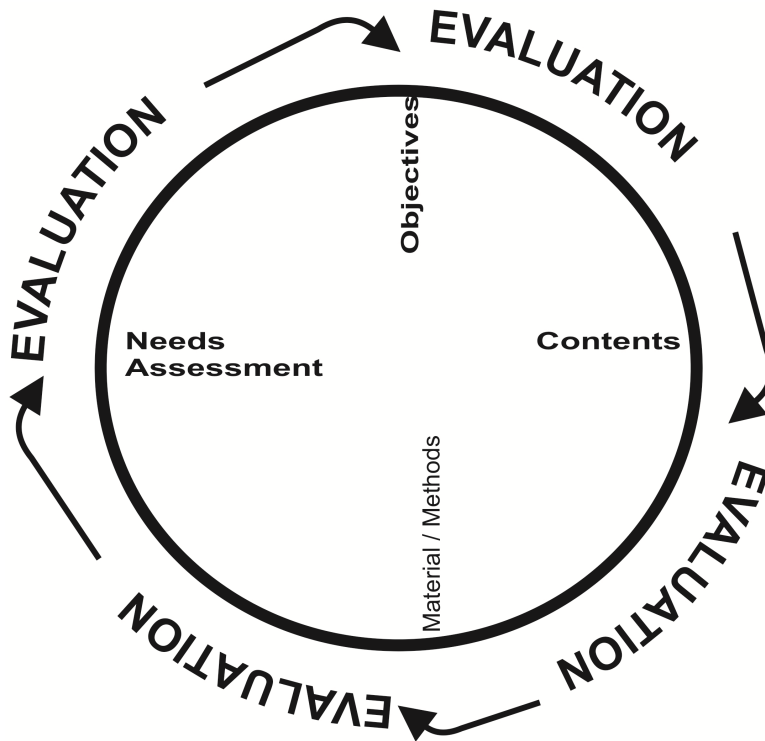# Nigerian Journal

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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.
* Teacher preparation and re-orientation at all levels of education.
* Teaching methods and teacher effectiveness.
* Educational foundations and comparative education.
* New structures and operational patterns in pre-university education.
* Learners' achievement and programme evaluation.
* Quality assurance, Information Communication and Technology.
* Entrepreneurship education.
* Gender issues and inclusive education.
* Teacher preparation and climate change curriculum.
* Assessment of curriculum and Sustainable Development Goals.
* Innovations for effective education delivery.

CONTENTS

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 a 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 32nd Annual Conference held at the Princess Alexandra Auditorium (PAA), University of Nigeria, Nsukka, 19th September, 2019

By

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

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 envelops 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 than 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, dysfunitional 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 enterpriseHowever, some negative values that sustain corruption include:
  o Obsession with materialism (craze for materialism)
  o Quest for short-cut to affluence
  o Glorification and approbation of criminals and their ill-gotten wealth
  o Culture of consumerism
  o Certification syndrome
  o Culture of impunity
  o 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 microcosym 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.

Evalualtion 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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Students' Perception of Curriculum and Corruption Free Tertiary Education: A Case of Rivers State University

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Abstract

This paper examined students' perception of curriculum and corruption free tertiary education: a case of Rivers State University. Descriptive survey design was used for the study. A population of 176 students and a sample size of 70 derived by stratified proportionate sampling technique. The study was guided by four research questions. The instrument for data collection was a structured questionnaire by the researchers with 29 items measured on a 4-point likert scale. The instrument was validated by three experts. The reliability coefficient of the instrument 0.86 was calculated using Cronbach-alpha. Data analysis was done using mean and standard deviation. Findings revealed that there exist administrative and politically tolerated corruption in tertiary education, research delays and fast tracking were some of the main corrupt practices. It was found out that some units in the universities aid corrupt practices. Admission racketeering was also identified as on-going. External factors also encouraged corruption in tertiary institutions but the curriculum could be used to solve the problem of corruption in the tertiary education system. The paper recommended that university management should check administrative corruption; vice chancellors should free themselves from the pangs of politicians, deans of faculties should set up committees to check corruption and NUC should unbundle universities units to eradicate corruption and encourage effectiveness etc.
Keywords: Corruption, curriculum, education and tertiary education

Introduction

Curriculum can be conceptualized as all the endeavours of man at making sure that the aspiration of the society is achieved using the school as a channel (Ada, 2012). This definition presents the curriculum as everything that man does in order to move his society forward through the school as an organized instrument

to achieving her desires. Omoniwa (2012) also describes the curriculum as the giving of knowledge, skills, and attitudes to learners based on the acceptability of the society of such contents as worthwhile enough to bring the needed change by allowing the school at any level to pursue the said mandate. Amadioha and Akor (2018) had defined the curriculum as that a tool used in shaping the behavior of learners in order to make them useful to themselves and the society. The implication of the above definitions is that it is not all or every knowledge that is available to man that the learners are exposed to, rather, there is a mechanism through which any knowledge that would be considered valid must go through in order for it or them to be adjudged good enough to be passed to the next generation of learners. This sifting process is what curriculum experts call curriculum designing, construction and at other times could be seen as curriculum development and many a time it could be referred to as curriculum reform or improvement depending on the level at which the process is being carried out. Moreso, the sifting process helps the stakeholders to not only concentrate on the selection of behavioural attributes that make up the curriculum content that has the capacity of producing positive changes and not negative changes. In this guise, the elements of the three major sources of the curriculum which are the society, the learner and the subject must be properly considered. Furthermore, the issues of validity, significance, philosophy of the people and even the learner's background must not be left out. However, the positive changes expected here may mean the ability of a learner to reproduce a self-reliant, hardworking, dependable society that is free of vices like armed robbery, kidnapping, corruption etc.

According to Transparency International (TI, 2018) corruption has been defined as the wrong use of power and authority given in trust; so that such is used for private benefit instead of for the enhancement of the public/populace's life. This definition presents corruption as an act of using the trust given by a person or a group of persons in favour of the person who was given the trust, a deviation from the original intent for giving the trust. Furthermore, it is important to state clearly that for corruption to take place it may be in private or public domain and there is a benefit accruing to the advantage of the benefactor or the one holding the power on behalf of the people who gave him the power. Chan (2018) sees corruption as the use of unacceptable behavior to the society to gain from ones office or position. Corruption could be either way which is either giving or receiving rewards not deserved. Since the perspective of this definition sees corruption as societally unacceptable displays, it means that it is not worthy to be part of the curriculum to be learnt and if at all it has been part of the curriculum, then it has to be one of those information students should have as an unacceptable feature that

some persons in the society are known with which makes them obnoxious to the environment they find themselves. Hence, such practices are never to be condoned, aided or abated. This statement above presents corruption as a negative behavior that no learner should associate himself or herself with. So the responsibility of the curriculum in this dimension is to discourage learners from getting involved with corruption in whatever dimension. Chan (2018) went further to mentioned some behaviours that represent corruption and its practices as to include handing out or receiving bribes, getting gifts the wrong way or not deserved, double dealing, under-the-table businesses, manipulating election, diverting monies, money laundry, defrauding people. In tertiary institutions it could come in different forms and may include: leakage of examination papers, bribing for marks, sex for marks, teachers demanding money from students, administrative staff demanding gratification before attending to students or other members of the public etc.

Earlier, this paper had stated that the curriculum is the tool used in encouraging students to learn things which are of value to the society. If this is the case, it means that the curriculum should also be used to discourage learners from learning things that are not acceptable and of no value to the advancement of the society, rather would cause her damage and defamation.This, therefore, implies that the curriculum could be used as an instrument for encouraging a corruption free society. A corruption free society may not be a society where corruption does not exist at all, but it may be a society where the people are aware of corruption but choose not to be involved in, or where corruption is at the lowest level of practice. This is possible if tertiary institutions want to raise younger leaders who will have the mind to keep the society free from the clutches of corruption which many authors have described as hydra headed.

Mohamedbhai (2015) says that corruption in tertiary education has moved to different countries of the world. Therefore, it is global. It was cited that in Russia, corruption is in the open in that it is seen in the entire school system affecting both research products and the graduate themselves. Also recently, the Australian Broadcasting Corporation stated that the standards of their university system is falling due to corruption especially in the area of admitting foreign students and making sure they pass all their examinations, just for the school to continue to earn more foreign currencies. In another study done by Idoniboye-Obu (2015) which covered issues of corruption in some tertiary institutions of learning among which was the University of Port Harcourt and Ignatius Ajuru University of Education, it was revealed from that study that there is corruption and that there are corrupt practices in the school system in Nigeria. However, Rivers State University was not part of that study and particularly students of the faculty of

education, thus, it would only be an assumption to conclude that corruption exists in Rivers State University. This necessitated the study on Rivers State University students' perception of curriculum and corruption free tertiary education.

Purpose of the Study

The general purpose of this study is to examine Rivers State University students' perception of curriculum and corruption free tertiary. Specifically the study sought to achieve the following objective:

1. determine the patterns of corruption in Rivers State, University
2. determine the structures/platforms for corruption in Rivers State University
3. determine externals factors aiding and abating corruption in Rivers State University
4. find out how curriculum development can help reduce corrupt practices in Rivers State, University

Research Questions

The following research questions are to guide this study:

1. What patterns of corruption exists in Rivers State University?
2. What are the structures/ platforms for corruption in Rivers State University?
3. What external factors aid and abate corruption in Rivers State University?
4. How can curriculum development help reduce corrupt practices in Rivers State University?

Research Method

The study was carried out in Rivers State University, in Rivers State, Nigeria. The population for the study was made up of 176 students drawn from the different levels of postgraduate studies (Masters and Doctor of Philosophy) students in the Faculty of Education of the Rivers State University. The sample for the study was made up of 70 students drawn using the stratified proportionate sampling technique, the sample size consisted of the various subgroups.

The instrument used by the researcher for data collection was a questionnaire titled: Curriculum and Corruption Free Rivers State University from Students Perspective (CCFRSUFSP) which was constructed by the researcher. It consisted of 29 items which were arranged in two sections A and B. Section A sought for personal information of the students, while section B consists of four subgroups on patterns of corruption in the university, structures/platforms in the university, external factors aiding and abating corruption in the university and how curriculum could reduce corruption in the university. The questionnaire was built on a four-point Likert scale, namely: Strongly agree (SA), Agree (A), Disagree(D) and Strongly disagree (SD) and the levels of responses are weighted

as 4, 3, 2, 1 respectively. The instrument was face validated by two experts, one from Measurement and Evaluation Unit and the other from Curriculum and Instruction unit of the Department of Educational Foundations of Rivers State University, Nkpolu Port Harcourt, Rivers State. The suggestions given were used in producing the final copy of the instrument. Cronbach alpha was used in calculating the reliability which gave an alpha value of 0.86 which was considered high. The instrument was administered and collected by the researcher. The data obtained were analyzed using, mean and standard deviation for answering the research questions.

Results

Research Question 1: What patterns of corruption exists in Rivers State University?

Table 1: Mean, Standard deviation and Remark on the patterns of corruption that exists in Rivers State University.

S/N	ITEMS	MEAN	SD	N	REMARK
1.	Administrative corruption	2.9	1.I	70	A
2.	Politically tolerated corruption	2.5	0.96	70	A
3.	Nepotism	2.3	0.95	70	D
4.	Kickbacks	2.1	0.81	70	D
5.	Plagiarism	2.4	0.94	70	D
6.	Other research misconducts	2.0	0.73	70	D
7.	Abuse of public properties/facilities	2.0	0.84	70	D
	Grand Mean and SD	**2.3**	**0.90**		

Data in Table 1 students see the corruption that exists in the University to be administrative and political. The grand mean (2.3) and standard deviation (SD) (0.90), indicate that the patterns of corruption in the Rivers State University are at minimal levels.

Research Question 2: What are the structures/platforms for corruption in Rivers State University?

Table 2: Mean, standard deviation and Remark on the structures/platforms for corruption in Rivers State University.

S/N	ITEMS	MEAN	SD	N	REMARK
1.	Academic publishing and distribution of books	2.2	0.86	70	D
2.	Misallocation of public resources	2.1	0.79	70	D
3.	Selection for scholarship and training	2.4	0.92	70	D
4.	Research delays/ fast tracking	2.7	1.02	70	A
5.	Characteristics of tertiary education establishment	2.5	0.93	70	A

6.	Intellectual property and privacy theft	2.2	0.86	70	D
7.	Bribery for admission	.0	1.11	70	A
8.	Academic credential fraud	2.3	0.89	70	D
	Grand Mean and SD	**2.43**	**0.93**		

Table 2 results indicated that the students disagreed on the structures/platform for corruption. They agreed that there is delays in research and at other times it fast tracked which aids and abate corruption in the educational practices of the university. They also indicated that there is bribery in admission. The implication is that these structures/platforms supporting corruption in the university need to be destroyed.

Research Question 3: What external factors aid and abate corruption in Rivers State University?

Table 3: Mean, Standard deviation and Remark on the external factors aiding and abating corruption in Rivers State University.

S/N	ITEMS	MEAN	SD	N	REMARK
1.	Donors agencies' staff solicitation for kickbacks	2.4	0.90	70	D
2.	Lack of room for negotiation for other education stakeholders to support the improvement of tertiary education	2.5	0.98	70	A
3.	Reduction in governmental budgeting and funding of tertiary education	2.7	1.05	70	A
4.	Poor appreciation and acknowledgement of the place of lecturers in the society	2.5	0.98	70	A
5.	Societal pressure on tertiary education forcing them to live above their earnings	2.7	1.04	70	A
6.	Inflation affecting the earnings of tertiary education workers	3.1	1.14	70	A
	Grand Mean and SD	**2.65**	**1.02**		

Data in Table 3 reveal the students accepted all the factors listed as external factors causing corruption in the system. The only exception was that of donor agencies soliciting for feedback. This implies that the school management has a great work to do in ensuring that factors influencing corrupt activities in the university should be tackled.

Research Question 4: How can curriculum development help reduce corrupt practices in Rivers State University?

Table 4: Mean, Standard deviation and Remark on how curriculum development could reduce corrupt practices in Rivers State University.

S/N	ITEMS	MEAN	SD	N	REMARK
1.	Increased campaign for transparency	3.4	1.25	70	A
2.	Demand for accountability	3.0	1.15	70	A
3.	Proper coordination and control of the tertiary education system	3.0	1.15	70	A
4.	Call against oversubscription for university education	3.0	1.15	70	A
5.	Less emphasis on the craze for degree certificate	2.5	1.00	70	A
6.	Decentralization of the operational system in tertiary education	2.8	1.05	70	A
7.	Adoption of more stringent measures on the policy supporting the establishment of tertiary institutions in the country to ensure for standard and quality products	2.7	1.05	70	A
	Grand Mean and SD	**2.91**	**1.11**		

Data in Table 4 showed that all the were affirmed to be factors that may aid curriculum development for stamping out corruption in the university system and particularly the Rivers State University. This means that when the curriculum development process is focused on eradicating corruption in tertiary education practice, the intent would be achieved with the outcome of the curriculum development process always on course and in sight.

Summary of Findings
1. The level of corruption in the Rivers State University was minimal.
2. There are platforms/structures in place meant for the good of the university system that has been converted to aiding and abating corruption.
3. External influence is one of the reasons there is corruption in the university education system.
4. The curriculum is a tool for addressing issues in the university and would help in curbing corruption in the university system.

Discussion of Findings
There is administrative and politically tolerated corruption going on in the Rivers State University, even though it is at minimal level. The situation needs to be curbed because it can escalate and lead to other corrupt practices which may be

inimical to the growth, development and even the quality of students that the university may be turning out in the nearest future. Allowing the corrupt practices to linger may lead to a damage on the image of the University. This assertion is confirmed by the findings of (Nwankwo and Nweke, 2016) that corruption broadens the social weakness and criminalization of the school system.

The next findings indicated that there is delay in research which the students undertake and this may be hanging on the various platforms and structures that were put in place to enhance the functionality of the system but has turned around to be a source of problem. Some lecturers asked to supervise students either neglect them or do not give them adequate attention because they want some gratification before taking up the responsibility of supervision is an act of corruption. The issue of admission racketeering seems to be pronounced from what the result revealed. All these point to the need to revitalize the university practices. This agrees with findings of Dimkpa (2011) who put the level of admission corruption at 66% as aided by university staff who are part of the corrupt activities that go on in the tertiary institutions of learning.

Findings also indicated that external factors are major drivers of corruption in the university system. This is an indication that the corrupt practices existing in the wider society has found its way into the University system. The university as the mirror for the society must find ways to combat the ugly menace, of corruption, that now plagues the university. The present study is a confirmation of the findings of Sumah (2018) who found that the society at large is already affected by the stings of corruption and has lowered the trust of the people even in themselves. Therefore, it becomes necessary that University management works hard to stamp out any vestige of corrupt practice found within it.

The findings clearly indicate that the curriculum can be a veritable tool in fighting against corruption in tertiary education and particularly in Rivers State University. This is evidenced on the fact that the respondents agreed to all to all the issues relating to the curriculum as an agent of fighting corruption. . This therefore calls for the introduction of the right ethics in the practices and activities going on in the university, encouragement of anti- corruption contents to be taught to the students and a total reorientation of staff and other faculty members. This also agrees with the findings of the studies by Lanteri (2017) who disclosed that universities could fight corruption through anti-corruption initiatives, introducing ethics courses, and educating staff and students against corrupt practices.

Conclusion

The foregoing showed that corruption has exists in Rivers State University but that there is a way of escape. For corruption to end, the university must return and reintroduce the kinds of ethics and moral practices that were earlier known with university education, they must be at the forefront in showing this type of example to the larger society on how the world could be a better place by showcasing the results of a society free from the pangs of corruption.

Recommendations

The following are the recommendations supporting this study:

1. The university registries and particularly that of Rivers State University must work on ensuring that every observable administrative corrupt activity noticed are reduced to the barest minimum if not totally eradicated.
2. The vice chancellors of universities should ensure that they do not become known with the negative vices, nor become tools in the hands of politicians as doing this would lead to poor productivity and reduction in the quality of universities graduates and products.
3. Deans of faculties should set up disciplinary committees to ensure that the issues of delays/excessive fast tracking of students research be a thing of the past in tertiary education system in Nigeria
4. Admission racketeering which is the mother of poor quality students and their output to the society, which leads to unemployable graduates should be tackled by the universities.
5. The students should report erring university personnel to the school authorities so that disciplinary actions should be meted on such individuals.
6. Lecturers must ensure that they do not live above their means in order to maintain their integrity, that of the university and the integrity of the whole education process as a way of raising responsible future leaders.

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ASSESSMENT OF GEOGRAPHY AND CHEMISTRY TEACHERS IN Senior Secondary Schools Of Katsina State- Nigeria On Role Of Computer Based Test In Curbing Corruption In Evaluation Techniques

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Abstract

This study assessed Geography and Chemistry teachers' Perception on role of Computer Based Test in curbing corruption in evaluation techniques in Nigeria. The study has two objectives namely to examine the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria and to determine the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. The study developed two null hypotheses. The study adopted descriptive research design of survey type. A total number of 300 geography and chemistry teachers in Senior Secondary Schools of Katsina state- Nigeria formed the population of this study. A total number of 80 teachers were randomly selected and used in the study. A validated instrument with reliability coefficient of 0.92 consisting of 45 items guided data collection. A total number of 30 teachers that formed part of population but not sample of the study were pilot tested to determine the reliability of the instrument. Spearman Rank Order Correlation was employed in the reliability analysis and found to be 0.9. Mann-Whitney and Kruskalwallis H-test were used to test the two hypotheses formulated at 0.05 significance level. Finding shows that there is no significant difference in the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. It also shows that there is no significant difference in the perception of male and female geography and chemistry teachers on role of computer based

test in curbing corruption in evaluation techniques in Nigeria. This study recommends that the Katsina State Government should ensure that in planning of Geography and Chemistry curriculum as Science Education discipline should incorporate aspect of tackling corruption. Thus in evaluation of the two subjects, teachers should adopt CBT to enhances objectivity in scoring. In order to minimise corruption in Examination, students should be assigned with codes not to be writing names on examination booklets. Training programmes and workshops should be organized for teachers to improve their knowledge of Evaluation using CBT. Facilities for CBT such as Computers and internet resources should be made available in schools for evaluation of students to minimise corrupt practices.

Key Words: Geography, Chemistry, Corruption, Evaluation, CBT, Training, workshops

Introduction

Science is an organized body of knowledge in form of concepts, laws, theories and generalizations. Science is a study of nature and natural phenomena in order to discover their principles and laws. Science has three interrelated dimensions: content, process and attitude. Content can be separated into physical, life and earth sciences. Process involves the fifteen inquiring skills proposed by the American Association for the Advancement of Science(AAAS) which includes observing, classifying, experimenting, measuring, inferring, organizing data to mention a few (Ahmed & Artosh, 2016). Science is the intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world through observation and experimentation. It is also a systematically organized body of knowledge on any subject (Rowley & Hartley, 2017). Science as a branch of knowledge is the systematic study of things around us. The totality of knowledge obtained from science studies constitutes scientific knowledge (Berestova, 2015). On the other hand, science education is "the total process of human learning by which knowledge is impacted, faculties trained and skills developed" (Omorogbe & Ewansiha, 2013; 28). Science Education is a field of study concerned with producing a scientifically literate society. It is the field concerned with sharing the science content and process with individuals not traditionally considered part of the scientific community. The target individuals may be children, secondary or college students, and even adults within the general public. The field of science comprises science context, some social and some teaching pedagogy (Illeris, 2018). The standard for science education provides expectations for the development of understanding for students through

the entire course of their secondary and tertiary education. The traditional subjects included in the standards are Biology, Chemistry, Physics and Geography (earth and space sciences).

Geography is an academic subject taught in senior secondary schools and tertiary institutions in Nigeria. It is the study of natural features and phenomena on the earth's surface and in the atmosphere. It also focuses on locations, space relations, and changes of physical phenomena on the earth's surface. Thus, Geography is geared towards teaching the interrelationships among phenomenon on the earth surface and those in the atmosphere (Salisu, 2015). Yusuf (2013), opined that chemistry is one of the science disciplines with well developed technology that can be applied to exploit natural resources such as petroleum, oil, natural gas among others and hence defines it as a branch of science that deals with transformation of matter.

The old tradition in the evaluation of students' performance in Geography and Chemistry was through paper and pencils based were students attempt examination using pen and paper. This tradition is characterised with subjectivity and delay in scoring. It is still in existence even though the education system advocating for the need to transform from paper-based to the use of Information and Communication Technology (ICT). ICT has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding it and mastering its basic skills and concepts as very crucial in education. This is because it adds value to the processes of learning and to the organization and administration of learning institutions. It encompasses different types of technologies, which are utilized for capturing, processing and transmitting data and information, using computer facilities. It is an umbrella term that includes communication device or application, encompassing radio, television, cellular phones, computers, network, hardware and software, satellite systems and so on, as well as the various services and applications associated with them (Kumar, 2006). Thus, ICT focuses specifically on the application of these new technologies in an educational context and environment, and serves as a tool for supporting the various components of education. Such components include, among others, teaching and learning, resources management (human, material, financial resources), admission and examination processes also known as learning assessment. One specific form of ICT for assessment is the Computer-Based Testing (CBT), also known as Computer-Based Assessment or E-assessment/testing. It is a method of administering tests in which the responses are electronically recorded, assessed, or both. It is commonly available for

several admissions tests throughout the developed countries.

Computer-based tests (CBT) include assessments that are completed using the computer, either through a computer program or through a web-based system. Many assessments have already been converted into a computerized format, including large scale, summative, and daily formative assessments (Quellmalz & Pellegrino, 2010). There are some obvious advantages to CBTs, including increased student motivation, improved accuracy in data collection, improved match for special populations, and fast reporting of results (Poggio & McJunkin, 2012). Studies have also found that students enjoy taking CBTs and are motivated by the use of technology (Ripley, 2009). Accessibility features can be conveniently embedded into CBTs, allowing for supports and accommodations such as glossaries, color contrast, text to-speech, spell check, highlighting, and closed-captioning (Bennett, 2015). The quick reporting of results is particularly useful to educators as they are able to access and use these results to make timely changes in instruction if necessary.

Computer-based tests offer several benefits over traditional paper-and-pencil or paper-based tests. Technology based assessment provide opportunities to measure complex form of knowledge and reasoning that is not possible to engage and assess through traditional methods (Bodmann & Robinson, 2004). In Nigeria, employers now conduct aptitude test for job seekers through electronic means; the universities and other tertiary institutions are registering and conducting electronic examination for their students through the internet and other electronic and networking gadgets. However, scholars observed that paper based test influences corruption especially in our tertiary institutions.

One of the objectives of the Buhari led administration is to tackle corruption to the barest minimum. Not too long ago, Nigeria was ranked the most corrupt country in the world during the new millennium and the subsequent year, and she continues to be a mainstay on the most corrupt countries chart by Transparency International (Uzochukwu, 2017). Around the world, corruption is increasingly condemned and viewed as an immoral practise. A system of corruption is created when people who are wealthy and connected have access to public services and receives favourable treatment (United State Institute for Peace, 2010).Due to the complexity of the word 'corruption', it cannot be given a precise or concise definition.

In the words of Oyinlola (2011) corruption is the abuse or misuse of power or position of trust for personal or group benefit. Additionally, corruption is a multifaceted phenomenon with various causes and effects, as it comes in

multiple forms and contexts (Andrig & Fjelstad, 2011).

According to Douglas and Magdaline (2017), Corruption as a concept does not easily yield itself to a one size fits all definition. This is why people see it as a "difficult concept to define" and one that evades a universal prescription. The direction in which the above points hand towards is that definitions of corruption can be varied and divergent. Because corruption is characterized by many trends and manifestations, many scholars and institutions provide definitions of corruption that contain the trends and manifestations of corruption in their own environment or locality. This feature of corruption helps to make discussions that are focused on corruption more elastic and robust because a feature of corruption in one country that is absent in another can help illuminate more lights on how people in another culture or setting can understand and explore the same concept as well as solve its multifaceted problems.

Corruption according to Brunnelle-Quraishi (2011) is derived from the Latin word corruptus which translates as "to break". The World Bank (1998) defines corruption as the use of public office for private gain while Lawal and Tobi (2006)"corruption is any conscious attempt or deliberate diversion of resources from the satisfaction of the general interests to that of the selfish (personal or particular interest). Ojiade (2000) defined 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. In addition Douglas and Magdaline (2017) stated that, corruption as synonymous with the education industry in Nigeria is "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.

Agbu (2003) asserted that corruption can be said to have taken place when public/ private office is used to derive personal benefit even if no bribery occurs, through patronage and nepotism, the theft of assets, or the diversion of resources. Therefore, corruption denotes any and or all forms of behavior that deviates from an established norm with regards to public trust. Theft of public trust whether the individual affected is elected, selected, nominated or appointed and it does not matter whether the person concerned holds office or not since anybody can be corrupt (Usman, 2013).

Corruption in Nigeria is an epidemic with cultural phenomenon. It is said to be systematic in nature because it affects the whole life of our society. It is

worrisome because once an individual is appointed, elected or nominated, the Nigerian society is bedevilled with corrupt practices such that expectations from the people will be so high in terms ofwhat the office will offer (Oyinlola, 2011). Therefore, the people he/she represents are prepared to encourage him/her on how to steal. Hence, corruption in Nigeria is not restricted to tribe or cultural affiliations. It is pervasive throughout all institutions in the country. It is found in the award of contracts, promotion of staff, dispensation of justice, misuse of public offices, positions and privileges, embezzlement of public funds (Oyinlola, 2011). Indeed, corruption is writ large in Nigeria's judicial system; police; public services; land administration; tax administration; custom administration; public procurement; natural resources; legislation; as well as civil society. Though, various governments have attempted (so to say) to fight the vice, but, instead of stemming the tide of this disastrous act, it continues to grow in leaps and bounds. In the 70s ten out of the then twelve military governors were found guilty and dismissed from office for gross abuse of office.

In Nigeria today, some of the most rampant manifestation of corruption include, inflation of contracts, falsification of accounts and official records in the public service, forgery of documents including educational qualifications to attain a position of office particularly among politicians, ghost workers syndrome, examination malpractices, bribery, extortion and pervasive of justice, tax evasion, foreign exchange swaddling hording and smuggling, illegal acquisition of public assets, and frightening degree of electoral fraud and budget paddling among others (David, 2006) It is important to note that corruption engenders the break down in law and orders and political stability which leads to loss of confidence in government with the a corollary of many vices has been witness in the country today like kidnapping, armed robbery, fraud, terrorism, militancy to mention a few (Inegbedion, 2004).Corruption has been in existence in Nigeria since inception. Various administration have promulgated, passed and enacted laws/decrees to help combat the phenomenon because they believe that the solution to the problem rests with criminal legislations. It is important to note that the phenomenon became institutionalized under General Ibrahim Babangida regime. In 1999, the Obasanjo led civilian administration tried to rid Nigeria of corruption signed into law by establishing the Independent Corrupt Practices Commission (ICPC) and Economic and Financial Crime Commission (EFCC). Despite the promulgation of different legislations to put an end to the monster, the phenomenon rages like a phoenix.

Gender, as a concept, has captured the interest of educators in Nigeria, especially now that gender equity is being emphasized in many quotas (Jacob, & Linus

2017). The ABC of women's right and gender equality in 2000 defines gender as the socially constructed differences and relations between males and females. According to the document, the term ‚gender‛ is not interchangeable with the term ‚sex‛, which refers exclusively to the biological differences between men and women, which are universal and do not change. Gender characterizes the differing roles, responsibilities, constraints, opportunities and needs of females and males in all areas and in any given social context. Reports from various academic sources have it that Geography as a course of study is gender sensitive (Filgona, 2016, Salisu, 2015).

Several studies have documented that female students have lower performance in science compared to male students (Amedu, 2015). Girls' capabilities may be undermined by sex-role stereotypes in many cultures intimating that females are not as able as males, especially in such disciplines as Geography. This difference in treatment through education created and sustained gender gap, which also became visible in the science related disciplines. Because of this reason, fewer female students may study Geography at University level. Another contributing factor may be the low level of expectations that some parents, teachers, and counsellors often hold for girls, which can discourage further study in scientific and technical fields. Against this background, the study examine the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria.

Statement of the Problem

The trepidation about CBT form of evaluation is perhaps understandable given the poor infrastructure in the public institutions of learning, particularly in the rural communities in Nigeria. Examination is primarily taken by students in secondary schools and by a large number of students using paper based test. This is charecterised by subjectivity which results in high level of corruption. In some instances, students leave blank pages in their examination booklets. Such students bribe teachers through money or subjecting self to sexual harassment. This is evident in the rampant cases reported among lecturers in tertiary institutions were female students are harassed. It is the view of researchers that if the trend changes from paper based to computer based, the incidence of corruption can be minimise to the barest minimum. The problem of this study hinges on what is the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria?

Objectives

The study has the following objectives:

1: to examine the perception of geography and chemistry teachers on role of

computer based test in curbing corruption in evaluation techniques in Nigeria

2: To determine the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria.

Research Questions

The following research questions guided the study:

1. What is the difference in perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria?

2. What is the difference on perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria?

Research Hypotheses

The study tested the following null hypotheses

Ho1: There is no significant difference on perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria

Ho2: There is no significant difference on perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria.

Methodology

The study adopt descriptive research design of survey type. A total number of 300 geography and chemistry teachers in Senior Secondary Schools of Katsina state- Nigeria formed the population of this study. A total number of 80 teachers were randomly selected and used in the study. A validated instrument with reliability coefficient of 0.92 consisting 45 items guided data collection. A total number of 30 teachers that formed part of population but not sample of the study were pilot tested to determine the reliability of the instrument. Spearman Rank Order Correlation was employed in the analysis. Mann-Whitney and Kruskalwallis H-test were used to test the two hypotheses formulated at 0.05 significance level with the aid of Statistical Package for Social Sciences Software.

