in Table 3 showed that the clusters of trade areas with 162 topics had a mean value of 3.60. The cluster mean value ranged above 2.50: indicating that all the eight clusters were agreed.

Additionally data in Table 4 (appendix) showed that Cluster A had 32 items with a mean value ranged from 3.33 to 3.67. Each of the mean value in cluster A was above 2.50, indicating that all the 32 items in the cluster are topics for arable crop production. The standard deviation of the 32 items in cluster A were ranged from 0.17 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses. Cluster B had 24 items with a mean value ranged from 3.39 to 3.97. Each of the mean value in cluster B was above 2.50, indicating that all the 24 items in the cluster are topics for plantation crop production. The standard deviation of the 24 items in cluster B were ranged from 0.16 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses. Cluster C had 24 items with a mean value ranged from 3.27 to 3.97. Each of the mean value in cluster C was above 2.50, indicating that all the 24 items in the cluster are topics for floriculture. The standard deviation of the 24 items in cluster C were ranged from 0.18 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses. Cluster D had 24 items with a mean value which ranged from 3.32 to 3.97. Each of the mean value in cluster D was above 2.50, indicating that all the 24 items in the cluster are topics for olericulture. The standard deviation of the 24 items in cluster D were ranged from 0.18 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses. Cluster E had 27 items with a mean value ranged from 3.33 to 3.67. Each of the mean value in cluster E was above 2.50, indicating that all the 27 items in the cluster are topics for poultry. The standard deviation of the 27 items in cluster E were ranged from 0.18 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses.

Cluster F had 13 items with a mean value which ranged from 3.41 to 3.97. Each of the mean value in cluster F was above 2.50, indicating that all the 13 items in the cluster are topics for sheep and goat production. The standard deviation of the 13 items in cluster F were ranged from 0.18 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses. Cluster G had eight items with a mean value which ranged from 3.42 to 3.70. Each of the mean value in cluster G was above 2.50, indicating that all the eight items in the cluster are topics for cattle production. The standard deviation of the eight items in cluster G were ranged from 0.46 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses. Cluster H had ten

items with a mean value which ranged from 3.51 to 3.97. Each of the mean value in cluster H was above 2.50, indicating that all the ten items in the cluster are topics for soil conservation. The standard deviations of the ten items in cluster H were ranged from 0.18 to 0.50 which indicated that the respondents were not far to the mean and to each other in their responses. Table 4 (appendix) further showed that each of the nine items had their p values greater than 0.05 ( $p > 0.05$ ) and the cluster value of 0.09; meaning that there was no significant difference in the mean ratings of lecturers, officers of NERDC and secondary school teachers on the content/topics in the identified trade areas in agriculture, therefore the null hypothesis for each item was accepted.

### **Conclusion and Recommendation**

It is the wish of the government through teachers of agriculture to equip learners with competencies for self or paid employment. The government to realize this objectives directed NERDC to develop curriculum on different vocational areas including agriculture and directed teachers to teach students. The researchers observed that in agriculture,, there are only two trade subjects out of more than 25 entrepreneurial areas, which, is too low in agrarian country. The study therefore identified 11 trade areas, 50 themes and 154 contents topics. It was, therefore, recommended that the identified 11 agricultural trade areas as well as appropriate themes and topics should be integrated into the secondary school trade subject curriculum for corruption-free society.

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**Appendix**

Table 4: *Mean, standard deviation and ANOVA (P value) of respondents on the content/topics in the identified trade areas in agriculture.*

S/n	Item statement	Mean	SD	Sig.	Remark
<b>Cluster A: Arable crop production</b>					
1.	Meaning, definition and importance of arable crops.	3.97	0.17	0.19	Agree*
2.	Types of arable crops	3.40	0.49	0.18	Agree*
3.	Parts of an arable crop and their functions	3.97	0.17	0.19	Agree*
4.	Types of nutrient and their importance in arable crop production	3.44	0.50	0.78	Agree*
5.	Origin, description and importance of maize	3.97	0.18	0.13	Agree*
6.	Soil and climatic requirements of maize	3.44	0.50	0.31	Agree*
7.	Pre-planting, planting and post planting activities in maize production	3.49	0.50	0.96	Agree*
8.	Pest and diseases of maize	3.48	0.50	0.32	Agree*
9.	Origin, description and importance of cowpea	3.49	0.50	0.96	Agree*
10.	Soil and climatic requirements of cowpea	3.59	0.49	0.67	Agree*
11.	Pre-planting, planting and post planting activities in cowpea production	3.46	0.50	0.68	Agree*
12.	Pest and diseases of cowpea	3.68	0.47	0.89	Agree*
13.	Origin, description and importance of groundnut	3.40	0.49	0.08	Agree*
14.	Soil and climatic requirements of groundnut	3.49	0.50	0.96	Agree*
15.	Pre-planting, planting and post planting activities in groundnut production	3.97	0.17	0.19	Agree*
16.	Pest and diseases of groundnut	3.58	0.49	0.70	Agree*
17.	Origin, description and importance of rice	3.96	0.21	0.10	Agree*

18.	Soil and climatic requirements of rice	3.97	0.18	0.13	Agree*
19.	Pre-planting, planting and post planting activities in rice production	3.38	0.49	0.69	Agree*
20.	Pest and diseases of rice	3.56	0.50	0.12	Agree*
21.	Origin, description and importance of soybean	3.33	0.47	0.89	Agree*
22.	Soil and climatic requirements of soybean	3.46	0.50	0.97	Agree*
23.	Pre-planting, planting and post planting activities in soybean production	3.36	0.48	0.39	Agree*
24.	Pest and diseases of soybean	3.66	0.48	0.26	Agree*
25.	Origin and description of yam	3.50	0.50	0.84	Agree*
26.	Soil and climatic requirements of yam	3.97	0.18	0.13	Agree*
27.	Pre-planting, planting and post planting activities in yam production	3.97	0.18	0.13	Agree*
28.	Pest and diseases of yam	3.47	0.50	0.59	Agree*
29.	Origin and description of cassava	3.97	0.18	0.13	Agree*
30.	Soil and climatic requirements of cassava	3.43	0.50	0.98	Agree*
31.	Pre-planting, planting and post planting activities in cassava production	3.41	0.49	0.59	Agree*
32.	Pest and diseases of cassava	3.41	0.49	0.59	Agree*
<b>Cluster B: Plantation crop production</b>					
33	Meaning, definition and importance of plantation crops.	3.48	0.50	0.12	Agree*
34	Types of plantation crops	3.51	0.50	0.20	Agree*
35	Parts of a plantation crop and their functions	3.53	0.50	0.44	Agree*
36	Types of nutrient and their importance in plantation crop production	3.43	0.50	0.79	Agree*
37	Origin, description and importance of oil palm	3.97	0.18	0.13	Agree*
38	Soil and climatic requirements of oil palm	3.96	0.20	0.16	Agree*
39	Pre-planting, planting and post planting activities in oil palm production	3.96	0.19	0.10	Agree*
40	Pest and diseases of oil palm	3.97	0.18	0.13	Agree*
41	Origin, description and importance of coconut	3.52	0.50	0.73	Agree*
42	Soil and climatic requirements of coconut	3.51	0.50	0.99	Agree*
43	Pre-planting, planting and post planting activities in coconut production	3.41	0.49	0.59	Agree*
44	Pest and diseases of coconut	3.97	0.18	0.13	Agree*
45	Origin, description and importance of plantain and banana	3.60	0.49	0.51	Agree*
46	Soil and climatic requirements of plantain and banana	3.52	0.50	0.41	Agree*
47	Pre-planting, planting and post planting activities in plantain and banana production	3.64	0.48	0.31	Agree*
48	Pest and diseases of plantain and banana	3.59	0.49	0.76	Agree*
49	Origin, description and importance of pawpaw	3.39	0.48	0.25	Agree*
50	Soil and climatic requirements of pawpaw	3.39	0.49	0.59	Agree*
51	Pre-planting, planting and post planting activities in of pawpaw production	3.96	0.20	0.07	Agree*

52	Pest and diseases of pawpaw	3.96	0.20	0.13	Agree*
53	Origin, description and importance of sugar cane	3.97	0.16	0.25	Agree*
54	Soil and climatic requirements of sugar cane	3.44	0.50	0.25	Agree*
55	Pre-planting, planting and post planting activities in sugar cane production	3.43	0.50	0.26	Agree*
56	Pest and diseases of sugar cane	3.97	0.18	0.13	Agree*
	<b>Cluster C: Floriculture</b>				
57	Meaning, definition and importance of floriculture	3.35	0.48	0.70	Agree*
58	Types of ornamental crops	3.53	0.50	0.56	Agree*
59	Parts of an ornamental crop and their functions	3.41	0.49	0.59	Agree*
60	Types of nutrient and their importance in floriculture	3.55	0.50	0.12	Agree*
61	Origin, description and importance of hibiscus	3.27	0.45	0.08	Agree*
62	Soil and climatic requirements of hibiscus	3.55	0.50	0.47	Agree*
63	Pre-planting, planting and post planting activities in hibiscus production	3.41	0.49	0.38	Agree*
64	Pest and diseases of hibiscus flower	3.96	0.20	0.16	Agree*
65	Origin, description and importance of rose flower	3.36	0.48	0.14	Agree*
66	Soil and climatic requirements of rose flower	3.48	0.50	0.21	Agree*
67	Pre-planting, planting and post planting activities in rose flower production	3.41	0.49	0.59	Agree*
68	Pest and diseases of rose flower	3.50	0.50	0.84	Agree*
69	Origin, description and importance of sunflower	3.51	0.50	0.09	Agree*
70	Soil and climatic requirements of sunflower	3.38	0.49	0.61	Agree*
71	Pre-planting, planting and post planting activities in sunflower production	3.97	0.18	0.13	Agree*
72	Pest and diseases of sunflower	3.46	0.50	0.84	Agree*
73	Origin, description and importance of yellow bush	3.96	0.20	0.18	Agree*
74	Soil and climatic requirements of yellow bush	3.49	0.50	0.50	Agree*
75	Pre-planting, planting and post planting activities in yellow bush production	3.51	0.50	0.90	Agree*
76	Pest and diseases of yellow bush	3.40	0.49	0.85	Agree*
77	Origin, description and importance of masquerade flower	3.51	0.50	0.90	Agree*
78	Soil and climatic requirements of masquerade flower	3.51	0.50	0.90	Agree*
79	Pre-planting, planting and post planting activities in masquerade flower production	3.69	0.46	0.61	Agree*
80	Pest and diseases of masquerade flower	3.51	0.50	0.90	Agree*
	<b>Cluster D: Olericulture</b>				
81	Meaning, definition and importance of olericulture	3.52	0.50	0.86	Agree*
82	Types of vegetable crops	3.51	0.50	0.90	Agree*
83	Parts of a vegetable crop and their functions	3.51	0.50	0.90	Agree*
84	Types of nutrient and their importance in olericulture	3.51	0.50	0.90	Agree*
85	Origin, description and importance of fluted pumpkin	3.42	0.49	0.96	Agree*
86	Soil and climatic requirements of fluted pumpkin	3.96	0.20	0.22	Agree*
87	Pre-planting, planting and post planting activities in fluted pumpkin production	3.32	0.47	0.43	Agree*

88	Pest and diseases of fluted pumpkin	3.97	0.18	0.13	Agree*
89	Origin, description and importance of amaranthus	3.38	0.49	0.67	Agree*
90	Soil and climatic requirements of amaranthus	3.40	0.49	0.63	Agree*
91	Pre-planting, planting and post planting activities in amaranthus production	3.34	0.48	0.53	Agree*
92	Pest and diseases of amaranthus	3.65	0.48	0.22	Agree*
93	Origin, description and importance of okra	3.51	0.50	0.90	Agree*
94	Soil and climatic requirements of okra	3.57	0.50	0.49	Agree*
95	Pre-planting, planting and post planting activities in okra production	3.97	0.18	0.13	Agree*
96	Pest and diseases of okra	3.73	0.45	0.95	Agree*
97	Origin, description and importance of tomato	3.46	0.50	0.27	Agree*
98	Soil and climatic requirements of tomato	3.51	0.50	0.90	Agree*
99	Pre-planting, planting and post planting activities in tomato production	3.49	0.50	0.77	Agree*
100	Pest and diseases of tomato	3.97	0.18	0.13	Agree*
101	Origin, description and importance of pepper	3.97	0.18	0.13	Agree*
102	Soil and climatic requirements of pepper	3.43	0.50	0.92	Agree*
103	Pre-planting, planting and post planting activities in pepper production	3.55	0.50	0.72	Agree*
104	Pest and diseases of pepper	3.41	0.50	0.68	Agree*
<b>Cluster E: Poultry</b>					
105	Meaning, importance of poultry	3.97	0.18	0.13	Agree*
106	Types of poultry	3.38	0.49	0.55	Agree*
107	Anatomy and physiology of poultry	3.60	0.49	0.21	Agree*
108	Systems of poultry production	3.35	0.48	0.28	Agree*
109	Origin, description and importance of chicken	3.97	0.18	0.13	Agree*
110	Management of chicken	3.44	0.50	0.24	Agree*
111	Pest and diseases of chicken	3.57	0.50	0.72	Agree*
112	Processing and marketing of chicken	3.49	0.50	0.77	Agree*
113	Origin, description and importance of turkey	3.59	0.49	0.95	Agree*
114	Breeds of turkey	3.41	0.49	0.59	Agree*
115	Management of turkey	3.51	0.50	0.90	Agree*
116	Pest and diseases of turkey	3.43	0.50	0.37	Agree*
117	Processing and marketing of turkey	3.55	0.50	0.62	Agree*
118	Origin, description and importance of duck	3.38	0.49	0.28	Agree*
119	Breeds of duck	3.51	0.50	0.90	Agree*
120	Management of duck	3.97	0.18	0.13	Agree*
121	Pest and diseases of duck	3.34	0.47	0.30	Agree*
122	Processing and marketing of duck	3.51	0.50	0.90	Agree*
	Origin, description and importance of quail	3.97	0.18	0.13	Agree*
124	Management of quail	3.51	0.50	0.90	Agree*
125	Pest and diseases of quail	3.32	0.47	0.15	Agree*
126	Processing and marketing of quail	3.55	0.50	0.41	Agree*

127	Origin, description and importance of guinea fowl	3.48	0.50	0.61	Agree*
128	Breeds of guinea fowl	3.66	0.47	0.95	Agree*
129	Management of guinea fowl	3.37	0.48	0.39	Agree*
130	Pest and diseases of guinea fowl	3.70	0.46	0.47	Agree*
131	Processing and marketing of guinea fowl	3.97	0.18	0.13	Agree*
<b>Cluster F: Sheep and goat production</b>					
132	Introduction and importance of sheep and goat production	3.60	0.49	0.71	Agree*
133	Breeds of sheep and goat	3.46	0.50	0.14	Agree*
134	Anatomy and physiology of sheep and goat	3.97	0.18	0.13	Agree*
135	Origin, description and importance of sheep	3.51	0.50	0.66	Agree*
136	Systems of sheep production	3.51	0.50	0.13	Agree*
137	Feeding of sheep	3.46	0.50	0.35	Agree*
138	Processing and marketing of sheep	3.42	0.49	0.99	Agree*
139	Pest and diseases of sheep	3.50	0.50	0.96	Agree*
140	Origin, description and importance of goat	3.96	0.19	0.07	Agree*
141	Systems of goat production	3.66	0.47	0.95	Agree*
142	Feeding of goat	3.97	0.18	0.13	Agree*
143	Processing and marketing of goat	3.54	0.50	0.49	Agree*
144	Pest and diseases of goat	3.41	0.49	0.69	Agree*
<b>Cluster G: Cattle production</b>					
145	Introduction and importance of cattle production	3.62	0.49	0.65	Agree*
146	Origin, description and importance of cattle	3.58	0.49	0.4	Agree*
147	Breeds of cattle	3.45	0.50	0.89	Agree*
148	Anatomy and physiology of cattle	3.45	0.50	0.14	Agree*
149	Cattle production systems	3.70	0.46	0.62	Agree*
150	Cattle diseases	3.42	0.49	0.54	Agree*
151	Dairy cattle production	3.62	0.49	0.26	Agree*
152	Beef cattle production	3.66	0.47	0.95	Agree*
<b>Cluster H: Soil conservation</b>					
153	Meaning and importance of soil	3.97	0.18	0.13	Agree*
154	Types and characteristics of soil	3.53	0.50	0.14	Agree*
155	Properties of soil (physical, chemical and biological)	3.71	0.46	0.90	Agree*
156	Nutrient elements (macro and micro), deficiency and management	3.73	0.45	0.95	Agree*
157	Soil testing and analysis	3.41	0.49	0.48	Agree*
158	Processing and marketing of duck	3.73	0.45	0.95	Agree*
159	Origin, description and importance of okra	3.51	0.50	0.90	Agree*
160	Pre-planting, planting and post planting activities in sunflower production	3.73	0.45	0.95	Agree*
161	Pest and diseases of soybean	3.51	0.50	0.90	Agree*
162	Soil conservation	3.73	0.45	0.95	Agree*
<b>CLUSTER3</b>		<b>3.60</b>	<b>0.06</b>	<b>0.09</b>	<b>Agree*</b>

Note: \* = Not Significant; SD = Standard deviation; Sig. = p value

## Peer Tutoring Instructional Strategy for Corruption-free Secondary Science Education

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### **Abstract**

*Corruption in the education sector is widely acclaimed to be more invasive than corruption in any other sector of the society. Its prevalence has been blamed on examination malpractices occasioned by students' inadequate preparation due to poor teaching and learning before examinations. It is believed that adequate preparation of students through the use of innovative collaborative learning strategies can nip examination practices in the bud and consequently address corruption in other sectors of the society. This study adopted a pre-test, post-test quasi-experimental design to investigate the relative effects of the class-wide peer-tutoring and teacher-led discussion strategies on students' learning. Ninety-nine SSII students in two intact classes randomly drawn from a population of 5654 students offering Biology in Abia state made up the sample for the study. A 40-item multiple choice test with a Kuder Richardson-20 reliability coefficient of 0.70 was used in data collection. The study revealed that the students taught using the class-wide peer tutoring strategy performed better than those taught using the teacher-led discussion strategy. Classroom observations showed that the students did not engage in any fraudulent activities during the examination. The study recommended the use of class-wide peer tutoring strategies in science teaching in secondary schools and occasional video recording of classroom activities to inculcate personal integrity*

**Keywords:** Peer tutoring, Instructional strategy, Corruption, Science Education, Secondary Education

### **Introduction**

Transparency International, a non-governmental civil society organization leading the fight against corruption, in its 2018 corruption perceptions index scored Nigeria 27 out of a possible 100; with zero indicating highly corrupt and 100 connoting very clean. The index which categorizes countries based on how corrupt their public sector is perceived to be ranks Nigeria 144th out of 180 corrupt countries of the world (Transparency International, 2019). Although the Transparency International's ranking does not capture all the 195 countries in the world, the Council of Europe (2012) as well as Nwaokugha and Ezengwu (2017) opine that corruption exists in all nations as it defies territorial borders.

Corruption is defined as the misuse of entrusted public power for personal benefit (Transparency International, 2019; Council of Europe, 2012). Egbefo (2012) citing Akinyemi defines it as the acquisition of that which one is not entitled. It is an ethical and social problem (Nwankwo and Nweke, 2016) that hinders economic, political and social development (Pring and Vrushi, 2019); and pervades every aspect and fabric of the society. At variance to their own freewill, environmental pressures, justifying and re-enforcing corruption often force people to get involved in corrupt practices. Thus in some settings, it becomes a norm and a “culture” (Council of Europe, 2012; Egbefo, 2012; Organisation for economic co-operation and development - OECD, 2018). Corruption negatively affects the quality of governance, social life and economy of any nation where it is perpetuated and tolerated by stifling unrestricted competition, lowering the quality of goods and services, encouraging abuse of office and causing the lowering of standards in all sectors of the society (Council of Europe, 2012; Pring and Vrushi, 2019).

The education sector in Nigeria is saddled with the responsibility of developing the individual into a morally sound, patriotic and effective citizen as well as integrate the individual into the immediate community, the Nigerian society and the world (Federal Republic of Nigeria - FRN, 2013). To achieve this, the national policy on education prescribes, among others, that the quality of instruction at all levels of education be oriented towards acquisition of functional competencies necessary for self-reliance. Unfortunately the priority given to paper qualification and materialism over acquisition of functional and employable skills, causes students to engage in inappropriate activities so as to pass all examinations preceding certification (Whawo, 2015; Okey and Ewa, 2019).