Results and Discussions

RQ 1: What is the difference in perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria?

Table 1: Mean and Sum of Rank of difference on perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria

Variable	N	Mean Rank	Sum of Rank	Mean Rank Difference
Geography	40	48.59	2329.48	
				1.24
Chemistry	40	47.35	2371.50	

The Table 1 presents mean and sum of rank of difference on perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. From the table, the mean rank value of 48.59 was obtained among Geography teachers and 47.35 among Chemistry teachers with a mean rank difference of of 1.24.

RQ 2: What is the difference in the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria?

Table 2: Mean and Sum of Ranks of Difference in the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria.

Variable	N	Mean Rank	Sum of Ranks	Mean Rank Difference
Male Geo	30	73.82	874	
Female Geo	10	80.81	917	-6.99
Male Chem	28	82.85	892	
Female Chem	12	79.78	884	3.07

Table 2 present Mean and Sum of Ranks of the Difference in perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. The result shows that Geography Male teachers recorded a mean of 73.82 which is less than that of their Female counterparts (80.81) while Chemistry Male teachers recorded a mean of 82.85 which is greater than that of their Female counterparts (79.78).

Hypotheses One: There is no significant difference on perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria

Table 3: Mann-Whitney U-test Analysis of difference on perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria

Variable	N	Mean Rank	Sum of Rank	Man-Whitney U-test	P.	Decision
Geography	40	48.59	2329.48	420.50	0.06	Not Sig.
Chemistry	40	47.35	2371.50			

The Table 3 presented Mann-Whitney U-test Analysis of difference on perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. From the table, the mean rank value of 420.50 was obtained between the two groups and the p-value observed was 0.06. Since the p-value of 0.06 is greater than alpha value of 0.05, there is no significant difference in the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. Hence, null hypothesis that states that there is no significant difference in the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria is retained.

Hypotheses Two: There is no significant difference on perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria.

Table 4: Kruskalwallis Test for the Difference in perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria.

Variable	N	Mean Rank	Sum of Ranks	H-Value	P	Remark
Male Geo	30	73.82	874			
Female Geo	10	80.81	917	0.851	0.61	Not Sig.
Male Chem	28	82.85	892			
Female Chem	12	79.78	884			

Table 4 present Kruskalwallis Test for the Difference in perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. The result shows that Male and Female teachers recorded Kruskalwallis value of 0.851 and the p-value observed was 0.61. Since the p-value of 0.06 is greater than alpha value of 0.05, there is no significant difference in the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in

evaluation techniques in Nigeria. Hence, null hypothesis that states that there is no significant difference in the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria is retained.

Discussion

Finding number one shows that there is no significant difference in the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. Hence, null hypothesis that states that there is no significant difference in the perception of geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria is retained. The finding agreed with that of scholars such as Agbu (2003), Lawal and Tobi (2006) and Ojiade (2000).

Finding number two shows that there is no significant difference in the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria. Hence, null hypothesis that states that there is no significant difference in the perception of male and female geography and chemistry teachers on role of computer based test in curbing corruption in evaluation techniques in Nigeria is retained. This finding is in congruence with that of World Bank (1998), Brunelle-Quraishi (2000), Yanda (2012), and Usman (2013).

Conclusion and Implication for Curriculum Planning

The practice of corruption is different in every country and in Nigeria. The fight against corruption is the collective responsibility of all citizens. This can be achieved with commitment, good diagnosis and structure, citizens and parliament working together. However, the fight against corruption has been left to the government and educational institutions alone. The fight against corruption cannot be won in the classroom alone without the support of the family, community and the society at large. Time will tell if civic education is fulfilling the reason for its re-introduction into the secondary school curriculum. This has some implication in planning for curriculum of science education.

Recommendations

This study recommends the following:

Katsina State Government should ensure that in planning of Geography and Chemistry curriculum as Science Education discipline should incorporate aspect of tackling corruption. Thus in evaluation of the two subjects, teachers should adopt CBT to enhances objectivity in scoring.

- In order to minimise corruption in Examination, students should be assigned

with codes not to be writing names on examination booklets.

- Training programmes and workshops should be organized for teachers to improve their knowledge of Evaluation using CBT.

Facilities for CBT such as Computers and internet resources should be made available in schools for evaluation of students to minimise corrupt practices.

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Enhancing Teachers Job Performance In Evaluation And Lesson Planning In Secondary Schools Of Katsina State Using Staff Development Training Programmes

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Abstract

This study examined the effectiveness of staff development training programmes on evaluation techniques and lesson planning as an aspect of job performance among secondary school teachers in Katsina state. The study developed two research questions and tested two hypotheses. This study employed two research designs namely descriptive survey research design and quasi experimental and control group design using pretest posttest quasi-experimental control group design. The study used two groups; experimental and control. Experimental group (EG) was exposed to staff development programme, while the control group (CG) was not exposed to any form of training programme. Both experimental and control groups were pretested to ensure that they had similar potentials interns of lesson planning and evaluation techniques before training. The training involves workshop on application of appropriate instructional techniques and application of instructional materials for a period of ten weeks. Post-test was administered to determine the effect of training on teachers' job performance. The population for this study covered all senior secondary school teachers and SS II science students in public senior secondary schools of Katsina state. While the sample of the study covered a total number of 266 science teachers and 266 SS II students purposively selected from public senior secondary schools of Katsina state. The study utilized one validated instrument with reliability coefficient of 0.7 namely Job Training Performance Test (JTPT). Mean and standard deviation were computed and compared to enable researchers answer research questions, while, null hypotheses formulated were tested at 0.05 level of significance using t-test (independent sample). The result revealed that teachers exposed to staff development programmes performed better in their job performance in terms of evaluation technique and lesson planning than those who were not. Based on the findings, the researchers recommended that Katsina state Government should organize workshops and seminars to Teachers in the areas of evaluation technique and lesson planning

for teachers to boost their quality in teaching and learning in senior secondary schools. This is because by so doing, their knowledge level and experience would be greatly enhanced and this will be of benefits to teachers, students, parents and other stake holders in education industry.

Key Words: Staff Development, Training Programmes, Workshop, Job Performance, Secondary School Teachers, evaluation technique, lesson planning

Introduction

There is no greater factor for the social, economic and political advancement than a good educational system. Teachers are very important to the success of the school system in achieving its goals and objectives. It is in line with this that the Federal Republic of Nigeria through Nigerian Educational Research and Development Council (FRN, 2014) incorporates teachers in planning and implementation of curriculum at all level of education and especially in secondary schools. Teachers are therefore the key component in translating curriculum into classroom dispensation through effective pedagogy and this task demand training.

Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual or group of teachers. According to Imo, Oswald and Inyang (2013) training is an organized increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation. Moreover, it also enhances the capabilities of panel of employees in very effective way by motivating them and transforming them in to well organize and well-mannered, that ultimately affects the performance of organization. Cohen and Hill (2001) revealed that that training is an indicator to enhance superior skills, knowledge, capabilities and outlook of the employees that results in effective performance of the workers and extends the production of the organization. Imo, Oswald and Inyang (2013), further reiterated that training is the process of increasing the knowledge, and skills for doing a particular job. It is an organized procedure by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is aimed at improving the behavior and performance of a person and also it is a never ending or continuous process.

A number of staff development programme for teachers has been outlined by Zatta (2003) and Young (2008), notably among such programmes are workshop, seminar, in-service training, and conference among others. This study used

workshop as staff development programme and its effectiveness were examined. Workshop is a period of discussion and practical work on a particular topic/subject, when groups of people share their knowledge and experiences (Fazalur, Nabi, Yasmin, Saeed & Chisthi, 2013). The members of the workshop discuss and exchange views on a certain issue. The duration of the workshop may be from three to ten days depending upon the gravity of the problem.

Workshop as one of the Teachers' Training Programme has been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable them teach more effectively. According to Lawal (2004), training programme for teachers are important aspects of education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology, and class room management. Imo, Oswald and Inyang (2013) further affirmed that successful organizations tend to progressively know that there are volumes of factors which contribute to performance of organization but human resource is definitely the most essential one. Smith, (2005) claimed that training has an optimistic association between motivations along with job engagement involving personnel doing work in organizations. Zatta, (2003) and Young (2008) indicate that, to increase teachers performance, it is fundamental to motivate them by means of staff through delivering applicable training. It is against this background that this study examined the effectiveness of training programme on job performance of secondary school teachers in Katsina state.

Statement of the Problem

The perception of teachers on training has a greater impact on the success of educational system globally and in Nigeria in particular. If the teachers are satisfied with the training policies, this will have a positive impact on schools'productivity. Some see training and development as a waste of time and resources that would have been employed in the production of goods and services that will yield profit to school. Sometimes, the fear that an employee could leave the organization after training affects the teachers training and sometimes makes it unplanned and unsystematic. The procedure and process usually adopted by some Human Resource Departments in the identification of those teachers that require training are worrisome. Teachers sometimes go for training for personal reasons which include enriching themselves; preparing themselves for other positions in other organizations; power play/politics; because he/she knows the person in-charge of training and not necessarily because there is an identified skill gap which needs to be filled through training.

As indicator of need for training among teachers includes persistent poor performance among students in SSCE. Evidence from a Chief examiner of West

African Examination Council (WAEC, 2018) claimed that students' performance in SSCE is not encouraging. It was reported that that majority of students (more than 50%) who attempted WASSCE in 2018 cannot obtain five credits and above. Similarly, the chief examiner of Joint Admission and Matriculation Board were reported to have said that recent introduction of computer-based examination in evaluating students' performance in Nigerian Tertiary institution Unified Tertiary Matriculation Examination (UTME) is worrisome. Most of the students cannot manipulate computers to respond to the questions posed by JAMB. As such, low scores were recorded by students depriving them access to admission into Nigerian Universities. Furthermore, introduction of CBT examination in General Courses in Umaru Musa Yar'adua University Katsina revealed poor mastery of computer skills among students. It was observed that most students cannot respond to the number of required questions within stipulated time in the CBT.

Research findings (Abdullahi, 2009, Imo, Oswald & Inyang, 2013) attribute this trend to teachers in terms of classroom dispensation. The report indicated that failure in SSCE is attributed to teachers' methodology, inability to cover curriculum, poor mastery of objectives, unskillful in validation and reliability of research instruments, as well as lesson planning.

At tertiary level, the tendency of students to obtain grade minimum of 1.50 at second probation is likely to occur. The gruesome effect of such menace is that there is tendency of reduction in the rate of students admitted in to the Nigerian universities. Similarly, it may encourage students to cheat during examination to enable them acquired entry qualification. There is a need to train teachers on the modern trend of teaching and evaluating students' performance at secondary school level.

Most of the studies conducted on poor performance among students centered on influence of teaching method on academic performance of students, hence the need for this study. Again, it is found that previous researchers have concentrated on the importance and benefits of training in companies or among academic and non-academic staff at tertiary levels neglecting other level. The problem of the present study is related to the gap between the expected performance and the actual performance of secondary school teachers. This gap can be bridged through well designed training programs, so, the present study explores the effectiveness of staff development training programmes on the job performance of secondary school teachers in Katsina state.

The study was guided by the following objectives to;
1. determine the effectiveness of staff development programmes on teachers' job Performance in terms of application of evaluation

procedure for the attainment of behavioral objectives in teaching in secondary schools of Katsina state.

2. examine the effectiveness of staff development programmes on Job performance of teachers in terms of lesson planning.

The following research questions guided the attainment of the stated objectives:

1. What is the difference in the teachers' job Performance in terms of application of evaluation procedure for the attainment of behavioural objectives in teaching between teachers exposed to staff development programmes and those who were not exposed to in secondary schools of Katsina state?

2. What is the difference in the teachers' job Performance in terms of lesson planning between teachers exposed to staff development programmes and those who were not exposed to in secondary schools of Katsina state?

Research Hypotheses

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

H_{O1}**:** There is no significant difference in the teachers' job Performance in terms of application of evaluation procedure for the attainment of behavioral objectives in teaching between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state.

H_{O2}**:** There is no significant difference in the teachers' job Performance in terms of lesson planning between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state.

Method

The study used two groups; experimental and control. Experimental group (EG) was exposed to staff development programme. While, control group (CG) was not exposed to any form of training programme. Both experimental and control groups were pretested to ensure that they had similar potentials in terms of evaluation and lesson planbing before training. The training involves workshop on application of appropriate instructional techniques, application of instructional materials, evaluation procedure for the attainment of behavioral objectives, lesson planning, Development of test-blue print/table of specification for test construction for a period of ten weeks. Post-test was administered to determine the effect of training on teachers' job performance. The population for this study covered all senior secondary school teachers and SS II science students in public senior secondary schools of Katsina state. While the sample of the study covered a total number of 295 science teachers and 295 SS II students purposively sampled from public senior secondary schools of

Katsina state.

The study utilized two validated instruments with reliability coefficient of 0.7 and 0.9 namely Job Training Performance Test (JTPT) and Students Performance Test (SPT). Mean and standard deviation were computed and compared to enable researchers answer the research questions, while the null hypotheses formulated were tested at 0.05 level of significant using t-test (independent sample).

Results and Discussions

RQ 1: What is the difference in the teachers' job Performance in terms of application of evaluation procedure for the attainment of behavioral objectives in teaching between teachers exposed to staff development programmes and those who were not exposed to in secondary schools of Katsina state?

Table 1: Mean and Standard Deviations of Job Performance of Teachers in terms of Application of Evaluation Techniques

Variable	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Evaluation	Participants	99	4.3939	.80582	.08099
	Non-Participants	166	2.1807	.73269	.05687

Table 1 presented mean and standard deviations of difference in the job performance of teachers who participate in staff development training in terms of application of variety of evaluation techniques and their counter parts who did not. Result shows that teachers who participated in staff development training scored a mean of 4.39 and standard deviations of 0.8 while teachers who did not participate in staff development training recorded a mean of 2.1 and standard deviations of 0.73 with a mean difference of 2.2 in favour of teachers who participated in staff development training.

RQ 2: What is the difference in the teachers' job Performance in terms of lesson planning between teachers exposed to staff development programmes and those who were not exposed to in secondary schools of Katsina state?

Table 2: Mean and Standard Deviations of Job Performance of Teachers in terms of Lesson Planning

Variable	Grouping	N	Mean	Std. Deviation	Std. Error Mean
Lesson plan	Participants	99	6.4949	1.20690	.12130
	Non- Participants	166	4.0663	.73966	.05741

Table 2 presented mean and standard deviations of difference in the job performance of teachers who participate in staff development training in terms of mastery of variety of teaching techniques and their counter parts who did not. Result shows that teachers who participated in staff development training scored a mean of 7.21 and standard deviations of 1.32 while teachers who did not participated in staff development training recorded a mean of 7.21 and standard deviations of 1.32 with a mean difference of 4.8 in favour of teachers who participate in staff development training.

H_{01}: There is no significant difference in the teachers' job Performance in terms of application of evaluation procedure for the attainment of behavioral objectives in teaching between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state.

Table 3: Independent Sample t-test of difference in the Job Performance of Experimental and Control Groups

Grouping	N	Mean	S.D	T	DF	P	Remark
Experimental (Participant)	99	4.39	0.80	22.91	263	.000	significant
Control (non-Participant)	166	2.18	0.73				

Table 3 presented Independent Sample t-test of difference in the Job Performance of Experimental and Control Groups in terms of evaluation techniques. Result indicated that t-value recorded is 22.91 and p-value obtained is 0.00 at degree of freedom of 263. The obtained p-value is less than the alpha value and therefore the difference is significant. Significant difference implies rejecting of null hypothesis and inconsequence, hypothesis that established that there is no significant difference in the teachers' job Performance in terms of mastery of evaluation techniques between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state is rejected.

H_{02}: There is no significant difference in the teachers' job Performance in terms of lesson planning between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state.

Table 4: Independent Sample t-test of difference in the Job Performance of Experimental and Control Groups

Grouping	N	Mean	S.D	T	DF	P	Remark
Experimental (Participant)	99	6.49	1.20	20.31	263	.000	significant
Control (non-Participant)	166	4.00	0.73				

Table 4 presented Independent Sample t-test of difference in the Job Performance of Experimental and Control Groups in terms of lesson planning. Result indicated that t-value recorded is 31.07 and p-value obtained is 0.00 at degree of freedom of 263. The obtained p-value is less than the alpha value and therefore the difference is significant. Significant difference implies rejecting of null hypothesis and inconsequence, hypothesis that established that there is no significant difference in the teachers' job Performance in terms of lesson planning between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state is rejected.

Summary of Findings
The study findings are summarized as follows:

- Teachers exposed to staff development programmes performed better in their job performance in terms of mastery of instructional techniques than those who were not exposed to in secondary schools of Katsina state.

- Teachers exposed to staff development programmes performed better in their job performance in terms of mastery of instructional techniques than those who were not exposed to in secondary schools of Katsina state.

- There was significant difference in the teachers' job Performance in terms of application of evaluation procedure for the attainment of behavioral objectives in teaching between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state.

- There was significant difference in the teachers' job Performance in terms of lesson planning between teachers exposed to staff development programmes and those who were not in secondary schools of Katsina state.

Discussions of Findings
The findings of this study revealed significant difference in the teachers' job Performance in terms of application of evaluation procedure for the attainment of behavioral objectives in teaching and lesson planning between teachers exposed to staff development programmes and those who were not exposed to in secondary schools of Katsina state. Teachers exposed to staff development programmes performed better in their job performance in terms of application of evaluation procedure for the attainment of behavioral objectives than those who were not exposed to in secondary schools of Katsina state. In the two findings, the null hypotheses were rejected because the correspondents' p-values are less than alpha value indicating the existence of significant differences. The finding is in agreement with that of Imo, Oswald and Inyang (2013) who revealed that

teachers who participated in staff development programmes were more effective in their job performance than those who did not, in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of students' work. Furthermore, Mohammed (2006), Madumere- Obike (2007), Ntukidem and Etudor (2003) have continued to stress on the importance of continuing professional development for the teachers who are the ones to translate the training acquired to better classroom practices. Continuing staff development programmes for teachers is about reinforcing all the dimensions of good teaching throughout the teachers' career. It is a means of increasing the competence level of teachers in a way that would enable them to contribute to a knowledge base that would in turn also contribute to development of teaching as a profession. A study by Cohen and Hill (2001) found that teachers whose in-service training were focused on the curriculum can teach well when what has been learnt were applied in the classroom.

Recommendations

The National Policy on Education (FRN, 2014) postulated that "No Education could rise above the quality of its teachers". The student's performance depend upon the quality of the teachers. Therefore, poor performance of students in Nigeria was also attributed to lack of quality teachers in the schools. Based on the conclusion, the following recommendations were made.

(1) Katsina state Government should organized training and re-training programmes for teachers through staff development programme such as seminar and workshop in the areas of evaluation of lesson to enhance attainment of behavioural objectives set by teachers in line with the provision of senior secondary schools curriculum of Nigeria.

(2) Since it was established that staff development programme enhances teachers' job performance in the area of lesson planning, it is recommended that school principals should ensure prompt supervision of teachers in developing lesson plan and frequently organized in-house training for teachers to update themselves with current literature in the area of lesson planning.

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Demographic Variables and Implementation of Corruption Free Curriculum in Public Universities in Cross River State, Nigeria.

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Abstract

The study investigated demographic variables and lecturers' corrupt practices in public universities in Cross River State. The Ex-Post facto research design was adopted for the study. The population of the study consisted of 2074 year three students found in the sampled departments of the two public universities in Cross River State. The proportionate sampling technique was adopted to select the faculties and departments while the systematic sampling techniques was adopted to select the eight hundred and seventy three (873) (students) respondents used for the study. A structured questionnaire was the instrument used for data collection. The instrument was validated by three lecturers in Test and Measurement. To test the hypotheses formulated for the study, independent t-test was employed to test the hypotheses at 0.05 level of significance. The result revealed that; lecturers' sex and rank significantly influence their corrupt practices in public universities. It was recommended that; lecturers' should be contended with the salary paid them by the government, lecturers with higher rank should discourage payment of money for scores, admission and job opportunity for job seekers, the government should strictly supervise education to fetch out those involved in the act among others.

Introduction

Nigeria like most countries has adopted education as the instrument par excellence for achieving national objectives which the goal can only be realized through a well designed and implemented curriculum (Okorafor & Wogu, 2017). Owing to the critical position of curriculum in driving sustainable development in tertiary institutions, commitment in curriculum determines the success or failure of such objectives. It is unfortunate the corruption have impacted negatively on curriculum implementation in public universities in Cross River State and in Nigeria in general. Corruption involves behaviour which does not conform to the standard norms of a given society or group of people. It is the

deviation from the normal duties of a public role because of private regarding (family, close private clique), pecuniary or status gains, or violates rules against the exercise of certain types of private - regarding influence.

Saliu (2018) opined that corruption exists at local, national and international levels and at any level of its existence not only in tertiary institutions, it has in-built devastating and disabling potentials to infest and reconfigure the psyche of the individuals. The state and those entrusted with the day to day affairs of the state at its social, political, economic, religious, moral, educational and general development levels with terrible viruses that in addition undermine the advancement and sustainable development of the country, corruption impairs and cripples the zeal for honesty, hard work and merit students admission in tertiary institutions. Nwaokugha and Ezeugwu (2017) expressed the view that it is obvious that corruption have serious implications for the implementation of curriculum and general well-being or survival of a people. Meaning that, corruption in education has detrimental effects on the efforts of a country to promote social equality, fair competition, competence and merit. It is a fact that in societies like Nigeria where students pay for admission before they are admitted into tertiary educational institutions, admissions easily becomes the exclusive right of those who can pay but who unfortunately have nothing to offer to the education industry or to the general society. Since the educational system in Nigeria is falling drastically, there is need for stakeholders in the education system to adopt actions and plans individually and collectively to address their corruptive actions to the collapsing state of educational curriculum in Nigeria, which has resulted to poor curriculum implementation and depriving many people the right to education (Saliu, 2018).

In Nigerian tertiary institutions corruption is also nothing but a consequence of the political process, hence there is no need for a wage increase, and it has rather become a widespread notion that provides compensation for their lower wages. In this case corruption violates the rule of curriculum which is the prerequisite for the sustainable development of a country in terms of education. Meaning that corruption by its nature is universal and does not restrict itself to borders or geographical territories. In the same vein, corruption does not manifest in a particular organization, institution or to a particular sector of the economy (Saliu, 2018).

Okorafor (2003) has regarded curriculum as the life wire and the heart of every educational program. It is an embodiment of all the knowledge, skills and

attitudes which a nation, through her schools, imparts to her citizens. The author also viewed curriculum as the vehicle through which the school strives to achieve educational ends, be they, those of the nation, state, local government or even community, which makes curriculum a planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contributions to the betterment of their society and the world. The school curriculum has become a battleground for zealous campaigners and entrepreneurs keen to promote their message, meanwhile, the content of the curriculum is not determined by its academic weight, but according to whether it promotes particular values about what it means to be a good citizen. This is as a result of the government coming out with any curriculum development according to their periodic tenure, no continuity, just for their pocket interest. However, Ogar and Awhen (2015) explained the term curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. It is also the translation of the objectives of the curriculum from paper to practice as well as the translation of "theory into practice", or "proposal into action", the actual engagement of learners with planned learning opportunities.

Lecturers' sex and rank may be significant determinants in their involvement in corrupt practices in the discharge of their duties in the school system. Sex is a well-known factor that both government and the society use to determine the placement of its educational and economic values. This assessment is based on beliefs that in almost every society, studies have shown that sex based norms and practices are in favour of male than female in the management of materials and human resources, voice, decision-making power at the family level and the circular spheres. In affirmation, Okeke (2007) viewed gender as socially/culturally constructed characteristics roles which are ascribed to males and females in any society. In many Africa societies' male are assigned such attributes as bold, aggressive and logical in reasoning, intelligent, dominating, confident, and skillful. While the females are given opposite attributes such as fearful, gentle, passive, illogical and submissive in terms of pressure and this is sufficient to prove male lecturers corruption than the female.

The socio-economic practices of the society are indeed prejudicial to female lecturers, which directly or indirectly affects their corrupt practices in the teaching profession. Sex has been identified to be a significant variable that may influence lecturers' corrupt practices. Santrock (2005) maintains that most female lecturers incorporate sex-role stereotypes into their general intellectual

abilities than males. By doing so, they tend to become less confident in their general intellectual abilities. This development, affects their choice of career and level of educational attainment and corrupt practices. Santrock (2005) also asserted that in most countries of Africa, there seems to be a shortage of female science lecturers, including Nigeria and this is not a very healthy development most especially in Nigeria where so much importance is attached to certain gender roles. At all levels of educational pursuit however, a good blending of the number of employed male and female lecturers is necessary.

Statement of the problem

The widespread of corruption in all sectors in Nigeria is still on the increase despite the effort of the Federal Government to stop corruption through various anti-corruption agencies. Corruption tends to be fighting back as corrupt people and their supporters have been mounting unreasonable objections and distractions to positive anti-corruption measures by the government. The problem seems to be worst in the higher institutions. This manifest itself in many ways such as; applicants paying money to gain admission, for grades, job seekers paying money for job; in most cases without the job among others. It is based on this that the researchers are interested in investigating the influence of demographic variables on lecturers' corrupt practices in public universities in Cross River State.

Objectives of the study

Demographic variables and implementation of corruption free curriculum in public universities in Cross River State. Specifically, this study seeks to investigate the influence of;

1. Lecturers' sex on corrupt practices in public universities in Cross River State
2. Lecturers' rank on corrupt practices in public universities in Cross River State

Research hypotheses

The following hypotheses guided the study;

1. There is no significant influence of sex on lecturers' corrupt practices in public universities in Cross River State.
2. There is no significant influence of lecturers' rank and corrupt practices in public universities in Cross River State.

Method

The Ex-Post facto research design was adopted for the study. The population of

the study consisted of 2074 year three students found in the sampled departments of the two public universities in Cross River State. The proportionate sampling technique was adopted to select the faculties and departments while the systematic sampling techniques was adopted to select the eight hundred and seventy nine (students) respondents used for the study. A structured questionnaire was the instrument used for data collection. The instrument was validated by three lecturers in Test and Measurement. Two research purpose and hypotheses were formulated for the study. To test the hypotheses formulated for the study, independent t-test was employed to test the hypotheses at 0.05 level of significance.

Result

Data collected were analysed in relation to each hypothesis and the results presented accordingly.

Hypothesis one

There is no significant influence of sex on lecturers' corrupt practices in public universities. The independent variable in this hypothesis is sex, which is categorized into male and female while the dependent variable is lecturers' corrupt practices. Independent t-test statistical tool was used for data analysis. The result of this analysis of data is presented in Table 1.

Table 1: Independent t-test analysis of the influence of sex on lecturers' corrupt practices in public universities in Cross River State.

Sex	N	x̄	SD	Cal-t	P.value
Male	615	28.5411	3.2529	2.033*	.002
Female	258	28.0975	3.18019		

*Significant at 0.05; df = 871; critical t = 1.96

The result of the analysis presented in Table 1 showed that the calculated t-value of 2.033 is higher than the critical t-value of 1.96 at 0.05 level of significance with 871 degree of freedom. The result further revealed that males had a slightly higher mean (28.5411) than their female counterparts (28.0975). This implied that the null hypothesis was rejected.

Hypothesis two

There is no significant influence of lecturers' rank on corrupt practices in public universities in Cross River State. Lecturers' rank was categorized into Professor and Doctor (Ph.D.). Independent t-test statistical tool was used for data analysis. The result of this analysis is presented in Table 2.

Table 2: Independent t-test analysis of lecturer's rank and corrupt practices in public universities in Cross River State.

Lecturer's rank	N	X̄	SD	Cal-t	P.value
Professor	126	23.1111	1.44345		
				26.097*	.000
Ph. D.	747	29.1767	2.53994		

*Significant at 0.05; df = 871; critical t-value = 1.960

The result of Table 2 showed that the calculated t-value of 26.097 was higher than the critical t-value of 1.960 at 0.05 level of significance with 871 degree of freedom. This implied that the null hypothesis was rejected. Therefore, lecturers' rank significantly influences corrupt practices in public universities in Cross River State.

Discussion of findings

In relation to hypothesis one result, the finding showed a significant influence of lecturers' sex on corrupt practices. The finding agrees with that of Maccoby (2008) who noted that sex differences have been observed in many areas of study, such as socialization, stereotyping, parenting and educational corruption, among others. The misconception that male lecturers are more corrupt than the females continues to raise contention among scholars. The argument as to who engages more in corrupt practices appear to be more inclined to male lecturers. Ogunyemi (2007) maintained that lecturers' gender is a variable that is associated with being male or female and socio-economic relationship between different groups of women and different groups of men, resulting from the social milieus evolving along with society. Feldman (2006) reported a significant relationship between the sex of a lecturer and his/her level of corrupt practices. The researcher however contended that some evidence of relationship either positive or negative becomes eminent as follows: male lecturers tend to be more corrupt than their female counterparts in the discharge of their lecturing duties. From the researchers' interaction with the students, they revealed that more male lectures engage in corrupt practices than the female. They stated that most lecturers use their course representatives to collect to money (sorting) from other students, and that some lecturers even threaten that without sorting, the students will not pass their courses as such, students comply to avoid repeating classes.

Findings for Hypothesis 2 showed a significant influence of lecturers' rank on corrupt practices. The result agrees with the findings of Nwiyi and Okorie (2014) who noted that lecturers are stagnated and denied promotion, hence some spend a number of years without promotion and those promoted are not placed on the new salaries and allowances commensurate with their

promotion. This situation is highly demoralizing and has negative impacts on the implementation of the curriculum in the tertiary institutions. The researchers through interview and interaction with the students found that lecturers with Ph.D. are also involved in corrupt practices such as collecting money to change students' grades (sorting for grades), admission and jobs scam than the Professors.

Lambert and Morgan (2009) noted that over the past two decades the school curriculum has become estranged from the challenge of corruption in educating children because of government intervention in the school curriculum, for lecturers are no longer free to 'impart a body of academic knowledge to their students. Arthur (2016) supported that the quality of educational curriculum in any country is one of the major keys to sustainable national development. The author sees curriculum as a set of courses, course work and topics, offered in schools. It is the aggregate of subjects/courses and topics that are being or should be offered in schools. In Nigeria, poor curriculum implementation is a major problem (Saliu, 2018).

Dawood (2012) opined that corruption in education is the pervasion of the expected standard of behaviour by those in authority in the educational system, lecturers of all ranks as well as non-academic staff members for their own personal gain to the detriments of others and the system in its pursuit of quality manpower and national development. Corruption in the system has made it easy for some scholars to describe schools as no longer institutions of learning but as money exchange department to help students pass examination and gain admission into higher institutions (Amini-Philips & Ogbuagwu, 2017). The most common aspect or form of corruption displayed by students is bribery; this is the act of giving money or material things to a lecturer to influence him/her to award unmerited scores. This form of corruption is also known as sorting.

Torulagha (2013) stated that there is a relationship between corruption and the poor state of academic standards that exist in Nigerian universities today. Furthermore, the author noted that students who are from well-to-do homes do not have to be present at lectures to obtain high grades. Nkang (2012) warned that students should desist from forming themselves into "lecturers' boys" who act as agents to extort money from innocent students for lecturers' use who eventually give them a percentage of the total collection. Furthermore, the author stated that this action is academic fraud and that when students learn and become perfect in the trade, the cycle continues. Corruption among higher institution stakeholders has negative implication for learning. Many learners in higher institution do not attend lectures because the 70% lectures attendance that can qualify to write examination policy is hardly implemented because students are prepared to bribe

to pass (Amini-Philips & Ogbuagwu, 2017).

Conclusion

The educational system is aimed at developing a total person through physical and moral training, character development, respect for elders and peers, intellectual training, and vocational training for manpower and national development. This can be achieved through effective implementation of the curriculum in the educational system. The level of corruption in the system is corrupt makes it difficult to achieve the educational objectives. It is therefore important that all elements of corrupt practices should be eliminated from the system if it is to achieve the stated objective. Lecturers of all ranks, both male and female should be properly oriented on the need to shun corruption so that the system can achieve the objective for which it was set.

Recommendations

Based on the findings, it was recommended that;

1. Lecturers' should be contended with the salary paid them by the government,
2. Lecturers with higher rank should discourage payment of money for scores, admission and job opportunity for job seekers.
3. The government should strictly supervise education to fetch out those involved in the act among others

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Skipping Difficult Curriculum Content Areas in Basic Science and Technology: An Act of Corrupt Practice, Its Effects on Students' Achievement in Junior Secondary Schools in Jos, Plateau State

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Abstract

The study investigated the extent to which teachers skip difficult curriculum content areas during teaching and learning process. The research designs adopted for this study was the descriptive survey research design. The population of the study was 395 basic science and technology teachers (145 males and 150 females) and 22,998 junior secondary 3 students (13,950 males and 9,048 females) from 23 public secondary schools in Jos North, Plateau State. A sample of 60 teachers (26 males and 34 females) and 720 students (376 males and 344 females) were selected using the simple random sampling technique. The instruments used for collecting data from the participants were Teaching of Basic Science and Technology Concepts Questionnaire (TBSTCQ) and Students Learning of Basics Science Concepts Questionnaire (SLBSTCQ). The TBSTCQ and SLBSTCQ were validated by subjecting them to the scrutiny of one senior lecturer in Science education unit and another in measurement and evaluation unit with regard to language construction comprehensiveness and relevance/adequacy for the study. The reliability coefficients of 0.84 and 0.79 were obtained for the two instruments using Cronbach alpha method from a sample of 20 teachers and 60 students from schools that were not part of this study. Four research questions were answered using simple percentage, mean and standard deviation. The result of the study revealed that teachers skipped some difficult curriculum content areas. It was discovered that such content areas were included in the school record diary as being taught while in reality they were not. The result of the study also revealed that this type of behaviour is an act of corrupt practice in the educational sector which needs to be totally avoided by teachers. It was recommended that teachers should be encouraged and sponsored to attend conferences, workshops and seminars to gain knowledge on how to teach difficult content areas of the basic science and technology curriculum.

Keywords: Basic Science and Technology, Corrupt practice, skipping difficult curriculum content areas, and Students' achievement

Introduction

The importance of science and technology in various facets of human development has long been recognized worldwide. It is noted that the difference between the developed and the developing nations of the world depends on the quantity and quality of science and technology education taking place in those nations. Hence, the role of science and technology education for industrial revolution through scientific and technological advancement cannot be overemphasized. Science education is a powerful tool which can create a better future but if misdirected can lead to the doom of a nation. It is however noted with dismay that despite all the benefits of science and technology education, there are evidences of students' poor achievement in internal and public examinations in science and technology subjects. The issue of poor academic achievement of students in Nigeria has been a serious concern to all and sundry and this has led to the widely acclaimed fallen standard of education in the country (Aina, 20120; Morogbe & Ewansiha, 2013), particularly in the sciences.

Curriculum is a systematic organized course of teaching and learning. In formal education, it is the set of courses, course work and content offered in a school. Curriculum content in Basic Science and Technology refers to a series of themes, sub-themes, units, topics which students are made to study in Basic Science and Technology. It involves the knowledge, concepts, principles, generalizations, beliefs, theories, techniques, skills and so on, in Basic Science and Technology that the students are to learn in order that the stated objectives of the study could be achieved (Kola, 2013). Basic Science and Technology curriculum content means the totality of what is to be in the subject in the school system. The essence of designing a curriculum in science and technology education is to promote positive learning outcomes and to give teachers the roadmap to effective curriculum delivery. With all these put in place for effective teaching and learning, the achievement of students in Basic Education Certificate Examinations (BECE) in basic science and technology has continued to be poor as seen in BECE results from 2009 to 2018 in Plateau in Table 1.

Table 1: Achievement in BECE in Basic Science and Technology from 2009-2018 in Plateau State

Year	Enrolment	A	%	C	%	P	%	F	%
2009	19617	474	2.42	4011	20.44	13257	67.58	1875	9.56
2010	26401	960	3.90	12926	52.54	9413	38.26	1302	5.30
2011	28018	732	2.61	5170	18.45	14696	52.45	7421	26.49
2012	32794	297	0.91	4192	12.78	20171	61.51	8134	24.8

2013	43470	683	1.57	9672	22.25	25266	58.12	7849	18.06
2014	45250	750	1.66	9313	20.58	29131	64.38	6059	13.38
2015	52232	557	1.07	8955	17.14	31992	61.25	4263	8.16
2016	25960	533	2.05	6475	24.94	17856	68.78	783	3.02
2017	24189	2688	11.11	15348	63.45	5368	22.19	378	1.56
2018	25017	2559	10.23	9098	36.37	11980	47.89	689	2.75

Source: Department of Statistics and planning ERC, Plateau State Ministry of Education, Jos 2014.

Data in Table1 shows that the failure rate ranged from 2.75% to 26.49% from 2009 to 2018, while percentage pass below credit level ranged between 47.89 to 68.78%. Corruption is perversion or change from good to bad (Ene, Aripko, Jeffery & Albert, 2013). It also involves the violation of established rules for personal gain and profits. According to Danladi (2018) corruption has crept into virtually all aspects of the country's economy were education is having its share of it. Corruption by its nature is universal and does not restrict itself to borders or geographical territories. In the same vein, corruption does not restrict to a particular institution or to a particular sector of the economy. Corruption and corrupt practices are common denominators that developed, developing and underdeveloped states share in common and in all these countries. Institutions and individuals that perpetrate corruption and corrupt practices intentionally and willingly do so as they on their own create window of opportunities that promote and make corruption possible.

Skipping difficult curriculum content areas by teachers during teaching and learning process is an act of corrupt practice. Skipping difficult curriculum content areas is an act whereby teachers do not teach or treat the content areas they have no knowledge of or find difficult to teach. Most of these practices are carried out without the knowledge of the school authority as stated by Lawal and Tobi (2006). These researchers discovered that some school authorities do not create sufficient time to monitor teachers' activities. It is common knowledge that teachers fill in weekly records of work on contents areas already taught, and in so doing they literarily fill both content areas that were taught and those that were not just to cover up their lapses.

Nwaokugba and Ezeugwu (2017) stated that classroom teachers are not left out in theory of corruption and corrupt practices in Nigeria's educational industry and a pattern of corruption unique to them is the lack of teaching all the curriculum content areas that are meant to be taught to students. The essence of designing a curriculum in science and technology is to promote positive learning outcomes and to give teachers the road map to effective curriculum delivery.

However, more often than not, the attention of curriculum planners has to focus on desired educational change while neglecting the how of achieving intended outcomes of the curriculum (Clauss, 2013). Inasmuch as junior secondary basic science and technology education is considered as the bedrock for subsequent specialist science and technology studies, it could be assumed that low achievement in science and technology can be linked to the outcome of skipping difficult curriculum content areas during the process of teaching (Kola, 2013). A solid foundation in Basic Science and Technology would directly or indirectly contribute to the much needed scientific and technology advancement of the Nigerian society and similarly poor foundation may have negative consequences too. This also is because questions for Junior Secondary Basic Education Certificate Examinations are randomly set from the curriculum content areas which are assumed to have been taught. How can students perform well and achieve better when questions are set on content areas that were skipped or not taught? It is against this backdrop that this study investigated the extent to which teachers skipped difficult curriculum content areas in Basic Science and Technology teaching which is a corrupt practice in education and its effects on students' achievement in junior secondary schools in Jos, Plateau State and the remedies.

Research Questions

The study was guided by the following research questions:

1. What percentage of difficult Basic Science and Technology curriculum content areas was skipped during the 2018/2019 academic session?
2. To what extent are teachers aware that skipping difficult curriculum content areas is an act of corrupt practices?
3. What are the achievement levels of students in Basic Science and Technology in 2018/2019 academic session?
4. What are the suggested ways to overcome the skipping of difficult curriculum content areas by Basic Science and Technology teachers?

Method

The study adopted a descriptive survey design. A descriptive survey design was considered appropriate because the study involved collection, presentation and description of numerical data (Awotunde & Ugodulunwa, 2014).The population of the study consisted of 395 Basic Science and Technology teachers (145 males and 250 females) and 22,998 junior secondary three students (13,950 males and 9,048 females) from 23 public secondary schools in Jos North, Plateau State. The sample of the study was made up of 60 teachers (26 males and 34 females) and 720 students (376 males and 344 females) were randomly selected through simple random sampling technique. Four research questions were raised to guide

the study. The instruments used for collecting data from the participants were Teaching of Basic Science and Technology Concepts Questionnaire (TBSTCQ) and Students' Learning of Basics Science Concepts Questionnaire (SLBSTCQ). The TBSTCQ and SLBSTCQ were validated by subjecting them to the scrutiny of one senior lecturer in science education unit and another in measurement and evaluation unit, both in the Faculty of Education, University of Jos for scrutiny with regard to language construction, comprehensiveness and relevance/adequacy for the study. Part one of each instrument contained the personal data of the teachers and students respectively, while part two of SLBSTCQ was on students' achievement scores in 2018/2019 academic sessions and their responses on content areas indicated as treated by teachers in the weekly record of work. Part two of the TBSTCQ teachers' levels of awareness on skipping difficult curriculum content areas as a corrupt practice. The reliability co-efficient of 0.84 and 0.79 were obtained for the two instruments using Cronbach alpha method from a sample of 20 teachers and 60 students from schools that were not part of this study. Results of students' achievement scores in 2018/2019 were copied out by the researcher and the result was used to answer research question 1 while copies of questionnaires were administered on the sample with 100% return because they were collected on the spot. The respondents were required to indicate on a 4-point scale whether they agreed or disagreed with the listed items. Item response mean of 2.50 and above were rated agree while those below were rated disagree. The results obtained were used to answer the four research questions. The data collected were analyzed using SPSS. Research questions were answered using percentage, mean and standard deviation.

Results

Research question 1

What percentage of difficult curriculum content areas were skipped during the 2018/2019 academic session?

Table 2: Percentage of Difficult Curriculum Content Areas Skipped In 2018/2019 Academic Session

Term	No. Of Themes	No. Of Sub-themes	No. Of Content Areas Treated	Percentage %	No. Of Difficult Content Areas Skipped	Percentage
First	4	30	19	63.33	11	36.67
Second	4	25	16	64.00	9	36.00
Third	4	35	21	60.00	14	40.00

The result in Table 2 shows the number and percentage of difficult curriculum content areas that were skipped in the first, second term and third terms, respectively. It also indicated that the highest percentage of content areas treated was in second term which was 64.00% followed by 63.33% in first term and 60% in third term. The highest percentage of difficult curriculum content areas left untreated was in third term with 40%, followed by first term with 36.67% in second term, while the least is 36.00% in first term.

Research Question 2

To what extent are teachers aware that skipping difficult curriculum content areas is an act of corrupt practice?

Table 3: Teachers' Level of Awareness on Skipping Difficult Curriculum Content Areas

S/N		MEAN	SD	DECISION
1.	Skipping difficult curriculum content areas is accepted in the teaching profession	2.13	0.36	Strongly Disagree
2.	Skipping difficult curriculum content areas is an act of corrupt practices in education	2.48	0.66	Strongly Disagree
3.	Skipping difficult curriculum content areas affects the achievement of students	3.45	0.71	Strongly Agree
4.	The best option to lack of knowledge on difficult curriculum content areas is to skip it	2.11	0.41	Disagree
5.	Skipping difficult curriculum content is the normal practice of teachers	1.64	0.21	Disagree
6.	Lack of involvement of teachers in planning the curriculum is the major factor for skipping difficult curriculum content areas	2.28	0.13	Disagree
	Cluster	2.34	0.41	Disagree

Table 3 shows the mean ratings of teachers' levels of awareness on skipping difficult curriculum content areas as an act of corruption. It shows that the mean ratings of items 1, 2, 3 indicated strongly disagree and items 4, 5, and 6 disagree. Only item 3 shows strongly agree the standard deviation (SD) is 0.705 and it indicates that the degree of incidence from the mean is not much. Teachers indicated that they disagreed with the views for skipping difficult curriculum content areas. This means that teachers were aware to a large extent that skipping difficult content areas of Basic Science and Technology curriculum as a corrupt practice.

Research Question 3

What are the achievement levels of students in basic science and technology in 2018/2019 academic session?

Table2: Achievement Levels of Students in 2018/2019 Academic Session

Term	Number of Students	Achievement Levels					
		High (70%-100%)		Moderate (50%-69%)		Low (0%-49%)	
		n	%	n	%	n	%
First	720	102	14.20	179	24.90	439	60.90
Second	720	135	18.75	185	25.70	400	55.55
Third	720	128	17.78	169	23.48	423	58.72

The analysis in Table 2 shows the achievement of students recorded in first term, second term and third term of 2018/2019 academic session. In first term, 102 students fell within high level with 14.20%, 179 students fell within moderate level with 24.90% while 439 students fell within the low level of 60.90%. In second term, 135 students fell within high level with 18.75%, 185 students fell within moderate group with 25.70%while 400 students fell within the low level with 55.55%. In third term, 128 students fell within high level with 17.78%, 169 students fell within moderate level with 23.48% and 423 students fell within low level with 58.72%. The results revealed that the achievement levels of students are below expectation.

Research Question 4

What are the suggested ways for corruption free basic science and technology teaching?

Table 4: Suggested Ways for Corruption Free Basic Science & Technology Teaching

S/N		MEAN	S.D	DECISION
1.	Involvement of teachers in planning the curriculum	3.56	0.64	S. Agree
2.	Sponsorship for teachers to acquire more knowledge	2.95	0.78	Agree
3.	Adequate teaching and learning facilities/infrastructures	3.01	0.91	Agree
4.	Commitment of school authorities in their responsibilities	3.15	0.85	Agree
5.	Employing more teachers to cope with the student population ratio.	3.44	0.71	S. Agree
6.	Good mobilization and remuneration for teachers	3.45	0.72	S. Agree
7.	Sponsoring teachers to attend conferences, workshops and seminars to gain more knowledge.	2.70	0.89	Agree
8.	Frequent promotions and job security for teachers	3.68	0.58	S. Agree
9.	Provision of information and communication technology centers	3.13	0.87	Agree
	Cluster	3.23	0.77	S. Agree

Table 5 shows the mean ratings and standard deviations (SD) of the responses of teachers concerning suggested ways of curbing skipping of difficult curriculum areas. The mean ratings of items 1, 5, 6 and 8 indicated strongly agreed while items 2,3,4,7, and 8 indicated agree. It is deduced from the analysis that teachers strongly agreed with the ways suggested for curbing skipping of difficult curriculum areas in Basic Science and Technology.

Discussion

The finding of this study has established that the poor achievement of students in Basic science and Technology would continue if the issue of corrupt practices in education is not squarely addressed. Results of students for 2018/2019 academic session was not impressive and students indicated that some topics were skipped though the teachers recorded to have been taught while in reality they were not. To worsen the issue when teachers who are nation builders expressed that skipping difficult curriculum content areas is not an act of corrupt practices in education as for as their views were concerned. Lambert and Morgan (2009) opined that over the past two decades, the school curriculum has become estranged of corruption in educating the children because teachers are not contented with the way they are treated by the government. That in turn is translated down to the students who are not given the proper knowledge for better achievement which will bring about national development.

The prevalence of corrupt practices in education has more devastating effects on the achievement of students in basic science and technology. This is seen in the achievement of 2018/2019 academic session. This is in agreement with the findings of Ogar and Awhen (2015) who stated that corrupt practices in education has detrimental effects on the innocent child. This is because the teacher who has the tool to transform the child through proper education is not doing so. Teachers did not see skipping difficult curriculum content areas as an act of corrupt practice but rather a normal way of teaching as far as Nigerian attitude towards corruption is concerned. The education planners do not see anything wrong, so the teachers too.

Corruption in Nigeria especially in the education system cannot create rooms for realistic national development to take place. This is because endemic corruption in education has created various circle of different culture so intensive that virtually all good plans, moves and budgetary provisions for improved facilities which teachers can access for good delivery of instruments that will enhance the achievement of students in basic science and technology is being embezzled or misappropriated (Nwaokugba & Ezeugwu, 2017). Corruption is responsible for teachers not to see anything wrong in skipping difficult curriculum content areas during the teaching process as they expressed the top people are doing same. This

is in line with the view of Mumuni and Sweency (2013) who stated that officials entrusted with overseeing responsibilities in education simply and gloriously embezzle or misappropriate whatever funds are meant for into their personal use and gains.

Remedies

Remedies for curbing corrupt practices in the education sector especially in Basic Science and Technology teaching could be achieved in the following ways:

1. Sponsoring teachers in attending conferences, workshops and seminars in Basic Science and Technology for exposure and acquisition of adequate knowledge in all aspects of the content area, particularly, the difficult content areas and the use of innovative and active teaching methods.

2. School authorities should be committed in their responsibilities, particularly, in the areas of supervision and monitoring Basic Science and Technology teachers to ensure that teachers cover all areas of the curriculum content.

3. Teachers should be involved in planning the Basic Science and Technology curriculum.

Conclusion

Skipping difficult curriculum content areas in Basic Science and Technology teaching which is an act of corrupt practices by teachers does not leave any profitable result on the teacher and the student. The study discovered that students could not achieve well in Basic science and technology; teacher skipped difficult curriculum content areas but filled in record of work that they were taught while in reality they were not.

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Corrupt Practices as Correlate of Economics Students' Affective Responses in tertiary institutions in Imo State

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Abstract

The study examined corrupt practices as correlate of Economics students' affective responses in tertiary institutions in Imo State. Two research questions and two hypotheses guided the study. The study adopted correlation research design. The population of the study were all the students in public tertiary institutions in Imo State. A sample of 398 students was involved in the study. Proportionate stratified random sampling techniques were used for sampling. The research instruments for this study are: Corrupt Practice Scale (CPS) with 10 items and Affective Response Scale (ARS) with 10 items, all on a four point scale. Face and content validities of the instruments were ascertained, and their reliabilities were computed using Cronbach alpha which gave indices of 0.81 and 0.83 for CPS and ARS respectively. The data collected were analyzed using Pearson r to answer the research questions, while t-test of simple correlation was used to test the hypotheses at an alpha level of 0.05. It was found among others that there is a very low negative relationship between corrupt practices and students' affective responses (interest & attitude) in tertiary institutions in Imo State, indicating that corrupt practices significantly affect students' affective response negatively. It was recommended among others that quality assurance unit of tertiary institution should put more effort in curbing corrupt practices among students, lecturers and other non-teaching staff.

Introduction

Economics is an important subject in the secondary schools due to its utility value. Economics helps both students and teachers to understand the basic economic concepts, principles and theories, and seeks to improve the economic situation for their own social good. Economics is not strictly beneficial to the learner only but also relevant to other professions. Many business related disciplines originated from Economics. It is one of the social science courses that are offered in tertiary institutions of learning.

Tertiary institutions, which include Universities, Polytechnics, Monotechnics, Schools of Nursing and Health Technologies, Nigerian Defence Academy, and Colleges of Education, appear not to be functioning effectively due to many untoward happenings in the institutions. There are cases of students being exploited by staff; and recruitment and promotion of staff being based on political patronage instead of merit (Agbo, 2018). There are cases of abuse of office by those in authority. Other vices which include admission racketeering, hostel profiteering, paying money for grades, popularly known as "sorting", examination malpractice, and sexual harassment are common occurrences in many tertiary institutions. All these social vices are signs of a big rot in the tertiary institutions and portend danger for the entire Nigerian nation. It shows absolute lack of credibility in tertiary institutions' service delivery (Okobi cited in Agbo, 2018). This is worrisome and it is only when credibility is restored in the tertiary education sector that the tertiary institutions will stop turning out clever devils who are corrupt and move about in society as educated elites (Ezeani, 2005).

The word corruption is derived from the Latin word corruption, which mean 'to decay, 'to rot, or to degenerate. 'It also portends breaking of certain codes of conducts for the personal benefit of the perpetrators. Odoba and Elijah (2007) define it 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. Garner (2013) however defines corruption in two different ways: First, corruption means depravity, perversion or taint, an impairment of integrity, virtue, or moral principle, especially the impairment of a public official's duties by bribery. Secondly, corruption is defined as the act of doing something with an intent to give some advantage inconsistent with official duty and the right of others; a fiduciary or official's use of station or office to produce some benefit either personally or for someone else, contrary to the right of others. Torulagha (2013:6) stated that "there is a relationship between corruption and the poor state of academic standards" that exist in Nigerian universities today. Furthermore, he

noted that students who are from well-to-do homes do not have to be present at lectures to obtain high grades. Nkang (2012) warned that students should desist from forming themselves into "lecturers' boys" who act as agents to extort money from innocent students for lecturers' use who eventually give them a percentage of the total collection. Furthermore, she emphasized that this action is academic fraud and that when students learn and perfect in the trade, the cycle continues. She therefore suggested that class/course representatives should be those with impeccable character who can influence their mates positively. This practice may have negative influence on the affective emotion of students in tertiary institution.

Affective response is a personal and emotional related trait which one can respond or rate on. Affective responses are those traits of an individual which belong to the affective domain such as attitude, interest, feelings, motivation and values (Uzomah & Amaechi, 2017). In the taxonomy of education, affective domain measures traits relating to values and beliefs, attitudes, interests, motivation, emotional dispositions, habits, social relation, appreciation, and life style and so on (Okorodudu, 2012). Birbeck and Andre (2009), rightly point out that the affective response could be reply about learners being engaged with the development and understanding of their own motivations, attitudes, interests, values and feelings with respect to behaviour in a societal situation. The affective domain and response addresses in learning the fundamentals such as efficacy, motivation, attitudes or interest known to control learning abilities involved in both psychomotor and cognitive domains. These fundamentals fail under affective domain focal concepts which govern behaviour of individuals who have potentials to learn. In this study, the researchers focused on attitude and interest as affective response areas.

Interest as an affective area, is defined by Mohammed and Waheed (2011) as a summary evaluation of an object of thought. They further affirmed that attitude is inclinations and predispositions that guide an individual's behaviour and persuasion to an action that can be evaluated as either positive or negative. According to Gbore and Daramola (2013), attitude is a feature viewed as the totality of an individual's inclination towards object, institution or idea. Attitude could be acquired, formed or learned from members of the society cultures, family, teacher and peer group. The definition of interest by Princeton (2010:112) is "a sense of concern with and curiosity about someone or something, an interest in music". Interest is a kind of force that propels somebody to gain the goal set before him. Interest is the motivating factor or stimulant for achievement. Gezinder (2000) describes interest as being deep-seated and originating in the individual and influence task choice and task investment which

in turn should influence achievement. Long (2007) affirms that interest acts as the formation of a relationship between a person and an object. For this submission, Bolarin (2008) observed that, at any level of graduation, learners will learn better in subjects or courses if they have some degrees of likeness for such subjects or the courses. This implies that learners will fail to learn little if they do not like the subjects. Interests therefore at a higher stage become a subjective feeling of value which is experienced when striving. This feeling implies an end-point-on object, a reward, purpose or situation in which one is interested and for which an individual strives at (Adodo & Gbore, 2012).

Corrupt practices in Nigerian tertiary institutions have far-reaching consequences. For one, it jeopardizes the provision of qualitative education for the citizenry. This is because unqualified personnel and quacks would find their way into the system. Again, it leads to fall in tertiary education standard. This is because illiterates are daily being produced, making certificates obtained from such institutions to be looked down upon by the international community.

In this study the researchers are interested in the nature of relationship between corrupt practices and students' affective responses in tertiary institutions in Imo State of Nigeria. The main purpose of the study is to examine the relationship between corrupt practices and Economics students' affective responses in tertiary institutions. Specifically, the researcher sought to identify the coefficient of:
1. relationship between corrupt practices and students' interest in Economics, and
2. relationship between corrupt practices and students' attitude towards Economics.

The following research questions were posed to guide the study:
1. What is the coefficient of relationship between corrupt practices and students' interest in Economics?
2. What is the coefficient of relationship between corrupt practices and students' attitude towards Economics?

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

Ho₁: The coefficient of relationship between corrupt practices and students' interest in Economics is not significant.

Ho₂: The coefficient of relationship between corrupt practices and students' attitude towards Economics is not significant.

Method

The study adopted correlation research design. The population of the study

involved all the students in the public tertiary institutions in Imo State. A sample of 398 Economics students was involved in the study. Proportionate stratified random sampling techniques were used for sampling. The research instruments for this study are: Corrupt Practice Scale (CPS) with 10 items and Affective Response Scale (ARS) with 10 item using four point scale. Face and content validities of the instruments were ascertained, and their reliabilities were computed using Cronbach alpha which gave indices of 0.81 and 0.83 for CPS and ARS respectively. The data collected were analyzed using Pearson r to answer the research questions, while t-test of simple correlation was used to test the hypotheses at an alpha level of 0.05.

Results

RQ_1: What is the coefficient of relationship between corrupt practices and students' interest in Economics?

Table 1: Coefficient of relationship between corrupt practices (X) and students' interest (Y) in Economics

V	n		SS	SP	S^2	Cov.	r	Remarks
X	398	8881	14851.741		37.410			
				-2416.774		-6.088	**-0.19**	**Very Low, Negative**
Y	398	8214	10853.899		27.340			**Relationship**

Magnitude of Relationship = Very Low
Direction of Relationship = Negative
Percentage Coefficient of Determination = 3.61%

Data in Table 1 shows the coefficient of relationship between corrupt practices and students' interest in Economics. The coefficient of -0.19 indicates that the coefficient of relationship between corrupt practices and students' interest in Economics is negatively very low. This means that there is an inverse relationship between corrupt practices and students' interest in Economics.

Ho_1: The coefficient of relationship between corrupt practices and students' interest in Economics is not significant.

Table 2: Test for the coefficient of relationship between corrupt practices (X) and students' interest (Y) in Economics

V	n		r		df	t_{cal}	t_{tab}	Decision
X	398	8881						
			-0.19	0.05	396	**3.858**	1.96	**Reject H_0**
Y	398	8214						

Data in table 2, reveal that with a degree of freedom as 396; the t-calculated value of 3.858 was seen to be greater than the t-tabulated value of 1.96. This led to the

conclusion that the very low negative coefficient of relationship between corrupt practices and students' interest in Economics is significant.

RQ₂: What is the coefficient of relationship between corrupt practices and students' attitude towards Economics?

Table 3: Coefficient of relationship between corrupt practices (X) and students' attitude (Y) towards Economics

V	n		SS	SP	S²	Cov.	r	Remarks
X	398	8881	14851.741		37.410			
				2113.405		5.323	**-0.16**	**Very Low, Negative**
Y	398	5195	12021.892		30.282			**Relationship**

Magnitude of Relationship = Very Low
Direction of Relationship = Negative
Percentage Coefficient of Determination = 2.56%

From Table 3, the coefficient of -0.16 indicates that the coefficient of relationship between corrupt practices and students' attitude towards Economics is negatively very low. This means that there is an inverse relationship between corrupt practices and students' attitude towards Economics.

Ho₂: The coefficient of relationship between corrupt practices and students' attitude towards Economics is not significant.

Table 4: Test for the coefficient of relationship between corrupt practices (X) and students' attitude (Y) towards Economics

V	n	∑	r		df	t_{cal}	t_{tab}	Decision
X	398	8881						
			0.16	0.05	396	**3.188**	1.96	**Reject H₀**
Y	398	5195						

In table 4, with a degree of freedom as 396; the t-calculated value of 3.188 was seen to be greater than the t-tabulated value of 1.96, leading to the conclusion that the very low negative coefficient of relationship between corrupt practices and students' attitude towards Economics is significant.

Discussion of Findings

It was found in this study that there is a very low negative coefficient of relationship between corrupt practices and students' interest in Economics, when tested, it proved to be significant. This shows that corrupt practices are negatively influencing Economics students' interest in the course. As corrupt practices increase, Economics students' interest in the course decreases. In agreement with this finding, Torulagha (2013:6) stated that "there is a relationship between corruption and the poor state of academic standards" that exist in Nigerian

universities today. Furthermore, he noted that students who are from well-to-do homes do not have to be present at lectures to obtain high grades.

It was also found that there is a very low negative coefficient of relationship between corrupt practices and students' attitude towards Economics, and when tested, it proved to be significant. Similar to this finding, Nkang (2012) warned that students should desist from forming themselves into "lecturers' boys" who act as agents to extort money from innocent students for lecturers' use who eventually give them a percentage of the total collection. Furthermore, she emphasized that this action is academic fraud and that when students learn and perfect in the trade, the cycle continues. She therefore suggested that students to be made class/course representatives should be those with impeccable character who can influence their mates positively.

Conclusion

The researchers concluded that there is a very low negative relationship between corrupt practices and students' affective responses (interest & attitude) in tertiary institutions in Imo State, indicating that corrupt practices significantly affect students' affective response negatively.

Recommendation

It was recommended that quality assurance unit of tertiary institution should put more effort in curbing corrupt practices among students, lecturers and other non-teaching staff.

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Corruption in the Primary Education industry In Nigeria: Implications for National Development

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Abstract
Corruption in the education industry creates infrastructural deficits that result in poor instructional delivery and making many people not to have access to education. Infrastructural deficits and inability of a people to have access to education systematically hinders the ability of the people to engineer national development as generations of citizens are left frustrated, disgruntled and disenchanted. Lack of access to education also manifests immorality in the forms of militancy and insurgency. Embracing militancy and insurgency as a result of lack of access to education and infrastructure could find their roots in corruption, which disastrously has multiplier effects on the economy and the national development of the Nigerian state. Potential human beings who ideally are great assets for the development of Nigeria are lost to actions/activities that are not investor and investment friendly. The paper recommends among other things the teaching of skills that can promote greater transparency and accountability in managing issues in education, that are implementable social justice measures for the citizens to developing curricular and pedagogical measures for sensitizing citizens to rise up to kill corruption in Nigeria.
KEYWORDS: Corruption, National development, Transparency, Curriculum, innovation, and Accountability.

Introduction

Corruption exists at local, national and international levels and at any level of its existence, it has in-built devastating and disabling potentials, to infest and reconfigure the psyche of the individuals, the state and those entrusted with the day to day affairs of the state; at its social, political, economic, religious, moral and general development levels. In addition to undermining the advancement

and progressive development of the state, it impairs and cripples the zeal for honesty, hard work and merit in citizens. These are possible because corruption in any of its multi-dimensional forms has terrible potentials that can neutralize and bring to zero point the developmental aspirations of honest and hard working individuals and institutions in states in the form of causing general disenchantment and instability, making nonsense state institutions, discouraging foreign direct investments and eroding genuine value systems upon which the sustainable development of a people and their state is laid.

One variable that is as constant as day and night in any society where corruption is a norm is a colossal and monumental threat to the security and well being of the citizens and the nose-diving and crippling of the state and her institutions. This is where anyone with a sense of decent value system and the truth can acknowledge and commend Huguette Labelle, one time chair of transparency international as having said the truth when he said that "corruption ruins lives and obstructs attempts at social and economic development. No serious, autonomous and rational thinker can doubt that corruption does not have serious implications for the moral, political, economic and general well being or survival of a people and their state.