Any fraudulent activity before, during and/or after examinations that gives a student undue advantage to get unmerited grades is corruption (Ijeoma, 2016; Okey and Ewa, 2019). Practices that connote corruption in education include nepotism, favouritism in school admission, placement and teacher appointments, private tutoring of students outside the school, leakage of examination questions and selling of examination information, illegal charges, embezzlement of funds meant for procuring school supplies, buying and selling of academic titles, sexual harassment of students and staff, skewing of research reports, plagiarism and all forms of examination malpractices among others (UNDP, 2011; Transparency International, 2013). Research reports suggest that examination malpractices happen when students are: poorly prepared for

examinations, under pressure to achieve good grades to meet up admission or employment requirements, not adequately supervised by invigilators during examinations, taught by inefficient teachers, taught in inadequate school facilities, overcrowded classrooms and influenced by peers (Ruto, Kipkoech and Rambaiei, 2011; Omemu, 2015; Njoku and Njoku; 2016; Diego, 2017; and Makuala, 2018).

While the education sector is plagued with numerous vices, whose effects are more damaging than corruptions in other sectors (Heyneman, 2004; Plessis, 2014); it is touted to be a viable means to strengthen personal and public integrity, which invariably reduces corruption commendably. Although corruption in education has been blamed on parents' ambition for their children, peer pressure and school personnel's desire for fraudulent gains; Zakka (2014) is of the opinion that “when teachers are faithful in teaching students, the students will succeed in their examinations”, then there will be no need for them to get involved in activities that characterize corruption in education as they will be well equipped for the examinations in spite of external pressures. This view is buttressed by Famiwole, Bandele and Ajayi-Vincent's (2014) report that difficulty of examination, students' desire to pass at all costs, and students' unpreparedness due to poor teaching and learning were some of the major causes of examination malpractices in Nigerian schools, colleges and universities.

The post-basic (secondary school) level of the Nigerian education system is the education received by children after successful completion of ten years of Basic education and before tertiary education. It lasts for three years and culminates in students writing the senior secondary certificate examination (CE) conducted by the West Africa Examination Council (WAEC) and the National Examination Council (NECO). The certificate awarded at this level qualifies individuals to either proceed to tertiary education or to gain employment or become entrepreneurs (FRN, 2013). The curriculum for senior secondary education consists of four compulsory cross-cutting subjects and four fields of studies – Science and Mathematics, Technology, Humanities and Business Studies - from which students can select two, three, four or five subjects according to their interest or capability.

Of the eight subjects listed in the Science and Mathematics field of study, Biology enjoys overwhelming popularity among Nigerian secondary school students. This trend has been attributed to students' assumption that Biology is simpler to understand (Adewale, Nzewuihe and Ogunsola, 2016); has numerous importance (Ahmed and Abimbola, 2011); provides a platform for teaching students to develop ability to apply science concepts and principles to everyday life (Agboghoroma and Oyovwi, 2015) which is the major purpose of science

education. Unfortunately, this reputation has not resulted in Nigerian students' optimum performance in high-stake external examinations. For example, of the 1,182,038 and 1,087,921 students that registered for Biology in 2015 and 2016, only 35.19% and 48.48% obtained grades 1-6. Similarly in 2017 and 2018, the 1,087,921 and 1,087,884 school candidates that registered for the examination had a raw mean scores of 31 and 30 with 11.92 and 9.00 standard deviations respectively.

The persistent poor performance of students in Biology has been blamed on un-conducive classroom learning environments (Ali, Toriman and Gasim 2014); teachers' incompetence in teaching some concepts (Isiugo-Abanihe, Long-John and Tandi, 2010) and Biology concepts that are difficult to learn (Okebukola, 2005; Etebro and Fabinu, 2017; Cimer, 2012). These observations align with Famiwole, Bandele and Ajayi-Vincent's (2014) report of factors that foster corruption in education. Some difficult to learn Biology concepts identified by research include Ecological management, nutrient cycling in nature, pests and diseases of crops and reproductive systems in plants (Etebro and Fabinu, 2017). This report authenticates WAEC chief examiners reports that students rarely attempted examination questions on the mentioned concepts, and that those that did were unable to "provide satisfactory answers" (WAEC 2015, 2016, 2017).

To improve students' learning and performance in external examinations, several research reports have advocated for the use of innovative, cooperative, learner-centred instructional strategies, which focus on skills, practices, life-long learning and independent problem solving (Hoidn, 2017) in teaching secondary school Biology. These strategies are anchored on the constructivist learning theory which emphasizes the learner's critical role in constructing meaning from new information and past experiences. Researchers advocating for the use of these novel strategies in teaching Biology assert that they encourage students to be actively engaged with the physical environment, interact socially, inquire, share ideas, collaborate, problem solve and construct new understandings (Gilles and Boyle, 2011). These strategies align with those prescribed by the Project against Corruption in Albania (PACA) that foster corruption-free education.

According to the Project against Corruption in Albania (PACA) (2012), some interactive learning strategies, which support active participation of students, team work, critical thinking and encourage students to find solutions to problems through the contributions of group members, are effective in achieving education against corruption. Pedagogical practices supporting such learning strategies include: elaboration of ideas, questioning, use of audio-visual

materials, use of resource persons, visiting community resource centres, case studies, role play and peer-tutoring (one-teaches-the other).

Peer-tutoring is a cooperative method of instruction in which two or more students help each other to learn by working together and learning from each other. It provides small group, intense, focused, individualized instruction that fosters creativity, self-confidence, development of problem solving skills, and active interaction among students (Hovarth, 2011; Ali, Anwer and Abbas, 2015). In peer tutoring, one student plays the role of a tutor and the other a tutee. A peer tutor may be anyone who is of a similar status (e.g. classmates, age mates) as the one being tutored or an older learner who takes on the tutoring role (cross age peer tutoring). The tutor/tutee roles are explicit and tutees receive direct and immediate error-correction feedback from the tutors. The peer tutoring instructional strategy has several variants such as Cross-age peer tutoring, Reciprocal peer tutoring (RPT), same-age peer tutoring, peer assisted learning strategies (PALS) and class-wide peer tutoring (CWPT) (Kapil and Malini, 2017; Ali, Anwer and Abbas, 2015; Hott, Walker and Sahni 2012).

In class-wide peer tutoring, the entire class is divided into heterogeneous groups of two to five students based on their ability levels. Each student, irrespective of his ability, acts either as a tutor, a tutee or both. Thus the students in the classroom actively learn from, and strengthen each other's academic confidence. Class-wide Peer tutoring instructional strategies have been branded as effective in improving students' academic achievement, by helping them attain conceptual understanding of pre-defined objectives of learning units/concepts especially in preparation for high-stake examinations at various levels of the educational system if they are to shun examination malpractices and other forms of corruption.

In view of students' persistent poor performance in Biology in spite of research efforts to determine viable strategies that may enhance students' understanding and achievement in Biology, as well as alleviate students' difficulty in learning flowering plants, this study sought to determine the effects of class-wide peer tutoring instructional strategy on senior secondary school students' conceptual understanding of flowering plants.

The study was guided by two research questions and two hypotheses.

#### Research Questions

1. What is the relative effect of the class-wide peer tutoring and the conventional teacher-led discussion instructional strategies on students' performance in the Biology Achievement test on Flowering plants?

2. What are the mean retention test scores of students taught with the class-wide peer tutoring instructional strategy and the conventional teacher-led discussion strategy in the Biology Achievement test on Flowering plants?

### Hypotheses

1. There is no significant difference in the mean achievement scores of students taught Biology with the class-wide peer tutoring instructional strategy and the teacher-led discussion strategies as measured by post test scores of the Biology Achievement test on Flowering plants
2. There is no significant difference in the mean retention test scores of students taught Biology using class-wide peer tutoring instructional strategy and that of those taught using the teacher-led discussion strategies

### Methods

The study adopted a pre-test, post-test, non-randomized, control group, quasi-experimental design. The population of the study consisted of 5654 SS II students offering Biology in Abia State (2018/2019 academic session). Using the multi-stage random sampling technique, two intact SS II classes from two different schools in Aba Education zone, Abia state, were randomly selected and used for the study. The classes were assigned to experimental and control groups by balloting. The experimental class had 51 students, while the control group class had 48 students. The instrument for data collection was a 40 item multiple choice Biology achievement test on flowering plants (BAFT) adapted from WASSCE past questions in Biology. A test blue-print guided the choice of the test items. The items selected tested for simple recall, structure, categories, generalizations and classifications of flowering plants. To establish reliability, the instrument was administered to a class of 34 SS II Biology students in Osisi-oma Ngwa LGA. These students were part of the target population. The instrument had a Kuder-Richardson (K-R 20) reliability coefficient of 0.70.

The regular Biology teachers served as research assistants. The regular class teachers were trained separately for three days within two weeks prior to the instructional phase of the study. The teachers were given validated lesson plans which they used for teaching flowering plants to their students. The teacher for the experimental group was briefed on how to share the students into groups. The teacher was already conversant with the students' ability and as such did not have problems placing the students in heterogeneous groups according to their ability. The pre-test was administered by the regular Biology teachers in the two schools

before the commencement of the teaching sessions, the post-test was administered by the class teachers as part of the schools' second continuous assessment for the term, while the retention test was administered as part of the termly promotion examination, which took place four weeks after the second continuous assessment. All the classroom and test sessions were video-taped.

The students in the experimental group were taught for 80 minutes (one double period), each week, for four (4) weeks using incidental and structured class-wide peer tutoring instructional strategy. For the first lesson, the students were taken out to the school garden and were asked to pluck flowers. Using verbal explanation, illustrations, demonstrations, probing questions and charts showing parts of a flower, the students were taught for 40 minutes. Then the teacher split the students into 10 heterogeneous groups based on the students' ability. The students were asked to observe, identify and carefully separate the petal, sepals, androecium and gynoecium.

The students were allowed to collaborate on the given task for twenty-five minutes while the teacher went from group to group to provide assistance and demonstrate how to identify and separate the parts of the flower. To end the lesson, the students were asked to read up from their texts, the different positions of the ovary in a flower in preparation for the next class. The students were informed that for the next class, they will work according to the grouping established for the first contact and that any student in any of the groups could be called to teach the class on subsequent days. They were also asked to bring flowers for the next Biology class.

For the second contact, the teacher gave a re-cap of the first lesson and then asked the students to show each other the ovaries of their individual flowers, whilst the teacher explained the types and positions of the ovaries. The pupils were asked to collectively classify the different flowers in their groups into complete or incomplete, bisexual or unisexual, regular or irregular flowers based on the presence or absence of floral leaves and essential organs. The students were taught how to cut the flowers longitudinally to expose the four floral parts, and were encouraged to ask questions which the teacher re-directed to other students who tried to answer based on their own understanding. In preparation for the third contact, students were asked to read up placentation and to bring any fruit of their choice to class. In addition, students were specifically assigned to teach placentation during the next class to their team mates.

During the third contact, the students were asked to volunteer to teach any of the kinds of placentation to their team mates. They were also asked to work together to classify a list of fruits according to their placentation. The students that were specifically assigned to teach their team mates were asked to take turns

to recap their group's learning to the entire class. As take home assignment, students were asked to read up and make notes on pollination as well as write down any questions they have about pollination so that it will be addressed during the next class. For the fourth contact, using a chart and probing questions, the teacher explained the concept, types and agents of pollination, as well as the features, merits and disadvantages of each type of pollination. The students were allowed to discuss and explain in their own words the concept of pollination and all other units on flowering plants, with their teammates, to consolidate the teacher's presentation.

The students in the teacher-led discussion (control) group were also taught for 80 minutes (one double period), each week, for four (4) weeks. For the first lesson, the students were taken out to the school garden/farm and were asked to pluck as many flowers as they could. Using charts, illustrations and verbal explanations, they were taught parts of the flower, how to identify and separate the petals, sepals, androecium and gynoecium. Using different flowers, the teacher asked the students to identify the four parts of a flower. The students were also encouraged to ask questions, which the teacher either answered or redirected to the class for students to answer. To end the lesson, the students were asked to read up different positions of the ovary of a flower. They were asked to write down any questions they had about positions of the ovary in preparation for the next class. They were also asked to bring flowers.

For subsequent contacts, the teacher started the lesson by asking students questions to help them recall what they had learned during the previous lesson. Brief explanations were used to introduce new concepts. During the second lesson, students were asked to separate the flowers, expose and show the positions of the ovaries of the various flowers. Students were encouraged to ask questions in order to get clarifications. The teacher also used probing questions to elicit students' understandings as well as to get all the students in class to participate actively. In preparation for the third class, the students were asked to bring fruits of their choice to class as well as read up the concept of placentation. They were asked to individually classify a list of fruits according to their placentation as class work. The students were also asked to read up pollination in preparation for the next class. During the next class, the teacher briefly introduced the concept of and types of pollination. Using prodding questions, the students were made to explain the characteristics, advantages and disadvantages of different types of pollination to their class mates. Students were also allowed to ask and respond directly to each other's questions.

### **of Results**

Research Question 1: What is the relative effect of the class-wide peer tutoring

and the teacher-led discussion instructional strategies on students' performance in the Biology Achievement test on Flowering plants?

**Table 1:** Mean and standard deviation (SD) scores of students taught Biology using class-wide and teacher-led discussion strategies

Strategy	n	Pre test		Post test		Mean gain
		Mean	SD	Mean	SD	
<b>Class-wide peer tutoring</b>	51	13.98	4.18	19.94	3.67	5.96
<b>Teacher-led discussion</b>	48	13.16	4.66	16.20	4.04	3.04

Data in table 1 indicates that students taught Biology using the Class-wide peer tutoring strategy had pre-test mean and standard deviations of 13.98 and 4.18; and post-test mean and standard deviations of 19.94 and 3.67 respectively. This gave a mean gain of 5.96. The students taught using the teacher-led discussion strategy had pre-test mean and standard deviations of 13.16 and 4.66; and a post-test mean and standard deviations of 16.20 and 4.04. This gave a mean difference of 3.04. The standard deviation scores indicate that the students' individual scores varied to some extent from the mean. This result indicates that the class-wide peer tutoring instructional strategy and teacher-led discussion strategies enhanced students' achievement in the Biology achievement test on flowering plants. However, the results of the students taught class-wide peer-tutoring seems better than that of students taught using the teacher-led discussion strategy.

Research Question 2: What are the mean retention test scores of students taught with the class-wide peer tutoring instructional strategy and the conventional teacher-led discussion strategy in the Biology Achievement test on Flowering plants?

**Table 2:** Retention test Mean and standard deviation (SD) scores of students taught Biology using class-wide and teacher-led discussion strategies

Strategy	n	Post test		Retention test		Mean gain
		Mean	SD	Mean	SD	
<b>Class-wide peer tutoring</b>	51	19.94	3.67	26.98	5.89	7.04
<b>Teacher-led discussion</b>	48	16.20	4.04	21.16	4.83	4.96

Data in table 2 shows that students taught Biology using the Class-wide peer tutoring strategy had retention test mean score of 26.98 and standard deviation of 5.89, with a mean gain of 7.04. The students taught using the teacher-led discussion strategy had post-test mean and standard deviations of 19.94 and 3.67; and a retention test mean and standard deviations of 21.16 and 4.83. This gave a mean difference of 4.96. The standard deviation scores indicate that the students' individual scores varied to some extent from the mean. This result indicates that the class-wide peer tutoring instructional strategy and teacher-led instructional

strategies enhanced students' retention.

Hypothesis 1: There is no significant difference in the mean achievement scores of students taught Biology with the class-wide peer tutoring instructional strategy and the teacher-led discussion strategies as measured by post test scores of the Biology Achievement test on Flowering plants.

**Table 3:** Analysis of co-variance (ANCOVA) of students' achievement when taught Biology using class wide peer tutoring versus teacher-led discussion

Sources	Type III sum of squares	df	Mean Square	F	Sig
<b>Corrected Model</b>	336.257	2	168.128	13.647	.000
<b>Intercept</b>	1804.681	1	1804.681	146.482	.000
<b>Pre test</b>	262.007	1	262.007	21.267	.000
<b>Strategies*</b>	50.013	1	50.013	9.059	.000
<b>Error</b>	1182.733	96	12.320		
<b>Total</b>	37639.000	99			
<b>Corrected Total</b>	1518.990	98			

With regards to the Analysis of covariance, data in table 3 shows that an F-ratio of 9.059 and a probability value of .000 were obtained. Since the associated probability of .000 is less than the 0.05 set level of significance, the null hypothesis that there is no significant difference in the mean achievement scores of students taught Biology with the class-wide peer tutoring instructional strategy and the teacher-led discussion strategies as measured by post test scores of the Biology Achievement test on Flowering plants is rejected. Thus the alternative hypothesis that there are significant differences in the mean achievement scores of students taught Biology with the class-wide peer tutoring instructional strategy and the teacher-led discussion strategies as measured by post test scores of the Biology Achievement test on Flowering plants is upheld

**Hypothesis 2:** There is no significant difference in the mean retention test scores of students taught Biology using class-wide peer tutoring instructional strategy and that of those taught using the teacher-led discussion strategy

**Table 4:** Analysis of co-variance (ANCOVA) of students' retention test scores when taught Biology using class wide peer tutoring versus teacher-led

Sources	Type III sum of squares	df	Mean Square	F	Sig
<b>Corrected Model</b>	1970.581 <sup>a</sup>	2	985.290	68.372	.000
<b>Intercept</b>	73.539	1	73.539	5.103	.026
<b>Post test</b>	1954.208	1	1954.208	135.607	.000
<b>Strategies*</b>	33.958	1	33.958	2.356	.028
<b>Error</b>	1383.439	96	14.411		
<b>Total</b>	73328.000	99			
<b>Corrected Total</b>	3354.020	98			

The data in table 4 shows that the Analysis of covariance yielded an F-ratio of 2.356 with a probability value of .028. Since the associated probability of .028 is less than the .05 set as level of significance, the null hypothesis that there is no significant difference in the mean retention test scores of students taught Biology using class-wide peer tutoring instructional strategy and that of those taught using the teacher-led discussion strategies is rejected. Thus it is inferred that there are significant differences between the mean retention test scores of students taught Biology using class-wide peer tutoring instructional strategy and that of those taught using the teacher-led discussion strategy.

### **Discussion**

The secondary education sector in Nigeria is pivotal to the well-being of the Nigerian nation as it provides young people with opportunity for certification and knowledge which may enable them meet the requirements for tertiary education, gain employment, start up their own business and for the politically ambitious, and aspire for political offices. These numerous benefits of secondary education has made it a haven for corrupt practices in the Nigerian education sector. This portends grave danger to the Nigerian nation as the effects of corruption in education is far reaching and permeates every other sector of the society. To curb the menace of corruption in the society, several researchers, organizations and nations have advocated that dealing with the society's corruption may be achieved by adequately preparing students for examinations through the use of teaching and learning strategies that encourage students to become self-reliant, life-long and confident learners.

The students taught Biology using the teacher-led discussion strategy had post-test mean scores of 16.20 with a standard deviation of 4.04, while the students taught using the class-wide peer tutoring instructional strategy had post-test mean score of 19.94 with a standard deviation of 3.67. The Analysis of covariance of these scores indicate that the higher mean score achieved by the students taught using the peer-tutoring instructional strategy was significantly better than that of the students taught using the teacher-led discussion strategy. This finding validates Kalain and Kasim's (2011) claim that all forms of small group learning methods influence students' achievement in Sciences positively.

The students taught using the class-wide peer tutoring strategy had retention test mean scores of 26.98 with a standard deviation of 5.89, whereas the students taught using the teacher-led discussion strategy had retention test mean score of 21.16 with a standard deviation of 4.83. This result indicates that the students in the two groups made noteworthy progress in their learning. The Analysis of covariance of the students' retention test scores indicate that the students taught using the class-wide peer tutoring strategy performed significantly better than the

students taught using the teacher-led discussion strategy. This finding suggests that the students taught using the class wide peer tutoring strategy achieved better understanding of the concepts than the students taught using the teacher-led discussion strategy.

There was video recording of the instructional procedures for the two classes. It was observed that by the second class, the students stopped being nervous and conscious of the presence of a non-participant observer who was recording the class activities. Objective scrutiny of the videos indicated that the students in the two groups did not attempt any form of malpractice during the post-test and retention test examinations. This result seems to buttress [Famiwole, Bandele, and Ajayi-Vincent's \(2014\) submission that examination malpractices thrive when students are not prepared due to poor teaching and learning, as well as Zakka's \(2014\) opinion that students will succeed in their examinations if teachers are faithful in teaching them.](#) It also supports PACA's (2012) suggestion that interactive learning strategies, which support active students' participation and team work, are effective in achieving education against corruption.

### **Conclusion**

From the analysis of data, it was pertinent to conclude that using instructional and learning strategies which promote active intellectual interaction among students will increase their understanding of science concepts, improve their performance in examinations and ultimately curb the scourge of examination malpractice, which has been identified as the worst form of corruption.