A worrisome trend in the discussion of corruption is that there is no country under the sun that can claim that it is corruption free or that its citizens and institutions do not indulge in corruption and corrupt practices. The simple truth is that there may be marked differences in the involvement or magnitude of corruption in countries. Be this as it may, the magnitudes of corruption in developing and underdeveloped countries may be higher. One developing country in the world where efforts and crusades to check and tame corruption has not produced any tangible result and where citizens and institutions compete and celebrate corruption and corrupt practices in Nigeria.

Describing the extent of corruption in Nigeria, Okeyim, Ejue and Ekanam (2013:24) write that "corruption is pervasive in Nigeria" and analyzing the consequences of this, Lawal and Tobi (2006:642) write that "Nigeria presents a typical case of a country in Africa whose development has been undermined and retarded by the menace of corrupt practices". The prevalence of corruption in Nigeria has gained global recognition so much that Transparency International Corruption Perception Index of 1995-1997 ranked Nigeria as the most corrupt country in the world in 1999, Nigeria was also named the second most corrupt country in the world. Tony Blair, one time British Prime Minister in one of his state official visits to Nigeria describes Nigeria to be "fantastically corrupt" and this description suggests that corruption in Nigeria is systematic and deep rooted

in the psyche of majority of Nigerians. 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 and Nyewusira, 2013) and the truth of the claim that corruption is a culture in Nigeria can be attested to in the remark by Achebe (1988) that "keeping an average Nigeria from being corrupt is like keeping a goat from eating yam" It has to be pointed out that the few Nigerians that resist corruption in their private lives or on ascension to public office are taken or categorized to be failures and for the majority, any opportunity to ascend to any public position is a call by culture to loot the treasury of the state and through that way impoverish the masses or kill the institution or establishment. In fact what bears witness to the deep rooted nature of corruption in the daily transactions of Nigerians is the fact that corruption has nicknames in the three indigenous major languages spoken by Nigerians. According to Ndokwu (2004), the Igbos call corruption *Igbuozu,* the Yorubas call it *Egunje* and the Hausas call it *Chuachua*. The position that corruption is a culture in Nigeria is forcefully and realistically highlighted by Ajie and Wokekoro (2012:91) when they write that corruption is a practice and a tradition "children are born into, fed with it, grew with it, socialize with it, live with it and possibly die in it".

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. In this paper attempts will be made to demonstrate the prevalence of corruption in Nigeria's education industry starting from the primary through the secondary to the tertiary levels with emphasis on highlighting the implications of corruption in the education industry for Nigeria's national development. In our attempt at doing this, we shall identify trends, shapes and forms as well as those whose actions promote and support corruption in Nigeria's education industry and on one hand proffer solutions on how to tackle the problem of corruption in Nigeria's education industry.

What is Corruption?

Corruption as a concept does not have a general acceptable 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). The direction in which the above point hands

towards is that 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.

What can be inferred from the varied and divergent nature of the definitions of corruption is that corruption can be defined strictly from a political, economic, cultural, moral and general perspectives and any definition can be provided or plausible depending on the angle from which any one may be operating from or an inclusive definition of the concept can also be provided. Because corruption is characterized by many trends and manifestations, many scholars and institutions provide definitions of corruption that contain the trends and manifestations of corruption in their own environment or locality. This feature of corruption helps to make discussions that are focused on corruption more elastic and robust because a feature of corruption in one country that is absent in another can help illuminate more lights on how people in another culture or setting can understand and explore the same concept as well as solve its multi faceted problems. This, in a way means that corruption comes in layers or hierarchies. Layers or hierarchies of corruption could refer to the class of persons involved in corruption and corrupt practices, the modus operandi of corruption or the prevalence of corruption among a people in a state.

The foregoing background information on corruption can be well appreciated when viewed against the background of definitions of corruption as provided by scholars and institutions. Corruption according to Brunnelle-Quraishi (2011) is derived from the Latin word corruptus which translates as "to break". For Khan (1996), corruption incorporates any act that deviates from those rules and regulations that govern the behaviour and action of any one in a position of public authority especially actions that turn such privilege into avenues for personally and privately amassing wealth, power and authority. The World Bank (1998) defines corruption as the use of public office for private gain and in the views of Lawal and Tobi (2006:643), "corruption is any conscious attempt or deliberate diversion of resources from the satisfaction of the general interests to that of the selfish (personal or particular interest). Ojiade (2000) is more inclusive in his definition of corruption when he writes that corruption is 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.

In the same vein Iyanda (2012:39) reports that Nigeria's anti corruption agency - Economic and Financial Crimes 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 virtually all these definitions, a flash-point that unites all the definitions is the inclination of someone or an entity to use his position or its entity to amass wealth and other advantages for himself or itself at the detriment of the masses, the institution where he works and in total contravention to the oath or other regulatory means he had promised and sworn to. In fact in its plethora of meanings, a single thread that runs through is that corruption is abuse of office, privilege and hence an unethical behaviour 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 personal benefit, gain or personal advantage.

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 all arms of government, students, teachers, the clergy and members of various bodies, civil servants union leaders, private businessmen and women. In all these, a truth that stands out is that corruption is a morally condemnable act that is condemned by morally conscious individuals but people globally find it difficult to resist the attractions and temptations of corruption.

Corruption by its nature is universal and does not restrict itself to borders or geographical territories. In the same vein, corruption does not restrict itself to a particular political regime. Corruption is also not restricted to a particular sector of the economy. In fact corruption and corrupt practices are common denominators that developed, developing and under-developed states share in common and in all these states, individuals and institutions that perpetuate corruption and corrupt practices intentionally and willingly do so as they on their own create window of opportunities that promote and make corruption possible. In a way perpetrators of corruption and corrupt practices take exceptional interests in grabbing all the benefits their states can afford to themselves, in

addition to being least committed to the ideals of social justice and human rights in their states. What this tries to suggest is that in states where corruption and corrupt practices flourish, priority and conscious efforts to focus on the welfare policies for the people are usually not a priority of the state simply because available resources for initiating welfare of the people are usually not a priority of the state simply because available resources for initiating welfare policies are cornered or diverted by a given few minority who hold the majority hostage.

Underlying the motivation for corruption globally is human nature, fanned, watered and triggered by greed as well as the cherished views or desires of some individuals usually, the influential minority who do not allow the majority access to the good things of life. Unfortunately this unfolding development creates a vicious cycle that in addition to posing as life threatening threats to the wealthy minority also inherently promotes poverty, crisis and the intensification of corruption.

Again corruption and corrupt practices flourish where there are selective and nepotic application of the laws and rules upon which a state is governed. In other words corruption and corrupt practices find space, flourish and breed well the moment undue influences become standards and yardsticks for sharing available limited resources of the state. Consequently corruption can be perpetuated through cash and kind, appointments, employments, promotions, awards of contracts, awards of grades to students and other classes of persons. It has to be noted that the employment, appointment, promotion or award of grades or contracts qualify as corruption because giving them to people who are least qualified to get them undermines efficiency, merit and must leave bad impressions at the level of the practice and in the education industry especially, this practice amounts to a deceit and official distortion of the primary stratification roles the education industry renders upon which persons are placed on hierarchies for service to the state.

There are other motivations that make people to be corrupt. According to Ene, Arikpo, Jeffery and Albert (2013:6) part of what lures people to embrace corruption and corrupt practices are misplaced sense of value, lack of accountability and transparency in wealth distribution and in the same way these scholars write that corruption finds its ways into the social and moral lives of a people through "fraud, embezzlement and misappropriation of public funds, inflation of contracts, sexual harassment, bribery and others". The potency of any of the above in distorting a system can be demonstrated using bribe. Bribe as a form or instrument of corruption makes the receiver to shut his eyes or show open and unmerited favour in matters or issues

involving the giver of the bribe. This is where giving and receiving of bribe, giving and receiving of favour, compromising or bending official rules in favour or as a ploy to witch hunt a perceived enemy, inflating of invoice, embezzlement of money meant for contracts without doing the contract and looting the treasury of a state or an institution, extorting money or sexually exploiting students or any other member of the society and awarding grades that do not correspond with the efforts and abilities of students are all aspects of corruption and corrupt practices.

Corruption in education: a general view and an analytical insight
Every responsible society looks up to education for progressive directions and advancements in the lives of her individual citizens and the collective and general development of the state. Education offers or renders this responsibility in many ways. Education develops the creative potentials of citizens and this on its own engineers a general turn around in the economic, political, social, moral outlooks of citizens that targets placing citizens on lanes upon which they can positively explore situations to their advantage. States that are desirous of introducing state of the art innovations across all sectors of their lives have extensively made the right investments in education and provided incentives and opportunities that can attract their citizens to grab such opportunities with two hands, bearing in mind that investments in human beings are the genes that translate or metamorphose into development. The truth about the powers of education in bringing about rapid changes for man and society and the curiosity for its pursuit has according to Transparency International (2013: xix) singled out education as the largest element in the public sector of many countries in the world. Again the education sector of every society receives the type of attention it does simply because the sector has always been a focal flash point through which politicians and the political regimes seek and establish legitimacy from the general public. In recent times, this aura and vision of most responsible states about education faces terrible challenges and threats occasioned by corruption and corrupt practices in the sector. As a sector, education in Nigeria is disastrously and terribly prone to corruption and why this is so and may continue to be so is the realization that globally, members of the larger society generally know and recognize that education is one sector that the Nigerian society must rely on for continuity, change and self-appraisal or criticism. In line with these realities and subsequent upon this awareness, the sector normally attracts huge release of funds from international donor agencies, multinational corporations as part of their corporate social responsibility, federal, state, local governments, town unions,

individuals etc but regrettably such huge and massive flow of funds are not properly accounted for across all agencies and institutions that are involved in releasing funds to the education sector so much so that the seals and impressions of corruption and corrupt practices are noticed starting from the point of the release of such funds for education to the various ministries, parastatals and educational institutions where the funds are to be finally used. Reporting the monumental corruption that goes on in Nigeria's Universal Basic Education Commission (UBEC), Mumuni and Sweeney (2013:308) report that #3.3 billion (US $ 21 million) "had been lost in 2005 and 2006 to illegal and unauthorized utilization of funds". What we are saying is that the general awareness of mankind concerning 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.

Entry points of corruption into 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. Common sense shows that 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 not only on learners but on other stakeholders and consequently 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. That the security units in Nigeria's education industry can be neck-deep in corruption and corrupt practices show the magnitude of corruption in the education industry in Nigeria.

Apart from the security units, there are other high profile platforms upon which corruption occurs in Nigeria's education industry. 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. Another serious corruption that is synonymous with the education industry in Nigeria is "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 suppose 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. Head 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 suppose to.

Classroom teachers are not left out in the orgy of corruption and corrupt practices in Nigeria's education industry and a pattern of corruption that is unique to them is sale of grades, sexual harassment, absenteeism, fragrant abandonment of 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 in addition to being singled out for unmerited victimization. At the tertiary education level in Nigeria, corruption exists in more sophisticated forms at virtually all units of the tertiary education levels ranging from admissions office, bursary, personnel, works, students affairs etc. In most Nigerian tertiary educational institutions, corruption harmonizes very well with ethnicity and under their joint covers, certain choice appointment and positions are reserved and made the exclusive rights of some members of certain ethnic nationalities even when they do not have the requisite qualifications to enable them pick up and occupy such positions.

Two groups whose involvements in corruption and corrupt practices in the education industry in Nigeria are monumentally regrettable are parents and students. Most parents in Nigeria directly, systematically, fantastically and shamelessly 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 or alternatively witch hunt teachers, lecturers or principal officers who jettison or refuse to yield to their pressure.

It does not take the insightful and penetrating eyes of an insider and a social crusader to observe that activities of students especially at the tertiary level in recent times in Nigeria promote and support corruption and corrupt practices

as such fraudulent behaviours from students are on the surface. Students representative are presently in the habit of initiating behaviours that lure lecturers and administration into extorting money from students including the ability of the representatives of students to connive with school management and service providers to increase charges under the cover of raising more money to attend to the ever increasing and ever present needs of the students. Unfortunately such charges at the end of the day are not channeled into the purported areas where they were officially alleged to be used but are embezzled by school management and students' representatives. In recent times, the clamor and desire to participate in students union leadership in tertiary institutions in Nigeria is not to make case for the welfare of the students as such democratic participation only ends up affording golden opportunities for students representatives to navigate and ventilate their ways into what they can corruptly make for themselves from the administration, service providers in tertiary educational institutions and their fellow students.

Indeed turning every opportunity meant to serve students or the school community into opportunities for corrupt enrichment is presently becoming the norm in Nigeria as one does not need the services of prophets or diviners to tell him that minor and major school activities such as inter house sports, old boys meeting, end of year parties, anniversary day etc in the primary and secondary schools and matriculation, convocation and accreditation exercises in tertiary institutions easily turn out to be plat forms for sharp and corrupt practices so much that heads of private or public educational institution in Nigeria in whose tenure in office the above did not take place consider themselves as people who are unfortunate. Some heads of educational institutions or parastatals 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 or priority and welfare packages for teachers who drive the sector receive no attention but those who manage such programmes swim in affluence.

Corruption in the education industry and national development in Nigeria
The concept of development or national development is so elastic, so much that all positive dispositions it constitutes suffers terrible deficits in any state where corruption in education is a norm. True, no one can doubt that corruption as a decadent, immoral behaviour and a hydra headed and contagious phenomenon does not have negative implications for the development or national development of the Nigerian state. Education is a victim of corruption education. Indeed as a necessary condition for development and capital intensive investments, education cannot fair well in any society that celebrates corruption or where corruption is a norm. Before one demonstrate how this happens, it is necessary to briefly discuss the concept of development or national development. It is generally agreed that development or national development in addition to being elastic and many sided, that is multidimensional is a value laden word that implies changes that are desirable (Nwaokugha, Aminigo and Nwaorgu, 2010). That development or national development incorporates characteristic features as outlined above suggests that it may possibly attract a riot of interpretations and explanations and any particular interpretations and explanations that is given to it in any particular context might best be determined by what a particular scholar providing such interpretation or explanations has in mind. However despite the angle from which any scholar provides his interpretation or explanation of development or national development, there must be a meeting point where all such attempts must converge namely development or national development must incorporates observable improvements and advancements in the physical, psychological, economic, political and moral well being of a people individually and collectively who are beneficiaries of the process of development. On the basis of this many scholars have explored the elastic and multidimensional nature of development in providing numerous interpretations and explanations of the concept.

Ezewu (1991:3) defines development from a sociological point of view when he writes that "a nation can be said to be developed if her institutions are functional rather than dysfunctional. An insightful analysis of the position of the scholar above can be pointing in directions where the performance or productivity levels of social institutions in a state can be said to be maximally efficient and consequently are capable of contributing positively to the realization of the social goals upon which they are established.

In her attempts to define development or national development, Eboh (1998) places emphasis on human development or investments in human capacity when she writes that by developing the nationals of a nation that nation

explicitly gets development and that national development consists both in the qualitative growth of human persons as well as increase in modern infrastructure and facilities in view of creating much better conditions for persons. Any analyst that subjects the positions of Eboh (1998) to thorough analytic scrutiny can discover that she holds super quality investments in human beings as the foundation, fulcrum, anchor and flash point for the development of a people and their state. In fact this line of thinking sees human beings as engineers, architects and designers of development which a state and her people enjoy when the right investments have been made in citizens.

To Efemini (2002), development is an ideal which implies the transformation of the material, social, cultural lives of a people for the better. It is obvious that Efemini (2002) is more prescriptive in his outlook on development and national development and in his attempts in this direction, he points out that development or national development must be man centered, qualitatively transformatory and emancipatory so much that it must have potentials to offer its beneficiaries alternative choices for sustainable living as well as abilities to create and recreate themselves in promising, refreshing and non-life threatening forms so much so that the beneficiaries of the processes of development can on their own but not on the manipulations of exploitative foreign forces evolve rights asserting, liberating and autonomous paradigms or platforms for their own future development that must not be selective to the point of excluding or threatening the interests of all the citizens.

From the various points of view above, it is possible to say that education is fundamental in achieving development or national development anywhere in the world, however it is crystal clear to note the fact that the prevalence of corruption generally in Nigeria and particularly in the education sector cannot create rooms for realistic national development to take place in Nigeria. This is simply because endemic corruption in the education industry in Nigeria has created a vicious circle of deficit culture so intensive that virtually all good plans, moves and budgetary provisions for improved facilities in the education industry end up being embezzled or misappropriated without corresponding provisions of the infrastructure being budgeted for. Nobody needs to be told that education is capital intensive and nobody also needs to be told that education needs massive infrastructure but regrettably the ravaging corruption in Nigeria makes nonsense of the effective implementation of good plans for the education industry in Nigeria. In fact corruption is responsible for poor infrastructural development in Nigeria's education industry that can be partly seen in the abandoned project syndrome that has become synonymous with Nigeria's education system.

Corruption is responsible for the neglect of staff and students welfare services, staff and students lack of motivation and total disenchantment with the development of appropriate behaviours that are conducive for the acquisition of knowledge upon which a people and their state can develop. Corruption is responsible for the high unethical practices among teachers, lecturers and other stakeholders in education and correspondingly all this singularly and collectively poses serious threats to academic standards in Nigeria's education industry and this on its own tells on the quality of manpower that the education industry produces for the development of the Nigerian state.

In fact, Emenyonu (1994: viii) as cited by Nwaokugha, Nyewusira and Nyewusira (2013) are one hundred percent correct when they captured the cumulative damage, corruption has done to Nigeria's education in these words:

…the physical environment in Nigerian institutions of learning in the past ten years has deteriorated to the point of striking decay. The buildings are dilapidated; the roads leading to the premises are full of potholes. Classrooms have no windows and doors and desks that are meant to serve thirty pupils are shared by three or four times that number…the issue of poor physical environment… at the various levels and inadequate facilities at all level are some of the things that mark out the present Nigerian education system as deplorable and disastrous.

Corruption in the education industry in Nigeria has done further irreparable damage to Nigeria and Nigerians. Every state looks up to its citizens and its education system as the direction to look up to in fixing whatever threats and challenges it faces and every individual sees his involvement and participation in education as a route upon which his emancipation is deeply indebted to, meaning that at the end of his graduation, he is sure he has attained levels that he can empower himself or get some kind of empowerment through critical services he can render to the society. Simple honest reflection on this can lead one to conclude that participation in education without the necessary infrastructural facilities cannot produce the needed expertise and empowerment expected of education upon which one can become sustainable or self fulfilled so as to make his contributions to the development of his fatherland.

The case in Nigeria in this direction is somehow critically unfortunate. The reason for this is that officials entrusted with overseeing responsibilities in education simply and ingloriously embezzle or misappropriate whatever funds for this purpose and this decadent behaviour is correspondingly matched

with strike actions that make students stay more days in the house than they stay in schools. The consequence of this according to Emenyonu (1994: vii) as cited by Kayode (2013) is that:

Students… have not had the privilege of completing any academic year… today products of Nigerian universities cannot compare with their counter parts in other parts of the world or indeed other parts of Africa… Today, Nigerian university graduates in most cases reflect the sorry picture of timidity, total lack of confidence or at best hollow intellectuals that beg for sympathy. The primary school child is the most pitiable of all in today's Nigerian educational environment.

If one pauses, possibly for casual analytic insights or reflections on the quality of manpower that
Nigeria produces under the prevailing circumstances that is dominated by corruption in her education system, one can simply console himself that Nigerian graduates may not effectively compete internationally with their counterparts in other parts of the world and it is here that the tragedy or implications of corruption and other fraudulent sharp practices in education for national development can kick Nigeria on the face because it (Nigeria) has lost its own potential human resources that should have fast tracked her national development to corruption. It has to be noted that awareness on the part of other states that Nigerian graduates may not have anything to offer as they cannot effectively compete internationally with their counterparts in the rest of the world can lead to a deliberate international conspiracy not to offer admissions to Nigerians who may seek admissions abroad on grounds that as half baked graduates who may not have anything meaningful to offer, their admission into educational institutions outside Nigerian where quality is a cherished norm can amount to compromising educational standards of such states or infesting it with not too good learning behaviours inherited from Nigeria. As citizens of states are predominantly responsible for the development of their states, Nigeria can be losing at all fronts and the genesis of this tragedy is corruption especially in the education industry.

Some terrible fallout of the prevalence of corruption in Nigeria's education industry is the normalization and promotion of attitudes that see the development of moral consciousness as a practical charisma that is antithetical and anti-social to Nigeria. Put slightly different one negative signal that the prevalence of corruption in the education industry gives out to insightful members of the

society is a total loss of a sense of moral development and moral direction from education. This doubt is real because the prevalence and rootedness of high profile corruption in the education system in Nigeria is capable of forcing the society to withdraw the aura of respect and sense of direction usually associated with education. This position is rooted in the fact that since high profile anti-social and criminal behaviour such as corruption exists in the education industry, relying on education and its products for the survival of man and his institutions can be a suicidal mission for members of the society. Nwaokugha et al (2010) had raised doubts concerning the ability of education to accommodate within itself some morally questionable and socially retrogressive practices and at the same time raised eyebrows on the inability of education to cure or purge itself of unethical tendencies hence they tentatively speculate/conclude that if the trend is not urgently checked, the society may reach a consensus that "education may not after all be the beacon of hope capable of leading man out of darkness as previously believed, for one does not give to another what one does not have" (p.95) and this very pointedly may be pointing in the direction that "the society and its institutions which rely on products of educational institutions shall never be free of troubles" because they will exhibit or carry over such decadent and corrupt practices and behaviours learnt in educational institutions to the larger society.

Implications of Corruption in the Education Industry for National Development in Nigeria

Having discussed corruption in the education industry so far, attempt can be made to directly point out its implication for national development in Nigeria. One of the traditional roles of education in any society is to stratify persons who go through education into areas based on their abilities and base on this stratification people are placed into positions that fit them. However, this traditional role of education easily suffers terrible set back and the pays for it especially when through corruption and corrupt practices education places people in positions and professions they are not fit for. Importantly beneficiaries of this process hardly make any meaningful contributions to the development of their fatherland.

Corruption in education has adverse effects on the efforts of a state to promote social equality, fair competition, competence and merit. Common sense shows that in societies where students pay for admission before they are admitted into educational institutions, admissions easily becomes the exclusive right of those who can pay but who unfortunately have nothing to offer to the education

industry or to the general society. On the other hand the sons and daughters of the poor who cannot afford to pay but may have something to offer to both the education industry and the larger society may be left out of the system. It has been observed that the involvement of some youths in Nigeria in high profile deviant behaviours like militancy and insurgency is due to the type of frustration they received in the hands of state institutions notably education and everyone knows the retrogressive consequences of militancy and insurgency in terms of losses to human and material resources as well as national development of a state.

The prevalence of corruption in the education industry produces more adverse effects on the general public that have lifelong damaging consequences and this occurs in the forms of learners and members of the general public internalizing the signals that hard work, honesty and other moral virtues education preaches do not after all contribute to the success and survival of the individuals and his society but corruption and corrupt practices do and must consequently be embraced if one is to make a head way in the Nigerian state. The embezzlement and misappropriation of the funds meant for education means that infrastructure and facilities for effective teaching and learning must be lacking. The consequences of this are complex. Not many Nigerians will have access to quality education and overcrowded classes will definitely affect the level of understanding and comprehension of learners as well as the quality of instructional and pedagogical delivery by the teachers. Teachers may not derive maximum job satisfaction and this has potentials to trigger massive drift out of the teaching profession by professionally competent teachers, thereby leaving the teaching profession with basically quacks. Sound education that can lead to the production of persons whose efforts can lead to national development must elude any state whose teachers are quacks. Again some courses that are capital intensive to mount and run cannot find their levels in a corruption prone education system and where such courses exist, the standards are terribly low. The end product of poor academic standard in any education system is poor quality of graduates who cannot in any way make any meaningful contributions to the national development of their state.

Corruption in education drains the products of the system the much needed foundational and fundamental sense of moral development which is a necessary condition for the development of any state. The draining of a sense of moral development in a people promotes the normalization of anarchy and vice as virtues needed for human survival and any society where this prevails may never witness any genuine national development in any form. The truth

of this assertion or claim lies in the fact that investors who may have genuine business interests to invest in a state where the citizens lack morality may be skeptical or have double minds in establishing their business in such states and without the participation of businessmen or foreign direct investments in the economy of states, the national development of such states can never measure favourably or compete favourably on scales or indexes for measuring national development. In fact the fundamental necessity of morality in the development of any state is highlighted by Nwanegbo-Ben (1999:137) when he writes that:

Morality is a conditio-sine-quo-non for development. Any nation where there is moral debasement, corruption relating to fraud, embezzlement, robbery, murder, bribery and various vices, such a nation will never develop. A nation where selfishness, individualism and greed are an integral part of their social set up, the issue of development will be an illusion.

Conclusion

In both the larger Nigerian society and in the education sector, corruption invokes a plethora of meanings and occurs in a number of ways that revolve around individuals or groups use of power for the individual's or group's advantage beyond the approved limits upon which such power is meant. This includes bending official rules in order to punish or favour one or group who by merit does not merit such favour. Corruption in the education sector is more dreaded and dangerous as it short changes members of the society in the provision of an essential social services, which in addition to being a fundamental human right, is a bedrock upon which errors and mistakes of the past can be corrected and the developmental goals and aspirations of the present and future generations depend. Fundamentally corruption in the education sector celebrates mediocrity, distorts order and jettisons merit and fair competition which are hall marks of ideal education systems globally. That corruption has become a norm in Nigeria's education system invariably translates that education has failed in the Nigerian society in not properly stratifying or placing members of the Nigerian society into areas where they can make sustainable contributions to the development of the Nigerian state. Corruption in Nigeria's larger society and corruption in Nigeria's education industry very unfortunately has fertile breeding grounds and stable platforms so much that it has many advocates and many practitioners. Corruption is a serious threat and challenge to the development of the Nigerian state and needs to be confronted head long. Embarking on a mission that is targeted at challenging corruption in Nigeria

generally and in Nigeria's education industry in particular requires a paradigm shift in transactions. A radical revolution can be initiated through education whereby accountability and transparency becomes household words in Nigeria so that citizens can be sensitized to hold public officers, politicians, contractors, teachers and other stakeholders in education accountable for money or any projects that are meant to serve the people.

Recommendations

Accurate monitoring of projects in education can become a priority with amounts fixed for projects in education made public so much so that citizens can help monitor work by corresponding work done with money paid .

Those who donate money for infrastructural developments in education should inform and mobilize citizens of such states to furnish them with information on the extent in which such monies are used or have been used for the purposes they are meant for.

Individuals should be made aware of what constitutes corruption, there should be strong mechanisms upon which defaulters can be punished or disciplined or made to refund what they have corruptly acquired.

Lastly there should be strong and implementable social justice measures for the citizens. This has potentials to limit the extent in which people can indulge in corruption and corrupt practices and possible. In fact the education industry in Nigeria must consciously and systematically initiate curricular and pedagogical measures to kill corruption or corruption will systematically and mercilessly kill education or bring the sector to its knees, a development that can invariably translate to making national development in Nigeria an illusion or a mirage.

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Implementing Civic Education in Post-Basic Education Curriculum: an Imperative for a Corrupt-free Society in Nigeria

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Abstract

Corruption is an anti-social behavior conferring improper benefits contrary to legal and moral norms, and which undermines the government's capacity to secure the welfare of all citizens. In an effort to correct this poor value orientation, it is pertinent to introduce an educational curriculum to address this malady. This paper, using secondary sources of information identifies civic education as a school subject that inculcates these knowledge, skills and dispositions which can curb the prevalent corrupt practices in all facets of the society. The concept of civic education presupposes that there is no more important task than the development of an informed, effective, and responsible citizenry. The paper examines the place of civic education in achieving a corrupt-free society based on the components of the subject and recommends among others that Schools should thoroughly examine the informal curriculum, or the governance of their school community and the relationships among those within it.
Keywords: *Civic education, Curriculum, Corruption*

Introduction

The Federal Republic of Nigeria (FRN) (2014) National Policy on Education defines the post-basic and career development as the education children receive after a successful completion of nine years of basic education and passing the relevant basic education certificate examinations. It clearly states that it includes

    I)   Senior secondary education
    ii)   Higher school
    iii)   Continuing education given in Vocational Enterprise Institutions (VEIs) to either basic education graduates who are not senior secondary schools, or senior secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for world of work, wealth creation and entrepreneurship. (FRN 2013, :17).

Among the various objectives of the post-basic education is to offer diversified

curriculum to cater for the differences in talents, disposition, opportunities and future roles. Section 3, sub-section 38 and 38.1 outlines clearly the compulsory cross-cutting subjects in the post-basic education curriculum. Civic education is listed as one of such   and is made compulsory given its importance and the need to strengthen the foundations for ethical, moral and civic values acquired at the level of basic education (Ekpo, Imeh and Enwere 2015). Corruption is widely believed by many in the society to be the bane of Nigeria. Consequently, the issue has reoccurred in every academic and informal discussion in Nigeria. Further discussions should adopt a holistic approach to fight this social malaise. Education as a human development process has to be explored; schools are one of the societal institutions for urgent value re-orientation, therefore, the school's curriculum is a veritable tool for this campaign. The 2018 U.S. News and World Report ranking places Nigeria as a topmost of the ten most corrupt countries of the world. Nigeria has a population of 200,963,599 people with a corruption index of 144 and score of 27 (World Population Review 2019). With these disturbing figures, it is obvious that the issue of corruption in Nigeria is becoming more worrisome. The focus of this paper is to examine the place of civic education curriculum implementation at the post basic education level as an imperative for the realization of a corrupt free society in Nigeria.

Conceptualizing Civic Education

Civic education is an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leaders should do. According to the Jekayinfa, Mofoluwawo and Oladiran (nd), the re-introduction of civic education as a subject to be taught in primary and secondary schools in Nigeria is expected to further deepen democratic culture and encourage qualitative participation of the average Nigerian in the governance process. The prevalence of trend of corruption, indiscipline, disrespect for both elders and the rule of law, indifference to duty are clear examples of the manifestations of negative trends in the Nigerian society. There is, therefore, need for urgent value re-orientation because of their far reaching impact on national development. To do these, the school has a great role to play (Enu and Odey 2017). Acquiring knowledge and skills have become essential for an informed, efficient and responsible citizen. More than ever before, young people need to understand how democracy works and how they can help to keep it and improve it. Civic education has become one of the central objectives in many schools, especially in the context of promoting interdisciplinary and practice-oriented projects, making civic education not merely a school subject but a way of school life.

Civic Education in Nigerian School Curriculum

In view of the various anti-social behaviours that are inimical to the socio-political

and economic wellbeing of the federation, the need for the introduction of civic education became apparent. Nigerian media and press are awash with news of corruption, fraud, electoral malpractice and sundry issues of indignity. If the future generation is not rightly skewed in thinking and action, their generation may be worse than the current one hence, the need for a body of knowledge that will orient them to be in harmony with national ideals. The subject, civic education is separate from social studies. According to Jekayinfa et al (nd), the introduction of the subject is designed to refocus, re-invigorate and reposition Nigeria to further realize her full potentials as envisaged by her founding fathers. Specifically, civic education seeks to expose our pupils and students to the tenets and rudiments of citizenship education. It is envisaged that the teaching of the subject in schools will lay a strong foundation for effective citizenship education and public participation in governance and other ethical issues that affect lives.

Azebamwan (2010) noted that as a subject, Civic Education helps people to deal with the world around them in a more capable and confident way. It covers a wide range of issues, topics and legislation that impact on people's lives and daily living at all time and these are areas that are covered under Civic Education (p.8). The subject teaches young people how to get the best out of their world. It teaches them to stand up for their rights and opinions and how to help other people to do so. It teaches tolerance of opposing viewpoints and that there is no such thing as "the right answer". It teaches them to recognize their responsibilities to the government, other individuals and the environment. It covers areas of life like voting, taxes, the justice system, prisons, other peoples and their cultures, international relations, and so on.

Civic education has the good aims and purposes. It is the education which aims to help people learn how to become active, informed and responsible citizens. More specifically, it aims to prepare them for life as citizens of a democracy. Different characteristics are required by citizens in different types of political systems. The characteristics required of people living as free and equal citizens in a democratic society differ significantly from those of people living under a totalitarian or communist regime. In a democratic setting, citizens should be aware of their rights and responsibilities as citizens; informed about the social and political world; concerned about the welfare of others; articulate in their opinions and arguments; capable of having an influence on the world; active in their communities; and responsible in how they act as citizens.

Components of Civic Education

As a body of knowledge, civic education is designed on a structure based on the needs of the Nigerian child reflecting the national ideals and values the children are expected to acquire. The components of civic education in the Nigerian school

system include civic knowledge, civic skills and civic disposition (Branson, 1998)**.**
Civic Knowledge
Knowledge of the ideals, values, and principles set forth in the nation's core documents serves an additional and useful purpose. Those ideals, values, and principles are criteria which citizens can use to judge the means and ends of government, as well as the means and ends of the myriad groups that are part of civil society. In Nigeria, values such as respect, dignity of labour, obedience, justice, equity and fairness are necessary in the entrenchment of principles of a corrupt free society on the minds of the young ones. Accordingly, the knowledge of these national values and ideals are curricular contents of the Nigerian civic education at the post-basic education level.
Civic Skills: Intellectual and Participatory
The second essential component of civic education in a democratic society such as Nigeria is civic skills. If citizens are to exercise their rights and discharge their responsibilities as members of self-governing communities, they do not only need to acquire a body of knowledge such as that embodied in the five organizing questions just described; they also need to acquire relevant intellectual and participatory skills. Intellectual skills in civics and government are inseparable from content. To be able to think critically about a political issue, for example, one must have an understanding of the issue, its history, its contemporary relevance, as well as command of a set of intellectual tools or considerations useful in dealing with such an issue. Another intellectual skill which good civic education fosters is that of describing. The ability to describe functions and processes such as legislative checks and balances or judicial review is indicative of understanding.
Civic Dispositions: Essential Traits of Private and Public Character
The third essential component of civic education, civic dispositions, refers to the traits of private and public character essential to the maintenance and improvement of a corrupt free society. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns and experiences in the home, school, community, and organizations of civil society. Those experiences should engender understanding that democracy requires the responsible self-governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self-discipline, and respect for the worth and human dignity of every individual are imperative. Traits of public character are no less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise are indispensable to democracy's success.
Corruption and the Nigerian Experience
Corruption is an anti-social behavior conferring improper benefits contrary to

legal and moral norms, which undermines the governments' capacity to secure the welfare of all citizens. It is a global phenomenon which has become a way life in Nigeria, one which existing governments neither wishes to, nor can, control. Corruption is endemic in Nigeria and its damages have done to the polity an astronomical destruction. This is visible in situations like slow movement of files in offices, police extortion of toll fees, port congestion, queues at passport offices and petrol stations, ghost workers syndrome, election irregularities, public funds embezzlement, poor political representation, poor public building maintenance and massive institutional rot. There are many unresolved problems, but the issue of the upsurge of corruption is alarming. For a very long time, corruption has been acknowledged as an obstacle to economic progress and democracy in Nigeria. Corruption is the canonization of fraudulence; the brazen celebration of impunity, which pollutes the ethical hygiene of a society (Ogbunwezeh, 2005). Aluko (2009) described it as a general concept describing any organized, interdependent system in which part of the system is either not performing duties it was originally intended to, or performing them in an improper way, to the detriment of the system's original purpose.

Where corruption is situated in the structural nature of any society, countries with extensive natural resources may fail to develop in a way that benefits ordinary citizens (Edewor and Sokefun, 2002). In Nigeria, corruption kick-starts a process of social decadence and has allowed ethical recklessness, and normative chaos. It sabotages the common will and enables the embezzlement of the nation's posterity. To this end, every society that desires progress must do ceaseless battle with the constant attempt of negative forces to bring the social structure under its inglorious dominance. This is because corruption as a disintegrative social factor often prevents social, political and economic development of a nation, just as poverty works against enduring democracy. Realizing the endemic and cancerous nature of corruption in Nigeria, the Olusegun Obasanjo's civil government, inaugurated on 29th May, 1999, declared transparency and accountability as the twin-pillars of his administration (Osipitan, 2001) and vowed to wage a relentless war against corruption. This culminated into the establishment of anti-corruption agencies the Economic and Financial Crimes Commission (EFCC) and Independent Corrupt Practices and other Related Offenses Commission (ICPC). In the past years, the fight against corruption in Nigeria has been embodied in the activities of these agencies. Though they might have had some successes, the role of civic education in the post-basic education curriculum through its components to strengthen the foundations for ethical, moral and civic values and produce informed, efficient and responsible citizen is a necessity in achieving a corrupt-free society.

Civic Education as An Imperative for Achieving a Corrupt-free Society

Civic education could be found very instrumental to the realization of a corrupt free society in Nigeria if the pedagogical, instructional and curriculum requirements are in good stead. Branson (1998) opined that what citizens need to sustain political culture is to have requisite knowledge, skills and disposition. Specifically, the curriculum of civic education must contain the formal and informal components of learning. The formal curriculum instruction in civic education provides a basic and realistic understanding of civic life, politics, and government. It familiarizes students with the national constitutions and the edicts and byelaws of the state in which they live, because these and other core documents are criteria which can be used to judge the means and ends of government. Formal instruction should enable citizens to understand the workings of their own and other political systems, as well as the relationship of the politics and government of their own country to world affairs. On the other hand, there is the informal curriculum requirement of civic education instruction, which encompasses the governance of the school community and the relationships among those within it, as well as the co-curricular activities that a school provides. Classroom and schools should be managed by professionals who govern in accord with democratic values and principles and who display traits of character, private and public, that are worthy of emulation. Students also should be held accountable for behaving in accord with fair and reasonable standards.

Accordingly, and in specific terms, as noted by Branson (1998), civic education is saddled with the responsibility to provide the learner with knowledge, skills and disposition to:

i. **Becoming an independent member of society.** This disposition encompasses adhering voluntarily to self-imposed standards of behaviour rather than requiring the imposition of external controls, accepting responsibility for the consequences of one's actions and fulfilling the moral and legal obligations of membership in a democratic society.

ii. **Assuming the personal, political, and economic responsibilities of a citizen.** These responsibilities include taking care of one's self, supporting one's family and caring for, nurturing, and educating one's children. They also include being informed about public issues, voting, paying taxes, serving on juries, performing public service, and serving in leadership positions commensurate with one's talents.

iii. **Respecting individual worth and human dignity.** Respecting others means listening to their opinions, behaving in a civil manner, considering the rights and interests of fellow citizens, and adhering to the principle of majority rule but

recognizing the right of the minority to dissent.

**iv.	Participating in civic affairs in a thoughtful and effective manner.** It entails becoming informed prior to voting or participating in public debate, engaging in civil and reflective discourse, and assuming leadership when appropriate. It also entails evaluating whether and when one's obligations as a citizen require that personal desires and interests be subordinated to the public good and evaluating whether and when one's obligations or constitutional principles obligate one to reject certain civic expectations.

**v.	Promoting the healthy functioning of constitutional democracy.** This encompasses being informed and attentive to public affairs, learning about and deliberating on constitutional values and principles, monitoring the adherence of political leaders and public agencies to those values and principles and taking appropriate action if adherence is lacking. It also inclines the citizen to work through peaceful, legal means to change laws that are thought to be unwise or unjust.

Recommendations

It is recommended that:

i.	Schools should thoroughly examine the informal curriculum or the governance of their school community and the relationships among those within it.

ii.	Student participation in the governance of their classrooms and schools should be an integral part of civic education. Classrooms and schools should be considered laboratories in which students can employ participatory skills commensurate with their maturity.

iii.	Civic education should help students develop a reasoned commitment to those fundamental values and principles necessary for the preservation and improvement of constitutional democracy. Civic education enables citizens to make wise choices in full awareness of alternatives and provides the kind of experiences and understanding that foster the development of a reasoned commitment to those values and principles that enable a free society to exist.

iv.	Every student should become familiar with the nation's fundamental documents through age-appropriate instruction. Documents such as the constitution of the Federal Republic of Nigeria, the national policy on education, certain acts like the child rights act, freedom of information act etc., and national gazettes among others should be form part of civic education instructions.

v.	Co-curricular activities that support and extend civic education should be

encouraged. Activities such as mock elections, mock trials, and simulated legislative hearings to promote greater interest and understanding of government and civil society.

vi.   The opportunity for school and community service should be made available to all young people as a part of their civic education. Students should be prepared for age-appropriate service, adequately supervised during their service, and expected to reflect on their experiences under the guidance of qualified teachers or mentors.

Conclusion

Corruption literally undermines effective governance, endangers democracy and erodes the social and moral fabric of nations. Evidently, civic education is identified as a potent force in the pursuit of development challenges. This paper argued for the use of civic education as a realistic platform for the production of responsible and informed citizens who will contribute positively towards Nigeria's quest for curbing corrupt practices. To achieve this, civic education has the capacity to perform its mission of promoting an education culture that stimulate civic competence, critical thinking skills, articulate, analyze and proffer solutions to complex societal issues. Civic education therefore represents educators' pedagogical paradigm shift that enhances thinking about what is expected to mould future citizens who are endowed with self-sustaining skills and talent of engaging in productive activities that will contribute to a corrupt-free society.

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The Effects of Corruption on the Implementation of Curriculum at the Secondary School Level in Nigeria: The Way Forward

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Abstract
This paper focused on the effects of corruption on the implementation of curriculum at the secondary school level in Nigeria: The way forward. The paper discussed the concept of curriculum, corruption, curriculum implementation, corruption in the school system, corruption in curriculum implementation, challenges of curriculum implementation, commonly found corruption practices in secondary schools on Nigeria and finally the way forward backed up by some recommendations. The researchers highlighted some of the challenges of curriculum implementations as includes lack of sufficient finance, frequent turn-over of teachers, poor remunerations, among others. Some of the listed corruptions commonly found in secondary schools includes; illegal levies charged students for admission forms which ordinary should be free, salaries are drawn for 'ghost teachers' – staff who are no longer (or never were) employed for various reasons, including having passed away. This affects de facto student-teacher ratios and prevents unemployed teachers from taking vacant positions. While the way forward includes revamping of infrastructure, teachers working environment should be improved and training and retraining of teachers should be intensified. The researchers recommended that promotion of secondary school teachers should be regular and backed up with financial benefits; teachers retirement benefits should be assured and paid promptly to avert every other form of corruption during the service period.
KEYWORDS: Curriculum, Corruption, Curriculum implementation

Introduction

Corruption is a global occurrence, which has been with all kinds of society throughout history as a global crime. It is a universal phenomenon which presents itself in different colorations and dimensions depending on where it rears its ugly head. Because of its wide spread nature in terms of its coverage, the

concept attracts different meanings from different scholars particularly the social scientist. Some of these definitions are self-limiting in what they cover as constituting corruption while others are encompassing. A definition of corruption that falls into the first category sees the phenomenon as any transaction which involves duty of public office holder with a partial motive of acquiring or amassing resources illegally for personal advancement and self-gratification (Olusoga, 1981, Nkom, 1982; Odekunle, 1986 and Otite, 1986). Ndu (1990) examining the concept from the perspective of deviance from the norms of public morality stated that, "corruption is the behaviour of public officials which does not conform to known and publicly acceptable norms and which aims at serving the private interest of those who practice it. This involves the exchange of decision for money or material wealth". From the above, it is common to find people referring to corruption as the perversion of public affairs for private advantage. Therefore, corruption in this sense include bribery or the use of unauthorized rewards to influence people in position of authority either to act or refuse to act in ways that are beneficial to the private advantage of the giver and that of the receiver. It also includes misappropriation of public funds and resources for private gains. One conclusion that can be drawn from this self-limiting definition is that a public official is corrupt if he accepts money or money's worth for doing something which he is under a duty or an obligation to do. Also by this definition, it is a corruption for a public official to accept payment of cash or kind not to do what he is supposed to do or to exercise a legitimate discretion for improper reasons (Mcmullan, 1996).

The post-independent Nigeria has witnessed a serious hyper sickness called corruption which has engulfed all political leaders and office holders. Corruption is an ethical and criminal problem which has been discussed throughout history (Kligarrd, 1998). However, the debate to stem corrupt behaviour has intensified amidst the more recent calls for transparency, accountability and adherence to democratic principles and practices, at a time when unethical behaviour and practices appear to have increased significantly. Several regional organizations such as the African Leadership Forum (ALF), the Council for the Development of Economic and Social Research in Africa (CODESRTA) and the United Nations Economic Commission for Africa (UNECA), have all raised the issue of corruption and have placed it squarely on the regional agenda in a forceful manner (Rasheeds, 1996). Corruption is shown to be linked to the climate of unethical leadership and bad governance which have especially on the implementation of curriculum at the secondary level. After independence, Nigeria drifted shamelessly from a bureaucratic administration that emphasized good governance to one that emphasized the sovereignty of politics. This

resulted in the emergence of politicized bureaucracy in Nigeria which began to engage in centralized economic decision- making.

Corruption has being observed as one hydra-headed scourge that has high profile and epidemic proportion, so pronounced and contagious that its seals and impressions can be noticed and felt by individuals and states globally without respect to levels of sophistication. Corruption exists at local, national and international levels and at any level of its existence not only in secondary institutions, it has in-built devastating and disabling potentials to infest and reconfigure the psyche of the individuals, the state and those entrusted with the day to day affairs of the state at its social, political, economic, religious, moral, educational and general development levels with terrible viruses that in addition undermining the advancement and sustainable development of the country, corruption impairs and cripples the zeal for honesty, hard work and merit students admission in primary, secondary and even tertiary institutions. These are possible because corruption in any of its multi-dimensional forms has terrible potentials that can neutralize and bring to zero point the developmental aspirations of honest and hardworking individuals and institutions in country in the form of causing general disenchantment and instability, making nonsense to curriculum of the institutions, discouraging and eroding genuine value system upon which the sustainable development of country is laid (Nwaokugha and Ezeugwu, 2017).

In the words of Okorafor and Wogu (2017), Nigeria like most countries has adopted education as the instrument par excellence for achieving national objectives which the goal can only be realized through a well designed and implemented curriculum. Owing to the critical position of curriculum in driving sustainable development in Secondary Schools/ institutions, commitment in curriculum determines the success or failure of such objectives. Because when the issue of education today is raised, the strands of thought that comes to peoples' mind are; decline in curriculum standard, deterioration of facilities, examination malpractices, mass production syndrome etcetera, before any other thing else .

Concept of corruption

Corruption according to Brunnelle-Quraishi (2011) is derived from the Latin word corruptus which translates as "to break". For Khan (1996), corruption incorporates any act that deviates from those rules and regulations that govern the behaviour and action of any one in a position of public authority especially actions that turn such privilege into avenues for personally and privately amassing wealth, power and authority. The World Bank (1998) defines corruption as the use of public office for private gain and in the views of Lawal

and Tobi (2006:643), "corruption is any conscious attempt or deliberate diversion of resources from the satisfaction of the general interests to that of the selfish (personal or particular interest). Ojiade (2000) is more inclusive in his definition of corruption when he writes that corruption is 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 become norms upon which the people and the state operate.

Corruption has crept into virtually all aspects of the country's economy where education is having its share of it. Money meant for educational programmes are often diverted into private coffers by some of those in power. In Nigeria, government money is regarded as 'national cake' which every individual wishes to cut his/her share of the cake. According to Begovic (2005) the most promising definition of corruption is the one made by Vito Tanzi which stated that corruption is the intentional non-compliance with the arm's length principle aimed at deriving some advantage for oneself. In Nigeria secondary school system corruption is nothing but a consequence of the political process, hence there is no need for a wage increase, and it rather become a widespread notion that provides compensation for their lower wages. In this case corruption violates the rule of curriculum which is the prerequisite for the sustainable development of a country in terms of education. Meaning that corruption by its nature is universal and does not restrict itself to borders or geographical territories. In the same vein, corruption does not restrict itself to a particular institution or to a particular sector of the economy. In fact corruption and corrupt practices are common denominators that developed, developing and underdeveloped states share in common and in all these countries, individuals and institutions that perpetuate corruption and corrupt practices intentionally and willingly do so as they on their own create window of opportunities that promote and make corruption possible. Therefore Akindele and Fasakin (2014) supported that the underlying motivation for corruption globally is human nature, fanned, watered and triggered by greed as well as the cherished views or desires of some individuals usually, the influential minority who do not allow the majority access to the good things of life. Unfortunately this unfolding development creates a vicious cycle that in addition to posing as life threatening threats to the wealthy minority also inherently promotes poverty, crisis and the intensification of corruption will not give room for the implementation of curriculum at the tertiary institutions in Nigeria.

In a way perpetrators of corruption and corrupt practices take exceptional

interests in grabbing all the benefits their states can afford to themselves, in addition to being least committed to the ideals of social justice and human rights in their states. What this tries to suggest is that in states where corruption and corrupt practices flourish, priority and conscious efforts to focus on the welfare policies for the people are usually not a priority of the state simply because available resources for initiating welfare of the people are usually not a priority of the state simply because available resources for initiating welfare policies are cornered or diverted by a given few minority who hold the majority hostage.

Corruption involves behaviour which deviates from the normal duties of a public role because of private regarding (family, close private clique), pecuniary or status gains, or violates rules against the exercise of certain types of private - regarding influence. This includes such behaviour as bribery (use of reward to pervert the judgment of a person in a position of trust) nepotism, (bestowed of patronage by reasons of accretive relationship rather than merit); and misappropriation, illegal appropriation of public resources for private regarding uses) Nye (1967).

Again corruption and corrupt practices flourish where there are selective and nepotism application of laws and rules upon which a state is governed. In other words corruption and corrupt practices find space, flourish and breed well the moment undue influences become standards and yardsticks for sharing available limited resources of the state. Consequently corruption can be perpetuated through cash and kind, appointments, employments, promotions, awards of contracts, awards of grades to students and other classes of persons. It has to be noted that the employment, appointment, promotion or award of grades or contracts in our secondary schools qualify as corruption because giving them to people who are least qualified to get them undermines efficiency, merit and must leave bad impressions at the level of the practice and in the education industry especially, this practice amounts to a deceit and official distortion of the primary stratification roles the education industry renders upon which persons are placed on hierarchies for service to the state. For example a situation where level 9 officer is pulled to one village and made a Principal of a school simply because his relation is now the education commissioner or chairman secondary education board.

There are other motivations that make people to be corrupt. According to Ene, Arikpo, Jeffery and Albert (2013:6) part of what lures people to embrace corruption and corrupt practices are misplaced sense of value, lack of accountability and transparency in wealth distribution and in the same way these scholars write that corruption finds its ways into the social and moral lives of a people through "fraud, embezzlement and misappropriation of public funds,

inflation of contracts, sexual harassment, bribery and others". The potency of any of the above in distorting a system can be demonstrated using bribe. Bribe as a form or instrument of corruption makes the receiver to shut his eyes or show open and unmerited favour in matters or issues involving the giver of the bribe. This is where giving and receiving of bribe, giving and receiving of favour, compromising or bending official rules in favour or as a ploy to witch hunt a perceived enemy, inflating of invoice, embezzlement of money meant for contracts without doing the contract and looting the treasury of a state or an institution, extorting money or sexually exploiting students or any other member of the society and awarding grades that do not correspond with the efforts and abilities of students are all aspects of corruption and corrupt practices.

Curriculum implementation

Curriculum implementation is sometimes regarded as curriculum development. This entails the arrangement of the pre-planned curriculum through assessment of the facilities, resources and environment to ensure that the planned curriculum will be implemented without problem. Curriculum implementation is the putting into action the planned curriculum. It is the execution of the planned curriculum in the classroom through the efforts of the teacher and the learners. This implies that curriculum implementation takes place in the classroom. When the teacher is teaching a lesson, he/she is implementing the curriculum because several lessons makeup a unit of instruction and several units make up a scheme of work, several schemes of work make up the syllabus and several syllabuses make up the curriculum. So in the long run, the first lesson that is taught in the class room is the beginning of the implementation of the curriculum.

Curriculum implementation is the interpretation of the planned curriculum by the teacher, who is the implementer. After planning the curriculum, it is downloaded to the teacher, who will then interpret it for execution. Obasi, Adaobi and Ajeka (2007) understand curriculum implementation as 'the weaving together of the subject matter and method to produce desired learning activities which lead to the relevant learning outcomes'. They believe that the main focus of implementation is the learner, while the most important person in curriculum implementation is the teacher. Implementation is the instructional phase of the curriculum. After the selection of the objectives, content, method, resources and evaluation procedures, the teacher puts into action his/her plans.

Corruption in curriculum implementation

Okorafor (2003) has regarded curriculum as the life wire and the heart of every educational program. It is an embodiment of all the knowledge, skills and attitudes which a nation, through her schools, imparts to her citizens. He also viewed curriculum as the vehicle through which the school strives to achieve

educational ends, be they, those of the nation, state, local government or even community, Which makes curriculum a planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded persons who can make meaningful contributions to the betterment of their society and the world. It is therefore the blue-print or instrument by which school seeks to translate the hope and values of the society in which it operates into concrete reality. However, Ogar and Awhen (2015) explained the term curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. It is also the translation of the objectives of the curriculum from paper to practice as well as the translation of "theory into practice", or "proposal into action", the actual engagement of learners with planned learning opportunities; meaning that the actual carrying-out of societal culture and/or government policies are spelt out in the curriculum. Nicholls and Nicholls (1980: 14) stated that curriculum implementation is the planning of opportunities intended to bring about certain changes in pupils and assessment of the extent to which these changes have taken place. This means that the actual carrying-out of societal culture and/or government policies are spelt out in the curriculum. In addition, Lambert and Morgan (2009) opined that over the past two decades the school curriculum has become estranged from the challenge of corruption in educating children because of government intervention in the school curriculum. Teachers are no longer free to 'impart a body of academic knowledge to their students. The school curriculum has become a battleground for zealous campaigners and entrepreneurs keen to promote their message, meanwhile, the content of the curriculum is not determined by its academic weight, but according to whether it promotes particular values about what it means to be a good citizen. This is as a result of the government coming out with any curriculum development according to their periodic tenure and no continuity. Meanwhile, Nwiyi and Okorie (2014) noted that teachers are stagnated and denied promotion, hence some spend nearly eight years and above without promotion and those promoted are not implemented in terms of payment of the new salaries and allowances. Most times the promoted ones are meant to sign bond not to ask of money until further notice like in the case of Ebonyi State College of Education, Ikwo. This situation is highly demoralizing and has negative impacts on the implementation of the curriculum in the secondary level as well as tertiary institutions as a result of corruption.

Most of the equipment's, tools and workshop facilities in the institutions are either broken down, damaged or dilapidate and they are not replaced or

renovated. While the primarily goal of developing curriculum is to teach the students both practical and theoretical aspect of subject matter, but unfortunately, it is not so in the Nigerian secondary institutions because of lack of adequate instructional materials and ineffective teaching method as factors responsible for poor implementation of curriculum.

In the words of Durojaiye (2017) corruption is everywhere in Nigeria and it is the major cause of poverty. Corruption is an evil that is literally belittling Nigerian curriculum when compared to other country's educational certificates. It has become a deep-rooted norm in every sector, occurring in different forms. This has giving room for bribes, one being favoured at the expense of a more qualified and experienced colleague, nepotism or giving favours in exchange for gratifications in some institutions, a student cannot pass examinations without bribing the teachers and teachers not completing the curriculum in order to give room for bribing, how about parents buying examination papers for their children in advance.

Challenges of Curriculum Implementation on Nigeria

According to Mkandawire (2010), it is very difficult to implement a curriculum successfully if the education system has limited funding capacities. Under funding raise a lot of other implications on the part of curriculum. The economy of a nation will determine the success of curriculum implementation. In developing nations, the numbers of students and teachers have kept on rising but government money available for education is less. Since manpower in the education sector has increased, the bulk of money allocated to education is absorbed by salaries of both teachers and ghost workers, leaving very little for teaching materials, books, in-service training, monitoring and other things needed for the smooth implementation of curriculum. In the absence of teaching and learning materials, the teaching and learning processes will be hampered and if standard officers do not go out to evaluate, it will be difficult to know whether the curriculum is being effectively implemented or not.

Arthur (2016) supported that the quality of educational curriculum in any country is one of the major keys to sustainable national development. He sees curriculum as a set of courses, course work and topics, offered in schools. It is the aggregate of subjects/courses and topics that are being or should be offered in schools. In Nigeria, poor curriculum implementation is a major problem. There is a great disparity between policies formulated by government and the actual implementation of these policies. The reasons for that is as follows:

1. **Lack of teacher participation in decision making and curriculum planning**: The teacher has a crucial role to play in the success of any

educational programme in the nation and as such should be at the center and take an active part in the planning and development of the curriculum. When teachers are not actively involved in the planning of the curriculum, a problem builds up since it is these teachers that interact with the students, know what they need and in what proportion, and actually make use of the curriculum.

2. **Lack of sufficient finance:** Curriculum implementation is greatly drawn back by the lack of finance because workshops and seminars that are necessary to sensitize teachers and other educationists costs a lot of money. Hence the teachers are not properly tutored on every corner of the curriculum.

3. **Frequent turnover of teachers**: The frequent turnover of teachers is caused by so many factors. One factor that plays a primary role is the excessive number of temporary and or part time teachers. For example, Youth Coppers are posted to secondary schools across the country. They teach for less than a year and a new set of core members replace them. There is no time to settle into the system and work with the curriculum properly. Also, a host of these temporary teachers are usually not dedicated, while others don't have the zeal and skill to teach.

4. **Policy changes**: Another factor that affects curriculum implementation is the frequent changes in educational policies. An example is the universal primary education (UPE) which was launched in 1976 to ensure that every child who had attained such age that he or she is ripe for school, should be enrolled in school. These constant and frequent change of school policies poses a threat to its proper implementation.

5. **Rapid increase in knowledge:** The world is growing at a tremendous rate when knowledge is concerned. Due to the development of science and technology, it become more tasking for the curriculum development process as knowledge becomes obsolete quickly hence the need for constant review for the curriculum, the method and materials of instruction. It therefore becomes difficult to stay in line with these continuous changes. For example, we were used to 9 planets in the solar system. But right now, Pluto has been removed from the list of planets because it is simply too small to be called a planet. However, in schools today, teachers still tell their students that there are 9 planets and still include Pluto.

6. **Review when needed**: The curriculum in Nigeria is only reviewed when

there is an obvious problem observed. This is wrong, and the curriculum should be constantly reviewed to keep the country in line with the rest of the world.

7. **Poor ICT:** The world is developing at a rapid rate and therefore, even when the curriculum is updated, a new problem of meeting the requirements of the new elements added to the curriculum develops. Since the world is advancing technologically, the new trend of curriculums require students to be familiar with computers and make use of them.

8. **Lack of trained and well informed teachers**: you cannot give what you do not have. Hence, when the teachers and facilitators of the curriculum do not have the required skill level to teach correctly in accordance with the growing technology. Then the students cannot learn. This makes the curriculum useless.

9. **Unwelcoming attitude to change**: some teachers are so used to how they previously taught their subject. This makes it difficult to implement a new curriculum. For example, with the introduction of international financial reporting standard and a change in some methods in accounting. Some accounting teachers who have been teachers all their life would still cling to their old method of teaching. Also the introduction of ICT has really changed ways of teaching and learning.

10. **Many examination bodies**: different examination bodies have their different standards and techniques, not to talk of approaches to questions. There is a problem on how to adequately meet the needs of these bodies.

Commonly found corrupt practices in Secondary Schools

1. Corruption affects procurement of textbooks, school supplies, uniforms, meals, equipment, and buildings.

2. There is embezzlement of funds allocated by the government or raised by local and non-governmental organisations (NGOs) and parents' organisations.

3. Politicians allocate resources to certain schools to gain support, especially during election periods.

4. Teachers conduct private business during teaching hours, often to make ends meet. Absenteeism, a form of 'quiet corruption,' can have severe effects on learning outcomes and de facto student-teacher ratios.

5. Salaries are drawn for 'ghost teachers' – staff who are no longer (or never were) employed for various reasons, including having passed away. This

affects de facto student-teacher ratios and prevents unemployed teachers from taking vacant positions.

6. Teachers or officials take advantage of their office to obtain sexual favours in exchange for employment, promotion, good grades, or any other educational good.

7. School management and operation is influenced by informal arrangements driven by political interests.

Conclusion

Education is a fundamental human right and a major driver of personal and social development. It is regarded as a foundational right, whose achievement is a precondition for a person's ability to claim and enjoy many other rights. However, in societies where corruption is rampant, there is a great risk that the entire education system will be undermined. Children and adolescents often become familiar with corruption at secondary schools and universities, and corruption in the classroom is particularly harmful as it normalises acceptance of corruption at an early age. Enforcement of exam ethics, punishment of corrupt teachers, taking care of teachers' welfare and so on can help address the problem of corruption in our secondary school system.

The way forward

There is a need for a paradigm shift of some education policies such as teachers/lecturers' emphasis on seminar and conferences, methodology, the 'customized' poor budget allocation to education among others, to result oriented policies that would ameliorate the deplorable state of curriculum implementation in our education system.

- There should be a review of the curriculum to meet contemporary need of the society, with the provision of more qualified and competent teachers to meet the challenges of the envisaged curriculum. In the new curriculum, examinations should be de-emphasized while competency should be tested by employers of labour.

- There is need for our schools to start undergoing research, not when most of the teachers still deal with obsolete handbooks, "out-dated curriculum, textbooks and practical methods.

- Both Infrastructure and Curriculum should be revamped… We cannot have a good educational system without infrastructure.

- Learning curriculum, methodology and environment should be revamped, update and restructure with qualified and trained teachers.

- We must attract the best brains and pay them adequately. impliedly, that Government should make teaching attractive so that people with a passion to teach will come on board.
- There should be opportunities for teachers training and retraining to upgrade the knowledge of Nigerian teachers.

Recommendations

The researchers' haven stated the way forward made the following recommendations:

1) Governments and Educational Planners should ensure that teachers' remuneration is comparable with those of their counterparts in the other establishments. This will help in checking the incidence of teachers looking elsewhere for money to meet their basic needs and which leads to corruption in the system.

2) Teachers' physical working conditions should be improved upon, a situation whereby classes are held under mango trees is deplorable, and can dampen the spirit of teachers.

3) Teachers' conditions of service should be reviewed. They need to receive reasonable pension and gratuity to live a responsible life in retirement. If this is done, it would wedge the tide of the exodus of men from the noble profession and reduce fraudulent activities by teachers to enable ends meet.

4) Agencies of education and education supervisors should cultivate the habit of taking the needs of teachers into view during field supervision exercises. Merely checking "lesson notes" and "attendance registers" does not explain reasons for absenteeism. There is need to appreciate their physiological, psychological and behavioural aspects.

5) Teachers' need recognition as professionals. Even though some teachers are very qualified, the society and its institutions do not often respect the responsibility of the teacher. In Igbo land the teacher is frequently referred to as "nwa teacher" meaning small teacher. This notion should be reversed to enhance the teacher dignity.

6) The promotion of teachers should be regular. The present practice of notional promotion that will only have financial cover after 5 years is unfortunate. You can hardly avoid corruption of any type in a situation of this nature.