### **Recommendations**

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

1. Instructional strategies that encourage student collaboration, team work and participation should be adopted in secondary school science teaching to assure students' learning and their effective preparation before examinations. This will to very great extent reduce examination malpractices and other corrupt practices in education.
2. In-service training should be organized for secondary school science teachers to encourage them to adopt these strategies.
3. Video recording of examination and classroom sessions should be employed to help students inculcate personal integrity which in the long run will trigger public integrity which will curb corruption.

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## **Competency Improvement Needs of Agricultural Science Teachers for Effective Teaching for producing Corrupt-free Senior Secondary School Graduates in Ekiti State**

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### **Abstract**

*This study was carried out to determine the improvement need of agricultural science teachers for effective teaching for the production of corrupt-free senior secondary school graduates in Ekiti state. Five research questions guided the study; survey research design was employed in the study. The population of the study was 150 teachers of agricultural science in the state. There was no sampling as a result of the manageable size of the population. A 103-item questionnaire was used to collect data for the study, the questionnaire was validated by three experts, the internal consistency of the questionnaire was determined using Cronbach Alpha ( $\alpha$ ) method and a coefficient of 0.84 was obtained. It was found out from the study that agricultural science teachers needed improvement in 14 items in agricultural development, 21 items in animal production, 9 items in crop production, 13 items in farm power and mechanization, 18 items in soil science, 22 items in agricultural economics and extension aspects of the curriculum content. It was recommended that the state government should package the findings of this study into training modules to re-train teachers of agricultural science through short-term training programme like workshop, conferences and seminars.*

**Key Word:** *Competency, Improvement, Effective-teaching, Curriculum and Corruption-free.*

### **Introduction**

Agriculture had been the mainstay of Nigeria economy until the discovery of crude oil which results into the oil boom period in the country. The money accrued from the oil boom shifted the attention of the government and many Nigerian from agriculture. This shift of attention from agriculture had led to serious and steady decline in agricultural production in the country. The realization of the need to revive and boost agricultural production in the nation made the government to plan many strategies and formulated many policies to

bring agricultural back to its initial status in the nation. One of the policy statements is to inculcate agriculture into the senior secondary school curriculum and the recent one is the splitting of senior secondary school agricultural science into trade or entrepreneurship subjects (Federal Republic of Nigeria FRN, 2013). These policies aim at producing senior secondary school graduates that will acquire production skills in agriculture and become self-reliant through the teaching of agricultural science in senior secondary school. Agricultural science according to Iwena (2015) is the cultivation of land for production of crops and rearing of animal for human use, and is the deliberate effort made by man to till the soil, cultivate crops and rear animals for food and sell to the final consumer. Agricultural science in this study is a subject taught to senior secondary school students for acquisition of skills in crop and animal production under the guidance of the teacher.

Teacher in the view of Okuku (2019) is a person trained and groomed from teacher preparation institutions for quality of skills, knowledge and attitudes to students. Similarly, Ndem (2016) stated that agricultural science teacher is a person professionally trained in the field of agriculture to acquire skills, knowledge, technical know-how and methodology needed for the teaching of agricultural science. Also, Babayo (2019) described teachers of agricultural science as a trained individual in the pedagogical and technical areas of agriculture and is charged with the responsibility to imparting knowledge, skills and attitudes to students. Teacher of agricultural science in this study is an individual that has undergone training in a university to acquire knowledge, skills and attitude in the pedagogical and technical areas of agriculture and charged with the responsibility of imparting knowledge, skills and attitude in agricultural science to student in senior secondary school. In order to effectively impart knowledge, skills and attitude in agriculture science to senior secondary school students, the teacher must be competent on the job.

Competency in the view of Ezeabii and Ndelekwute (2017) is the ability of an individual to do a job properly; and is the combination of practical and theoretical knowledge, cognitive skills, behavior and values that was to improve performance. Ndem, Udensi and Okpara (2017) stated that competency is the ability, skill, capacity, expertise, capability and proficiency needed in agriculture business. Competency in this study is the knowledge ability, capability enterprise and proficiency needed by agricultural science teacher to effectually teach the content agricultural science curriculum to senior secondary school (SSS) students in Ekiti State.

Effective teaching as stated by Ogunyemi (2010) is purposeful activity carried out by someone with specialized capabilities and in a skillful way to enhance cognitive, affective and psychomotor growth of the learner. Asogwa and Uko (2019) stated that effective teaching is a process that involves aligning the three major components of instruction; learning objectives, assessment and instructional activities in the classroom teaching to support the learning goals. In this study, effective teaching is a purposeful activity carried out by teachers of agricultural science to produce senior secondary school graduate that possess knowledge, skills and attitude in crop and animal production that qualifies him to continue in agricultural profession and become self-reliant.

In spite of the government effort to ensure that agricultural science in senior secondary school is a skill oriented subjects that will produce secondary school graduates with saleable skills in crops and animal production that will enable them to continue in agricultural profession, grow in it and become self-reliant which will invariably result to sustainable food production and food security in the nation. It has been observed by the researchers in Ekiti State that most the senior secondary school graduates who passed through agricultural science while in school and are expected to have acquired skills in crop and animal production find it difficult to demonstrate any skills in crop and animal production not to talk of being self-reliant.

3Personal interaction of the researchers with these secondary school graduates revealed that many of them passed Agricultural Science in West African Examination Council, Senior Secondary School Certificate Examination and National Examination Council, Senior Secondary School Certificate Examination with distinctions and credits in which they confessed that the grades were ill-gotten through the corruption of examination malpractice aided by teachers of agricultural science. Based on this information, the researchers went further to have personal interaction with the teachers of agricultural science who claimed that the evidence of their effective teaching was the good grades obtained by their students in external examinations, but these teachers refused being part of examination malpractice as revealed by secondary school graduates. The deplorable situation of secondary school agricultural science teaching and learning compelled the researchers to assess the performance of the teachers in order to determine their improvement needs for effective teaching of agricultural science content to produce corrupt-free senior secondary school graduates with saleable skills in crop and animal production.

Improvement needs in the view of Anjov, Weye and Anyogo (2019) is the gap between what is required and the present state of the person in question. Isiwu (2019) stated that improvement need is obtained by comparing the actual

performance of an individual with his potential performance. In this study, improvement need is the gap between the present performance of agricultural science teachers in teaching the content to produce senior secondary graduates that lack skills in crop and animal production and the expected performance of the teachers to teach the content and produce corrupt-free senior secondary graduates that possess saleable skills in crop and animal production for sustainable food production and self-reliant.

The purpose of the study is to determine the competency improvement needs of agricultural science teachers for effective teaching of the content for the production of corrupt-free senior secondary school graduates in Ekiti State. Specifically the study sought to determine competency improvement needs of agricultural science teachers in the under listed aspects of the senior secondary school contents

1. agriculture development
2. animal and crop production
3. soil science
4. farm power and mechanization, and
5. agricultural economics and extension'

The following research questions guided the study;

1. What are the competency improvement needs of agricultural science teachers in teaching agriculture development?
2. What are the competency improvement needs of agricultural science teachers in teaching animal and crop production?
3. What are the competency improvement needs of agricultural science teachers in teaching soil science?
4. What are the competency improvement needs of agricultural science teachers in teaching farm power and mechanization?
5. What are the competencies improvement needs of the agricultural science teachers in teaching agricultural economics and extension?

The following null hypotheses were formulated and tested in the study at 0.05 level of significance

**HO<sub>1</sub>.** There is no significant difference in the mean rating of the responses of male and female teachers of agricultural science on the competency improvement needs in teaching animal and crop production.

**HO<sub>2</sub>.** There is no significant difference in the mean rating of the responses of male and female teachers of agricultural science on the competency improvement needs in teaching soil science.

## Methods

The researchers employed survey research design in the study. Questionnaire was used in collection of data from a population of 150 teachers of agricultural science in senior secondary schools within the 11 local governments in Ekiti State. There was no sampling because the entire population was used. A 103 items questionnaire developed from the literature reviewed and the curriculum of senior secondary school was used to collect data for the study. The questionnaire has two responses options of needed and performance. The needed option has a 4-point response of highly needed (HN=4), averagely needed (AN=3), slightly needed (SN=2) and not needed (NN=1). The performance option also had 4-points response of high performance (HP=4), average performance (AP=3), low performance (LP=2) and no performance (NP=1).

The questionnaire was responded to by teachers of agricultural science in order to determine their level of performance and the improvement needed for effective teaching of the content of the curriculum to the students. The instrument was face validated by three experts from the Department of Science Education, Federal University of Kashere, Gombe State. The validators' suggestion and advice were utilized to improve the quality and quantity of the 5questionnaire for the study. The reliability of the instrument was obtained through the use of Crombach Alpha( $\alpha$ )method, and the reliability coefficient of the instrument was 0.84. The questionnaire was administered on the respondents by the researchers using seven research assistants, 138 copies out of 150 copies administered were retrieved, giving a retrieval rate of 92%. Data collected analyzed using need gap analysis to answer the research questions while t-test was used to test the hypotheses.

To determine the improvement needs of teachers of agricultural science in SSS for effective teaching of the curriculum content, the following steps were taken:

- Determine the weighted Mean of the needed option ( $\bar{x}_N$ )
- Determine the weighted Mean of the performance option ( $\bar{x}_P$ )
- Determine the need gap value (NG) by finding the difference between the need Mean and performance Mean. That is:  $NG = \bar{x}_N - \bar{x}_P$

Where the need gap value (NG) is positive (+ve) for any item, it means improvement is needed because the rate at which the teacher could perform the item is lower than what is needed.

Where the need gap value (NG) is negative (-ve) for any item, it means that improvement is not needed because the rate at which the teacher performs the item is higher/greater than what is needed.

Where the need gap value (NG) is equal to zero (0) for any item it means improvement is not needed because the rate at which the teacher perform the items is equal to what is needed.

In testing a hypothesis of no significant difference any item whose p-value is greater than or equal to 0.005 ( $p \geq 0.05$ ) was regarded as no significant while any item whose p-value is less than 0.05 ( $p < 0.05$ ) was regarded as significant.

**Result**

The results of the study are presented in tables 1 to 7.

**Research question 1:**

What are the competency improvement needs of agricultural science teachers in agriculture development aspect of the curriculum content

**Table 1**

*Need gap analysis of the mean rating of the response of teachers of agricultural science on competency improvement needs in teaching agricultural development aspects of the SSS curriculum content.*

N=138

S/N	Agricultural Development Curriculum Content	$\bar{x}_n$	$\bar{x}_p$	$NG = \bar{x}_n - \bar{x}_p$	Remarks
1	Meaning of agriculture	1.48	3.59	-2.11	INN
2	History of agriculture	1.40	3.60	-2.20	INN
3	Importance of agriculture	2.63	3.44	-0.81	INN
4	Branches of agriculture	3.41	2.61	0.80	IN
5	Subsistence and commercial agriculture	3.39	1.59	1.80	IN
6	Problems of agricultural development	3.59	1.48	2.11	IN
7	Solutions to agricultural development problems	3.15	1.91	1.24	IN
8	Government roles in Agricultural Development	3.60	1.40	2.20	IN
9	Role of Non Governmental Organizations (NGOS) in Agriculture	3.79	2.32	1.47	IN
10	Role of science in agricultural development	3.15	1.91	1.24	IN
11	Agricultural policies	3.51	1.67	1.84	IN
12	Agricultural laws and reforms	3.08	2.12	0.96	IN
13	Land use act	3.13	1.94	1.21	IN
14	Agricultural development programme	3.47	1.17	1.76	IN
15	Land and its uses	1.45	3.62	-2.17	INN
N	Factors affecting land availability and use	3.74	1.33	2.41	IN

17	Enforcement of land use legislation	3.33	1.05	2.28	IN
18	Environmental factors affecting agricultural production	3.68	1.35	2.33	IN

Key:  $\bar{x}_n$ = mean of the need option,  $\bar{x}_p$ = Mean of the performance options. NG= Need Gap Value ( $NG = \bar{x}_n - \bar{x}_p$ ), IN= Improvement needed. INN= Improvement not needed.

Table 1 revealed that the need gap values of items 4 to 14 and 16 to 18 ranged from 0.80 to 2.41 and were positives. This indicated that the respondents (agricultural science teachers) needed improvement in these 14 items. It was also revealed in table 1, that the need gap values of items 1 to 3 and item 15 ranged from -2.20 to 0.81 and were negatives, this indicated that the respondents (agricultural science teachers) did not need improvement in these items.

### Research Question 2

What are the competencies improvement needs of agricultural science teachers in teaching animal and crop production aspect of the curriculum content.

**Table 2**

*Need gap analysis of the Mean rating of the responses of agricultural science teachers on competencies improvement needs in teaching animal and crop production aspect of the SSS curriculum content*

N = 138

S/N	Animal and crop production curriculum content	$\bar{x}_n$	$\bar{x}_p$	$NG = \bar{x}_n - \bar{x}_p$	Remark
<b>Animal Production</b>					
1	Meaning of animal production	2.55	3.49	-0.94	INN
2	Cattle production	3.54	1.42	2.12	IN
3	Management practices in cattle production	3.61	1.42	2.19	IN
4	Pig production	3.33	2.63	0.70	IN
5	Management practices in pig production	3.49	2.56	0.89	IN
6	Poultry production	3.30	1.71	1.5	IN
7	Egg formation in poultry birds	2.91	2.12	0.79	IN
8	Management practices in poultry production	3.46	1.63	1.83	IN
9	Rabbit production	3.51	1.54	1.97	IN
10	Management practices in rabbit production	3.67	1.38	2.29	IN
11	Malnutrition in farm animals	3.75	1.37	2.38	IN
12	Different types of rations/diet and their functions	3.72	1.41	2.31	IN
13	Housing, feeding and hygiene in farm animals	3.59	1.48	2.11	IN
14	Effect of climate change in farm animal production	3.60	1.40	2.20	IN
15	Digestive, circulatory, respiratory, reproductive and nervous system in farm animals	3.44	2.63	0.81	IN
16	Causes, symptoms, effect and control of diseases in farm animals	3.41	2.61	0.80	IN
17	Range /pasture management and improvement	3.39	1.59	1.80	IN
18	Fish farming	3.79	2.32	1.41	IN
19	Condition necessary for setting up fish pond	2.73	2.29	0.44	IN

20	Fish pond establishment and management	3.15	1.91	1.24	IN
21	Fishery regulations	3.51	1.67	1.84	IN
22	Animal improvement	3.08	2.12	0.96	IN
<b>B CROP PRODUCTION</b>					
23	Meaning and improvement of crop production	1.94	3.15	1.21	INN
24	Classification of crops (fruits fiber, beverages, tree, cereal, tubers legumes and vegetables )	3.47	1.71	1.76	IN
25	Climatimatic requirement of different group of crops	3.62	1.45	2.17	IN
26	Different method of crop propagation	3.68	1.35	2.33	IN
27	Fertilizer requirement and application in crop	3.74	1.33	2.41	IN
28	Pre-planting, planting, post plating, harvesting and post harvesting operations in crop production	3.68	3.30	0.38	IN
29	Pasture and forage crops	3.38	1.87	1.51	IN
30	Forest management	3.51	1.11	2.40	IN
31	Causes, symptoms, effect and control of diseases in crops	3.51	1.10	2.41	IN
32	Crop improvement	3.36	1.79	1.57	IN

Key:  $\bar{x}_n$  = mean of the need option,  $\bar{x}_p$  = Mean of the performance options. NG= Need Gap Value ( $NG = \bar{x}_n - \bar{x}_p$ ), IN= Improvement needed. INN= Improvement not needed.

It was revealed in table 2 that the need gap value of items 2 to 22 and 24 to 32 range from 0.3 to 2.41 and were positive. This indicated that the respondents (agriculture science teachers) needed improvement these items. Table 2 also revealed that the need gap value of items 1 and 32 were -0.94 and -1.21 respectively and they are negative. This indicated that the respondents did not need improvement in the two items.

### Research Question 3

What are the competencies improvement needs of agriculture science teachers in teaching soil science aspect of the SSS curriculum content.

**Table 3: Need gap analysis of the mean rating of the responses of agriculture science teachers on competencies improvement need in teaching soil science aspect of the SSS curriculum content.**

N=138					
S/N	Soil Science curriculum content	$\bar{x}_n$	$\bar{x}_p$	$NG = \bar{x}_n - \bar{x}_p$	Remarks
1	Meaning and types of rock	3.26	2.58	0.68	IN
2	Economic importance of rocks in agriculture	3.47	2.92	0.55	IN
3	Definition of soil and soil formation	3.70	2.45	1.25	IN
4	Composition and component of soil	3.38	2.88	0.50	IN
5	Process of soil formation	3.76	1.42	2.34	IN
6	Soil fertility and fertility application	3.15	2.70	0.45	IN

7	Soil erosion, effect, prevention and control	3.67	2.55	1.12	IN
8	Types of soil and their properties	3.47	2.37	0.10	IN
9	Classification of soil	3.41	2.85	0.56	IN
10	Soil profile	3.61	2.07	1.54	IN
11	Soil texture	3.42	2.94	0.48	IN
12	Soil structure	3.35	2.94	0.61	IN
13	Soil P.H	3.46	2.96	0.50	IN
14	Courses of soil acidity	3.30	2.11	1.19	IN
15	Effect of soil acidity	3.66	2.49	1.13	IN
16	Plant nutrient cycles	3.58	2.79	1.09	IN
17	Effect of farming practices on the soil	3.15	2.79	0.36	IN
18	Soil irrigation and drainage	3.47	2.45	1.02	IN

Key:  $\bar{x}n$  = mean of the need option,  $\bar{x}p$  = Mean of the performance options. NG= Need Gap

Value (NG= $\bar{x}n - \bar{x}p$ ), IN= Improvement needed. INN= Improvement not needed.

Table 3 revealed that the need gap value of all the 18 items ranged from 0.36 to 2.34 and were positive. This indicated that the respondents (agriculture science teachers) needed improvement in the 18 items.

#### Research Question 4

What are the competencies improvement needs of agricultural science teachers in teaching farm power and mechanization aspect of the senior secondary school curriculum content.

**Table 4**

***Need gap analysis of the mean ratio of the responses of agricultural science teachers on competencies improvement need in teaching farm power and mechanization aspect of the SSS curriculum content***

N= 138

S/N	Farm Power and Mechanization Curriculum Content	$\bar{x}n$	$\bar{x}p$	NG= $\bar{x}n - \bar{x}p$	Remarks
1.	Meaning and sources of farm power	3.58	2.50	1.08	1N
2.	Farm, tools, machinery and implement	3.57	2.44	1.13	1N
3.	Maintenance of farm tools, machines and implement	3.78	2.68	1.10	1N
4.	Uses of farm tools and machines	3.57	2.52	1.05	1N
5.	Internal combustion engines	3.61	2.48	1.13	1N
6.	Farm mechanization	3.66	2.80	0.86	1N
7.	Ways of improving agriculture through mechanization	3.75	2.66	1.09	1N
8.	Limitations of farm mechanization	3.29	2.88	0.41	1N
9.	Advantages and disadvantages of farm power mechanization	3.33	2.35	0.98	1N
10.	Farm surveying	3.62	2.19	1.43	1N
11.	Survey equipment	3.49	2.37	1.12	1N
12.	Farm stead planning	3.50	2.83	0.67	1N
13.	Farm stead layout	3.62	2.57	1.07	1N

Key:  $\bar{x}n$  = mean of the need option,  $\bar{x}p$  = Mean of the performance options. NG= Need Gap

Value (NG= $\bar{x}n - \bar{x}p$ ), IN= Improvement needed. INN= Improvement not needed.

Table 4 revealed that the need gap values of all the 13 items ranged from 0.41 to 1.43 and were positives. This indicated that the respondents (agricultural science teachers) needed improvement in the 13 competency items.