7) The teaching situation itself should be improved upon. The issue of overcrowded classrooms, lack of basic items such as text books, writing materials, desks, tables, among others, can be frustrating enough to cause

absenteeism and tardiness.

8)   The Old Teachers (OTs) are on their way to retirement. The higher number of present teachers is within the "jet-age" who no longer value job security but prefer to be on the "move". Teaching and learning periods should be re-arranged to meet current realities.

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Challenges of Universal Basic Education Curriculum Implementation: a hindrance to Corruption Free Nigeria

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Abstract
Education is the avenue through which social ills such as; illiteracy, insecurity, corruption, etc. can be minimized or eradicated in society. Having realized this, the governments of nations of the world and Nigeria in particular have at different times initiated some education programmes and policies to ensure that these issues that are gradually taking roots in society are uprooted. For instance, the Nigerian government initiated the Universal Primary Education programme in 1976 as a tool to tackle the problem of illiteracy and others but this noble education programme could not achieve its goals due to poor implementation process. As a government that does not rest on its oars, it has in 1999 launched the Universal Basic Education (UBE) programme with a well loaded and structured curriculum to achieve the objectives of this scheme and by extension help the Nigerian nation achieve a corruption free society (which is the cardinal policy thrust of this present administration), This paper therefore, looked at the concept of the UBE meaning of corruption and the Nigerian society, the teacher and the Universal Basic Education Curriculum Implementation, the challenges of implementing the UBE curriculum, conclusion and the way forward
Keywords; curriculum, Universal Basic Education, corruption and curriculum implementation

Introduction

Curriculum is the compass that gives direction and focus to education at all levels. This is so because not only that it contains the needs, aspirations and the goal of education of a people, it also stands between education and the learner. In

other words, curriculum is the conveyor of the culture of the people from one generation to another. Conveying of this culture from one generation to another will be difficult or impossible without basic education. Basic Education is the means through which any individual can achieve his/her goals in education. Realizing the importance of basic education in the life of any society has given rise to many definitions from scholars and government itself. For instance, the Federal Republic of Nigeria (FRN: 2004), described it as the key to success or failure of the whole education system(Obih, Azubuike and Obi; 2014), conceptualized the Universal Basic Education (UBE) as an educational programme aimed at universalizing access to and ensure quality in basic education for every Nigerian child of school age.

Having perceived that basic education is the key towards eradicating illiteracy, ignorance and poverty, the then president of Nigeria chief Olusegun Obasanjo in 1999, launched the Universal Basic Education in Nigeria. Universal Basic Education (UBE) as launched by Obasanjo has a lot to do in the life of every Nigerian child. For example, Ejere (2011), observed that the main thrust of the UBE programme is to lay the foundation for life-long learning through the inculcation of appropriate learning, self-awareness, citizenship and life skills. Obanya as cited by Osam (2015), opined that the UBE programme is founded on Nigeria's adherence to the Universal declaration on human rights of 1948, which takes universal access to Basic Education as given.

To ensure that the Universal Basic Education programme does not end up as a mere paper work, the government according to Ejere (2011), in 2008 (9 years after the UBE policy scheme was launched) un-veiled a new Basic Education Curriculum (BEC) to support her readiness in fully pursuing and accomplishing the objectives of UBE programme. Unarguably, despite how good the objectives or content of the UBE curriculum may be, without implementation its aim will be defeated. Therefore, the teacher is very pivotal in the implementation of the curriculum. To confirm the above position, Osam (2013), described the teachers as the prime executors of government policies on education. He further declared that teachers are fundamental resources to the development of the school system. This being said means that the failure of the teacher in implementing the curriculum will result to the failure of the UBE programme and this may breed corruption and other social ills in the society. The thrust of this paper therefore, is to look at those challenges of UBE curriculum implementation that can impede the achievement of corruption free society as discussed below.

Corruption and the Nigerian Society

Corruption is an evil wind that has blown sand and dust into the eyes of many nations of the world, both developed and developing countries. According to

Stefan-Sumah (2018), who researched on the phenomenon and its negative impacts have become more common in 1995 when countries and international institutions began to be aware of this problem. This means the attitude of people to corruption before 1995 was neutral. But this does not mean there was no corruption before 1995. Due to the evils that are associated with corruption, many definitions have been given to it. Transparency International (TI) for instance, has defined corruption as the abuse of entrusted power for private gain. Also, Ademihu cited by Ogbonnanya (2018), quoting the World Bank website, describes corruption as the single most important obstacle to development it is a subversive face that can topple the most entrenched regimes, it connotes currencies, markets and investments. From the definitions above, one thing that is common is that corruption should not be accommodated because it has affected many countries and institutions negatively.

Nigeria is one of these countries that corruption has attacked. It has permeated all sectors of Nigerian economy, institutions like; schools, religious bodies, etc. Corruption in Nigeria has taken different forms. For example Obayelu (2007) says different vocabularies used to describe corruption and typology of corruption in Nigerian society include; bribery, extortion (money and other resources extracted by the use of coercion, violence of threats), embezzlement (theft of public resources by public officials), financial malpractices, egunje, dash, gratifications, brown envelops, tips, emoluments, greasing softening the ground, inducements, sub-payments, facilitation payments, mobilization fees, revised estimate, padded contracts, over or under invoicing, cash commission, kickbacks, payoffs exchanges, shading deals, cover-ups, collusion, 10% rule. These are the forms of corruption in Nigeria. In the same vein, the different types of corruption according to Tolu and Ogunro (2012) are as follows; moral corruption, economic corruption, political and bureaucratic corruption and electoral corruption. All these forms and types of corruption have brought a lot of negative consequences to economies and especially the emerging economies like Nigeria. A working paper of the International Monetary Funds (IMF) shows that corruption has an adverse impact on the quality of education and healthcare provided in countries with emerging economies. Corruption increases the cost of education, it influences the mode of teachers' recruitment and promotion. This, as a result has impacted on the quality of education. Corruption has also, affected the allocation of resources to the various sectors and institutions of countries and the worst case being that it has lowered the standard of living of people and resulted in many avoidable deaths. It is also, not unconnected with the insecurity, smuggling, nepotism, sectionalism, dishonesty, killings etc that are being witnessed in

Nigeria today. In summary, corruption has brought Nigeria to its knees and therefore must be tackled head long.

As a result of these negative impacts of corruption on the economy of Nigeria, government has made frantic efforts to stamp out corruption and give the people a new lease of life and shore up her image among the comity of nations. For instance, the government has established some anti-corruption agencies like; the Economic and Financial Crimes Commission (EFCC), the independent corruption practices of other Related Offences Commission (ICPC), the Financial Action Task Force on Money Laundering (FATT), Public Service Reform and lately the National Financial Intelligence Unit (NFIU). All these anti-corruption agencies were formed to enable Nigeria as a country fight and forestall the negative consequences of corruption in the country but unfortunately, corruption is not abetting. For example according to Transparency International (IT), Nigeria's position on the global corruption perception index has not improved. Out of 100 points, Nigeria scored 27 points. Transparency International further revealed that still on the corruption index, Nigeria averaged 20.76 points from 1996 until 2018, reaching all time high of 28 points in 2016 and a record low of 6.90 points in 1996. It should be noted that all these anti-corruption agencies in Nigeria apply force as their modus operandi. This could be the reason these agencies are not achieving the desired results. Therefore, it has become imperative at this point to use education as a tool to conquer the menace of corruption in Nigeria and UBE appears to be favoured.

Universal Basic Education Programme
Basic Education is the education given to children aged (0-15 years). It encompasses the Early Child Care and Development Education (0-4) and 10 years of formal schooling. Early child care and Development Education is structured, thus; ages 0-4 years shall be in day care or crèches, fully in the hands of private sector and social development services, and ages 5-6 years (pre-primary) are within the formal education sector. For effective policy coordination and monitoring the Federal Government came-up with the following objectives:
a)   Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
b)   The provision of compulsory, free and universal basic education for every Nigerian child of school age;
c)   Reducing the incidence of drop-out from formal school system, through improved relevance, quality and efficiency;

d) Catering through appropriate forms of complementary approaches to the promotion of basic education, for the learning needs of young persons who for one reason or another have had to interrupt their schooling; and

e) Ensuring the acquisition of the appropriate levels of literacy, numeracy, communicative and life skills, as well as the ethical, moral, security and civic values needed for the laying of a solid foundation for life-long learning FRN,2013:5).

To ensure easy or effective coordination of this basic education programme, the government structured it thus;

- 1 year of pre-primary
- 6 years of primary
- 3 years of junior secondary education. From this structure government was guided to form the curriculum for the universal basic education to actualize the already proposed objectives.

The curriculum of the universal basic education has been structured as follows;

- Lower Basic Education Curriculum for primary 1-3
- Middle Basic Education Curriculum for Primary 4-6
- Upper Basic Education Curriculum for junior secondary 1-3(FRN, 2013:6).

The point that should be noted here is that the Universal Basic Education curriculum for the upper Basic (JSS 1-3) serves as a link between the primary (lower and middle Basic) and the senior secondary (1-3) otherwise known as the Post Basic Education and Career Development (PBECD). This is necessary and also commendable because for a child who has successfully completed 6 years of primary schooling and 3 years of upper basic, he/she will not find it difficult to cope at the senior secondary level. On the other hand, for a child who completed his/her basic education and does not wish to continue, he/she will not be frustrated by the challenges of the world of work. The reason being that the child would have acquired those basic skills of life.

The curricular of the three (3) strata of Universal Basic Education according to FRN (2013:10) are as follows;

Lower Basic Education (Primary 1-3): English studies, one Nigerian language, mathematics, Basic science and technology (Basic Science, Basic Technology, Information, Technology, Physical and Health Education), Religion and National values (Christian Religious Studies, Islamic Studies, Social Studies, Civic Education, Security Education).

Middle Basic Education (Primary 3-6): English studies, one Nigerian language, Mathematics, Basic Science and Technology (Basic science, Basic

Technology, Information Technology, Physical and Health Education), Religion and National values (Christian Religious studies, Islamic studies, civic education, social studies, security education), pre-vocational studies (Home Economics, Agriculture), French Language, Cultural and Creative Arts, Arabic (optional).

Upper Basic Education (Junior Secondary School): English Studies, one Nigerian Language, Mathematics, Basic Science and Technology (Basic science, Basic Technology, Information Technology, Physical and Health Education) Religion and National Values (Christian Religious Studies, Islamic studies, social studies, Civic Education, Security Education), pre-vocational studies (Home Economics, Agriculture), French Language, Cultural and creative Arts, Business studies, Arabic (optional).

It should be noted that these subjects that make up the curricular at the Universal Basic Education level are divided into core, compulsory and electives. For example, at the JSS level, the core subjects are; English studies, mathematics, Basic Science, Basic Technology, social studies, civic education, one major Nigerian language, cultural and creative arts, religious studies, physical and Health Education, French language and computer studies ICT. The elective subjects are; agriculture, Arabic Home Economics and Business studies. It should be observed that the subjects and content from lower Basic to Upper Basic, were systematically arrange to ensure that they link to one another. One important thing that is understandable is that to ensure that the learners at this basic education level have a considerable grasp of the content, the curriculum and content for these 9-years are thematically arranged.

The Teacher and the Universal Basic Education Curriculum Implementation

Curriculum implementation is all the efforts made within the school system to interpret and bring to reality the content of the curriculum by using all the available resources (human and material resources). Both effectiveness or otherwise of any curriculum cannot be establish until it is implemented. To implement the curriculum the teacher plays a pivotal role. He is the key to the success or failure of any education system. According to Edun in Osam (2015), no education system can function without teachers. This is why the teacher is perceived as an indispensable resource of any school system that wishes to succeed. At the basic or the foundation level the teacher is an invaluable asset because he lays the foundation upon which any other level of education is built. For the effectiveness of the teacher to be ensured therefore, he will have to be equipped for the job. The teacher can be equipped by making sure he gets the

right type of training and also be guided by the professional ethics.

The Universal Basic Education programme in Nigeria and even elsewhere cannot be fully and effectively implemented without competent and qualified teachers. Also, in a situation where there are competent and qualified teachers and these teachers are not enough, the Universal Basic Education cannot be effectively and fully implemented and this may hamper the achievement of the objectives of the programme. Unfortunately, it is very disheartening to observe that years after this programme was started, we still have many unqualified teachers who are implementing the UBE curriculum in many schools (Junaid as cited by Nwokeocha 2013). These teachers do not have the knowledge and skills that are required for them to be there. Another important perspective from which the implementation of the UBE curriculum can be looked at according to Junaid as cited by Nwokeocha (2013), is that there is shortfall in the quantity of teachers at the Basic Education level.

The shortfalls are in the following area of the UBE:

Early Childhood Care and Education (ECCD) – 969,078	
Primary Education	338,147
Junior Secondary	581,000
Adult and Non-Formal	1,580,000
Nomadic Education	12,329
Total	**3,480,554**

Source: Roadmap for the Nigerian Education sector (Junaid cited by Nwokeocha, 2013).

From the foregoing, it is an incontrovertible fact that the Universal Basic Education programme was conceived and given birth to with many promising objectives which if achieved can help the youth in particular and the economy of our country in general. However, to achieve these objectives the government should not spare any effort in the production and recruitment of teachers who do not only have the passion and calling but who also are committed in raising youths who will possess the right types of values, skills, discipline and attitudes that will enable them to survive this very competitive global economy.

Challenges of Implementing the UBE Curriculum

In a very simple and concise term, challenges of implementing the curriculum refer to those things that are likely to hinder or distort the implementation of the UBE curriculum. They include the following:

1.   The Teacher

In any school system, the teacher to some great extent holds the key to its success or failure. This is why the teacher is important in the system. The UBE programme covers from pre- primary to junior secondary school 3. At the

primary school level, one teacher teaches or is expected to teach all the subjects on the timetable even when he/she is not trained to do so. In this context the teacher suffers from extra-workload and this, results to inefficiency on the part of the teacher. In other words, the teacher will not be able to plan or prepare his/her lesson and teach it effectively. Another aspect to this is that at the teachers' training institutions teachers at the primary school level, are trained to specialize in one subject area therefore, if a situation arises where the teacher is expected to teach any or those subjects that he/she does not have any knowledge of, the curriculum will suffer some implementation problem. For example, if a teacher that specializes in Social Studies is employed to teach in primary school, such teacher will find it difficult to handle Primary Science simply because that is not his/her area of specialization. At this point the teacher may not choose the right teaching methods, the right learning experiences, right evaluation procedures. Furthermore, at the JSS (upper basic) level, many of the teachers especially in private schools are employed to teach subjects they did not receive any training for at the training institution. For instance, it is the common practice to see someone who studied chemistry Physics or even Biology in school teaching Integrated Science or Agricultural Science etc., a graduate of Economics or Political Science teaching English Studies at the JSS level. This, constitutes a big challenge to the effectiveness expected on the part of the teacher as regards the UBE curriculum implementation. Also, it should be borne in mind that the UBE level (especially primary 1 to 6) is the foundational stage and if we fail to get it right at this point, our entire education system is already on the line and this potends a great danger to the survival of the Nigeria society.

2.   **Problem of coordinating the two arms of UBE**

Before the launching of the UBE programme and the introduction of the 9-year curriculum for the UBE programme, the education system in Nigeria ran thus; primary 1-6 and JSS 1-3 SS 1-3. However, following the launching of the UBE and the subsequent introduction of the new 9-year curriculum for the basic education, JSS 1-3 were disarticulated from the hitherto secondary school arrangement to join the basic education programme. One may guess the reason for this was to ensure or engender effective and efficient co-ordination of the UBE programme. But it is disheartening to observe at this point that many years down the lane, the coordination of the two arms of UBE programme still poses a big problem to the managers of the UBE. The primary arm of the UBE is under the control of the State Universal Basic Education Board (SUBEB), while the Junior Secondary is under the control of secondary Education Board (Osam 2015). He further noted that the two boards may be working with the same zeal and vision which may run contrary to the realization of the UBE goals. The

separation of the junior secondary from the senior secondary means that the junior secondary now enjoys some level of autonomy. This then would require the recruitment of more teachers for the JSS, provision of additional infrastructure at the junior secondary level.

3. The Problem of assessment of pupils/admission into JSS

There is a procedure prescribed by the UBE policy on how admission into the junior secondary school should be carried out. This policy recognizes the continuous assessment, but it is worthy to note that this policy or procedure has been flouted by the managers of this process. For example, many teachers do continuous testing of only the cognitive domain of the pupils/students while the two other domains (affective and psychomotor) are left un-assessed. This affects the principle of comprehensiveness of the continuous assessment. This, therefore, has made the system very subjective and unreliable. Assessment of the students now begins and ends at the cognitive domain of learning. For the curriculum at this level to be fully or effectively implemented, the teachers have to have the requisite skills that will enable them to be able to conduct an assessment that will cover the three domains of learning of the learner. For instance, some teachers cannot collect data about the pupils/students in their class using check list, rating scales, anecdotal records or assess learners using the socio-metric technique and projects. It is only when data are collected and interpreted through this means that a valid, objective and reliable assessment of the learners would have been comprehensive. This is the type of assessment that will bring out the true or complete picture of the learner's personality. Also before the award of the Basic Education certificate at the end of JS 3, there is a policy that states that the continuous assessment (which is internally handled at the school level) of the learner should constitute forty (40%) of the overall scores while the external assessment conducted by the state Ministries of Education shall be 60 percent. The policy also requires that a child will repeat a level if he/she fails to meet up certain conditions. It is interesting to note that the policy does not state what these conditions are.

4. Lack of Basic Infrastructural Facilities

Lack of basic infrastructural facilities constitutes a challenge to the implantation of the Universal Basic Education Curriculum (UBEC) in our schools. Infrastructural facilities in this context refer to those physical spaces that could help in the teaching and learning process. These include; electricity, laboratories, libraries, classroom blocks, recreation ground (football field, volleyball court, lawn tennis court etc), water and toilet facilities. Regrettably, many schools in Nigeria as of today, lack these basic facilities and these affect in no small measure the effective or smooth implementation of the UBE programme. As observed by

Okajagu (2010), any shortfall in the provision of infrastructural facilities could frustrate successful and effective teaching and learning. This means that the availability of infrastructural facilities in schools go a long way in ensuring effective implementation of the curriculum in school.

5.   Non-compliance to the teacher-students ratio policy

There is a policy statement of what should constitute the teacher – student ratio at all levels of the UBE programme. According to the National Policy on Education (FRN; 2013), for effective teaching and learning at both primary and junior secondary school levels, the teacher students/pupils ratio shall be 1:35. This policy is not complied with in our schools. The policy also stated that education at this level (UBE) shall be free and compulsory. As a result of this, the population of pupils' enrolment continues to increase without a corresponding increase in the quantity or number of teachers recruited. The inadequacy of teachers to match the increasing class sizes will obviously result to poor teaching and by extension affect adversely the curriculum implementation. The increasing ratio of pupils against the teacher will bring problem on the handling of pupils' data.

6.   Poor Funding

Generally, poor funding is a very big problem to the education system at all levels in Nigeria. According to Mkpa (2014), the issue of poor funding of education in Nigeria remains recurring decimal among educationists and practitioners interested in the future of UBE in Nigeria. Confirming the fact that poor funding is a problem to the education system in Nigeria, Ijioma (2013), observed that under-funding of education is the bane of most problems encountered in the sector ranging from infrastructural decay, disillusioned workforce, lack of laboratories and libraries, etc. From the foregoing, it should be understand that the place of funding in education cannot be over-emphasized. Funds are needed for the provision of infrastructural facilities such as, classrooms, laboratory equipment and textual materials, etc and all these facilities and materials are necessary and important for the effective implementation of the UBE programme. This, therefore, means that inadequate or poor funding can constitute a problem to the smooth implementation of the UBE programmes in our schools. The teachers who are the major resources for the effective implementation of education programmes need funds to up-grade themselves through training and otherwise, else they will be relegated in the society. According to Njoku (2012), due to low support for teachers, the society including the pupils see them as "never do wells and poor people". This societal perception of teachers to some great extent dampens their morale which manifests in poor curriculum implementation.

Conclusion

To eradicate corruption in Nigeria, education is the key. For example in some of the developed economies of the world like, the USA, UK, Japan, Germany, etc, their literacy level is high and this has influenced positively the way they do things and by extension reduced the level of corruption in their land. So, Nigeria can follow suit by making sure that all the likely challenges to effective and efficient implementation of the Universal Basic Education Curriculum (UBEC) such as, poor funding, teacher-students ratio problem, recruitment of unqualified teachers, poor infrastructural facilities, etc are nipped in the board. If this is done, the corruption free society mantra of the current administration at the federal level will be achieved.

Way forward

The following are the suggested way forward;

1. There should be adequate funding of the UBE programme by the government.
2. Government should provide enough infrastructural facilities in schools such as, classroom blocks, libraries, laboratories.
3. The recruitment of teachers for the UBE programme should be purely on merit because experience has shown that some of the teachers in the system do not have any business being there.
4. Funds that are disbursed for UBE programme should be monitored to ensure they are used for the purpose they are meant.
5. UBE teachers should be meant to enjoy some incentives like; car loans, free housing, etc.
6. Government should support UBE teachers through scholarship, in-service training, going for seminars and conferences, etc.

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Curriculum Differentiation and Educational Inclusiveness: The Roadmap for effective teaching and learning of auto electrical in secondary schools in Enugu State

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Abstract

The study investigated the elements of curriculum differentiation which teachers adopt for the actualization of educational inclusive learning as a roadmap for effective and self-reliant secondary school graduates. The study adopted a survey design and the population comprised 657 respondents of auto electrical/electronic trades' teachers of Enugu State. The sample size for the study was 118 respondents. Proportionate stratified random sampling was used to select 102 schools out of 222 secondary schools in three education zones in Enugu State. The instrument for data collection was a questionnaire known as Curriculum Differentiation Adaptation Questionnaire (CDAQ), which adopted a four-point rating scale. Data were analyzed using means and standard deviation. The findings indicated that teachers had adopted to some extent curriculum differentiation in content, instructional materials, instructional strategies, delivery and assessment and needed to do more if all learners must benefit from educational inclusiveness. It was recommended that educational stakeholders should organize workshops/seminars for teachers so that they can judiciously apply the strategies needed to meet the diverse needs of our students, thereby producing self-reliant and corrupt-free senior secondary school graduates.
Keywords: Curriculum, Differentiation, Curriculum differentiation, Educational Inclusiveness, Teachers, Auto-electrical/electronic trades and Secondary School.

Introduction

Inclusive education by its conceptions portends a panacea for getting schools and communities to provide learning that will guarantee equalization of educational opportunities for all children irrespective of their ability/disability status. By this, children are able to benefit from each other, stable work and life skills for

achieving desirable behaviour for successful life, in an inclusive society. Nevertheless, the National Policy on Education of the Federal Republic of Nigeria (FRN) (2013) is based in building a free and democratic society: a just and egalitarian society, a united, strong and self-reliant nation: a great ad dynamic economy: and a land full of bright and opportunities for all citizens. As a result, teachers are faced with the demanding task of how to cater for these students with diverse abilities, needs, characteristics, interest, multiple intelligences and learning styles as well as how to ensure effective educational inclusiveness so that the students can maximally learn during teaching and learning processes. National Policy on Education (2004) stated that the Federal Government is committed to providing equal educational opportunities for all in the inclusive setting. Inclusive education is concerned with focus on those who have traditionally been excluded from educational opportunities such as learners with special needs, abilities/disabilities. It means that inclusive education entails a modification, restructuring and adaptation of the totality of the educational system so that all learners can benefit meaningfully from the school curriculum (Kalu, 2014).

Curriculum includes the sum total of school experiences; what is to be learned, the execrated change in behaviour or understanding as a result of learning experiences, the processes involved in the nature of technique, approaches (methods) and other instrument such as relevant equipment and facilities (materials) all that will bring about learning (Heanacho and Osuoriji 2009). Simply put, curriculum is a plan of studies made for persons to be educated in a formal education setting (a school) under the guidance of teachers.

The key goals in the 3-years post-secondary school education curriculum include;
- Linking its learning to the world of work of learners in the cultural context.
- Emphasis on functional literacy, numeracy and strategic communication skills and
- Infusion of relevant functional entrepreneurial skills using the relevant subject contents etc, (Uwaifo, 2009)

The above goals are in affirmation to Federal Republic of Nigeria (2013) which states that the broad goals of secondary education shall be that every senior secondary graduate should have been well prepared for higher education as well as acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation.

Based on these, secondary educational system has been adjusted to encompass diversified curriculum that integrates academics with technical and

vocational subject intended to empower these individuals for self-employment (Igwe 2000). This diversification made the Federal Government of Nigeria (FGN) to introduce 34 new trade subjects into the curriculum, and as part of the new policy, it was stated that senior secondary school students are to offer four core subjects which are English Language, Mathematics, Civic Education and any one out of the 34 trade/vocational subjects. Some of the vocational subjects that have been injected into the curriculum includes; Auto body repairs and spray painting, electrical installation and maintenance work, auto electricity/electronic work etc.

These goals have created new demands for teachers in the implementation of the school curriculum in the injected vocational subjects or programme. Often times, learners are expected to learn under a specified condition, time duration and by using the same method/strategy. However, this does not augur well for all learners since people vary in their abilities and have individual differences (UNESCO, 2015). Auto electricity/electronic technology is one of the mechanical trades offered as motor vehicle mechanics work trades in the technical colleges in Nigeria. The goal of Auto Electricity/Electronics (CMV 16) work trade in Nigeria technical colleges is to produce competent auto-electricians with sound theoretical knowledge, who should be able to trace faults in the electrical system of motor vehicle and effect necessary repairs (NBTE, 2001). Thus, the programmes for Auto Electricity/Electronic work in Nigeria technical colleges is designed to produce competent auto electricity maintenance craftsmen for all types of motor vehicle. The craftsmen/trainee on completion of the programme for motor vehicle mechanics work like any other vocational courses in the technical colleges according to FRN (2004) shall have three options:

i. Secure employment either at the end of the whole course or after completing one or more modules of employable skills;

ii.   Set up their own business and become self-employed and be able to employ others;

iii.   Pursue further education in Advance Craft/technical institutions such as Polytechnics, or Colleges of Education (Technical) and Universities pg. 64.

Research has shown that due to diversity in their abilities, multiple intelligences, interest, needs, characteristics and learning styles students do not therefore, learn in the same way, hence the need for differentiating the curriculum. Differentiating the curriculum is a model which employs the idea of teaching differently or changing how instruction and practice occur in school to enhance instructional effectiveness and increase students' achievement. It employs

multiple teaching approaches in the same classroom to accommodate the variety of aptitudes, needs, personality and experiences of individual students (Mulder, 2014). Curriculum differentiation according to Garba and Muhammed (2015) is an approach to teaching in which teachers proactively modify curricula, teaching methods, learning activities and students' products to address the diverse and small needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom. They further indicated that students in a differentiated classroom setting can become more engaged, motivated and excited about learning, if the curriculum is authentic and meaningful and if appropriate learning goals are provided.

Effective curriculum differentiation involves adapting instructional strategies, methodologies, instructional materials, the curricular content and assessment practices to meet the different needs of the learners to achieve success. Wiselby (2014) stated four ways through which curriculum can be differentiated which are through: content, process, product and learning environment based on the learners' readiness/abilities, interest/preferences and learning styles. To differentiate through content, the teacher is expected to consider the level of knowledge the students have on the particular topic to be taught. Based on that, the students may be grouped into those that may be unfamiliar with the concepts in the lesson; those who have partial mastery of the content or display mistaken ideas about the content before the lesson.

To differentiate by process, the teacher groups the students based on the learning styles taking into account what standard of performances are required for the age level according to the curriculum. Based on this, the teacher considers which method is easiest for the students to gain access to the knowledge and what may challenge the students most (Nunley, 2016).

Differentiating by product involves the teacher offering the students various ways to demonstrate what they have learnt from the lesson unit (Anderson, 2017). He also stated that tests, projects, assignments and all kinds of evaluation tools could be given based on the students' level of educational standard. Thus, the teacher may assign students to complete different activities that demonstrate mastery of the "educational concept" learnt in the lesson unit and allow the students to make choice of the assignment to complete according to the preferences. In this case, the teacher provides different options for the students to demonstrate mastery of the content, such as writing a report, composing original song with the content or building a 3-dimensional object that explains the mastery of the content in the lesson unit. All these can be put in place using many unit sheets, choice board or open ended lists of final product options (Nunley, 2016).

Differentiating by learning environment involves the teacher considering the learners' specific characteristics and learning styles in physical classroom arrangements. Some students are visual learners – those who learn best by the sense of sight; some are auditory learners while others are manipulative learners; those who learn best by the sense of manipulating physical objects. On the other hand, some students may prefer to learn in collaboration with peers, some may prefer to work in small or large groups, while others may prefer to work in isolated situation (Brown, 2014). Based on these the teacher provides varieties of sitting arrangements, learning materials for the students to learn according to different styles.

The four explanations above mean that teacher can adapt pedagogies, curriculum contents and assessment practices to make meaningful impacts in the lives of learners since students take the responsibility for assessing their progress through the teachers' feedback. These will go a long way in eliminating corrupt practices associated with current academic examination, thereby producing corruption free senior secondary school graduates who will become responsive and self-reliant.

Teachers are important for the successful implementation of the school curriculum in the inclusive classroom. Belk (2015) stated that organizing in-service training for teachers and providing them with opportunities to attend curriculum differentiation/educational inclusiveness conferences will be very helpful to keep the teachers abreast of current trends in teaching and learning. Research shows that some of them have acquired the skills in curriculum differentiation (Okeke, 2010). This therefore, calls for an assessment of teachers on the extent of adaptation of curriculum differentiation to meet the learning needs of all learners irrespective of their diversities. It is against this background that the researchers tend to assess the extent curriculum differentiation and educational inclusiveness, has been adapted for effective teaching and learning of auto electrical/electronic trades in senior secondary school as a road map for corruption-free society.

To guide this study, four research questions were posed:

1. What extent of differentiation in content do teachers adopt in teaching and learning of auto electrical/electronic trades subjects?
2. What extent of differentiation in instructional materials do teachers incorporate in their teaching and learning of auto electrical/electronic trades subjects?
3. What extent of differentiation in instructional strategies and delivery do teachers adopt in teaching and learning of auto electrical/electronics trades subjects?

4. What extent of differentiation in assessment do teachers adopt in teaching and learning of auto electrical/electronics trades subjects?

5. What motivational strategies are to be adopted for teachers to be using curriculum differentiated methods in the teaching and learning of auto electrical/electronics trades subjects?

Methods

The study adopted a descriptive survey design to determine the extent of utilization of curriculum differentiation and educational inclusiveness for effective teaching and learning processes of auto electrical/electronics trades in the secondary schools. The population for this study was made up of a total of 657 respondents of auto electrical/electronics trades teachers of Enugu State. The sample size for the study was 118 respondents. Proportionate stratified random sampling was used to select 102 schools out of 222 secondary schools in three education zones in Enugu State. The instrument for data collection is a questionnaire known as Curriculum Differentiation Adaptation Questionnaire (CDAQ). The instrument which has 40 items is divided into two sections. Section A sought information on the demographic data of the respondents while, Section B is divided into four clusters. The first cluster sought information on adaptations the teachers made in curriculum differentiation during instructional strategies, the second cluster sought information on adaptations in curriculum contents, the third cluster deals with adaptations in teaching materials, delivery and assessment, while the fourth cluster sought information on the strategies to be adopted so that teachers would use curriculum differentiation method in their teaching and learning processes.

The questionnaire was developed on a four-point rating scale of Strongly Agree / Very High Extent (SA)/(VHE) 4 points, High Extent/Agree (HE)/(A) 3 points, Slightly extent/disagree (SE)/(D) 2 points, low extent/strongly disagree (LE)/(SD) 1 point. The instrument was adapted and modified based on the reviewed literature and was peer reviewed by three experts, one from Curriculum Studies, one in Measurement and Evaluation and one in Industrial Technical Education. The suggestions by the experts helped to modify eh instrument. The instrument was trial tested in two secondary schools in Ebonyi State and the result was used to determine the internal consistency reliability of the instrument using Cronbach alpha and a reliability estimate of 0.83 was obtained.

Data were collected by the researchers with the help of five research assistants. They were instructed on how to collect the data, they helped in the distribution and retrieval of the instruments. 95% of the distributed questionnaire was retrieved. The research questions were analyzed using mean and standard deviations. For the interpretation of data, real limits of numbers were employed

and an item with a mean ranging from 0.50 -1.49 is regarded as low extent/strongly disagree, 1.50-2.49 is regarded as slightly extent/disagree, 2.50-3.49 is regarded as high extent/agreed and 3.50-4.00 is regarded as very high extent/strongly agree.

Results

The results of the study are presented below according to the research questions in tables below:

Table 1: Mean response of the respondents on extent of differentiation in content that teachers adopt in teaching and learning of auto electrical/electronics trades subjects

N=118

S/no	Differentiation in Content To what extent do you:	Mean	SD	Remarks
1	Plan your lessons so that all students can answer the question	2.14	0.78	Slightly Extent
2	Add some daily living skills to the curriculum content	2.00	0.65	Slightly Extent
3	Vary the content to include difficult and simple tasks	2.89	1.01	High Extent
4	Target content based in the individual education programme for the child	3.21	0.98	High Extent
5	Adjust the readability level of written material	2.19	0.74	Slightly Extent
6	Use enrichment packages for the gifted and talented learners	2.48	0.65	Slightly Extent

Data presented in table 1 indicate the extent to which the respondents adopt curriculum differentiation in content during teaching and learning of auto electrical/electronics trades subjects in order to accommodate the diverse needs of the learners in an inclusive classroom. The teacher indicated high extent on items 3 and 4, slightly extent to items 1, 2, 5 and 6.

Table 2: Mean response of the respondents on extent of differentiation in instructional materials teachers incorporate in their teaching and learning of auto electrical/electronics trades subjects

N=118

S/no	Differentiation in Content To what extent do you:	Mean	SD	Remarks
7	Design materials that appeal to other senses apart from sight	3.56	1.01	Very High Extent
8	Use alternative materials to help students content or skills in the general curricular	2.33	0.85	Slightly Extent
9	Use assistive technology devices to teach the students	2.40	0.76	Slightly Extent
10	Design/apply multiple modality materials that apply to more than one sense organ	1.44	0.89	Low Extent
11	Apply curriculum content that depicted through graphic and pictorial forms	2.45	0.67	Slightly Extent

Data inTable 2 indicated the extent to which the respondents incorporate curriculum differentiation in instructional materials during teaching and learning of auto electrical/ electronics trades subjects in order to accommodate learner diverse needs. The teacher indicated very high extent on item 7 , slightly extent to items 8, 9 and 11 as well as low extent to item 10.

Table 3: Mean response of the respondents on extent of differentiation in instructional strategies and delivery do teachers adopt in teaching and learning of auto electrical/electronics trades subjects
N=118

S/no	Differentiation in Content	Mean	SD	Remarks
	To what extent do you:			
12	Divide the class into mixed ability groups	2.86	1.15	High Extent
13	Vary the number of steps in a learning process based on the learners ability	3.15	1.09	High Extent
14	Allow students do various activities on one topic based on their areas of interest	2.1	0.77	Slightly Extent
15	Vary the mode through which students gather information such as observation, reading, listening and doing.	2.0	0.86	Slightly Extent
16	Use task analysis for learners with developmental delays	1.9	0.65	Low Extent
17	Make learning interactive by using questions and answers	2.50	0.98	High Extent
18	Plan educational programmes according to the need of every child	2.0	0.67	Slightly Extent
19	Use different learning styles to teach eg: visual, auditory, modelling	3.5	1.01	Very High Extent
20	Get students to work on different activities at different levels and at different places	1.45	0.64	Low Extent
21	Provide opportunities to practice and learn in a variety of ways such as writing, reasoning, making plays, using music and listening	3.00	0.91	High Extent
22	Create an enabling and responsive classroom environment	3.34	0.84	High Extent
23	Teach the students using peer tutoring and cooperative learning strategies	2.98	0.69	High Extent
	Differentiation in Assessment			
24	Assess entry level indicators to find out students previous learning experiences	3.78	1.14	Very High Extent
25	Asses entry level to know students present knowledge on the topic to be taught	2.48	0.98	Slightly Extent

Table 3 presented data on the extent to which the respondents adopt curriculum differentiation in instructional strategies, delivery and assessment during teaching and learning of auto electrical/electronics trades subjects in order to accommodate learner individual differences. The teacher indicated very high extent on items 19 and 24, high extent on items 12, 13, 17, 21, 22 and 23, slightly extent to items 14, 15, 18 and 25 as well as low extent to item 20.

Table 4: Mean response of the respondents on motivational strategies to be adopted for teachers to be using curriculum differentiated methods in the teaching and learning of auto electrical/electronics trades subjects

N=118

S/no	motivational strategies to be adopted for teachers to be using curriculum differentiated methods	Mean	SD	Remarks
26	Curriculum differentiation should be included in the teachers training institutions to get the teacher more equipped	3.60	0.98	Strongly Agreed
27	Continuous professional development opportunities should be provided for the teacher to remain abreast of the current developments in the teaching of students with diverse needs	3.75	0.64	Strongly Agreed
28	Making room for collaborative team work as teachers prepare lessons incorporating differentiated instruction	3.01	0.76	Agreed
29	Creating greater awareness among principals and supervisor s to that they can support teachers and not scold them when they do not follow strictly what is stipulated in the scheme of work	3.89	0.81	Strongly Agreed
30	Supply of relevant teaching and learning materials and many other assistive learning devices should be made available regularly	3.90	0.99	Strongly Agreed
31	There is the need to provide in -service training opportunities through workshops to improve the competences and skills of teachers in the implementation of differentiated curriculum.	3.15	0.68	Agreed
32	Government should improve on the existing facilities, tool s and equipment in educational sectors.	3.10	0.76	Agreed
33	Government should also motivate teachers through improve remuneration and allowances to enhance their commitments to teaching	3.88	o.64	Strongly Agreed

The data on table 4 shows that the respondents agreed with items 28, 31 and 32. The items have mean rating from 3.01 – 3.15. They strongly agreed with items 26, 27, 29, 30 and 33. Their mean ratings ranges between 3.65 – 3.90. This shows that all the respondents agreed that these are possible strategies to adopt for teachers to be using curriculum differentiation in teaching auto-electricity trades in secondary schools.

Discussion

Data on table 1 show the extent of incorporation of differentiation in content which teacher adopted to vary content in order to involve both simple and difficult tasks, use enrichment packages, modify content based on the child's individualized education programme, adjust the readability levels of written material, and add some daily living skills into the curriculum content. This will ensure that no child is excluded from the school curriculum if teachers fully adopts curriculum differentiation, it will also ensure that every child will have some sense of accomplishment irrespective of the child learning style. These

findings support the assertion by Garba and Muhammad (2015) that curriculum differentiation is an approach to teaching in which teachers proactively modify curricula, teaching methods, learning activities and student's products to address the diverse needs of individual students and small needs of individual students and small groups of students to maximize the learning opportunity for each student in a classroom.

From Table 2 the extent of adoption of differentiation in instructional materials which teachers incorporate to appeal to student's senses, uses of assistive technology, indicates that teachers need to do more to infuse/adopt multiple modalities, materials to appeal to the learners various senses for educational inclusiveness among students. Mulder (2014) stated that curriculum differentiation in instructional materials will provide all learners with opportunities to process information in a variety of ways in order to match the way in which learners learn most efficiently and effectively.

Table 3 shows the extent of incorporation of differentiation in instructional strategies, delivery and assessment which teachers adopted to vary the mode through which the students receives information, use task analysis, use different learning styles to teach the students and how to plan the educational programmes to fit the needs of the learners. These are necessary so that all learners will effectively be accommodated taking into consideration the different needs of the learners. The findings imply that the traditional form of academic examinations in which students are expected to regurgitate what they have learnt at the end of the session is not the only means students can be examined. With these diverse forms of assessment be it judiciously adopted by the teachers will easily help them to determine the students' abilities learning styles, their strength and weakness and be able to provide appropriate interventions strategies which will suit the interests and learning needs of the diverse students in the class. This is also in line with the observation of Brown (2014) that teachers can modify pedagogy, curriculum content and assessment practices to make meaningful impact in the lives of learners.

Table 4 shows the motivational strategies to be adopted for teachers to be using curriculum differentiated methods in the teaching and learning of auto-electrical/electronics trades subject. The result is in agreement with what Belk (2015) proffered when he opined that organizing in-service training for teachers and providing them with opportunities to attend curriculum differentiation/educational inclusiveness conferences will be very helpful as it will avail the teachers in senior secondary education the opportunity to contribute to curriculum and corruption free society in Nigeria.

Conclusion and Recommendations

Teachers are faced with the challenges of how effectively and efficiently to implement the curriculum so that all learners can maximally benefit from the school curriculum. The findings of this study therefore revealed that most teachers did not incorporate curriculum differentiation judiciously in content, instructional materials, instructional strategies, delivery and assessment so as to accommodate all learners with diverse needs in an inclusive classroom and thereby needed training/retraining. With such training/retraining, students with diverse abilities, needs, interest, characteristics etc. will no longer be limited in the opportunities to learn and become a better individual. Based on this, it is recommended that

1. Teachers should modify the content, instructional materials, instructional strategies, delivery and assessment procedures to meet students' diverse needs abilities and interest.

2. Continuous professional development opportunities should be provided for the teacher to remain abreast of the current developments in the teaching and learning by their employers.

3. Educational stakeholders/government should regularly supply relevant teaching and learning materials and many other assistive learning devices needed for 21st century curriculum differentiation classroom.

4. Educational stakeholders/government should also provide in-service training opportunities through workshops to improve the competences and skills of teachers in the implementation of differentiated curriculum.

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Promoting Teachers' Ethical Values for Corrupt-Free Service Delivery in Inclusive Education at Secondary School Level in Nigeria.

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Abstract

It is generally agreed that one basic aim of education is to train individuals who can think for themselves and to be socially acceptable and capable of using their knowledge to contribute positively within and outside their communities. The Nigerian policy makers and educational planners in appreciation of this fact guarantee the educational rights of all citizens especially children, without any discrimination. The essence of the right to education is that it should be provided to all. The aim of this study is to advance the understanding regarding the day to day interaction between the teachers and students about Inclusive Education (IE) and also show that teaching has its own ethical peculiarity which is expected to be corrupt-free in order to promote effective teaching and learning. This paper also examined the concept of inclusive education, ethics of teaching profession. Ethics talk about generally accepted behavioral pattern or conduct. Ethics of teaching profession is the moral value, standard that teachers display in teaching to educate learners to be good citizens. So for inclusive education to succeed, teachers must as a matter of duty work according to and far above general rules and acceptable practices of the profession. To this end, it was suggested among other things that teachers should be retrained to meet the challenges and the demands of inclusive education, as well as be corrupt-free so as to discharge their duties effectively.

Introduction

In order to have good educational system especially in the issue concerning IE there is need for teachers to work according to general rules and acceptable practices otherwise known as ethical values which should be devoid of office abuse and corruption. Since teachers constitute a critical factor in the success of educational programs and much of the work of teaching bothers on human relation activities, teachers are expected to inculcate sound moral and spiritual principles in their learners. Teachers need to constantly upgrade their teaching skills and technique to enhance effective teaching and learning for the realization of IE goals. Some of the ethical values includes proper use and management of resources, office time and opportunities. Teachers are the expected to live above board since they are the determinants of educational quality as their training and

experience impact on students.

As Okey (2012) emphasized, there is need for training and retraining of teachers in the ethics of the teaching profession. This will help to improve method, skill and procedures to enhance their service deliver and productivity. Because of the various challenges of the 21st century, IE in regular class rooms being one of them, teachers need to become more strategic and intentional in their approach to teaching. As such it is the teachers' responsibility to call attention to sound moral needs and proper focusing. Ntia (2005) lamented that keen observers and concerned educationist have been bemoaning the various vices in our country perpetrated by the educated class. In view of this Teachers Registration Council of Nigeria (2008) pointed out that over the years, things appeared to have changed for the worse, vis a vis the observed gap in the human relations activities of the teachers, purporting the existence of under able conditions in the profession, etc. Thus, there seem to be apparent neglect of duties, hence, the discussion on promoting teachers ethical values especially in IE setting.

Inclusive Education (IE) Policy transcends the idea of physical location and incorporates basic values that promote participation, friendship, and interaction. Teachers' attitudes and practices towards inclusion of children with special needs and varying intelligent quotient into schools and academic activities bridges the barriers between classroom service delivery and inclusive education. It is the ethical value of a teacher that recognizes the varied learning needs of learners and inspires him or her to address the diverse needs of different students in an education system irrespective of family background, social class or status.

The Education and Training (ET) 2020 Working Group on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education has clearly indicated that education should go beyond equal opportunities and ensure the inclusion of the diverse range of learners and that values need to be shared by teachers and learners. Values are part of the whole-school approach, where learners, parents, teachers and the wider community are all actively involved.

There is a need to balance academic and social inclusion when talking about school outputs. Diversity and inclusion are something to be experienced not only by students, but also by teachers. All students need to be active actors in their education. Learners need to build relationships and share spaces and time to be involved in situations where diversity does not create inequalities. Educational systems are primarily focused on achieving academic goals, based on the intellectual dimension of education. They seem to be leaving behind the social dimension of education. There is a clear need to balance social inclusion with academic inclusion. By balancing those two dimensions of education, the right

solution is in view and finally inclusion will be a reality. Promoting and reforming teachers' ethical values is the key cornerstone for achieving a balance between the social and academic aspects of inclusion.

Concept of Inclusive Education

Inclusive Education (IE) is an effective means to avoid discrimination and exclusion. IE is always related to the provision of high quality education for all, combining excellence and equity. It also increases opportunities for peer interactions and close friendships between learners with and without special educational needs and/or disabilities. At the same time, learners with special educational needs educated in inclusive settings may perform academically and socially better than learners educated in segregated settings. The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.

According to Kavale and Forness (2012), education for students identified as having special needs had historically been the purview of families, special schools, parochial schools, or separate institutions. Education for students with special needs is often conceptualized as primarily a concern for special educators and parents. Since the 1960's education policymakers, school-based leaders, teachers, parents, and individuals with disability have advocated for broadening access to the general education curriculum to all students (Taylor, 2014). Broadening access implies Inclusive education which means that students with and without special need have full-time membership and access to learning in heterogeneous general education classrooms within their neighborhood. In such education teachers explicitly focus on establishing a sense of belonging, participation, social interactions, and progress in academics for all learners.

McLeskey and Westling (2013) opined that inclusive education is a philosophical framework that purports all learners are capable thinkers, authentic members, and valued contributors who can receive instruction within general education settings with differentiated and individualized teaching and learning strategies that match their strengths, learning styles, challenges, and interests. Tracy-Bronson (2016) noted that inclusive education involves teachers interrogating and adjusting practices and structures to include all learners. Sapon-Shevin (2010) explained that inclusion is not about disability. Inclusion is about social justice. Sapon Shevin further asserted that by embracing inclusion as a model of social justice, we can create a world fit for all of us. This philosophy can benefit all learners, especially if it permeates the culture of their school (Kluth, 2010).

Pazey and Cole (2012) recommended making accommodations and

modifications in curriculum and instruction, training and empowerment of teachers in order to promote educating students with special needs as a shared responsibility. They envisioned shifting roles for educators in order to promote greater collaboration among educators.

Wehmeyer (2010) stated that inclusion entails concerns with context and curriculum, as the inclusive education approach is one in which the child is educated with his or her typically developing peers and with supports and skill training provided as needed to facilitate participation with peers and with the curriculum. Zeretsky (2015) posited that inclusion at its core is a planned organizational reform that requires substantial commitment on the part of school leaders such as teachers. Many teachers do not feel equipped to meet the needs of students with special needs (Yell, 2014). Stake holders and policy makers in education can utilize professional development as a means to provide needed training for teachers, particularly in effective instructional and behavioral intervention strategies and collaboration skills that address the diverse learning needs for all students.

Concept of Ethical Values

Ethics is a branch of philosophy that deals with the theory of value. The ethics of the teaching profession are the moral beliefs and rules about right and wrongs that influence teachers' behavior, attitude and ideals. There are social norms expected from teachers at all time, it is in realization of this critical attributes of teachers that the Federal Government of Nigeria had taken steps towards professionalization of teaching and established Teachers Registration Council of Nigeria (TRCN). TRCN is an agency for teachers' membership and practice to help sift the "weeds from the tars". In the same vein, the Teacher's Registration Council of Nigerian (2004) prepared a code of conduct for teachers. According to the TRC (2004) some ethics of teaching profession include the following among others:

- Teaching should be professionalized and teachers must have undertaken some approved courses appropriate for teacher preparation before being employed.
- Teachers should be disciplined and there should be sanctions and penalties for misbehavior. To this end, a teacher disciplinary committee and a teacher investigating panel had been provided for by TRCN.
- Teachers should enjoy academic freedom particularly in deciding what to teach, materials to use and the appropriate methodology.
- Teachers' assessment should be objectively done and there should be

right of appeal against such assessment.

- The relationship among teacher and between teachers and parents should be that of mutual cooperation.
- Teachers should not show any form of discrimination in their operation in or out of school.
- It is unethical for a teacher to engage in taunting or using dubious means such as deception or misinformation to take away clients and learners from colleagues.

These ethics are a reflection of the values of teachers and the profession.

Pring (2013) asserted that ethics and morals encourage teachers to participate in a moral enterprise, namely, the initiation of young people into a worthwhile way of seeing the world, of experiencing it, of relating to others in a more human and understanding way. Anangisye (2016) also explained that there are persons who by virtue of their membership to a profession have a moral obligation to provide clients with certain basic needs. This suggests that the need of the provider is secondary to the clients' (students) needs and interests. In this respect, teachers are moral practitioners just as medical doctors and lawyers. Whereas doctors and lawyers are concerned with basic needs such as health and justice respectively, teachers are directly concerned with education a basic human right.

So the aim of teachers' ethical values is to draw attention to the ethics involved in teaching. Good professional ethics are among the teachers most important resources. The core of teaching consists of four basic values: dignity, truthfulness, fairness and responsibility and freedom. All teaching is founded on ethics, whether it be the teacher-student relationship, pluralism or a teachers' relationship with their work, employer and colleagues.

Dignity means respect for humanity. Teachers must respect every person, regardless of gender, sexual orientation, appearance, age, religion, social standing, origin, opinions, abilities and achievements.

Truthfulness is one of the core values in teachers' basic task, which involves steering learners in navigating life and their environment. Honesty with oneself and others and mutual respect in all communication is a basic aspect of teachers' work.

Fairness is important both when encountering individual learners and groups but also in the work community. Fairness involves in particular promoting equality and non-discrimination and avoiding favoritism.

Responsibility and freedom are linked. Teachers are entitled to their own values, but in their work, teachers' responsibility is tied to their basic task and its standards such as legislation and the curriculum.

Teachers help students learn the academic basics, but they also teach valuable life

lessons by setting a positive example. As role models, teachers must follow professional code of ethics. This ensures that students receive a fair, honest and uncompromising education. Professional code of ethics outline teachers' main responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and good ethical behavior in the classroom and conduct with parents and colleagues. The following further highlight the professional ethical values of teachers:

- **Students Matter Most:** Teachers must model strong character traits, such as perseverance, honesty, respect, lawfulness, patience, fairness, responsibility and unity. Teachers must treat every student with kindness, equality and respect, without showing favoritism, prejudice or partiality. They must maintain confidentiality unless a situation warrants involvement from parents, school administration or law enforcement, and never use relationships with students for personal gain.

- **Commitment to the Job:** Teachers must wholly be committed to the teaching profession. Their classroom practices should promote safety, security and acceptance, always avoiding any form of bullying, hostility, dishonesty, neglect or offensive conduct. Teachers must also fulfill all contracts; obey school policies; and account for all funds and resources at their disposal. It's their responsibility to design lesson plans to meet state needs, standards and create a well-rounded lesson plan that appeals to a wide range of learners.

- **Keep Learning:** Professional code of conduct demands attentiveness to continuing education requirements and career development. Teachers must research new teaching methods, consult colleagues for professional advice and sharing of teaching resources, participate in curriculum improvements and stay up to date on technical advancements for the classroom. It's their duty to ensure that their teaching methods are adequate, relevant and comprehensive. Teachers must engage in educational research to continuously improve their teaching strategies which positively impact their service delivery.

- **Healthy Relationships:** In addition to fostering healthy relationships with students, teachers must build strong relationships with parents, other school staff such as colleagues, guidance counselors, administrator and so on. They should never discuss private information about colleagues unless disclosure is required by law. They should avoid gossip, including false or mean-spirited comments about other staff. Part of the code of ethics requires you to cooperate with fellow teachers, parents and administrators to create an atmosphere that's conducive to learning. So a positive attitude and a team-

centered mindset can make all the difference especially in inclusive education setting.

- **Interaction with parents and community:** Apart from colleagues, teachers must engage in positive interactions with parents or guardians for the child's welfare and future.

Concept of Corruption and Some Corrupt Practices among Secondary School Teachers.

Corruption is a global phenomenon, and has been with all kinds of societies; be it advanced, primitive, modern or traditional. As a global scourge, it is a universal phenomenon which presents itself in different colorations, dimensions and wide spread in terms of coverage. The concept attracts different meanings from different authorities. That is, it is a contested concept that takes varied forms. Okafor (2017) defined corruption as the perversion of integrity or affairs through bribery, favor, or moral depravity which leads to societal impurity. According to Lenz (2011) corruption is an effort to secure wealth or power through illegal means for private gain at public expense. Nko (2012) asserted that corruption is the perversion of public affairs and resources for private advantage. Nko further noted that corruption includes bribery or the use of unauthorized rewards to influence people in position of authority either to act or refuse to act in ways beneficial to the private advantage of the giver and then that of the receiver. It includes the misappropriation of public funds, time and resources for private gains, nepotism etc. Bamidele (2010) described corruption as, the use of official position, resources or facilities for personal advantage, or possible conflict of interest between public position and private benefit. Nwanze (2012) noted that corruption involves misconduct by public officials and usually covered by a variety of internal regulations. From the above, it is common to find people referring to corruption as the perversion of public affairs for private advancement. Any transaction which violates the duty of a public office holder and aimed at acquiring or amassing resources illegally for personal advancement and self-gratification is seen as an act of corruption. Put differently, any intentional deviant behavior for personal gain is a corrupt act.

The aspiration/hope of any country to transform into a greater and better nation is possible if there are teachers who are morally upright, dedicated in their duties to impact the appropriate knowledge, skills, values, attitudes and so on to the young who will become future leaders. In Nigeria, teachers are known to have occupied the position of honor and influence in their various communities and organizations. They displayed high level of discipline, hard work, integrity, selfless leadership or service and so on but today the situation is the opposite.

However, the situation seems to be a global disease because there is a growing global evidence that teachers engage in different kinds of professional misconduct (corruption). Bretag (2013) observed that corruption in elementary-secondary education range from truancy, plagiarism, cheating, bribery, unauthorized collaboration, falsification of data, misrepresentation of records, nepotism in teaching appointments to bid rigging in procurement of textbooks and supplies. Bretag further asserted that the listed corrupt practices hampers the academic integrity which encompasses the five values of honesty, trust, respect, fairness and responsibility. This demands that teaching, research and learning are conducted honestly and fairly by teachers. Fasuke, Mullen and Sulton (2006) explained that teachers are implicated in Sexual Related Behavior (SRB) and academic dishonesty with their clients. Ezibuihe and Ngerebara (2016) observed that few teachers are committed, determined and resourceful in discharging their duties. It is sad to note that some of these vices now abound in many secondary schools in Nigeria, the most pronounced is examination malpractice and teachers' involvement in examination malpractice both in school and external examinations is an open secret. Teachers' actions and practices should be devoid of corruption. This situation is unacceptable, hence, this discussion.

CONCEPT OF SERVICE DELIVERY
Service delivery is a component of an establishment that defines the interaction between teachers and students where the teachers offers service, whether that be information or a task, to the students. Good service delivery provides students with an increase in value. The standard of service delivered by secondary school teachers is controlled by their ethical values and orientation. Leni (2013) posited that one of the greatest problems facing Nigeria today is inefficiency in service delivery system both in the public and private sector. Oyedele (2015) also observed that this situation pose serious challenges to public service and general welfare of the citizens. Therefore there is an urgent need to revisit approaches towards improving service delivery system in Nigeria especially among teachers whose task are crucial if the visions and goals of inclusive education are to be actualized.

Elements of a Service Delivery System
The following are some of the elements of good service delivery:
- Service Culture: Service culture is built on elements of leadership principles, norms, work habits and vision, mission and values. Culture is the set of overriding principles which manages, controls, maintains and develops the social process that manifests itself as delivery of service and

gives value to customers (students). Once a superior service delivery system and a realistic service concept have been established, there is no other component so fundamental to the long-term success of a service organization as its culture.

- Employee Engagement: Employee engagement includes employee attitude, activities, purpose driven leadership and HR processes. Even the best designed processes and systems will only be effective if carried out by people with higher engagement. Engagement is the moderator between the design and the execution of the service excellence model.

- Service Quality: Service quality includes strategies, processes and performance management systems. The strategy and process design is fundamental to the design of the overall service management model. Helping the client (students) fulfil their mission and supporting them in the pursuit of their organizational purpose, must be the foundation of any service provider in school business.

- Customer Experience: This includes elements of customer (students) intelligence, account management and continuous improvements.

Features of Standard Service Delivery

Every organization with services to offer should have features, thus, Nwosu (2013) summarized features of good service delivery system as;

❖ Prompt access to services when needed
❖ Service accountability
❖ Coordination of services
❖ A networked organization
❖ Service evaluation
❖ Competence in discharge of service.
❖ Courteous, friendly, receptive and helpful relationship with the public
❖ Eager and proactive offer of information to the public with feedback and follow-up
❖ Transparency, honesty and averse to corruption.
❖ Exemplary standards of efficiency in production and rendition of services, with minimal waste
❖ Enabling technology
❖ Punctuality and time consciousness in all official business
❖ Well planned programs with activity schedules and calendars that are firm and respected
❖ Prompt response to problems and complaints of the public, which are conclusively attended to.
❖ Continuous innovation

❖   Flexible workflows

Reasons for Poor Service Delivery

Nwosu (2013) further highlighted reasons for poor service delivery as;

❖   Lack of capacity

❖   Poor orientation and attitude

❖   Weak incentives

❖   Weak monitoring and evaluation system

❖   Corruption.

Nwosu (2013) opined that the factors listed above is the reason why there is need for a comprehensive and holistic reform of the service delivery system in Nigeria. The education industry is not exempted.

The Role of Teachers in Delivering Inclusive Education

The school system depends on the services rendered by staff especially teachers to achieve the business of the school which is teaching and learning. So teachers are indispensable resource in achieving the objectives of secondary school education. Since the process of learning is largely determined by the teacher through lesson preparation, class activity, assessment and so on, the teacher remains the most important variable in the teaching-learning process. Adu (2010) stated that the quality of a school and that of the teaching personnel so permeate each other that a vicious circle is created in analysis of their interrelationship in which one cannot have a good school unless one have good teachers. Thus to ensure quality educational venture such as inclusive education there is need to ensure good quality of teachers that are ethically sound.

At the school level, teaching and learning are the primary activities and it is teachers that interact directly with the learners and learning materials in classroom setting or otherwise so as to effect desirable change in the learners' behavior. Adamu and Adu (2015) asserted that teachers are important instruments to enhancing good educational output in the school system. Since teachers are at the core of implementing educational policies, in this task of inclusive education, teachers are crucial because of the central role they play. Their participation in reducing underachievement, especially with disable learners having difficulties in learning cannot be overemphasized. To make inclusive education a reality, teachers among other things need to do the following:

I.   Have high expectations for all learners and should believe that all can learn and encourage them to complete school.

II.   Teachers should endeavor to know about the conditions that cause physical, emotional and learning disabilities and help learners to take proper care and prevent them. They should not stigmatize any learner.

III. They should identify culture and gender bias in teaching environment/materials and aim at connecting these biases.

IV. They should use assessment tools to measure learners' knowledge, skills, and attitudes rather than depending on examination alone. As such they can easily identify where each learner is facing difficulty.

V. Teachers should use a variety of teaching methods to ensure that all learners participate in class and school activities.

VI. Involve learners to actively be a part in developing rules/guidelines in the school/class to improve inclusion, reduce discrimination/segregation, violence and abuse.

VII. Teachers should give assessment information to learners in order to help them monitor their progress.

VIII. Teachers should show respect for all learners as regards their religious background and allow learners the opportunities to learn about different religious and traditions as the case may be.

In order for teachers to help learners with different disabilities as aforementioned, there should be a paradigm shift in their conventional practices, teachers should cultivate a sound work ethics particularly since many regular teachers were not trained to teach disable learners.

CONCLUSION

Since teachers are expected to teach diverse learners, including those with disabilities, promoting their ethical values for effective service delivery is an issue that needs prompt and urgent attention. Teachers are expected to know each learner in class both in behavior and achievement. The challenges facing teachers in Nigerian public secondary school as regard IE are enormous. Okey (2012) stated that although education innovation can be very expensive, nevertheless, effort should be made to update the knowledge of teachers in various areas to enable them be equipped with the latest techniques in using modern teaching skills in school for curriculum content delivery. Hence, the discussion on promoting teachers ethical value devoid of corruption in Inclusive Education.

RECOMMENDATIONS

The following recommendations are made:

I. It is a fact that education is capital intensive but funding IE is more capital intensive. To this end government should increase funding to education sector. Both the government and the private sector should vote more fund towards developing the education sector. The educational system of the country have been and is still suffering from decades of underfunding, Therefore it is necessary for the government to design a workable plan towards better funding

of education sector to overcome the various problems/challenges of IE.

II. Re-orientation and re-training of in-service teachers through workshops, conferences etc on the importance of developing positive/better work ethics should be given urgent attention. Counselling services in secondary school should be improved.

III. The government should provide Resource Room fully equipped with modern gadgets that teachers can use to assist learners with special educational needs who need help in respective school subjects.

IV. Need for independent inspectorate committees: The committee should be put in place and deployed regularly to monitor the activities of schools.

V. Teachers should work strictly according to ethics of their profession. They should show serious commitment to duty and use appropriate strategies that benefit all learners. Inclusive education is supposed to help fight poverty, ignorance and diseases. If and when IE is the norm in secondary school, many disabled learners should have been trained to learn a skill which will help them support themselves.

VI. Proper equipping of schools: Schools should be equipped with modern tools that will make teaching practical oriented, easy to understand and staffed to compete with the global standard.

VII. Regular review of curriculum: This is another way to improve education by modifying curriculum to meet specific needs with special educational needs.

VIII. Learning should be made more meaningful and relevant with improved libraries, laboratories and so on.

IX. Welfare package of teachers should be improved: It is common knowledge that money and a suitable working environment are the major incentives for teachers. Therefore, government should pay salaries and promotions should not be delayed or denied.

X. Review of the administrative systems: Of course, for all these strategies to come together, there needs to be a strong management procedure in place. The administration is meant to monitor and evaluate processes, enforce standards and relay appropriately to higher authorities for further policy making.