**Research question 5:**

What are the competencies improvement needs of agricultural science teachers in teaching agricultural economics and extension aspects of the SSS curriculum contents

**Table 5.**

*Need gap analysis of the responses of agricultural science teachers in teaching agricultural economics and extension aspects of the SSS curriculum content.*  
N=138

S/N	Agricultural Economic and Extension Curriculum Content	$\bar{x}_n$	$\bar{x}_p$	NG= $\bar{x}_n - \bar{x}_p$	Remarks
1	Basic concept of economic	3.51	2.89	0.62	IN
2	Importance of agricultural economics	3.63	2.66	0.97	IN
3	Factors of production	3.24	2.69	0.55	IN
4	Principle of demand and supply	3.84	2.83	1.01	IN
5	Classification of credits	3.65	2.68	0.97	IN
6	Farm record and account	3.73	2.45	1.23	IN
7	Farm valuation	3.71	1.45	2.26	IN
8	Appreciation, depreciation and salvage value	3.66	2.57	1.09	IN
9	Marketing of agricultural product	3.38	1.58	1.8	IN
10	Management of farm inputs	3.85	2.59	1.26	IN
11	Price determination, price support, price control and subsidy	3.58	2.59	0.99	IN
12	Capital market	3.62	2.78	0.84	IN
13	Marketing agent in Nigeria	3.42	1.96	1.46	IN
14	Agric-business	3.39	1.79	1.60	IN
15	Agricultural financing	3.65	2.79	0.86	IN
16	Agricultural insurance	3.35	1.86	1.49	IN
17	Principle of agricultural extension	3.07	1.58	1.59	IN
18	Categories of farmers in innovation adoption	3.50	1.50	2.00	IN
19	Qualities of an extension worker	3.34	1.50	1.84	IN
20	Roles of an extension worker	3.43	2.05	1.38	IN
21	Problem facing an extension officer	3.24	1.87	1.37	IN
22	Agricultural extension programmes in Nigeria	2.86	1.16	1.70	IN

**Key:**  $\bar{x}_n$ = mean of the need option,  $\bar{x}_p$ = Mean of the performance options. NG= Need Gap Value (NG= $\bar{x}_n - \bar{x}_p$ ), IN= Improvement needed. INN= Improvement not needed.

It was revealed in table 5 that the need gap value of all the 22 items ranged from 0.5 to 2.00 and were positives. This indicated that the respondents (agricultural science teachers) needed improvement in the 22 items.

**Hypotheses**

$H_{o_1}$  = there is no significant difference in the Mean rating of the response of male and female teachers of agricultural science on the competency improvement needs in teaching animal and crop production aspect of the SSS curriculum content.

**Table 6: t-test analysis of the Mean rating of the responses of male and female teachers of agriculture science on the competency improvement need in teaching animal and crop production aspect of the SSS curriculum content.**

Variables	N	Mean( $\bar{x}$ )	Standard deviation(SD)	Standard error(SE)	p-value	Remarks
Male	89	3.65	0.16	0.02	0.05	No
Female	49	3.53	0.21	0.04		Significance

**Key** = P- Value = 0.05 Significant Difference, P- Value = 0.05 No Significance Difference.

Table 6 revealed that the p-value of competency improvement needs of teachers of agricultural science on animal and crop production aspect of the curriculum content was 0.15 and it is greater than  $p=0.05$ . This indicates that there was no significant difference in the mean rating of the responses of male and female agricultural science teachers on the competency improvement needs in teaching animal and crop production. Therefore the null hypothesis of no significant different is up held.

$H_{o_2}$  = There is no significant difference in the mean rating of the responses of male and female teachers of agricultural science on the competency improvement needs in teaching soil science.

**Table 7: t-test analysis of the mean rating of the responses of male and female teachers of agricultural science on the competency improvement needs in teaching soil science aspect of the SSS curriculum content.**

Variables	N	Mean( $\bar{x}$ )	Standard deviation(SD)	Standard error(SE)	p-value	Remarks
Male	89	3.53	0.18	0.12	0.05	No
Female	49	3.51	0.32	0.13	0.05	Significant

**Key** = P- Value  $\leq 0.05$  Significant Difference, P- Value  $\geq 0.05$  No Significance Difference.

Table 7 revealed that the p-value of competency improvement needs of teachers of agricultural science on soil science aspect of the curriculum content was 0.05 and it is equal to  $p = 0.05$ . This indicated that there was no significant difference in the mean rating of the responses of male and female teachers of agricultural science on the competency improvement needs in teaching soil science. Therefore the null hypothesis of no significant is up held.

### **Discussion of Findings**

The study found out that teachers of agricultural science in senior secondary school in Ekiti State need improvement in 14 items in agricultural development, 21 item in animal production, 9 items in crop production, 13 items in farm power and mechanization 18 items in soil science, 22 items in agricultural economics and extension aspect of the curriculum content. The findings of this study were in agreement with the finding of Isiwu (2019) who studied the improvement needs of teachers of agriculture in teaching farm records keeping and accounting in secondary school, for sustainable development in Abia state, and found that teachers of agricultural science in senior secondary schools in Abia state needed improvement in 13 items in planning instruction on farm records keeping and accounting and 11 items in mastery and teaching of farm records and accounting. The finding of this study were in conformity with the finding of Anjov, Weye and Anyogo (2019), whose study found that women needed improvement in 10 entrepreneurship skill items in okra pre-planting operations, and 16 entrepreneurial skill items in okra harvesting and marketing operations. The findings of this study are also in consonance with the findings of Sallau (2018) who found that fish farmers needed improvement in 9 entrepreneurial skill items in feeding fish, 10 entrepreneurial skill items in feeding fish and 10 entrepreneurial skill items in fish health care management.

### **Conclusion**

The government of the nation had made several efforts to ensure that senior secondary schools agricultural science is a skill oriented subjects that will produce secondary school graduates with saleable skills in crop and animal production that will enable the SSS graduates to continue in agriculture profession, grow in it and become self-reliant. In spite of the government effort, it was observed by the researchers in Ekiti state that most the secondary school graduates passed their external examinations with distinctions and credits but could not demonstrate any skill in crop and animal production not to talk of being self-reliant. It was found from the study that these teachers need improvement on the curriculum content of agricultural science.

### **Recommendation**

It was recommended that all the 97 competencies in agricultural science

curriculum (agriculture development, crop and animal production, farm power and mechanization, soil science, agricultural economics and extension aspects) where the teachers needed improvement should be packaged into training modules to retain these teachers for effectiveness.<sup>14</sup>

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## Reformation of the Curriculum of Agricultural Science in Senior Secondary Schools to Mitigate Corruption in Anambra State, Nigeria

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### Abstract

*The aim of the study was to ascertain ways of reforming the curriculum of agricultural science in Senior Secondary Schools (SSS) to mitigate corruption in Anambra state, Nigeria. Two research questions guided the study. The study adopted survey research design and was carried out in Anambra state. The population for the study was 203 lecturers (77 lecturers in agricultural-related courses and 126 Lecturers in curriculum) in tertiary institutions in Anambra state. Due to the manageable size of the population, there was no sampling. Structured questionnaire was employed as instrument for data collection which was face validated by five experts. Cronbach Alpha reliability coefficient of 0.78 was obtained for the instrument. Data was collected by the researcher and analyzed using mean and standard deviation. Based on the data analyzed, the study identified nine common types of corruption practices and ten ways of reforming the curriculum of agricultural science in SSS to mitigate corruption. The study therefore recommended among others that the ministry of education should review the agricultural science curriculum to mitigate corruption and agricultural science teachers in SSS should be retrained on instructional delivery using the reformed curriculum.*

**Key Words:** Curriculum, Corruption, Reformation, Agricultural science.

### Introduction

The term corruption is very common to Nigerians and is mostly accepted as the major problem affecting the country. Despite being a common term among Nigerians, many only use it to refer to government officials in public officers

stealing funds for personal gains (Campbell, 2010). In line with this, the authors defined corruption as a hydra-headed monster that entails the use of an official position for purposes of private enrichment or illegitimate advantage capable of inflicting colossal damage on a nation and its citizenry, by truncating initiatives for economic growth and political stability, education, health and social justice. According to Okolo and Akpokighe (2014), corruption doesn't involve only public officers in government but involves a conscious and well planned act by a person or group of persons to appropriate by unlawful means the wealth of another person or group of persons. Ojiade (2010) in his more inclusive definition sees corruption as any systematic vice perpetuated by individuals, society or a state in general, where not-too-good concepts for equality, social harmony and harmonious living e.g. favouritism, nepotism, tribalism, sectionalism, undue enrichment, amassing of wealth, abuse of office, power, position etc. become norms upon which the people and the state operate. Corruption exists in many forms.

Corruption comes in several forms such as favoritism, nepotism, tribalism, sectionalism, undue enrichment, or amassing of wealth, abuse of office, power intoxication, and derivation of undue gains and benefits (Ene, Aripko, Jeffery & Albert, 2013). The authors further posited that it includes bribery, smuggling, fraud, illegal payments, money laundering, drug trafficking, falsification of documents and records, window dressing, false declaration, tax evasion, under payment, deceit, forgery, concealment, aiding and abating of any kind to the detriment of another person, community, society or nation, advance fee fraud (419), unconventional and fraudulent trade practices, misappropriation or diversion of funds, kickbacks, under and over invoicing, bribery, abuse of office, and collection of illegal tolls are its accessories. Corruption exists everywhere including the educational sector.

Education is an important aspect of the economy but also involves corrupt practices. According to Pierre (2014), corruption in education can be observed through assessment of student's achievement. This includes how grades are assigned, how students are selected to elite training programs and how schools acquire accreditation from government agencies. Students may pay a bribe for a particular grade. Furthermore, many students pay illegal bribes to gain admission as well as the system of licensing (certifying professionals) is responsible for many sources of corruption. According to Asiyai (2015), the effects of corruption includes; loss of good moral values, production of poor future leaders, poor image of Nigerian certificate at international scene, poor infrastructural development, lowers the academic standard of schools and can lead to poor modernization of school facilities. Avoiding these negative effects of corruption

can be done through reformation of the curriculum especially at the senior secondary school level. Emphasis on the curriculum of senior secondary schools is because although corruption in education permeates all levels of the educational ladder, major forms of corruption such as exam malpractices starts at the senior secondary level (Transparency International, 2010).

A curriculum refers to programme of instruction to be covered to attain certain objectives. A curriculum is a comprehensive plan that includes objectives to be attained, specifications of resources required and stages of work to be performed (Asiabaka, 2009). According to Olatunji (2010), a curriculum is a collection of coordinated activities that are mutually directed towards the attainment of a definite goal and it usually comprises of several segments or projects which can be separately pursued as component of the whole curriculum. To ensure that the curriculum achieves its aims, it can be constantly reformed to meet the present needs of the society. Curriculum reform refers to bringing changes to the subject content, delivery and assessment of the curriculum (Ofoha, 2011). Reformation of the entire curriculum is a very long and tasking process. However, the curriculum of agricultural science in senior secondary schools can be reformed to tackle the immediate issues of corruption in schools and the country as a whole. Agricultural science curriculum needs to be focused on because of the recent emphasis on agriculture in Nigeria (Farautal & Amuche 2018).

Agricultural Science is one of the core vocational subjects taught in senior secondary schools in Nigeria. According to Egbule (2009), agricultural science is a process of training learner in the process of agricultural productivity. National Curriculum Council (NCC) specified that agricultural science should be taught in senior secondary schools in order to create and sustain students' interest in agriculture, and to serve as a foundation for future advancement in the study of agricultural science (NCC, 2009). National Examinations Council (2014) stated that the objectives of teaching agricultural Science in Nigerian secondary schools include; stimulation and sustenance of student's interest in agriculture, impart functional knowledge and practical skills in agriculture to students, prepare students for further studies and for occupation in agriculture. In line with this, Shimave, Kesiki and Yani (2013) pointed out that the introduction of agricultural science into the secondary school system is a strategy for increasing agricultural productivity on a long term basis. With these objectives in mind, the education industry is expected to provide effective and adequate practical training in agricultural science to students in order to enable senior secondary schools provide qualified and competent graduates that can ensure food sufficiency in the country. Reforming the curriculum of agricultural science to focus more on practical agricultural science as opposed to the current emphasis on theoretical

knowledge will go a long way in mitigating corruption in Anambra state.

There have been numerous cases of corruption in Anambra State. For instance, Anambra state water corruption ceased to function since the inception of the present democratic dispensation in the country, many public schools in the state are no longer viable as they used to be, even the state owned hospitals are not spared of this rot (Ikezue & Alawari, 2015). The author concluded by stating that corruption has impeded the progressive development of the state for a very long time. Corruption in the state can be linked to dysfunction education, unemployment/underemployment and greed. Eradicating corruption entirely would be difficult but it can be mitigated to the barest minimum. For instance, Osimen, Adenegan and Balogun (2013) posited that many developed countries have utilized agriculture in mitigating the negative effects of corruption. For instance, a senior secondary school graduate of agriculture should have the skills needed to be self-employed and with time even employ others. An individual who is well paid might not consider collecting bribes. Furthermore, an individual who has a job might not avail his or herself to be used as tools for rigging elections which is a gross case of election in the state. However, being self-employed and attaining skills for employability through agricultural science is not the case in most schools in Anambra state. Hence, many senior secondary school agricultural science graduates in Anambra state are unemployed and roam around the streets thereby availing themselves to be instruments for propagating numerous forms of corruption.

In line with this, many teachers employed to teach agricultural science in secondary schools in Nigeria (Anambra state inclusive) are not qualified (Ugwuoke, 2015). Many of them came in through fraudulent ways which includes paying for jobs which they are not qualified for. Hence, attaining the objectives of agricultural science at the senior secondary level becomes difficult if not impossible because attainment of instructional objectives is dependent on the teacher to a reasonable extent. Having seen the issues associated with corruption in the state, it became necessary to find solutions to such problems. Although there is numerous literature on corruption (Ene, Aripko, Jeffery & Albert, 2013; Osimen, Adenegan & Balogun, 2013; Ikezue & Alawari, 2015; Asiyai, 2015), no previous study tried to ascertain how the problem can be at the secondary school level through agricultural science. Furthermore, having established that solving these issues are dependent on students' attainment of practical skills, it became necessary to ascertain ways of reforming the curriculum of agricultural science to favour practical agriculture. It is against this backdrop that the study aims to ascertain ways for the reformation of the curriculum of agricultural science in senior secondary schools to mitigate

corruption in Anambra State.

### **Objectives of the Study**

The major objective of the study was to ascertain ways for the reformation of the curriculum of agricultural science in senior secondary schools to mitigate corruption in Anambra State. Specifically, the study sought to;

- i. Find out the common types/forms of manifestations of corruption in senior secondary schools in Anambra state
- ii. Strategies for reforming the curriculum of agricultural science in senior secondary schools to curb corruption

### **Research Questions**

- i. What are the common types/forms of manifestations of corruption in senior secondary schools in Anambra state?
- ii. What are the strategies for reforming the curriculum of agricultural science in senior secondary schools to curb corruption?

### **Method**

The study adopted a descriptive survey research design. Nworgu (2015) described a descriptive survey research as those studies which collect data from individuals to ascertain their perceptions through the use of questionnaire and interview. The design was considered appropriate because data was obtained from lecturers in agricultural-related courses and curriculum lecturers in tertiary institutions in Anambra state through the use of questionnaire. Two research questions guided the study. The study was conducted in Anambra State, Nigeria. The population for the study was 203 lecturers (77 lecturers in agricultural-related courses and 126 in curriculum studies) in tertiary institutions in Anambra state. Due to manageable population size, there was no sampling. Structured questionnaire was employed as instrument for data collection which was face validated by five experts. Cronbach Alpha reliability coefficient of 0.78 was obtained for the instrument. Each item in the questionnaire was assigned a four response options of Strongly Agree (SA =4), Agree (A=3), Disagree (D=2) and Strongly Disagree (SD =1). The questionnaire was administered to the respondents with the assistance of three research assistants who were briefed on how to administer and retrieved it to ensure timely completion of data collection. Out of 203 copies of questionnaire administered, 177 were correctly filled and returned yielding a return rate of 87%. Mean was used to analyze research questions. Nominal values were assigned to different scaling items of the questionnaire and corresponding mean scores were interpreted using mean cut off point of 2.50. Thus, any item with a mean of 2.50 or above was accepted while items with a mean of 2.50 or below were rejected.

**Results**

**Research Question 1:** What are the common types/forms of manifestations of corruption in secondary schools in Anambra state?

**Table 1: Mean and Standard Deviations of Respondents on the Common Types of Corruption in Senior Secondary Schools**

S/N	Items	$\bar{X}$	SD	Remark
1	Teachers miss their classes for no reasons	2.70	0.76	Agree
2	Impersonification during exams	2.32	0.55	Disagree
3	Older students extorting money from younger ones	3.02	0.72	Agree
4	Students playing thugs for politicians	3.04	0.84	Agree
5	Collecting money from candidates before admission	2.20	0.59	Disagree
6	Administration makes students pay unnecessary dues	2.51	0.81	Agree
7	Mismanagement of fund by class prefect	2.80	0.94	Agree
8	Alteration of scores by some teachers	2.10	0.96	Disagree
9	Embezzlement of school fund by some staff	2.60	0.66	Agree
10	Leakage of examination questions	2.64	0.68	Agree
11	Students not attending classes	3.00	1.02	Agree
12	Harassment of students by male teachers	2.60	0.77	Agree
13	Bribing teachers with money and gifts for mark	1.80	0.76	Disagree
14	Harassment of students by female teachers	1.70	0.86	Disagree

**Key:** Population = 177;  $\bar{X}$  = Mean; SD = Standard Deviation

Data in Table reveal that that 9 items which include older students extorting money from younger ones (3.02), and Students playing thugs for politicians (3.04) had mean values above 2.50. This indicated that the 9 items were accepted as the common corruption practices in secondary schools in Anambra state. The remaining 5 e.g. harassment of students by female lecturers (1.70) had mean values less than 2.50. This indicated that the 5 items were not the common corruption practices in Anambra state.

**Research Question 2:** What are the strategies for reforming the curriculum of agricultural science in secondary schools to curb corruption?

**Table 2: Mean and Standard Deviations of Respondents the Strategies for Reforming the Curriculum of Agricultural Science in Senior Secondary Schools to Curb Corruption**

S/N	Items	$\bar{X}$	SD	Remark
1	Inclusion of moral education into agricultural science curriculum	3.64	0.68	Agree
2	Alternatives to practical should be scrapped from the curriculum and replaced with real practical which would enable students acquire skills for employment	3.50	0.57	Agree
3	Management should ensure that teachers employed to teach agricultural science are academically qualified to impart skills needed for self-employment of students	3.00	0.74	Agree

4	Teachers should pass through practical interview before they are employed	3.21	0.67	Agree
5	Every agricultural science student should have a plot for farming so that they can make some money which would reduce the tendencies of extorting money from others	3.04	0.79	Agree
6	Scoring of students in agriculture should also include some marks for their character	3.00	0.79	Agree
7	In delivering lessons, agricultural science teachers should make students understand agricultural science helps people earn money in a honest way which is fundamental for a peaceful society	2.93	0.78	Agree
8	Making a distinction in agricultural science WAEC should be rewarded with some seed money that would enable graduates startup a venture and reduce thuggery	3.67	0.66	Agree
9	There should be at least 1 month IT training for agricultural students on various ventures	3.32	0.71	Agree
10	Agricultural students and teachers should attend workshops/seminars that exposes them to the interaction between successful farmers and uncorrupt practices	3.21	0.67	Agree

**Key:** Population = 177;  $\bar{X}$  = Mean; SD = Standard Deviation

In Table 2, it can be seen that ll 10 items had mean values above 2.50. This indicated that the 10 items were accepted as the strategies for reforming the reforming the curriculum of agricultural science in secondary schools to curb corruption.

### **Discussion of the Findings**

The findings on the common form of corruption revealed these to includes the following; teachers miss their classes for no reasons, Older students extorting money from younger ones, students playing thugs for politicians, administration makes students pay unnecessary dues, mismanagement of fund by class prefect, Embezzlement of school fund by some staff, leakage of examination questions, students not attending classes, harassment of students by male teachers. The findings are in line with Pierre (2014) who found out that corruption in secondary schools including extortion by older students, teachers and students missing class for no legitimate reason and harassment of students by male teachers. The findings are also in line with Ene, Aripko, Jeffery and Albert (2013) who found that corrupt practices include; bribery, smuggling, fraud, illegal payments, money laundering, drug trafficking, falsification of documents and records, window dressing, false declaration, tax evasion, under payment, deceit, forgery, concealment, aiding and abating of any kind to the detriment of another person, community, society or nation, advance fee fraud (419), money laundering, unconventional and fraudulent trade practices, misappropriation or diversion of

funds, kickbacks, under and over invoicing, false declarations, abuse of office, and collection of illegal tolls.

The findings of the study on the strategies for reforming the curriculum of agricultural science in secondary schools to curb corruption revealed among others; Inclusion of moral education into agricultural science curriculum, alternatives to practical should be scrapped from the curriculum and replaced with real practical which would enable students acquire skills for employment, management should ensure that teachers employed to teach agricultural science are academically qualified to impart skills needed for self-employment of students, teachers should pass through practical interview before they are employed, agricultural science students should have a plot for farming to encourage entrepreneurship among them, scoring of students in agricultural should also include some marks for their character, agricultural science teachers should make students understand during instruction that honesty is important, students distinction in agricultural science WAEC should be rewarded with some seed money that would enable graduates startup a venture, there should be at least 1 month IT training for agricultural science students on various ventures and agricultural students and teachers should attend workshops/seminars that exposes them to the interaction between successful farmers and uncorrupt practices. The findings are in line with Osimen, Adenegan and Balogun (2013) who posited that many developed countries have utilized agriculture in mitigating the negative effects of corruption by ensuring graduate of agriculture have the skills needed to be self-employed which might hinder them from taking bribes. The findings are also in line with Ikezue and Alawari (2015) who posited that there should be at least 1month IT training for agricultural students on various ventures to enable them skilled in starting such ventures after graduation.

### **Conclusion**

The major purpose of the study was to ascertain ways for the reformation of the curriculum of agricultural science in senior secondary schools to mitigate corruption in Anambra State. The study found nine common corrupt practices in Anambra state secondary schools and also found 10 ways of mitigating such corruption practices. It is the belief of the researchers that if these mitigating factors are adhered to, corruption in Anambra state especially in secondary schools would be reduced to the barest minimum if not completely eradicated.

### **Recommendations**

Based on the findings of the study, the following were recommended;

1. The ministry of education should review the agricultural science

curriculum with a view to use the findings of the study to reform the curriculum through agricultural science so as to mitigate corruption

2. Agricultural science teachers in Senior Secondary Schools should be retrained on instructional delivery using the reformed curriculum.
3. Moral education should be imbedded into the curriculum of agricultural science so that students would be aware that knowledge of agricultural practices and morals go hand in hand.

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## **Basic Education Curriculum: A Tool for Redesigning Corruption Free Rivers State in the Nigerian Society**

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### **Abstract**

*This paper examined basic education curriculum as a tool for redesigning corruption free education in Rivers State, Nigeria. The paper discussed the concept of basic education, corruption and corruption free society, and how to use basic education for redesigning a corruption free Rivers State, Nigeria. The discourse was extended to the steps to be utilized in redesigning a corruption free Rivers State in the Nigerian society. The conclusion was that the curriculum has the capacity to enable the stamping out of corruption from Rivers State and indeed Nigeria. The paper recommend that: proper analysis of the state of corruption be done using the curriculum designed; curriculum developers should capture social reality in targeting the society to rid it of corruption; government should support basic education towards stamping out corruption from the society; and non-governmental organizations should vigorously campaign against corruption in the society through basic education.*

**Keywords:** *Basic education, curriculum, corruption, corruption free Rivers State.*

### **Introduction**

Basic education is the very foundation of the educational life of every child in every nation. It is basic because it is the most important educational gain to be received for a child or learner for him/her to be able to fit into the larger society and function at least at the basic level. Basic education is so named because it represents what the policy of the Federal Government of Nigeria which allows for every Nigerian child or learner to enjoy a free and is compulsory.

Education is the process of cultivating, developing, giving, encouraging,

discovering and helping someone to discover more about himself/herself and the common environment in which they live, Freire cited by Illeris (2012). The meaning this seems to give is that education allows one to build one step at a time perhaps from small to large, side to side, dimension to dimension, nurturing and possibly ensuring that there is absolute vigilance on what is happening in a particular environment in order to avoid collapse of what has been built. It also permits the person who is being educated and maybe the educator in the course of trying to help another learn or get educated become aware at a deeper level of some hidden truths that were hitherto previously covered. Illeris (2012) had said that this cultivation process brings about the education of the cognitive, emotional and social orientation and also permits it to hear that this is also capable of bringing about re-orientation in the learner. For basic education, thus, it is actually the beginning process of this orientation or re-orientation activities and more to come for the child.

Basic education as earlier mentioned is the fundamental, starting point of the educational life of a learner or child. In Nigeria, basic education comes under the universal basic education policy of the Federal Government of Nigeria. According to the National Policy on Education, Basic education is meant to be for 9 years, 6 years of which would be for primary education while the other 3 years would be for the junior secondary school (FRN, 2013). However, this research will concentrate on the primary school aspect of basic education programme.

The current Universal Basic Education (UBE) policy of the Nigerian Government was initiated in 1999 on the 30<sup>th</sup> of September in Sokoto, Sokoto State, Nigeria as an offshoot of the education conference held in Jomtien, Thailand from March 5<sup>th</sup> - 9<sup>th</sup>, 1990. The then President of Nigeria Olusegun Obasanjo launched this programme in the pursuit of revamping and reawakening the education sector (Obilo & Urenyere, 2012). According to Universal Basic Education (UBEC, 2018), the programme was meant to be one of the reform processes in education targeted at higher accessibility to education and giving quality basic education. But more importantly is the fact that the programme was aimed to achieve the objective stated below:

1. ensure a 9-year unhampered provision of formal education that is free and compulsory; 6-years for primary education and 3-years for junior secondary education.
2. reduce the level of school drop-out and embellish relevance, quality and efficiency.
3. encourage the acquisition of literacy, numeracy, life skills and values for

lifelong education and useful living.

These three (3) objectives of the Universal Basic Education (UBE) could be regarded as laudable but the question is how has these goals translated to tangible forms that observers in the larger society would see, which is where the issue of curriculum comes in place to serve as a driver.

Curriculum is that instrument that conveys the content of an educational intent of a nation to her populace, it is the tool that is used in facilitating the change in the behaviour of a learner from what it was to what the society expects thereby benefiting the learner and the larger society. The two definitions presented here actually painted the picture of the curriculum in two dimensions while the first sees the curriculum as a body of knowledge, skill, attitudes and values that a learner is imparted with, in other words a programme of study, the second views the curriculum as the route to attaining the change expected in the learner. Both definitions convey in simple parlance that the curriculum is the instrument required in any situation where change is needed in a people and in the society. This means that if the current perception of corruption is to be stamped out from the society, then the use of curriculum as the driver becomes inevitable especially as it concerns the younger generation in the Nigerian society

Corruption had been defined by Transparency International (TI, 2018) as an act of using power and authority wrongly to the advantage of the person who had received it in trust for the masses. It means that when people abuse their positions and offices, converting whatever should have been for public use or consumption into private use, it could be termed corruption. This picture painted here clearly shows that it is possible for the Nigerian nation to be said to be under the siege of corruption in every nook and cranny of her social, economic, political, and education life. However, it may be very important to point out that the issue of corruption may have resulted from an erosion of the people's value system which is a philosophical matter. Any issue that could bring about value re-orientation should form the crux of any research that will return the Nigerian nation to a more rewarding value system.

### **Concept of Basic Education Curriculum and Corruption Free Rivers State in the Nigerian Society**

The term basic education came on the heels of the Nigeria government trying to participate and fulfill the world mandate and agreement of Education for All (EFA), a treaty which Nigeria signed at the conference at Jomtien, Thailand

between March 5<sup>th</sup>-9<sup>th</sup>, 1990. The champion of basic in Nigeria, the then President of Nigeria Olusegun Obasanjo was the one who introduced the nationwide primary education called Universal Primary Education in 1976 as a military head of state. He was also responsible for taking up the pursuit of restarting primary education for the Nigerian citizenry under the name of Universal Basic Education (UBE) on March 29<sup>th</sup> 1999 at Sokoto, Sokoto State, Nigeria. It was made clear at the launch of this programme that it was meant to be free and compulsory (Obilo and Uyerenre, 2018). It was further added that the aim of the programme was to bring re-awakening through the basic education sub-sector. In fact, to make the education sub-sector to be alive and functional, a commission was set-up which is still in existence and functioning optimally till date.

Basic Education which is popularly called Universal Basic Education (UBE) is at two levels, that is, primary education and junior secondary school. While the primary education aspect lasts for a period of 6 years, the junior secondary school is for a period of 3 years, giving a total of 9 years for a student to be certified as a holder of the Junior Secondary School Certificate (JSSC) which most often is issued by NECO on behalf of the Federal Ministry of Education or issued by the State Ministries of Education after an examination at the end of the Junior Secondary School. However, even with the launching of the UBE Programme, in 1999, it took until April, 2004 for it to become an act (Irigoyen, 2017). Also report has it that basic education in Nigeria has not performed to the extent that it was expected or hoped to due to some challenges.

These challenges include: low participation in primary education, low quality teachers implementing the curriculum, poor infrastructure in the schools, poor or lack of data for planning, social and cultural barriers to basic education and no enforcement of the UBE 2004 act (Irigoyen, 2017). According to Owasanye (2018) the budgetary allocation to education in recent past and even now is nothing to write home about especially because the Nigerian government has never complied with the 26% UNESCO affirmative action for education. The tendency remains that setbacks as listed under the challenges of UBE would continue to be. In 2018, the out-of-school children population in Nigeria stood at 11.4 million, and as reported by Sahara Reporters (2019), the statistics currently stands at 16 million children being out of school as at July, 2019. There are claims by the Universal Basic Education Commission that states are not playing their part to claim funds made available for the programme which is stacked in the Central Bank of Nigeria (CBN) due to the fact that they were not able to provide the counterpart funding required for them to access the funds. More worrisome

in the situation is what Akor (2018) says is an unfortunate situation that funds which were accessed were reported to be misappropriated by state governments, thereby, creating an opportunity that nurtures corruption.

Corruption has earlier being described by Transparency International (TI, 2018) as the misapplication of power and authority given to someone in position of leadership. This individual uses such powers for private gratification or misapplies said trust in such a way that would not be of benefit to those who entrusted it to him or her. Corruption includes giving or receiving rewards which are not deserved, that is, taking or accepting what you have not worked for. It may also come in form of earning higher than deserved, accepting or receiving more than is meant to be earned especially in the public domain. This is not to say that it is acceptable if happens in the private domain. The researchers believe that this is the reason the curriculum which is a tool for social reconstruction should be used as an element to hammer the society into desired shape and level.

The curriculum as presented above is presented as an object that carries philosophical values needed by a society, hence, the reason the content of every curriculum must possess certain features as part of the objectives to include: consideration for validity, significance, interest of the learner, learnability of such content, utility, consistency with social reality and learning experience (Offorma, 2002). This is an indication that the curriculum is indeed a veritable tool for bringing about change and is a tool for producing positive change in a learner become useful to himself/herself and the society. Since the content of the curriculum has the capacity to bring about positive change in the learner and basic education is the foundational level of education, it is likely that the curriculum to be used for basic could have the capacity to bring about a corruption free society which of course would be possible if the content the pupils and students would be one that will enable them acquire good values.

More often than not to change a society usually starts with one person, a few people or a group of persons who believe in an ideology and turns advocates for such ideology by campaigning for that idea. It would be possible to make the Nigerian society free of corruption faster using an effective process by beginning the change campaign from the basic education system, this time from Rivers State one of the states that is the oil hub of the nation.

### **How to Use Basic Education Curriculum for a Redesigning a Corruption Free Rivers State in the Nigerian Society**

It would be worthy to note here that there cannot be a redesigned society that is

corruption free except there is a new way of practice that is deliberate and practical. Some of the steps for redesigning such societies may include:

1. **Regular Quality Control Practice:** It is important that the curriculum in use for basic education be given to regular quality assurance or control mechanism, this is to avoid deterioration or rusting of the curriculum content. This is coming on the back drop of the fact that the society is dynamic thereby open to periodic changes and the people that live in it also follow the trend of things. Thus, there is need for regular review, and most importantly, the kind of review to be done in the society of today should capture regional peculiarities of the Nigerian nation, this would allow the pupils in a particular location to consolidate on what they have and practice, and where necessary enculturation of younger people into what is in vogue in the world as at the time. For instance, the Niger Delta Region which Rivers State is a part of has constantly been under the siege of insecurities resulting from militancy and oil bunkering, this simply means that the reviewed curriculum could do well to capture things that the people could do right from the basic education level, right up to the tertiary education level particularly in the areas of farming, fisheries, poultry rearing and may more. When these are in place and in practice, it is expected that the state would be free of corruption.
  
2. **Retraining of School Heads to do Preventive and Corrective Maintenance with Accountability:** Maintenance of facilities is a culture that seems dead and almost absent in the life of an adult Nigerian person. In redesigning a corruption free state and society, there has to be a reinvention of this culture and practice to be able to help the younger people learn the habit of value, even though, this may not find space to fit in in the official school curriculum, the hidden curriculum can help to bring this expectation to light. This practice of maintenance would help serve the society better from its present deplorable status especially when this process is accompanied with proper accountability and transparency. It should be such that every preventive or corrective maintenance permits the school head to give account of stewardship. This would emphasis on the durability of the maintenance done, then a new culture and curriculum would have been unconsciously brought into the society for her betterment.
  
3. **Creation of Opportunities for Economic Diversification:** The redesigned curriculum should embody a diversified economy whereby people who are not able to go for higher education would have been molded for skills and talent usage from the basic education they got. According to

Medugu and Abubakar (2018) a diversified economy is that which is strategic at multiplying the economy from single source to several sources of income. This process reduces fluctuations in economic activities and vulnerability to loss in income. This is another way of curbing corruption and ridding the society of corruption, that is, when everyone is engaged in a positive and legally acceptable venture, there would not be any room to run after ills committed as a result of corruption (Medugu & Abubakar, 2018).

4. **Development of Technical Subjects, Funding and Proper Implementation:** Recently there are reinventions of the previous handcrafts system coming in form of cultural and creative art, music, Computer education, Home Economics and Agricultural which has been broken down into various units. If each of these subjects are conscientiously and deliberately funded by the government; and the teachers guide the pupils and students in proper implementation of the curriculum, more especially if they are adequately prepared in the teacher education programme attended, then the desired change for a corruption free Rivers State and society would naturally emerge.
5. **Provision of Flexible Curriculum Content:** There are a lot of person who missed the opportunities to be in school earlier in their lives such individual should have access to a flexible curriculum that would avail them second-chance education. There are also those who never had the opportunity to be educated till they became adults, if such persons are willing to take the chance for education, the basic education curriculum should be designed to accommodate them to enhance their literacy level and be able to further help them contribute to a better society (Ibrahim & Mohammed, 2018).

### **Steps in Utilizing the Curriculum for a Corruption Free Rivers State in the Nigerian Society**

It is necessary that some steps be taken that would guarantee that the value of the content of the curriculum for the redesigning of corruption free Rivers State in the Nigerian society be realized. The steps are:

1. The government and non-governmental organizations involved in the business of better education should drum a campaign against corruption particularly in the basic education sector in Rivers State, starting with specific schools as pilot and advancing to others.
2. Teachers should be retrained regularly and part of their trainings should include content for value reorientation that could avert the tendencies for

corrupt practices.

3. Government officials should learn to openly give account of their stewardship on a quarterly basis. Government officials in the basic education sub-sector give should give public account of what they do, on what is going on and how they have used the funds allocated and received by the agencies under their watch and supervision.
4. Pupils and students who have done well in the course of their studies should be presented to the public for recognition, appreciation and possibly they should be given financial awards that would further their excellence in the area of distinction for which they are being recognized.
5. All those who are not able to further their education but have been adjudged to have become knowledgeable and have acquired skills that could sustain their educational contributions in the society should be encouraged with starter packs and guided for a period of time before being left on their own to continue their businesses in any chosen field.
6. The people who have been empowered with starter packs should be mandated to train three more persons and present such for provision of starter packs after they have been tested and their works found satisfactory.

### **Conclusion**

Corruption is a menace that has lived with the world for a long time, it has left societies poor and dejected and from the discourse above one of the ways to tackle it is through the appropriate basic education that is universal, free and compulsory for every child in Nigeria. When the content of the curriculum is thoroughly crafted, values inputted and proper implementation done, then Rivers State in the Nigerian society could become where other states and of course nations can learn from on how to design a corruption free system in the society.

### **Recommendation**

The following are the recommendation supporting this research study:

1. Curriculum designers should endeavor to critically analyze the situation that brought the Nigerian nation to where it is with corruption challenges currently, design the document based on regional needs and raising appropriate solutions that would tackle corruption from its roots particularly in the basic education level in Rivers State in the Nigerian society.
2. Curriculum developers and implementers at the basic education level should ensure that the theoretical content of the curriculum to be

presented to the learners captures the social realities on ground targeted at solving corruption problems once and for all in Rivers State in the Nigerian society

3. The government should support the curriculum developers at the basic education level with all necessary aids, finance and qualified teacher to bring about the stamping out of corruption from the society in Rivers State in the Nigerian society.
4. Education stakeholders and non-governmental organization should support the campaigns for a corruption free Rivers State in the Nigerian society through organizing public talks for the pupils and workshops for the teachers and school head for value re-orientation.
5. There should be a deliberate effort by organizing the pupils into small groups for one on one on how a corruption free Rivers State in the Nigerian society starting from the basic education level

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## **Effect of Improvised Instructional Materials on Primary Schools Pupils Performance in Islamic Studies in Katsina Metropolis, Katsina State, Nigeria**

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### **Abstract**

The study examined the effect of improvised instructional materials primary school pupils' performance in Islamic Studies Katsina metropolis, Katsina state, Nigeria. The study used quasi-experimental research design and 90 primary 6 pupils. The study answered two (2) research questions and tested two (2) null hypotheses. An Islamic Studies Achievement Test (ISSAT) was used as data collection instrument. The data analysis tools were mean and standard deviation, t-test for independent sample and one-way analysis of variance (ANOVA). The study revealed that improvised instructional materials has significant effect on pupils' effective learning in primary schools in Katsina state. Pupils taught with improvised instructional materials found to perform academically better than their counterparts taught without improvised instructional materials. The study revealed that gender has significant effects on students' academic performance. Female students have higher mean score than their male counterparts. The study recommended that Workshops and seminars should be organised from time to time by Government and Non-Governmental Organisations, Education Boards and school managements on effective use of improvised instructional materials in teaching and learning; School administrators should provide conducive environment for proper use of improvised instructional materials for effective teaching and learning of Islamic Studies in Katsina state; and Non-Governmental Organisation and Parent Teachers Association should assist in providing facilities for improvised instructional materials for the teaching and learning Islamic Studies at primary school level in Katsina state.

**Key words:** improvised instructional materials, performance and pupils.

## **Introduction**

Education has been defined as the process of acquiring knowledge, skills, attitudes, values and competences to make one useful to self and the society. Education is designed to be for all and sundry; regardless of gender and geographical locations of the beneficiaries. The constitution of the Federal Republic of Nigeria (FRN, 1999) as amended states the right of every Nigerian to free basic education as when it will be practicably possible without any discrimination in all its manifestations; be it gender, religion, geographical locations, physical disability and family background among others.

## **Conceptual Study**

The researchers in their effort to make the paper interested and understandable discussed some key variables of the paper under the conceptual study. The concepts reviewed are concept of instructional materials, concept of improvised instructional materials, concept of academic performance and concept of Islamic Studies

Instructional materials can be defined as all the resources a teacher uses to help him/her explain or elucidate the topic, contents or subject to the learner so that the learner is able to comprehend the topic fully (Tukur, 2012). Any material (print, audio, visual, audio-visual, static/display and electronic) that teacher use to facilitate teaching and learning is what is called instructional material. Instructional material can be ready made or improvised.

Improvisation is the practice of making and creating, in the moment and in response to the stimulus of one's immediate environment and inner feelings (Tukur, 2012). This can result in the invention of new thought patterns, new practices, new structures or symbols, and or new ways to act. Improvisation in instruction is the art of creating or modifying a material or object in a place of the original this is usually done where the proper material is unviable or unaffordable at the time. In this case, the teacher scout around the community, the immediate environment, the classroom and so on for suitable material to be used instead. From the above, one can define improvisation of instructional material as the use of the simplest, low cost or even no cost instructional material instead of the unavailable, difficult or high cost instructional material in the teaching and learning process to improve the academic performance of pupils.

Academic performance is referred to the measure of what a learner has comprehended over the period of teaching and learning. According to Iline (2013), academic performance refers to how students deal with their studies and

how they can cope with or accomplish different tasks given to them by their teachers. This means students' performance is the ability to study and remember facts and be able to communicate knowledge verbally or written down on paper. Academic performance is usually measured through tests and measurement. The study being reported in this paper is interested in measuring academic performance of pupils in Islamic Studies.

Islamic Studies can be defined as the totality of learning experiences, centered on the relationship between man and his Creator and between man and his fellowmen as outlined in Islam. Furthermore, Qasim (2010), considered Islamic Studies as a study that creates a kind of direct contact between man and his Creator, to whom He owes his entire existence. Ashraf (2010), defined Islamic studies as the best means of creating a new generation of young men and women who will not lose touch with their own tradition but will not at the same time become intellectually retarded or educationally backward or unaware of development in any branch of human knowledge. Since education is not different from this extent, Islamic Education lays emphasis on education from the dual point of view as pointed out by some authorities in the field such as Muhammed (2011), who opined that, Islamic studies is an education which trains the sensibility of pupils in such a manner that their attitude to life, their actions, decision and approaches to all kinds of knowledge, are governed by the spiritual and deeply felt ethical values of Islam. From the above, Islamic Studies could be seen as the studies of the total way of life that originated from the Creator of the universe.

Experience has shown that good teachers appreciate the need for instructional materials in teaching and learning process. Effective teaching and permanent learning can take place only when pupils actively participate in a variety of learning activities that challenge them to think creatively. This calls for employing instructional materials and even improvisation of instructional materials when necessary in the classroom in order to effectively teach. Learner improvised instructional materials is the key to access quality education and high retention among pupils. It is against this background that this study examines the effect of improvised instructional materials on performance in Islamic studies among primary schools' pupils in Katsina metropolis, Katsina state, Nigeria.

### **Objectives of the Study**

The study was guided by the following objectives to:

1. determine the academic performance of primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria;

2. examine the academic performance of male and female primary school pupils taught with improvised instructional materials in Katsina metropolis, Katsina state, Nigeria.

### **Research Questions**

The study was guided by the following research questions:

1. Is there any difference in the academic performance of primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria?
2. Is there any difference in the academic performance of male and female primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria?

### **Hypotheses**

From the research questions raised, the following hypotheses were stated and tested at  $p < 0.05$  level of significance:

1. there is no significant difference in the mean score of primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria;
2. there is no significant difference in the mean score of male and female primary school pupils taught with improvised instructional materials in Katsina metropolis, Katsina state, Nigeria.

### **Method and Procedure**

The design of the study was quasi experimental specifically, pre-test, post-test design. The sample consisted of 90 primary 4 pupils. Purposive sampling technique was used to select 48 and 42 pupils from two schools for the study. The instrument used for the study was 15-item teacher-made achievement test which was served as pre-test and post-test. The validity and reliability of the instrument was established and with a reliability figure of  $r=0.75$ . The pupils were first given the pre-tested and then exposed to different teaching mode (that is with and without the improvised materials).

The data collected with the achievement test were analyzed using mean, standard deviation and t-test independent samples. The data were analyzed at  $p < 0.05$  alpha level of significance.

## Results and Discussions

Presented in table 1 and 2 are the answers provided for the questions raised by the study. The descriptive statistics in form of frequency counts, mean and standard deviation were used to answer the questions raised.

**Research Question 1:** Is there any difference in the academic performance of primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria?

**Table 1: Descriptive scores of experimental and control groups**

Groups	N	Mean	Std.Dev
improvised instructional materials	48	43.87	4.64
Non-improvised materials	42	40.89	4.87

The result in Table 1 shows that the mean academic performance scores (43.87) in experimental group (pupils in improvised instructional materials) was higher than (40.89) for those in the control group (pupils in un-improvised instructional materials) after the interaction. This implies that mean difference of 2.97 that pupils taught in improvised instructional materials outperformed their counterparts in un-improvised instructional materials in Katsina metropolis, Katsina state, Nigeria.

**Research Question 2:** Is there any difference in the academic performance of male and female primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria?

**Table 2: Descriptive scores of male and female pupils**

Gender	N	Mean	Std.Dev
Male	51	67.83	7.79
Female	39	68.53	7.71

Details in table 2 shows the mean academic performance scores of male and female in the experimental group. The table shows that the mean academic performance of male were 67.83 and standard deviation 7.79, while the mean academic performance of female were 68.53 and standard deviation 7.71. This implies that female student perform better than their male counterpart. Their mean difference is 0.7.

### Null Hypotheses

The hypotheses formulated in the study were statistically tested using appropriate statistical tools, that is, t-test at 0.05 level of significance. The outcomes of the statistical analysis are presented below to the guide the study in

Table 3 and 4.

H0<sub>1</sub>: There is no significant difference in the academic performance of primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria;

**Table 3: Independent samples t-test on mean academic performance scores in experimental and control groups**

Groups	N	Mean	Std.Dev	DF	t-value	P	Decision
Improved	48	43.87	4.87	88	2.97	0.000	Rejected
Non-improved	42	40.89	4.87				

**Significant p < 0.05**

The result of the t-test statistics in table 3 reveals that there is significant difference in the mean academic performance scores of primary school pupils taught in improvised instructional materials and those taught in un-improved instructional materials. From the observed means scores, the experimental group had higher means score (43.87) than their counterparts in the control group whose mean score was (40.89). The observed t-value in the table was 2.97 for critical t-test at the 88 degree of freedom. The computed significance (P) value of 0.000 was less than the 0.05 alpha level of significance. By this observation, the null hypothesis which states that there is no significant difference in the mean academic performance scores of primary school pupils taught with improvised instructional materials and those taught without improvised instructional materials in Katsina state, Nigeria is rejected.

H0<sub>2</sub>: There is no significant difference in the academic performance of male and female primary school pupils taught in using improvised instructional materials in Katsina metropolis, Katsina state, Nigeria?

**Table 4: Independent t-test samples statistics on mean performance of male and female**

Variable	Gender	N	Mean	std.dev	Df	t-cal	t-crit	Sig (p)	Decision
Academic Performance	Male	51	67.83	7.80	58	0.350	1.96	0.03	Rejected
	Female	39	68.53	7.71					

**Line two decimal places**

The result emanating from independent sample t-statistics in table 4 above shows that there is significant difference in the mean academic performance scores of

male and female primary schools pupils taught in using improvised instructional materials in Katsina metropolis, Katsina state, Nigeria. This was due to the fact that the calculated significance (P) value of 0.03 is less than the 0.05 alpha level of significance. Therefore, the null hypothesis which states that there is no significant difference in the mean academic performance scores of male and female primary schools' pupils taught using improvised instructional materials in Katsina metropolis, Katsina state, Nigeria is rejected. There is significant difference in the mean academic performance scores of male and female primary schools' pupils taught in an improvised instructional materials in Katsina metropolis, Katsina state, Nigeria, in favour of the female pupils.

### **Summary of the Findings**

The following were the major findings of the study.

- i. There is significant difference in the mean academic performance scores of primary school pupils taught using improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria.
- ii. There is a significant difference in the mean academic performance scores of male and female primary school's pupils taught using improvised instructional materials in Katsina metropolis, Katsina state, Nigeria.

### **Discussion of Findings**

On account of the results of the hypotheses coupled with result of the research questions and hypotheses testing on Table 1 and 2, there is significant difference in the mean academic performance scores of primary school pupils taught using improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria. This result is in line with that of Aliyu (2015), who revealed that there is significant difference in the mean academic performance scores of JSS students taught using improvised instructional materials and those taught without improvised instructional materials in Katsina metropolis, Katsina state, Nigeria. There is a significant difference in the mean academic performance scores of male and female primary schools' pupils taught using improvised instructional materials in Katsina state, Nigeria in favour of the female pupils. This could probably be due to the fact that the female students were more attracted to the improvised materials and thus paid closer attention to the lessons. Abdu-Raheem, (2012) had earlier indicated from his studies that there was a significant differences between the achievements mean scores of male and female students in the experimental and control groups in favour of female students.

## Conclusion

Based on the findings of this study, it is concluded that:

1. improvised instructional materials has significant effect on pupils effective learning in primary school in Katsina metropolis, Katsina state;
2. improvised instructional materials has significant effect on male and female pupils effective learning in primary school in Katsina metropolis, Katsina state

## Recommendations

In the light of the above findings, the study recommended that:

1. Workshops and seminars should be organised from time to time by Government and Non-Governmental Organisations, Education Boards and school managements on effective use of improvised instructional materials in teaching and learning;
2. School administrators should provide conducive environment for proper use of improvised instructional materials for effective teaching and learning of Islamic Studies in Katsina state; and
3. Non-Governmental Organisation and Parent Teachers Association should assist in providing facilities for improvised instructional materials for the teaching and learning Islamic Studies at primary school level in Katsina state.

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## **Implementation of Value Components of English Language Curriculum For Corruption free Basic Education in Enugu Education Zone.**

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### **Abstract**

*The study explored the strategies for effective implementation of value components of English language curriculum for corruption free basic education in Enugu Education Zone. The study specifically covered how teaching pragmatic values and character building through English language enhance corruption free basic education in Enugu Education zone. The study adopted descriptive survey design. The population of the study comprised one hundred and sixty four (164) English language teachers. All the 164 English teachers were used because the population was manageable. The instrument for data collection was Implementation of Value Components of English Language Curriculum Questionnaire” (IVCELCQ). The data collected were answered using mean and standard deviation while t-test of independent sample was used to test the null hypotheses. The findings of the study revealed that teachers implement the pragmatic values and character building components in English language curriculum for corruption free basic education in Enugu Education Zone to a low extent. The study also revealed that there is no significant difference between male teachers and female teachers in the implementation of the pragmatic values and character building components of English language curriculum for corruption free basic education in Enugu Education Zone. Based on the findings, the study recommended that English language teachers should be trained on skills required for effective implementation of English language curriculum for corruption free basic education by the Ministry of Education, UBEB, and other agencies. Teachers should teach students the pragmatic values through the contents of English language curriculum in order to ensure corruption free Basic Education in Nigeria.*

### **Introduction**

The value of education in ensuring egalitarian and corruption free society cannot be underestimated. Countries all over the world have long recognized education as a driver of growth and national development. Education can help to attain the

desired growth and development of any nation if it is of a good quality. A sound system of education is critical to the transformation of a country's economy. Basic education in Nigeria is the bedrock and foundation for inculcating literary skills and good behaviour to children which help them as they enter into the wider community of life. Universal Basic Education (UBE scheme) of 1999 was introduced by the then Obasanjo administration in attempt to meet the global demand for Education. The primary aim of these programmes was to provide basic education to every Nigerian person who needs to go to school within the basic education range. Unfortunately such programmes did not see the light of day because of corrupt officials and poor implementation (Aluede, 2011). Corruption in basic education levels distorts the efficiency and quality output of the system. However, for free corruption basic education to take place, drastic measures should be taken to implement value components of school curriculum especially the English language which inculcate in the learners the positive attitude to social transformation through language learning.

Curriculum can be defined as the document, plan or blue print for instructional guide used for teaching and learning to bring about positive and desirable learner behaviour change. It can be regarded as the road map for the education of the learners. Curriculum can be taken to mean the instrument by means of which schools seek to translate the hopes of the society in which they function into concrete reality (Offorma, 2006). In the context of this study, curriculum implementation involves the effective teaching and learning of value components of English language curriculum such as pragmatic values, and character building in order to reduce corruption in basic education in Nigeria. Pragmatic values are essential components of culture that make people real in behavior and activities. Values occupy a central position in all human endeavours. Nduka (2005) stated that values refer to desires, interests, goals, ideals, approvals/disapprovals, preferences and standards. Pragmatic values teaches man self-worth, dignity of labour rather cheating or bribing or engaging in other form of corruption. Patrisius (2011) noted that character building in language learning is pertinent to language learning endeavor. Endeavor, good emotional control is of paramount importance for reduction of corruption in school. However, the extent to which teacher implement these value components of English language curriculum could vary depending on gender ability. Gender is a social construct and it is not biologically determined, but a concept equivalent to race or class (Offorma, 2004). This definition suggests that gender is socially or culturally constructed characteristics and role, which are associated with males and females in society. In this study, gender refers to the differences

that could exist between male and female teachers in implementing value components of English language curriculum for corruption free basic education in Enugu Education zone. Gender variable could therefore intervene on the extent teacher's implement value components of English language curriculum in basic education in Enugu Education zone. Despite the importance of value components of English language curriculum, teachers seem not to implement them in teaching and learning process. It has been inferred in the background that no country can survive in any form without functional or viable education system.

Like most countries, the Nigerian education system is bedeviled by myriads of problem including corruption. As it has been observed by most concerned individuals and agencies nationally and internationally the Nigerian education system at all levels is suffering from a systematic dysfunction that needs immediate and adequate attentions from both the private and public sectors' stakeholders. In order to reduce corruption in Nigeria through education, the curriculum for teaching of school subjects were reviewed to align with those values that would shape the behaviour of children to participate actively to the nation. The researchers have observed that most English teachers find it difficult to teach the value components of English language as articulated in the background particularly at basic education levels. The teaching of English language should not only focus on language learning skills, but also on those value components that would complement in reducing corruption in Nigeria. The problem of this study posed in question form is: What is the level of implementation of value components of English language curriculum in basic education levels in Enugu Education Zone.?

The main purpose of this study is to determine the extent of implementation of value components of English language curriculum for corruption free basic education in Enugu Education Zone. Specifically, the study was designed to:

1. Ascertain the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone.

Determine the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone.

The following research questions guided the study:

What is the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education

Zone?

What is the extent of implementation of character building in English language learning for corruption free basic education in Enugu Education Zone?

The following hypotheses were formulated: Two (2) null hypotheses were tested at 0.05 level of significance to guide the study.

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female teachers on the extent of implementation of pragmatic values in English language curriculum for corrupt free basic education in Enugu Education Zone.

**H<sub>02</sub>:** There is no significant difference in the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone.

### **Literature Review**

Corruption as a concept cannot be easily defined. This is why people see it as difficult concept to define. Corruption according to Brunelle-Quraishi(2011) is derived from the Latin word 'Corruptus' which means 'to break'. Basically corruption is inclusive. An idea imbedded in the inclusiveness of corruption is that corruption enjoys a lot of patronage from across all strata or layers of the society so much that it exists among low and high profile members of the society ranging from messengers, clerks, gatemen, members of various bodies, civil servants, union leaders, private businessmen and women.

Corruption according to Iyanda(2012:39), citing Ngwakwe (2009) reports that Nigeria's anti-corruption agency-Economic Crime Commission (EFCC) defines corruption from economic perspectives as “the non-violent criminal and illicit activity committed with objectives of earning wealth illegally either individually or in a group or organized manner thereby violating existing legislation governing the economic activities of government and its administration”

In general, Corruption is defined as the misuse of entrusted public power or function for private benefit .Corruption is therefore a phenomenon in which people including official who solicit bribes often get involved not only on their freewill, but also forced by superior authorities, as when a subordinate is compelled by his/her boss to take bribes and give the superior a share.

In an empirical study of Corruption in one developing country, Azfar and Gurgur(2001) found that a disproportionate burden of Corruption was placed on the poor and indicated that Corruption reduced test scores, lowered. National ranking of schools and raised variation of test results across schools. Gupta, Davoodi and Tiongson (2000) suggested that corruption increases the cost and

lowers the quality of education service. One way to fight Corruption is by investigating, arresting and punishing the persons involved. This requires that investigative powers of police and prosecution be increased and inspection control mechanism be strengthened. This is based on the assumption that those who are responsible for control and law enforcement (police, prosecutor etc.) are not corrupt. Corruption can be prevented if government engages in setting up and strengthening of institutions, systems, and procedures that make their employees to engage in Corruption. One important factor of the prevention strategies is transparency. Prevention is linked with good governance.

In summary, education is viewed as an important tool in the war against Corruption, it becomes increasingly important to focus on controlling corruption and find ways to track and minimize it by teaching and implementing the value components of English Language curriculum for corruption free basic education in Enugu State,

### Method

This study adopted a descriptive survey design. The area of the study was Enugu Education zone with 31 junior secondary schools. The population of the study comprised one hundred and sixty four (164) English language teachers. All the 164 English teachers were used because the population was manageable. The instrument for data collection was “Implementation of Value Components of English Language Curriculum Questionnaire” (IVCELCQ). The data collected were subjected to Cronbach reliability analysis approach with the aid of Statistical Package for Social Sciences (SPSS) which yielded a reliability index of 0.77. The data collected on research questions were answered using mean and standard deviation while t-test of independent sample was used to test the null hypotheses.

**Research Question 1:** What is the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone?

**Table 1: Mean rating of teachers on the extent of implementation of pragmatic values in English language curriculum.**

S/N	Extent of Implementation of pragmatic values in English Language Curriculum for Corruption Free Basic Education	N	FX	$\bar{X}$	Standard Deviation	DECISION
1	Students are taught how to develop positive values through additive language learning activities which reduce involvement in corrupt practices.	164	320	1.95	0.56	Low Extent
2	Students are taught self -esteem through language learning which reduce corrupt practices in basic education.	164	381	2.32	0.49	Low Extent

3	Through language learning, students are taught how to develop self-control mechanism which reduces corruption in basic education.	164	331	2.01	0.61	Low Extent
4	Through language learning activities, students are taught how to pursue excellence rather than corrupt practices.	164	352	2.14	0.62	Low Extent
5	Students are taught pragmatic values through story telling which keeps them away from corrupt practices in school.	164	364	2.21	0.57	Low Extent

The data in **Table 1** revealed that items 1-5 had the mean scores and standard deviations of  $1.95 \pm 0.56$ ,  $2.32 \pm 0.49$ ,  $2.01 \pm 0.61$ ,  $2.14 \pm 0.62$  and  $2.21 \pm 0.57$  respectively. This indicates that the respondents response to the statement items on the extent of the implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone were to low extent. The grand mean score of the entire item was 2.12 with the standard deviation of 0.57 which was less than 2.50 benchmark for acceptance. Therefore, teachers implement the pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone to low extent.

**Research Question 2:** What is the extent of implementation of character building component of English language curriculum for corruption free basic education in Enugu Education Zone?

**Table 2: Mean response of teachers on the extent of implementation of character building component in English language curriculum.**

S/N	Extent of Implementation Character Building Component of English Language Curriculum for Corruption Free Basic Education	N	FX	$\bar{X}$	Standard Deviation	DECISION
1	Teaching students the ability to make social choices which strengthen their interpersonal relationships to reduce corrupt practices.	164	295	1.79	0.60	Low Extent
2	Students are taught to realize one's inner beauty in English language learning activities which help students to avert from all forms of corruption.	164	296	1.80	0.63	Low Extent
3	Students are taught how to promote individual and collective well being rather than selfishness which promote corruption.	164	295	1.79	0.55	Low Extent
4	Students are influenced positively to lead a healthy lifestyle worthy of corruption free education.	164	300	1.82	0.60	Low Extent
5	Students are groomed through English language learning for responsible citizenship necessary for corruption free basic education.	164	316	1.92	0.48	Low Extent
<b>Grand Mean Score</b>				<b>1.82</b>	<b>0.57</b>	<b>Low Extent</b>

Data in **Table 2** revealed that items 1-5 had the mean scores and standard deviations of  $1.79 \pm 0.60$ ,  $1.80 \pm 0.63$ ,  $1.79 \pm 0.55$ ,  $1.82 \pm 0.60$  and  $1.92 \pm 0.48$  respectively. This indicates that the respondents response to the statement items

on the extent of the extent of implementation of character building component in English language curriculum for corruption free basic education in Enugu Education Zone were to low extent. The grand mean score of the entire item was 1.85 with the standard deviation of 0.57 which was less than 2.50 benchmark for acceptance. Therefore, teachers implement the character building component in English language curriculum for corruption free basic education in Enugu Education Zone to low extent.

**Test of Hypotheses**

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female teachers on the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone.

**Table 3: t-test of independent sample on the mean ratings of male and female teachers extent of implementation of pragmatic values in English language.**

S/N	Variable: Gender	N <sub>Q</sub>	??	S.D	DF	T	P-Value	Decision	Remarks
1	Male	76	2.21	0.57	162	6.05	0.00	Reject HO	Significant (S)
	Female	88	1.72	0.44					
2	Male	76	2.38	0.54	162	1.41	0.16	Accept HO	No Significant (NS)
	Female	88	2.27	0.44					
3	Male	76	2.03	0.55	162	0.41	0.68	Accept HO	No Significant (NS)
	Female	88	2.00	0.66					
4	Male	76	2.06	0.59	162	1.53	0.13	Accept HO	No Significant (NS)
	Female	88	2.21	0.65					
5	Male	76	2.38	0.54	162	3.46	0.001	Reject HO	Significant (S)
	Female	88	2.07	0.57					
<b>Average P -Value</b>		<b>401</b>				<b>2.57</b>	<b>0.19</b>	<b>Accept HO</b>	<b>No Significant (NS)</b>

Data in table 3 showed that the average mean values of male and female respondents for item 1-5 on the significant difference in the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone were almost on the same range. This showed that male and female teachers were of the same opinion on the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone. It also showed average of t-calculated of 2.57 and P-Value of 0.17 which is greater than the chosen level of significance, 0.05. There is no significant difference in the

mean ratings of male and female teachers on the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone was upheld.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of male and female teachers in the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone.

**Table 4: t-test of independent sample on the mean ratings of male and female teachers in the extent of implementation of character building through English language learning.**

S/N	Variable:	NQ	$\bar{X}$	S.D	DF	T	P-Value	Decision	Remarks
	<b>Gender</b>								
1	Male	76	1.78	0.65	162	0.18	0.86	Accept HO	No Significant (NS)
	Female	88	1.80	0.56					
2	Male	76	1.78	0.63	162	0.28	0.77	Accept HO	No Significant (NS)
	Female	88	1.81	0.63					
3	Male	76	1.84	0.61	162	0.92	0.36	Accept HO	No Significant (NS)
	Female	88	1.76	0.50					
4	Male	76	1.86	0.63	162	0.77	0.44	Accept HO	No Significant (NS)
	Female	88	1.79	0.57					
5	Male	76	1.90	0.49	162	0.46	0.65	Accept HO	No Significant (NS)
	Female	88	1.94	0.48					
<b>Average P -Value</b>						<b>0.52</b>	<b>0.62</b>	<b>Accept HO</b>	<b>No Significant (NS)</b>

Data in table 4 showed that the average mean values of male and female respondents for item 1-5 on the significant difference in the mean ratings of male and female teachers on the extent of implementation of character building in English language learning for corruption free basic education in Enugu Education Zone were almost on the same range. This showed that male and female are of the same opinion in the significant difference on the mean ratings of male and female teachers on the extent of implementation character building in English language learning for corruption free basic education. It also showed average of t-calculated of 0.52 and P-Value of 0.62 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female teachers on the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone was upheld.

**Discussion**

The study explored information on the extent of implementation of value components of English language curriculum for corruption free basic education in

Enugu Education Zone.

The result of the study also revealed that teachers implement the pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone to a low extent. This finding was also confirmed by the result of null hypothesis 2 which submitted that there is no significant difference in the mean ratings of male and female teachers in the extent of implementation of pragmatic values in English language curriculum for corrupt free basic education in Enugu Education Zone. This indicates that effective implementation of pragmatic values in English language curriculum could instill in students, good moral and attitude necessary for corruption free basic education in Nigeria. The findings also revealed that teachers implement the character building component of English Language curriculum for corruption free basic education in Enugu Education Zone of Enugu State. The implication of this finding is that students who build positive character cannot participate in corruption. This finding was also in tandem with the result of null hypothesis 3 which submitted that there is no difference in the mean ratings of male and female teachers on the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone. This shows that teachers are aware that developing positive character in the students through language learning at basic education is very crucial for corruption free basic education in Nigeria.

### **Conclusion**

It is no longer news in Nigerian that the education system has been faced with many issues which reduces the performance and productivity particularly at the basic education. Values in English language curriculum include many aspects: classroom content, management, methodology and assessment. The values that go along with the teaching and learning are universal, English being a global lingua franca. This study concluded therefore that for the attainment of corruption free basic education, language teaching may be able to contribute by building character that helps students to desist from any form of corruption in school and even after school.

### **Recommendations**

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

1. Teachers should teach students the pragmatic values through the contents of English language curriculum in order to ensure corruption free Basic Education in Nigeria
2. Character building skills should be inculcated in learners in English language curriculum implementation to ensure that students develop personality and self-esteem or self-worth that would keep them away

from all forms of corruption.

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## **Building Corruption Free Environment for Effective Curriculum Implementation at Tertiary Education in Abia State: Students' Perception.**

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### **Abstract**

*The study examined the perception of students on building corruption-free environment for effective curriculum implementation in Abia State. The study adopted descriptive survey design. Four research questions were formulated and answered. The population of the study comprised all the 601 final year students of Faculty of Education Abia State University Uturu and College of Education, Michael Okpara University of Agriculture, Umudike. A sample of 300 students was randomly selected for the study. The instrument for data collection was a questionnaire developed by the researchers titled *Corruption-free and Effective Curriculum Implementation Questionnaire (CFECIQ)*. The questionnaire has 58 items, validated by three experts and has reliability index of 0.83. Mean and standard deviation were used to answer the research questions. The findings revealed that the corruption practices in tertiary institutions include extortion, sorting, favouritism, drug abuse, cultism, prostitution, indecent dressing and examination malpractices. The study equally revealed the cause of corruption as poverty, unemployment, weak government/leadership and ethnic and religious differences. The study further revealed consequences of corruption and proffered remedial measures to corruption. The study recommended among others that friendly corruption-free environment should be created; corruption-free mail boxes and website should be created, and Corruption-free Club should be established in tertiary institutions. In addition, corruption-free content should be included in General Studies of tertiary institutions.*

**Keywords:** *Curriculum Implementation, Tertiary Institution and Corruption*

## Introduction

Curriculum is a structured and guided learning experiences designed for learners' modification or change of character and carried out within a formal school setting in order to achieve educational goals (Onuoha-Chidiebere and Nwanorim, 2014). It is an embodiment of all the knowledge, skills, values and attitudes which a nation through her schools imparts to her citizens. It is a vehicle through which the schools achieve their goals. Okorafor (2003) defined curriculum as the life wire and the heart of every educational programs. To Kanno (2009), curriculum should be diversified to cater for the interest, talents, skills and future roles of the learners. This means that curriculum should be functional, relevant and related to learners' needs, interests and aspiration. According to Ivowi (2008), curriculum is a tool designed for educating a person in order to change the orientation, behavior, actions and values to that of a good person whose concern is not only to develop self but also the world around. In fact, curriculum is a systematic and guided plan of formal and informal content and process designed for the learners to acquire knowledge, skills, values, attitudes and taught by the teachers under the auspices of the school.

Curriculum implementation is the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed (Ogar and Awhen, 2015). Curriculum implementation is the translation of the objectives of the curriculum from paper to practice as well as the translation of the theory into practice or purpose into action (Saliu, 2018). This implies that, curriculum implementation is the process by which the school seeks to translate the hope and values of the society into concrete reality. Obasi and Ajeka (2007) defined curriculum implementation as the weaving together of the subject matter and method to produce desired learning activities which lead to the relevant learning outcomes. In the context of this study, curriculum implementation is the stage in the curriculum process whereby all the relevant curriculum inputs are brought into direct contact with the learners through a wide variety of activities and experiences by the efforts of the teacher.

Tertiary education is the education given after post basic education in institutions such as Universities, Colleges of Education, Polytechnics, Monotechnics and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and National Teachers' Institutes (NTI). The goals of tertiary education according to Federal Republic of Nigeria, National Policy on Education (FRN, 2013:52) shall be to;

- i. *contribute to national development through high level*

*manpower training;*

- ii. *provide accessible and affordable quality learning opportunities in formal and informal education in response to needs and interests of all Nigerians;*
- iii. *provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work;*
- iv. *reduce skill shortage through the production of skilled manpower relevant to the needs of the labour market;*
- v. *promote and encourage scholarship, entrepreneurship and community services;*
- vi. *forge and cement national unity; and*
- vii. *promote national and international understanding and interaction.*

According to FRN (2013:53), tertiary educational institutions shall pursue these goals through;

- i. *quality student intake,*
- ii. *quality teaching and learning;*
- iii. *research and development;*
- iv. *high standard in the quality of facilities, services and resources;*
- v. *staff welfare and development programmes;*
- vi. *provision of a more practical based curriculum relevant to the needs of the labour market;*
- vii. *generation and dissemination of knowledge, skills and competencies that contribute to national and local economic goals which enable students to succeed in a knowledge-based economy;*
- viii. *a variety of flexible learning modes including full-time, part-time, block release, day-release and sandwich programmes;*
- ix. *access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary education Trust Fund (TETFund);*

- x. *Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised;*
- xi. *Maintenance of minimum education standard through appropriate regulatory agencies.*
- xii. *an all-inclusive credible admissions policy for national unity;*
- xiii. *supporting affordable equitable access to tertiary education through scholarship and student loans;*
- xiv. *inter-institutional cooperation and linkages; and*
- xv. *Dedicated services to the community through extra-moral and extension services.*

In pursuance of these national goals, the curricula of tertiary education are geared towards providing learners with high level manpower training as well as intellectual capabilities to function effectively and productively in the society. As a matter of facts, the achievement of these tertiary education goals to a large extent depends on a corruption-free environment where learners and teachers are highly involved in teaching and learning, with the help of adequate infrastructure, facilities and materials. Furthermore, it is expected that the curricula of tertiary education inculcate into learners proper values for their benefits and the benefits of the society in which they live and equally lead to corruption-free environment.

Corruption is one of the greatest threats facing the world today. It is a phenomenon that has impacted on every society in different ways and in varying degrees. The challenge of corruption remains the major devastating issue facing Nigeria. This phenomenon has become a cankerworm that has eaten deep into the fabrics of educational system. Corruption is an obstacle towards attaining the nation's desire for manpower and national development. It is an abuse of entrusted power for one's private gain. Corruption is dishonest or fraudulent conduct by those in power typically involving bribery. It is a form of dishonesty or criminal activity undertaken by a person or organization entrusted with a position of authority. To Hallak and Poisson (2002), corruption is the systematic use of public office for private benefit whose impact is significant on access, quality, or equity in education.

Corruption is the abuse of office, privilege and hence an unethical behavior whereby one who is entrusted with a position either in public or private institution capitalizes on that trust to grab, divert and appropriate the resources of the public

or private institution for his/her personal benefit, gain or personal advantage (Nwaokugha and Ezeugwu, 2017). Corruption is a worldwide phenomenon which has been with all kinds of society through history as a global crime. It is a universal disease that presents itself in different dimensions. According to United Nations Development Programme (UNDP, 2008), corruption is the misuse of entrusted power to private gain. It is the acquisition of that which one as a member of the society not public official alone is not entitled. Corruption represents a departure from what the society considers as correct procedures in exchange of goods, services or money on the part of everybody that makes up the society (Egbefo, 2012).

Odoba and Elijah (2007) defined corruption as a deliberate and conscious deviation and violation of rules, norms, and cherished values of society by someone or group of persons occupying position(s) of trust because of inordinate desire for power, wealth and recognition. Corruption-free environment is an environment that is free from all forms of corrupt practices. It is a situation where the environment is totally sanitized of all forms of corruption and the citizens are morally enlightened. Corruption is everywhere in Nigeria and it is the major causes of poverty. It equally associates with low level of economic development, slower economic growth and conflicts in educational institutions and other sectors. Suleiman (2005) observed that corruption has led to instability and gross abuse of power, decaying infrastructure, inadequate staffing, poor and falling education standard, disappearance of grants, trust funds and loans, poor leadership, lack of accountability and transparency and underdevelopment of educational sectors. This is why Onwuka (2009) stated that corruption in the political life of a nation is a tragedy, while corruption in the educational sector is a double tragedy. This is because the educational sector has tremendous capacity to set in motion an uncontrollable reproductive process of corruption in the larger society.

The corruption in the educational sector comes in many forms. Amundsen (2000) suggested five main forms of corruption as follows; embezzlement, bribery, fraud, extortion and favouritism. According to Hallak and Poisson (2007), forms of corruption are bribery, bypass of criteria, non-use of legal criteria, leakage, illegal use of public resources, diversion of funds, embezzlement, misappropriation, favoritism, fraud, ghost worker and nepotism. David (2002) identified corrupt practices among staff and students of secondary schools in Delta State as follows; examination malpractice, cultism, sexual immorality, and bribe to pass examination, stealing and cheating, drug abuse, fighting their tutors,

truancy and extortion of money from the students. In this study some forms of corrupt practices in tertiary education that would be examined include examination malpractice, cultism, bribery of teachers to pass examination, sexual immorality, stealing, fraud, extortion of money and materials, drug abuse and smoking of weeds, indecent dressing, impersonation, forge of certificates, and favoritism.

Oyinloha (2009) highlighted the causes of corruption in educational sector in Nigeria to include; poverty, unemployment and low wage workers. Other causes of corruption according to Babatope (2008) are weak government/leadership, poor remuneration and incentives, lack of openness and transparency in public and private service, absence of key corruption-free tools, culture and acceptance of corruption by the populace, absence of effective political financing, poverty, ethnic and religious differences and resource scramble. Corruption in tertiary education has many consequences on curriculum implementation. The consequences of corruption on educational system as identified by Daniel (2015) include; reduction of standard of education, graduation of half-baked students to the labour market, increase in cultism, poor performance in examination, increase in examination malpractice, increase in dropout rate, employment of incompetent staff, decrease in moral value, bribery, poverty, laziness among staff and students, production of bad future leaders and reduction in self-esteem and self-reliance. David (2002) identified the consequences of corruption as follows; corruption promotes poverty, creates the condition for political instability, and increases criminalization in educational sector and anti-development.

Furthermore, corruption has numerous consequences on education and the world at large. It has effects on human lives. When people cannot get access to good education, quality healthcare, safe place to live, clean water and environment, their lives are at risk. As a matter of facts, only person who are healthy can have opportunity to acquire knowledge, skills and values. When the developers are bribed and they cannot adhere to health and safety standard, the lives of people are at risk. Corruption reduces public trust and citizens' willingness to participate in educational sector and society at large. For instance when funds marked out for education projects are being embezzled thereby leaving the projects uncompleted, this in turn reduces trust and negatively affect educational development. Another consequence of corruption is that human rights are violated. For instance courts violate the fundamental right of access to justice when their staff and judges are bribed. It equally affects education sector as well as the society. Other consequences of corruption include inequality, gender

imbalance, crime and conflict.

Zamaletdinov, Yudina, Lavrentyeva, Savva and Pugacheva (2016), identified some remedial measures to corruption as follows, organization of corruption-free workshops to sensitize students and staff, creation of special mail box/boxes for suggestions, comments and complaints on corruption, creation of a separate corruption-free university website, establishment of transparency education such as electronic transcripts, certification statement, creation of legal mechanism to counter corruption at university, faculty and departmental levels, creation of departments corruption-free policy system, organization of specialized committee on corruption-free environment, regular adjustment and modification of corruption-free strategies.

### **Purpose of the Study**

This study seeks to find out the following, the corruption practices existing in tertiary education in Abia State, the causes of corruption in tertiary education, the consequences of corruption on curriculum implementation in tertiary education and the remedial measures to build corruption-free environment for effective curriculum implementation at tertiary education in Abia State. To guide the study, the following research questions were posed;

1. What are the corruption practices that hinder effective curriculum implementation at tertiary institutions in Abia State?
2. What are the causes of corruption at tertiary institutions in Abia State?
3. What are the consequences of corrupt practices on curriculum implementation at tertiary institutions in Abia State?
4. What are the remedial measures to build corruption-free environment for effective curriculum implementation at tertiary institutions in Abia State?

### **Method**

The study adopted descriptive survey design. The study was carried out using two universities (one state and one federal) in Abia State. The two universities were Abia State University, Uturu and Michael Okpara University of Agriculture Umudike. The population comprised all final year students of Faculty of Education, Abia State University, Uturu and College of Education Michael Okpara University of Agriculture Umudike with a total of 601 students. A sample of 300 final year students was selected using simple random sampling technique which is 50% of the population. The instrument for data collection was a questionnaire titled Corruption-free and Effective Curriculum Implementation Questionnaire (CFECIQ) developed by the researchers. The instrument

consisted of two sections A and B. Section A was used to elicit information on personal variables of the respondents, while section B was used to obtain information on corruption practices in tertiary education, causes of corruption, consequences of corruption and remedial measures to build corruption-free environment for effective curriculum implementation in tertiary education. Section B had four clusters with 58 items. A four point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighed 4, 3, 2, and 1 points respectively was used for data collection. One expert from curriculum studies and two experts from measurement and evaluation validated the instrument. The reliability index of the instrument was realized as 0.83 using Cronbach Alpha Method. The researchers administered the questionnaire to 300 students in the two universities with the help of four research assistants. The questionnaires were completed and returned for data analysis. Data were analyzed using mean and standard deviation. Questionnaire items with means values of 2.50 and above were considered agreed, while items with mean values of 2.49 and below were considered as disagreed.

### Results

The results of the study were presented in tables 1, 2, 3 and 4 according to the research questions.

#### Research Question One

What are the corruption practices that hinder effective curriculum implementation at tertiary institutions in Abia State?

**Table 1: Mean and Standard Deviation of Students Perception of Corruption Practices at Tertiary Institutions in Abia State. N = 300**

<i>S/N</i>		<i>Mean</i> $\bar{X}$	<i>SD</i>	<i>Decision</i>
1.	Extortion	2.80	1.07	Agreed
2.	Buying of Scores (Sorting)	3.46	0.85	Agreed
3.	Favouritism	2.86	1.05	Agreed
4.	Fund Misappropriation	2.21	1.37	Disagreed
5.	Examination Malpractice	2.81	1.04	Agreed
6.	Cultism	2.92	1.08	Agreed
7.	Prostitution	2.95	1.00	Agreed
8.	Stealing	3.00	1.05	Agreed

9.	Sexual Harassment	3.22	0.88	Agreed
10.	Embezzlement	2.21	0.45	Disagreed
11.	Drugs Abuse	2.93	0.89	Agreed
12.	Fighting	3.04	0.91	Agreed
13.	Nepotism	2.87	1.03	Agreed
14.	Examination Paper Leakage	2.84	1.13	Agreed
15.	Bribery	2.86	1.05	Agreed
16.	Fraud	2.61	1.15	Agreed
17.	Forge of Certificate	2.85	1.04	Agreed
18.	Impersonation	3.02	0.94	Agreed
19.	Indecent Dressing	3.03	0.83	Agreed
20.	Cohabitation	3.13	0.95	Agreed
21.	Truancy	3.46	0.85	Agreed
22.	Illegal use of public resources	2.03	1.12	Disagreed

Table 1 shows that students agreed with items almost all the items since most have values above 2.50. These corruption practices in tertiary institutions include:- extortion, buying of scores (sorting), favoritism, examination malpractice, cultism, prostitution, stealing, sexual harassment, drug abuse, fighting, nepotism, examination paper leakages, bribery, fraud, forge of certificates, impersonation, indecent dressing, cohabitation and truancy. Items Fund misappropriation, embezzlement and illegal use of public resources were not seen as corrupt practices with mean of less than 2.50.

**Research Question Two**

What are the causes of corruption in tertiary institutions in Abia State.

**Table 2: Mean and Standard Deviation of Students' Perception of Causes of Corruption in Tertiary Institution in Abia State. N=300**

S/N	Causes of Corruption in Tertiary Institutions	Mean $\bar{X}$	SD	Decision
1	Poverty	2.86	0.81	Agreed
2.	Resource scramble	2.20	0.96	Disagreed
3	Weak government/leadership	2.66	1.09	Agreed
4.	Unemployment	2.92	1.11	Agreed
5.	Quota system	2.07	1.00	Disagreed
6.	Poor remuneration and incentives	3.06	1.00	Agreed

7.	Inadequate financing	3.15	0.49	Agreed
8.	Lack of openness and transparency	2.50	1.25	Agreed
9.	Ethnic and religious differences	2.73	1.40	Agreed
10.	Culture and belief of people	2.05	1.35	Disagreed
11.	Absence of key anti -corruption tools	2.98	0.99	Agreed

Data in Table 2 reveals that students agreed with 7 of the 11 items listed are causes of corruption tertiary institutions. The items have mean scores above the criterion mean of 2.50. These include: - poverty, weak government/leadership, unemployment, poor remuneration and incentives, inadequate financing, lack of openness and transparency, ethnics and religious differences and absence of key corruption-free tools.

### Research Question Three

What are the consequences of corruption practices on curriculum implementation at tertiary institution in Abia State?

**Table 3: Mean and Standard Deviation of Students' Perception on Consequences of Corruption on Tertiary Institutions in Abia State.**

N = 300

S/N	Consequences of Corruption on Tertiary Institutions	Mean $\bar{X}$	SD	Decision
1.	Reduces education standard	3.04	0.91	Agreed
2.	Increases cultism	3.21	0.77	Agreed
4.	Leads to poor performance	2.93	1.26	Agreed
5.	Production of half-baked students	2.87	1.03	Agreed
6.	Increases examination malpractices	3.29	0.63	Agreed
7.	Leads to employment of incompetent staff	3.13	0.95	Agreed
8.	Increases dropout rate	2.50	1.25	Agreed
9.	Decreases moral value	2.92	1.11	Agreed
10.	Leads to laziness among staff and students	2.85	1.04	Agreed
11.	Production of bad future leaders	2.63	1.23	Agreed
12.	Increases criminalization	2.92	1.27	Agreed
13.	Creates gender imbalance	2.73	1.40	Agreed
14.	Reduces Public Trust	2.88	0.81	Agreed
15.	Leads to Poverty	2.66	1.09	Agreed

Data in Table 3 reveals that students agreed that all the items listed are consequences of corruption in tertiary institutions. These items have mean scores above the criterion mean of 2.50. They include: reduction in educational standard, increase in cultism leads to poor performance, production of half-baked students, increase in examination malpractices, employment of incompetent staff, increase in dropout rate, decrease in moral value, laziness among staff and students, production of bad future leaders, increase in criminalization, created gender imbalance, reduce public trust and leads to poverty.

**Research Question Four**

What are the remedial measures to build corruption-free environment for effective curriculum implementation in tertiary institutions in Abia State?

**Table 4: Mean and Standard Deviation of Students' Perception on Remedial Measures to Build Corruption-free Environment. N=300**

S/N	Remedial Measures to Build Corruption-free Environment	Mean $\bar{X}$	SD	Decision
1.	Establishment of corruption-free week	2.81	1.04	Agreed
2.	Organization of corruption-free workshops and seminar for staff and students	3.13	0.95	Agreed
3.	Formation of a modern and well-balanced system of quality assurance of education	2.84	1.13	Agreed
4.	Establishment of task force in-charge of examination and release of results	3.04	0.91	Agreed
5.	Creation of friendly corruption-free environment in tertiary institutions	2.98	0.99	Agreed
6.	Inclusion of corruption-free policy in tertiary institutions rules and regulations	2.92	1.11	Agreed
7.	Creation of corruption-free special mail boxes at strategic corners of the institutions.	2.80	1.05	Agreed
8.	Establishment of corruption-free web site accessible to staff and students	3.03	0.83	Agreed
9.	Inclusion of corruption-free content in General Studies (GST) in tertiary institutions	3.15	0.49	Agreed
10.	Establishment of transparency education mechanism such as, electronic payment transcripts, certification of statement	3.20	0.77	Agreed
11.	Establishment of Corruption-free Club (CFC) in tertiary institutions	2.73	1.40	Agreed

Data in Table 4 shows that students agreed with all the 11 items listed as remedial measures to build corruption-free environment. These remedial measures include are:- establishment of corruption-free weeks, organization of corruption-free workshops and seminars for staff and students, formation of a modern and well balanced system of quality assurance of education, and inclusion of corruption-free content in General Studies (GSTs) in tertiary institutions.

### **Discussion**

The findings in Table 1 revealed that 19 out of 22 items presented to the final year students in the two universities obtained mean scores above the criterion mean of 2.50. This indicated that extortion, buying of scores (sorting), favouritism, examination malpractices, cultism, prostitution, stealing, sexual harassment, drug abuse, fighting, nepotism, examination paper leakage, bribery, fraud, forge of certificate, impersonation, indecent dressing, cohabitation and truancy are the corruption practices in tertiary institutions. The findings agreed with the findings of Amundsen (2000), Hallak and Poisson (2007) and David (2002) who identified that the corruption practices are extortion, favouritism, fraud, forge of certificate, examination malpractices and bribery.

The findings in Table 2 also revealed the causes of corruption in tertiary institution include poverty, weak government/leadership, unemployment, poor remuneration and incentives, inadequate financing lack of openness and transparency, ethnic and religious differences and lack of key corruption-free tools. The findings agreed with the findings of Babatope (2008) and Oyioloha (2008) who found that the causes of corruption are poverty, employment, poor remuneration and incentives, lack of openness and transparency, absence of key corruption-free tools and ethnic and religious differences.

From Table 3 the consequences of corruption include reduction in educational standard, increase in cultism, poor performance, production of half-baked students, increase in examination malpractices, employment of incompetent staff, increase in dropout rate, reduction in moral value, laziness among staff and students, production of bad future leaders, increase in criminalization, creation of gender imbalance, reduction in public trust and leads to poverty. The findings agreed with the finding of David (2002) who found that the consequences of corruption are reduction in educational standard, production of half-baked students, increase in examination malpractice and poverty.

Furthermore, the study revealed the remedial measures to build corruption-free environment as establishment of corruption-free weeks for staff and students, organization of corruption-free workshops and seminars for staff and students, formation of modern and well-balanced system of quality assurance of education, establishment of task force in-charge of examination and release of results, creation of friendly corruption-free environment in institutions, inclusion of corruption-free policy in tertiary institutions rules and regulations, creation of corruption-free special mail boxes at the strategic corners of the institutions, creation of corruption-free website accessible to staff and students, inclusion of corruption-free content in general studies of tertiary institutions and establishment of transparency education mechanism such as electronic payment transcripts, certification of statement. The findings agreed with the findings of Zamaletdinov, Yudina, Lavrentyeva, Savva and Pugacheva (2016) who revealed that some measure to corruption as organization of corruption-free workshops, creation of special mail boxes, establishment of corruption-free website establishment of transparency education and establishment of corruption-free club in tertiary institutions.

### **Conclusions**

The findings of this study revealed corruption practices in tertiary institutions such as extortion, prostitution, fighting, examination malpractices, favouritism, sorting, drug abuse, cultism, cohabitation, impersonation, indecent dressing and truancy. Causes of corruption were also revealed such as poverty, unemployment, weak government/leadership, poor remuneration and incentive, ethnic and religious differences. Some consequences of corruption were highlighted which include reduction in educational standard, increase in cultism, production of half-baked students, poor performance, employment of incompetent staff, laziness among staff and students and decrease in moral values. The study equally proffered the remedial measures to corruption. As a matter of facts, corruption has damaged human lives in tertiary institutions particularly and the society at large. Sensitizing staff, students and general public on corruption-free tools will go a long way to improve the standard of living and educational system in our society.

### **Recommendations**

Based on the findings, the following recommendations are made;

- Friendly corruption-free environment should be created in tertiary institutions.
- Corruption-free mail boxes and website should be established in tertiary

institutions.

- Workshops and seminars on corruption-free should be organized for students and staff in tertiary institutions.
- Transparency education mechanism such as electronic payment, transcript and certification of statement should be established in tertiary institutions.
- Corruption-free content should be included in General Studies of tertiary institutions.
- Corruption-free policy should be included in rules and regulations of tertiary institutions.
- Task force team should be established in tertiary institutions to monitor examination and release of results.
- Corruption-free Club (CFC) should be established in tertiary institutions.

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## **Civic Education Curriculum as an Instrument for Building a Corrupt Free Society in Nigeria**

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### **Abstract**

*Corruption has been the topic of many debates and much literature, yet it remains a global challenge with far-reaching implications that permeates every sphere of the society. In Nigeria there are rampant manifestation of corruption which include, inflation of contracts, falsification of accounts and official records in the public service, forgery of documents, examination malpractices, bribery, tax evasion, illegal acquisition of public assets, frightening degree of electoral fraud and budget paddling among others. The underlying assumption in this paper is that teaching of Civic Education curriculum is not only a way to fight corruption, but is a way to build a corrupt free society in Nigeria. Therefore, this paper offers an account of Civic Education Curriculum as an instrument for building a corrupt free society. Drawing on the critical conceptual framework, this paper conceptualizes Civic Education in the Nigerian context; traces the history of Civic Education curriculum in Nigeria; describes Civic Education curriculum in Nigerian schools; explores discourses on corruption; and discusses on the potency of Civic Education in producing corrupt free citizens/society in Nigeria. The paper concluded that, Civic Education curriculum is an effective means of building a corruption free society in Nigeria. It was recommended among others that; Anti-Corruption Clubs and Societies in schools should be established, through which students will be enlightened about corruption, its forms, causes and effects on society and this will bring about serious changes in their future life.*

**Key Words:** Civic Education, Curriculum, Corruption and Building Corruption-Free Society.

### **Introduction**

Education is globally recognized as the bedrock of individual and national development. It has been viewed as a powerful instrument to human development, leading to higher productivity and standard of living. Education as

an important tool for national development has become the major concern of successive governments. In Nigeria, education is seen as the pivot of any meaningful development, be it social, economic, political and technological (Ezekwesili, 2006). Evidently, it is perceived not only as an instrument for accelerated national development but also the basis for the “development of the individual into a morally sound, patriotic and effective citizen” (Federal Republic of Nigeria, 2013:1). Arguably, the role of education (through the auspices of the school) in promoting civic competence seems to have been adequately reflected in relevant literature (Ogundare, 2000; and Nwaubani & Azuh, 2014). For instance, it has been argued that any school subject in the educational system is capable of educating for citizenship depending on how it is taught (Udoh, 2000). However, other schools of thought (Osho, 2002; Obebe, 2005) believe that certain school subjects by virtue of their philosophy, nature, contents and methodological insight or approaches are better strategically positioned to provide effective citizenship education. Thus, Civic Education is one of such subjects.

### **Civic Education: Meaning and Historical Development in Nigeria**

The concept of Civic Education refers to both formal and informal training given to the citizens to develop in them that knowledge, values and skills needed for effective participation in the political process and the civil society (Finkel, 2000b; Azebamwan, 2010). According to Dahl (2002), Civic Education is the type of education that fosters youths' democratic attitudes, skills and knowledge to engage and work on important public issues and make democracy a way of life. He adds that Civic Education aims to equip boys and girls for life in the public realm and engages them in the analysis of major rules and regulations of society, public and private institutions, actors and vital social issues that enable them to find ways to resolve social problems. In Nigeria, Civic Education is generally defined to mean “the education that concerned with development of values, social norms, skills and democratic ideals in the citizens” (NERDC, 2007).

Civic Education is an academic subject within the school curriculum that focuses on the preparation of young people for their future participation in the life of society, especially in the areas of accepting responsibilities and claiming rights; it prepares young people to be morally responsible as they contribute to social integration of the society. (NERDC, 2007). From the foregoing, it can be deduced that Civic Education in Nigerian schools serve as a vehicle for enabling students to create awareness (knowledge), develop abilities and skills and embrace values and dispositions that will make them competent individuals committed to building a corrupt free society which everyone will be proud of. Historically, Civic Education is a relatively new subject in the Nigerian National curriculum.

Since the Presidential Forum on Education directed the National Council on Education (NCE) and Nigerian Educational Research and Development Council (NERDC) and set the National Technical committee on Civic Education (NTCCE) to collaborate with the National Orientation Agency (NOA) to coordinate the development and implementation of Civic Education at the Universal Basic Education level nationwide (Jekayinfa, Mofoluwawo and Oladiran, 2011). This decision was the outcome of the presidential concern for the development and transformation of Nigerian youths into effective and responsible citizens who are able to productively contribute to the attainment of the Millennium Development Goals (MDGs) (Oyetade and Oladiran, 2012). Civic Education at both primary and secondary schools levels is a Core and Compulsory subject drawn from the elements of Government, Social Studies, History, Political Science, Sociology, Law and Emerging Issues formulated in an operational form to enable the nation achieve four key goals of National Economic Empowerment and Development Strategies (NEEDS) and also to the compliment of the Millennium Development Goals (MDGs) now Sustainable Development Goals (SDGs) (Mezieobi, 2008b).

Considering the socio-political condition of Nigeria in recent times, the Federal Government of Nigeria in collaboration with the National Council of Education (NCE) and Nigerian Educational Research and Development Council (NERDC) made conscientious effort to re-establish Civic Education curriculum in the school system. Consequently, the Federal government of Nigeria in 2009 directed that the teaching of Civic Education should be re-introduced in schools. It was first introduced in the Basic Education levels and was later introduced in senior secondary schools in 2011 (Ezegbe *et al*, 2012; Eskay *et al*, 2014).

### **Civic Education Curriculum in Nigerian Schools**

Civic Education constitute one of the important curriculum designs which is offered as a subject within the framework of the Nigerian educational system. Civic Education, as a curriculum instrument, is assigned a key role in the successful implementation of the nation's political goals. The Civic Education curriculum according to Yahaya (2013) addresses young Nigerians in the affirmative educational years. The contents address issues that are important to developing young Nigerians into responsible citizens. The curriculum is concerned with the development of values, social norms, knowledge, skills and democratic ideals in the citizens for national development.

The Civic Education curriculum content contains issues germane to developing effective citizenship as indicated in the National curriculum for Junior and senior Secondary Schools. According to Shun-Num (2015), the contents of Civic

Education curriculum has for long been limited to the following major themes: Values; Emerging issues; Citizenship; Democracy; Human Rights awareness; Law and order; Interpersonal relationship/international understandings; Civil society and popular participation; Constitutional democracy and rule of law and Responsible parenthood.

The above content is a multi-disciplinary and inter-disciplinary, learner-centred, interactive, activity/issues-based curriculum. Young learners are to be exposed to total learning experiences which reflect depth, appropriateness, and inter-relatedness of knowledge, skills and dispositions. That means civic and citizenship issues are presented in logical and sequential order of themes which ensures continuity of citizenship issues. Moreover, the curriculum shows flexibility by enabling the Civic Education teacher to introduce creativity and adaptability into civic content and other contemporary public issues such as corruption. Furthermore, the curriculum package contains relevant themes that would to a large extent, make schools places where students would be taught basic values and ideals that would presumably make them responsible citizens (Olibie & Akudolu, 2013).

The Nigeria society today is greatly affected by the menace of “corruption”, as it drains and cripples it little by little. This menace which has clawed its way in, has become deeply rooted and embedded in the society and while some are of the opinion that it is a difficult problem that can't be solved, others believe in the possibility of a society that is free from the tight bonds of corruption (Onike, 2014; Muhammad, 2019). As at today, corruption is one of the serious challenges confronting Nigeria society. It has permeated every sphere of the society. With its current prevalent rate, the Country's image abroad is seriously damaged. Some scholars and public analysts are of the opinion that, every Nigerian by the prevailing culture of corruption has the tendency to be corrupt. According to Olibie and Akudolu (2013), the spate of corruption in Nigeria is alarming and pervades every aspect of National life from the technocrats to the politicians. Consequently, the loss of value, the imbibing of false values, the lack of self-spiritedness, patriotism etc. have become the lots of Nigerians. These social ills have pervaded all sectors, all aspects of the society that they constitute the essential problems with which in reality Nigerians have to contend. Based on this, Nigeria with all her abundant resources still faces problem of youth unemployment, high poverty rate, mass illiteracy and security challenges due to problem of corruption. The question that is being widely asked in relation to this is “how can the society and nation as a whole be rid of corruption?” To answer the above question, the “Civic Education Curriculum” exists as a perfect solution and instrument that can serve as the bedrock for laying the foundation of building

a corrupt-free society in Nigeria. It is against this background that, this paper intends to discuss the potency of Civic Education curriculum in building a corrupt-free society.

### **The Concept of Corruption**

For proper understanding of the issues raised in this paper, there is need for clarification of the concept of corruption. The word “Corruption” is derived from Latin word “*Corruptio*” which expresses wicked behaviour, immorality, destroy and rottenness. Like many other concepts, corruption has no universal single meaning, as such its open to many interpretations by different scholars. Corruption can be defined with flexibility using sociological, psychological and philosophical dimensions. A lot of scholars have variously defined the concept of corruption with ethical touch and from legal prospective.

According to Oxford Advanced Learner's Dictionary (2001), the verb 'corrupt' mean lack of integrity, to debased, to destroy the purity of, to prevent, to bribe, to make rotten etc. To EFCC (2005) corruption is a behaviour which involves individual or group violating rules against the exercise of certain types of rights and duties for personal and private gains. Corruption involves offer and acceptance of bribe or other forms of gratification. When anything is offered to induce or influence another person's decision, choices and action such thing fits to be described as corruption (Onike, 2014). Corruption is also been any act, conduct or behaviour capable of enriching the doer at the expense of the society or government. Given its wider implications, corrupt practices are observable in both private and public spheres of life. From religious perspective, both Islam and Christianity abhor corruption. When the concept of corruption is examined from psychological perspective, it is regarded as unethical behaviour. Bribery is also said to be an act of corruption.

From the legal viewpoint, Corruption is also described as prohibitive acts whose violation attracts sanctions. In addition, corruption is believed to be an act of indiscipline and the culpability of the doer depends on the nature and the form it takes. In some social contexts, corruption is destructive and it is becoming a perennial social problem in Nigeria (Onike, 2014). From the definitions above, we can deduce that corruption is any unethical and condemnable act from social context, religious perspective and legal standpoint.

### **Potency of Civic Education in Producing Corrupt-Free Citizens/Society**

Despite this, it is becoming increasingly clear that it is very difficult to find success in enforcement and prevention without changing overall public attitudes towards corruption, both among adults and children. Trying to educate adults is important to change things now, but children are important for long-term

attitudinal change and to build deep support for new or strengthened institutions to improve governance and fight corruption. Indeed, according to Marquette (2007), 'Education can play a decisive role in the fight against corruption and crime and the construction of a culture of legality'. Because of this, Civic Education should target both groups, with methodologies and pedagogy to suit.

Audu (2014) cited in Yusuf et al (2018) clearly states that Civic Education is one of the subjects taught in both primary and secondary schools which inculcates sound moral values in the youths. Therefore, Civic Education is designed with the tools to help individuals learn how to become active, informed and responsible citizens. The nature of Civic Education connotes the characteristic of the subject and its major components however; the broadest possible description of Civic Education would be that it is aimed to make good citizens equipped with appropriate knowledge, skills and traits of good characters (Galston, 2001). Furthermore, Ajao (2013) asserts that Civic Education is a form of education through which people acquire useful and positive habits, attitude, and beliefs which make them to live as good members of the society. However, Ujunwa (2013) views Civic Education as a subject in the school charged with inculcating youths with skills they need for the actualization of national objectives contained in the national policy on education.

Civic Education is considered a viable tool for producing effective, efficient, functional, patriotic and useful citizens who can contribute to building a corrupt free society which pave way national development. Thus, the teaching of Civic Education curriculum in Nigerian schools helps in developing positive attitudes and values in students, such as honesty, transparency, trustworthiness, contentment, justice, fairness, integrity, cooperation, participation, tolerance, hard-work, open-mindedness, courage etc. Definitely, inclusion of such values will help Nigerians imbibe the culture of discipline and shun every act of corruption in society. This implies that Civic Education is an effective means for building a corrupt free society in Nigeria.

Yusuf, Bello, Ayub and Balogun (2018) asserted that individuals who have been exposed to Civic Education learn to conclude that giving and taking of bribes contributes negatively to the the development of the country, but also to identify the services government are entitled to make available for them. Also, to understand why people are corrupt, how corruption itself happens, public role in its prevention and the institutions available to help them when they are about giving up corrupt individuals. In this regard, it must be noted that Civic Education is expected to develop expectations for good citizenship and better governance, while citizens should be enabled to think and act in the context of their world and

lay foundation for improved and sustainable development.

Civic Education can be a preventive measure to corrupt practices in Nigerian society when civic responsibilities and values have been instilled into children at a very early age. Also, it can serve as reactionary measure because it will try to re-orientate individuals and encourage them to uphold their civic virtues and responsibilities which will make them abstain from all corrupt practices. Yusuf *et al* (2018) concluded that Civic Education can serve as a measure of curbing corruption in Nigeria and it is hoped that if Civic Education can instill anti-corruption values in individuals, it will eventually translate into anti-corruption ethic in all sectors of the economy because every individual would have undertaken anti-corruption education.

### **Conclusion**

The National Policy on Education (2013) regards Civic Education as a core and compulsory subject at both basic and senior secondary education in Nigeria. The policy stipulates that the teaching of Civic Education Curriculum in our schools must be seen as one of those avenues of establishing strong bases for the making of an effective citizens and forms a cohesive society free of corruption in Nigeria. From the foregoing, it can be concluded that Civic Education curriculum is an effective means of building a corruption free society in Nigeria. Thus, the effort to build a corruption free society is to integrate more values in teaching of Civic Education in our schools. The values that are integrated are the values of the anti-corruption character such as honesty, responsibility, contentment, courage, fairness, transparency, openness, discipline, simplicity, hard work, concern among others. By so doing the teaching of Civic Education can direct students to conduct various learning activities, aiming to build student knowledge about concepts, principles, values, negative effects, overcoming and preventing corruption and other criminal activities in society. This will increase students' knowledge and provide an understanding of anti-corruption-related issues. So with that understanding will help in building a free-corrupt society in Nigeria.

### **Recommendations**

In order to use Civic Education curriculum as a means of minimizing corruption as well as building corruption free-society in Nigeria, the following recommendations are proffered:

- i. Anti-Corruption Clubs and Societies in schools should be established, through which students will be enlightened about corruption, its forms, causes and effects on society and this will bring about serious changes in their future life.

- ii. Civic Education should be introduced at the tertiary education level, which is a big gap need to be filled.
- iii. Civic Education curriculum should be restructured for effective promotion of value reorientation in the country.
- iv. Civic Education teachers should endeavor to make the class practical where students can relate whatever is being taught to real life scenario. This can be achieved by adopting innovative instructional strategies.
- v. Conferences, Seminars, Workshops and other training programmes should be organized for teachers to improve their knowledge of civic responsibility. This would help improve their knowledge and skills of civic responsibility, thereby achieving the objective of Civic Education.
- vi. Teachers should make adequate use of resource persons in teaching specialized specific contents of instruction and make use of appropriate teaching resources in teaching contemporary societal issues such as corruption.
- vii. Curriculum Organizations such as Curriculum Organization of Nigeria (CON); Social Studies and Civic Educators Association of Nigeria (SOSCEAN) should be in the forefront of the campaign-to fight corruption which is greatest enemy of development in Nigeria. This can be in form of national rallies, meetings, debates, discussions, house-to-house campaign, seminars or lectures presentations on anti-corruption.
- viii. More textbooks should also be written and published by Civic Education specialist to sustain the struggle against corruption. Such books should have illustrations and examples that will discourage corruption.

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