XI. Team teaching approach should be adopted in public secondary schools to make service delivery more meaningful especially in IE setting.

XII. Corrupt practices among teachers should be discouraged. Punitive measures should be taken against teachers caught in corrupt practices.

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CORRUPTION AND ITS CONSEQUENCES ON SENIOR SECONDARY EDUCATION IN DELTA STATE: SYNTHESIS OF SOLUTION BY CURRICULUM PLANNERS

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Abstract

This study was carried out to examine the level of corruption in Senior Secondary Education in Delta Stale and possible solution by curriculum planners. The population consisted of all teachers and students in Senior Secondary Schools in Delta State. Simple random sampling techniques was used to select two hundred and forty five (245) respondents consisting of 145 teachers and 100 students across the three senatorial districts in Delta State. The instrument used for data collection was the questionnaire consisting of sixteen (16) items of a 4 point likert scale type titled "corruption in the Senior Secondary Education system in Delta State" (CSSESIDS). The descriptive survey design was employed for the study. To guide the study, two research questions were formulated. Data collected were analysed using mean and standard deviation with a benchmark of 2.50 for decision making. The findings rev1ealed among others that there should he provision of adequate school infrastructure, discipline corrupt teachers and parents teachers association (PTA) to monitor school activities. The paper recommended that there should be proper sanctioning of corrupt teachers under the watchful eyes of government and Parent-Teacher-Association.

Keywords: corruption, senior secondary education, curriculum planners.

Introduction

Corruption in the education sector can be defined as "the systematic use of public office for private benefit whose impact is significant on the availability and equality of educational goals and services and has impact on access, quality and equity in Education. (Hallak and Poisson 2002). 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). Aderinoye (2011) explained corruption as inducement or persuasion to influence people to do things that are contrary to laid down rule or norms and values of a society.

Although there is no single generally accepted definition of corruption, the following are some common features of the various definitions of the term corruption:

i.   Abuse of public office for private gain;

ii. Confusion of the private with public spheres or an illicit exchange between the two spheres;

iii. Acting in a way inconsistent with official duty and the right of others and

iv. Dishonest breach of trust by a public officer of his duty.

Corruption is also a behavior which deviates from the normal moral role that one is expected to display as a result of undue influence. According to Sen (1999), corruption or corrupt behavior involves the violation of established rules for personal gain and profit. Corruption is efforts to secure wealth or power through illegal means or private gain at public expense or a misuse of public power for private benefit (Lipset & Lenz 2000). Corruption comes in form of embezzlement, bribery, deceit and extortion to mention a few. Corruption can be seen in every areas of our society.

Ekiyor (2009) in his broad view of corruption defined it as the unlawful use of official power or influence by an official of the government either to enrich himself or further his course and/or any other person at the expense of the public, in contravention of his oath of office and/or contrary to the conventions or Laws that are in force. It is very unfortunate that this menace knows not any time nor period; it happens anytime or period of any nation's history. 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 Igbuozu, 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! In the home, public offices, market places, religious organizations, educational institutions, government institutions and parastatals, the armed forces and so on are all involved in the act of corruption.

Conceptual Explanation of Terms

Some terms have been used in this paper and the manner which they have been described includes:

(a)   Corruption

Corruption is a worldwide phenomenon, which has been with all kinds of society throughout history as a global crime. It is a universal phenomenon which presents itself in different colorations and dimensions depending on where it rears its ugly head. Because of its wide spread, in terms of its coverage, the concept attracts different meanings from different scholars particularly the social scientist. Some of these definitions are self-limiting in what they cover as constituting corruption while others are encompassing.

A simple, uncomplicated and encompassing definition of corruption that is found to be useful in this paper is the one that sees the phenomenon as the acquisition of that which one (as a member of society not public official alone) is **not** entitled. (Akinyemi, 2004). Corruption seen from this perspective therefore represents a departure from what the society considers as correct procedures in exchange of goods, services or money on the part of every body that makes up the society. This explains why corruption has been seen in various societies mostly in line with the culture or prescribed social life of the people. The implication of this is that while some societies speak of corruption mainly in terms of illegal acquisition of material things, others tend to stretch it further by bringing social and moral values under it. (Metiboba, 2002). The later explains why Usman Bala (2008) argues that corruption means much more than public officers taking bribes and gratification, committing fraud and stealing funds and assets entrusted in their care. The urge to be involved in corrupt practices runs through the veins of an average Nigerian.

Corruption in education is the pervasion of the expected standard of behaviour by those in authority in the educational system for their own personal gain to the detriments of others and the system in its pursuit of quality manpower and national development. Corruption in the system has made it easy for some scholars to describe schools as no longer institutions of learning but instead as money exchange department to help students pass examination and gain admission into higher institutions. 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. Because the educational sector has tremendous capacity to set in motion an uncontrollable reproductive process of corruption in the larger society and thereby mare the development structures.

(b)   Educational System

Education as identified by some scholars is the single most important sector that defines the life, values, political culture and economic power of a nation. It is through educational institutions that a nation's human resource capacity is developed, harnessed and deployed for national development. Without these educational institutions designed for the educational sector, we have no society or future as a nation. Nigeria's ability to realize its vision of becoming one of the top Twenty 20 economies in the world by the 2020, is dependent on its educational system to transform our youths into a highly skilled and competent work force capable of competing globally. The strength or weakness of an educational system is measured in terms of how it satisfied it recipients. Hence the Nigerian educational system has been explained as the sector assigned with the authority to draw out a curriculum that combines both intellectual and vocational training. It is also characterized by control, evaluation, exams, regular financing, staffing, and researches publication. The control the main objective is done through the national policy, while the curriculum evaluation and examination falls under classroom examination, regular financing and staffing which comes under administrative management.

Review of Literature

According to Anti-Corruption Coalition Uganda (ACCU) Parents-Teachers-Associations should be mandated to introduce Corruption Integrity packs to enable them verify teacher conduct, quality of educational materials, infrastructure and services under the Senior Secondary Education programme. And to Tanaka (2006), the first step in checking corruption is to identify physical space where corruption may occur and locating teachers and offices with monopolistic powers. The political will of senior staff would then be needed to stimulate teachers and staff morale. He advised that those who shun corruption even though they work in corrupted setting, should be identified and adequately compensated.

In the opinion of Mindphiles (2006), a monitoring team is needed to reduce government employment to realistic size for realistic salaries. In addition, anti- corruption measures should include, privatisation of the execution of public services and the use of general government computer network to speed up financial reporting. In an Anti-Corruption Day Youth Camp in Moldova (2004), the measures proposed to reduce corruption in schools included financial support from government, increasing the punishment on people involved in corruption and increasing transparency of admissions and examinations. And in Cambodia (2004), civic education and home economics were identified as primary school

subjects suitable for anti-corruption, teaching. Stories and illustrations that address values and friction between personal ambitions and needs of the community may also produce good results.

Mthiyane (2015) was strongly inspired by the declaration of David Chonco which emphasized the policy of zero corruption in the public sector in Zululand. En this regard, he wandered why food meant for students in boarding schools should be pilfered, class desks and chairs be carried away for household use and school grass cutting machine be used for commercial purposes. Mthiyane then opined that secondary schools are in poor state for lack of maintenance by appointed financial committees as there was no accountability of how money was spent.

Consequences of Corruption

The consequences of corruption are universal both in private and public senior secondary schools even if there could be variations in the level of government and non-government secondary schools responses to these consequences. Simply put: Massive corruption in secondary schools in Delta State, has reduced the amount of money needed for development just as it does in any other sectors of the nation's economy.

Notwithstanding, the most direct and in some ways the most inconsequential, cost of corruption as cited by David (2002) is the waste of the financial resources that get misdirected. The more serious costs are incurred when: (a) students unable to afford bribes are denied access to schooling or examinations. (b) talent is misallocated due to promotion being awarded on the basis of bribery rather than merit, and (c) a generation of students come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery. When corruption is so pervasive that it comes to be viewed as a basic mechanism of social and economic interaction, it instills a value that is highly destructive to social and economic development of a country (David, 2002).

First, corruption promotes poverty. A simple example could be made with the corruption in the management of the senior secondary schools in Delta State. There are situations where teachers are not paid as at when due or receive their salaries as at when due. Education remains one of the main routes leading to a good life and national development, without education, what would be the future of teachers and the country? (Kayode, 2013).

Another consequence of corruption is that it creates the condition for political instability. This is because unrestricted corruption makes the state an

unlimited allocator of wealth to individuals and groups. This character of the state makes ii possible for the politics of do-or-die to take root, with politicians struggling to out-compete one another sometimes in a most violent manner. It must be recalled that the various military regimes that took over power from democratically elected representatives of the people had always justified their intervention on the grounds of grand corruption and looting of state treasury by political state actors (Kayode, 2013).

Third, corruption contributes to the blanket criminalisation of teacher, examiners and government agencies on educational system in Delta State. With its capacity to generate poverty and instability, the youths have also been systematically hijacked for selfish ends by unscrupulous politicians and ideologies. Some of those that were not "hijacked" have found interest in advance fee fraud popularly known as online Yahoo business in local parlance. While corruption cannot, and should not, be the singular cause of this systematic criminalisation, it contributes to it (Kayode, 2013).

Four, corruption also has other social costs apart from poverty. As rightly noted by Myint (2000), "in any society, there are laws and regulations to serve social objectives and to protect the public interest, such as building codes, environmental controls, traffic laws and prudential banking regulations. Violating these laws for economic gain through corrupt means can cause serious social harm." The frequent use of substandard materials and violation of building regulations have led to numerous building collapses. Killing innocent students, teachers and occupiers have become a recurrent decimal in Nigeria even in the church where people worship (Kayode, 2013).

Lastly, and consequents upon the aforementioned is that corruption is anti-developmental to the extent that it reduces the amount of funds available to he used for developmental purposes. Funds that should have been used to better education, health, infrastructure and other items needed to encourage a good life of Nigerians at the grassroots are stolen by a microscopic few. But how has the EFCC responded? What has been done so far? (Kayode, 2013).

Synthesis of Solutions by Curriculum Planners.

The Federal Republic of Nigeria (FRN) in National Policy on Education (NPE) asserted that: Education is an instrument for National Development; to this end, the formulation of ideas, their integration for National Development and the interaction of persons and ideas are all aspects of Education.

For Education to tackle corruption head-on, there is need for proper curriculum development which entails all the activities the school is to conduct

from within and outside the classroom. A curriculum is considered the "heart" of any learning institution which means that schools or Universities cannot exist without a curriculum because it refers to the total Learning experiences of individuals not only in school, but in society (Bilbao, Lucido, Iringan and Javier 2008). The curriculum has to be harnessed in such a way to preserve the country's National Identity and ensure its economic growth and stability. This can only be done when the proper cultural norms, religious injunctions and morals that detest corruption are imbedded into the curriculum and the Teachers/Lecturers become models in their words and action so that the students coming through them would grow up better informed of the evils of corruption. But where an educational system did not fulfill its obligation to the students and teachers then the issue of corrupt practice come into play. A situation where there are limited vacancies for the teachers to join it is now a matter of whom you know or how you can get there. for somebody coming into the system through note from the above, what can be the position of the school head from somebody coming into the job by monetary or material gift or in terms of women by their own Clod's given power, how can the system grow and avoid corruption (Anuforo, 2013).

Curriculum planners identified the following as the possible solutions, that if addressed can help arrest the issue of corruption in the senior secondary educational system and society at large:

(a)   High development of and great level awareness of Early Childhood care and Development (ECCE);

(b)   Increase enrolment, completion and transition rates at all levels;

(c)   High learning achievement and high quality of learning outcomes;

(d)   Adequate physical infrastructures and availability of resources for teaching and learning;

(e)   Conducive learning environments;

(f)   Appropriate and relevant curriculum (has linkage to the need of the society and the labour market);

(g)   Qualified teachers who are able to deliver curriculum contents;

(h)   Strong and coordinated quality assurance mechanism

(i)   Removal of weak and outdated examination and assessment mechanisms coupled with examination malpractice;

(j)   Abolition of anti-social behaviour, cultism, sexual harassment, student unrest, corruption in high and low places.

(k)   Equalities in terms of gender, rural areas, urban geographical zones etc;

(l)   Restriction of high level internet and other crimes;

(m)   Dangerous trans-boarder media influences should be critically examined;

(n)   There should be no transfer of states responsibilities to the Federal Government and

(o)   Amendment of JAMB bottlenecks or funnel syndrome by which millions of candidates are denied admission into higher institutions.

The above identified solutions by curriculum planners if tackled would go a long way in curbing corruption in the senior secondary education and society; but once the area of Education affected is not adequately addressed then all other sectors are at risk because the products coming out of the Education are the ones to occupy all public and private positions which means corruption would have to continue.

Research Questions

1.   What strategies can be adopted to achieve a corruption-free Senior Secondary Education in Delta State of Nigeria?

2.   How can fraud be tackled in Senior Secondary Education in Delta State?

Methods

The study adopted a survey research design. A survey research design focuses on people, the vital facts of people and their beliefs, opinions, attitudes, motivation and behaviour. The population of the study consist of all teachers and students in senior secondary schools in Delta State. The sample of the study is made up of Two Hundred and Forty Five (245) respondents consisting of one hundred and forty-five (145) teachers and one hundred (100) students selected from (10) secondary schools across the three senatorial districts in Delta State. A simple random sampling technique was used to select four hundred and fifty (450) respondents from ten secondary schools across the three senatorial district of Delta State.

Data Analysis/Results

Research Question One

What strategies can be adopted to achieve a corruption-free Senior Secondary Education in Delta State of Nigeria?

Table 1: Mean Responses and Standard Deviation of Strategies to Achieve corruption-free secondary education in Delta State.

S/N	Strategies	Means				XX	Remark
		Teachers		Students			
		X	SD	X	SD		
1	Provide Standard teaching materials and infrastructure	2.92	0.92	2.95	0.90	2.94	Agreed
2	Proper school supervision/conducive learning environment	2.98	0.88	2.93	0.93	2.96	Agreed
3	Pay teachers regularly at the end of each month	2.88	0.93	2.85	0.91	2.87	Agreed
4	Enforce rules and regulations/examination ethics/moral disciplines	2.79	0.94	2.83	0.92	2.81	Agreed
5	Punish/sack those found to be corrupt	3.00	0.93	2.91	92	2.96	Agreed
6	Provide incentives/good conditions of service to teachers	2.75	0.99	2.84	0.94	2.80	Agreed
7	Government to look at the welfare of teachers	2.87	0.94	2.81	0.87	2.84	Agreed
8	Committee of PTA to monitor school activities	2.93	0.92	2.90	0.85	2.92	Agreed

In Table 1, the teachers and students strongly opine that the best ways to arrest corruption in secondary education include the provision of instructional materials and infrastructure in schools, proper school supervision, regular payment of teachers' salaries and enforcement of rules and regulations on examination ethics.

Research Question 2: How can fraud be tackled in Senior Secondary Education in Delta State?

Table 2: Mean Responses and Standard Deviation on ways to tackle fraud in Senior Secondary School in Delta State.

S/N	Strategies	Means				XX	Remark
		Teachers		Students			
		X	SD	X	SD		
9	Prosecute corrupt teachers	2.73	0.95	2.71	0.96	2.72	Agreed
10	Pay teachers as at when due	2.85	0.92	2.86	0.92	2.86	Agreed
11	Frequent school inspection	2.61	0.96	2.56	0.90	2.57	Agreed
12	Provide adequate instructional materials	2.77	0.95	2.83	0.94	2.80	Agreed
13	Honesty should be rewarded	2.94	0.96	2.88	0.97	2.91	Agreed
14	Wage war against illegal collections	2.79	0.94	2.83	0.88	2.81	Agreed
15	Schools should be adequately funded	3.00	0.93	2.98	0.86	2.99	Agreed
16	PTA to be vigilant	2.91	0.92	2.88	0. 96	2.90	Agreed

Table 2 reveals that fraud in secondary education, according to the respondents, can be tackled through prosecution of corrupt ones, paying teachers well and as at when due, regular supervision, effective activation of the works of the PTA and proper teaching of students.

Discussion of Findings

Data analysis in research question one shows that both the teachers and students agreed that there should be provision of standard teaching materials and infrastructure, conducive learning environment and committee of PTA to monitor school activities. This is in line with Anuforo 2013 who opined that the problems of education can be addressed through conducive learning environment and appropriate relevant curriculum.

In addition to the above, Mindphiles (2006), is of the opinion that a monitoring team should be heeded to reduce government employment to realistic size for realistic salaries. Moldova (2004), in line with research questions one also proposed that the measures to reduce corruption in schools included financial support from government, increasing the punishment of people involved in corruption, increasing transparency of admissions and examinations.

Analysis of Data in Table 2 shows that all the respondents agreed that teachers should be paid salary as at when due, honesty should be rewarded, incentives should be given to honest teachers/students which is in line with Tanka (2001) stating that the first step in checking corruption is to identify physical space where corruption may occur and locating teachers and offices with monopolistic powers. This is also the opinion of Bala Usman (2008).

Conclusion

In other to curb and eventually eradicate corruption in any level of education, the students and teachers need to be enriched with the power of distinguishing right from wrong. Secondary School should return to the teaching of moral education, examination malpractices and corruption as basic education in order to empower students with the spirit of stewardship while the teachers and students should live exemplary life, reflecting truth, kindness, dignity of labour and integrity in educational system in line with National Policy of Education. This study also discovered that all forms of corruption manifested in bribery, frauds, embezzlement, favouritism, nepotism, examination malpractice etc are noticeable in senior secondary schools even in higher institutions of the higher learning in Nigeria. The conclusion however, i that no matter the magnitude of natural resources present, advanced technology, the efficiency of labour and the availability of teaching aids in the educational system, development and moral

standard of education cannot be sustained in secondary schools except corruption is eradicated by adopting the above strategies.

Recommendation

Based on the study, the following recommendations are suggested:

➢ Government and other responsible bodies should endorse the teaching of ethics, examination malpractices and corruption at all levels of education for senior secondary school teachers and students;

➢ Economic and Financial Crimes Commission in Nigeria (EFCC) should collaborate local agencies to investigate all financial crimes including illegal fee frauds being charged by Heads of schools 10 reduce exploitations of parents especially in the rural areas;

➢ Government should involve in providing and maintaining instructional materials and ensuring adequate provision for teacher's welfare and

➢ There should be proper sanctioning of corrupt teachers under the watchful eyes of government and Parent-Teacher-Association, P.T.A.

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CURRICULUM IMPLEMENTATION AS CORRELATE OF CORRUPT PRACTICES IN TERTIARY INSTITUTIONS IN IMO STATE, NIGERIA

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Abstract

The study examined curriculum implementation as correlate of corrupt practices in tertiary institutions in Imo State. Two research questions and two hypotheses guided the study. The study adopted correlation research design. The population of the study involved all the 52,431 students in the public tertiary institutions in Imo State. A sample of 372 students was involved in the study. Purposive and proportionate stratified random sampling techniques were used for sampling. The research instruments for this study are: Curriculum Implementation Rating Scale (CIRS) and Corrupt Practice Rating Scale (CPRS). The CIRS has 14 items in two clusters and was used to measure some aspects of curriculum implementation. The CPRS has 10 items and was used to measure corrupt practices in the campuses using four point scale. Face and content validities of the instruments were ascertained, and their reliabilities were computed using Cronbach alpha which gave indices of 0.83 and 0.87 for CIRS and CPRS respectively. The data collected were analyzed using Pearson r to answer the research questions, while t-test of simple correlation was used to test the hypotheses at an alpha level of 0.05. It was found among others that there is a very low negative relationship between curriculum implementation and corrupt practices in tertiary institutions in Imo State. It was recommended among others that corrupt practices should be checkmated by the school administrators and campaign should be held to minimize such practices.

Introduction

The role of education as essential factor to national development cannot be over emphasized. This is due to the contribution of education in producing higher-level skills and competencies as essential to national development particularly in the context of globalization and the shift towards knowledge economies (Amaechi, Anamonye, Onuoha & Okwu, 2012). For these reasons, countries all over the world, Nigeria inclusive are giving education the needed policy attention it needs so as to be free from corruption.

One hydra-headed bane that has assumed high profile and epidemic proportion so pronounced and contagious that its seals and impressions can be noticed and felt by individuals and states globally without respect to levels of sophistication or lack of it is corruption (Nwaokugha & Ezeugwu, 2017). Corruption according to Brunnelle-Quraishi (2011) is derived from the Latin word corruptus which translates as "to break". Corruption incorporates any act that deviates from those rules and regulations that govern the behaviour and action of any one in a position of public authority especially actions that turn such privilege into avenues for personally and privately amassing wealth, power and authority. Corruption is the use of public office for private gain and in the views of Lawal and Tobi (2006:643), "corruption is any conscious attempt or deliberate diversion of resources from the satisfaction of the general interests to that of the selfish (personal or particular interest)". Corruption consists of vices such as fraud, bribery and other related crime and offences. According to Salisu cited in Nwankwo, Onyeanusi, Amaechi and Akujuobi (2015) corruption is the misapplication of public resources to private ends. This among others include the public officials collecting bribes for issuing permits licenses for authorizing passage of goods at sea/airport, passports or visa, for awarding contracts or for enacting regulations designed to create artificial scarcity, awarding undeserved score or grades to students after exam, availing question papers to students before examination, and at times it may come in the form of sexual or other forms of gratifications. Corruption is also perceived as the abuse of power and position of trust on collective or personal ground. In essence, corruption is unindicted attitude and manner within an organization set up that can falsify the integrity, purpose and goal of such organization. Corruption subverts justice and equality, erode confidence in democratic system and make development of patriotic spirit impossible. Corruption as equally manifested in many facets and has significantly contributed to the emergence of poverty and misery among large Nigerian populace.

Corruption exists at local, national and international levels and at any level of its existence, corruption has in-built devastating and disabling potentials

to infest and reconfigure the psyche of the individuals, the state and those entrusted with the day to day affairs of the state at its social, political, economic, religious, moral and general development levels with terrible viruses that in addition to undermining the advancement and progressive development of the state, impairs and cripples the zeal for honesty, hard work and merit in citizens. These are possible because corruption in any of its multi-dimensional forms has terrible capacity that can neutralize and bring to zero point the developmental aspirations of honest and hard working individuals and institutions in states in the form of causing general disenchantment and instability, making nonsense state institutions, discouraging foreign direct investments and eroding genuine value system upon which the sustainable development of a people and their state is laid.

Education in Nigeria is disastrously and terribly prone to corruption and why this is so and may continue to be so is the realization that globally, members of the larger society generally know and recognize that education is one sector that the Nigerian society must rely on for continuity, change and self appraisal or criticism in line with realities and subsequent upon this awareness, the sector normally attracts huge release of funds from international donor agencies, multinational corporations as part of their corporate social responsibility, federal, state, local governments, town unions, individuals and so on but regrettably such huge and massive flow of funds are not properly accounted for across all agencies and institutions that are involved in releasing funds to the education sector so much so that the seals and impressions of corruption and corrupt practices are noticed starting from the point of the release of such funds for education to the various ministries, parastatals and educational institutions where the funds are to be finally used. This adversely affects curriculum implementation.

Curriculum has been differently defined by different scholars at different times. This is because its scope has widened and broadened over time to embrace virtually all what education is about. However, Akudolu cited in Idoko (2011) sees curriculum as an organised knowledge presented to learners in schools embedding every elements in the school environment. It is a sequenced context or course of instruction needed by the leaner who is expected to demonstrate some objectives in behavioural changes following instruction and experience in some context provided by the school (teachers and administrators) and based on a structured form of continuing evaluation (Idoko, 2011). Curriculum is a learning programme or experience through which learners pass in order to achieve a definite educational goal. Such learning experiences can be presented to the learner in a variety of ways such as instructions, discussions, practice, or even simulated situations to which the learners are expected to react appropriately.

Mezieobi (2013:67) and Obanya (2004), defines implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. When the provisions in the curriculum blue print or document are put into action in the classroom, the curriculum is being implemented (Mbakwem, 2005). The focus of implementation is always the learner. On their own part, students engage themselves in learning activities. At the implementation stage, teachrs are expected to put in their best because they occupy the central position. Gbamanja (2009) asserts that implementation is the stage at which the planned curriculum will be actualized. The decision taken on what should be studied and how it should be studied will be implemented or put into practice at the stage. This is the stage that lies exclusively within the school and the teachers who form the instrument for implementation.

The task of curriculum delivery is basically carried out at the classroom level through teaching, learning support, advise and guidance, coaching, mentorship, peer and collaborative learning thereby leading to the achievement of curriculum objectives, feedback and assessment, personal development, planning and tutoring skills, encouragement towards practice skill and development as well as enabling access to curriculum resources (Guga & Bawa, 2012:21).

Empirically, as it was rightly indicated by Salawu (2007), the phenomenon of corruption in Nigeria has made it impossible for Nigerians to enjoy the dividends of democracy and indeed the gifts of nature with which the country is greatly and abundantly endowed. This scenario is an acknowledgement that the state of affair in the country today is a reflection of pervasive corruption which has eaten deep into every facets of Nigeria life. According to Ene, Arikpo, Jeffery and Albert (2013:6) "part of what lures people to embrace corruption and corrupt practices are misplaced sense of value, lack of accountability and transparency in wealth distribution and in the same way these scholars write that corruption finds its ways into the social and moral lives of a people through "fraud, embezzlement and misappropriation of public funds, inflation of contracts, sexual harassment, bribery and others".

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. The problem of this study posed as a question is: what is the

relationship between curriculum implementation and corrupt practices in tertiary institutions in Imo State?

The main purpose of this study is to examine the relationship between curriculum implementation and corrupt practices in tertiary institutions in Imo State. Specifically, the researcher sought to identify the coefficient of:

1. relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State,
2. relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State,

The following research questions were posed to guide the study:

1. What is the coefficient of relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State?
2. What is the coefficient of relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State?

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

Ho$_1$: There is no significant relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State.

Ho$_2$: There is no significant relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State.

Method

The study adopted correlation research design. The population of the study involved all the 52,431 students in the public tertiary institutions in Imo State. A sample of 372 students was involved in the study. Purposive and proportionate stratified random sampling techniques were used for sampling. The research instruments for this study were: Curriculum Implementation Rating Scale (CIRS) and Corrupt Practice Rating Scale (CPRS). The CIRS has 14 items in two clusters and was used to measure some aspects of curriculum implementation. The CPRS has 10 items and was used to measure corrupt practices in the campuses using four point scale. Face and content validities of the instruments were ascertained, and their reliabilities were computed using Cronbach alpha which gave indices of 0.83 and 0.87 for CIRS and CPRS respectively. The data collected were analyzed using Pearson r to answer the research questions, while t-test of simple correlation was used to test the hypotheses at an alpha level of 0.05.

Results

RQ₁: What is the coefficient of relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State?

Table 1: Summaries of necessary statistics involved in computing the coefficient of relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State

Variables (V:X&Y), Sample Size (n), Summation ($\sum$), Sum of Squares (SS), Sum of Products (SP), Variance (S^2), Covariance (Cov.), Pearson r (r), and Remarks

V	n	∑	SS	SP	S^2	Cov.	r	Remarks
X	372	10346	11636.828		31.366			**Very Low**
				-1217.86		-3.283	**-0.14**	**Negative**
Y	372	4486	6464.699		17.425			**Relationship**

Magnitude of Relationship = Very Low
Direction of Relationship = Negative

Table 1 shows the coefficient of relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State. From the analysis, an index of -0.14 is obtained. This shows that the coefficient of relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State is negative and very low. The negative nature of the relationship explains that as corrupt practices increase, teachers' application of different instructional methods decrease, implying an inverse relationship between the two variables.

Ho₁: There is no significant relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State.

Table 2: Summaries of necessary statistics involved in the test of the significance of the relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State

Sample Size (n), Summation ($\sum$), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

V	n	$\sum$	r	α	df	t_{cal}	t_{tab}	Decision
X	372	10346						
			-0.14	0.05	370	**2.728**	1.96	**H_0 Rejected**
Y	372	4486						

Table 2 presented the test of the significance of the relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State. The result gave the degree of freedom as 370; the t-calculated value of 2.728 was seen to be greater than the t-tabulated value of 1.96. Since the-calculated value is greater than the t-tabulated value, the researcher therefore rejected the null hypothesis; thus concluding that the very low negative relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State is significant.

RQ$_2$: What is the coefficient of relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State?

Table 3: Summaries of necessary statistics involved in computing the coefficient of relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State

Variables (V:X&Y), Sample Size (n), Summation ($\sum$), Sum of Squares (SS), Sum of Products (SP), Variance (S^2), Covariance (Cov.), Pearson r (r), and Remarks

V	n	$\sum$	SS	SP	S^2	Cov.	r	Remarks
X	372	10346	11636.828		31.366			**Very Low**
				-392.134		-1.057	**-0.05**	**Negative**
Y	372	3985	4908.223		13.230			**Relationship**

Magnitude of Relationship = Very Low
Direction of Relationship = Negative

Table 3 shows the coefficient of relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State. From the analysis, its result (index) of -0.05 is realized. This shows that the relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State is negative and very low. The negative nature of the relationship explains that as corrupt practices increase, teachers' use of instructional materials decreases, implying an inverse relationship between the two variables.

Ho₂: There is no significant relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State.

Table 4: Summaries of necessary statistics involved in the test of the significance of the relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State

Sample Size (n), Summation ($\sum$), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Correlation between two Variables

V	n	$\sum$	r	α	df	t_{cal}	t_{tab}	Decision
X	372	10346						
			-0.05	0.05	370	**0.999**	1.96	**H₀ Accepted**
Y	372	3985						

Table 4 shows the test of the significance of the coefficient of relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State. The result gave the degree of freedom as 370; the t-calculated value of 0.999 was seen to be less than the t-tabulated value of 1.96. Since the-calculated value is less than the t-tabulated value, the researcher therefore accepted the null hypothesis; thus concluding that the very low negative coefficient of relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State is not significant.

Discussion of Findings

The study revealed that the relationship between teachers' application of different instructional methods and corrupt practices in tertiary institutions in Imo State is negative, very low and significant. The negative nature of the relationship explains that as corrupt practices increase, teachers' application of different instructional methods decrease, implying an inverse relationship between the two variables. This indicates that corrupt practices negatively affect teachers' application of different instructional methods. In agreement with this finding, Salawu (2007), indicated that the phenomenon of corruption in Nigeria has made it impossible for Nigerians to enjoy the dividends of democracy and indeed the gifts of nature with which the country is greatly and abundantly endowed. This scenario is an acknowledgement that the state of affair in the country today is a reflection of pervasive corruption which has eaten deep into every facets of Nigeria life.

This study also revealed that the relationship between teachers' use of instructional materials and corrupt practices in tertiary institutions in Imo State is negative, very low and not significant. The negative nature of the relationship explains that as corrupt practices increase, teachers' use of instructional materials decreases, implying an inverse relationship between the two variables. Supporting this finding, Ene, Arikpo, Jeffery and Albert (2013) revealed that part of what lures people to embrace corruption and corrupt practices are misplaced sense of value, lack of accountability and transparency in wealth distribution and in the same way these scholars write that corruption finds its ways into the social and moral lives of a people through fraud, embezzlement and misappropriation of public funds, inflation of contracts, sexual harassment, bribery and others.

Conclusion

It was concluded from the findings of this study that corrupt practices in tertiary institutions in Imo State negatively affect curriculum implementation, thus undermining the achievement of the objectives of the education system. This shows that negative nature of the relationship explains that as corrupt practices increase, teachers' application of different instructional methods and use of instructional materials decrease, implying an inverse relationship between the two variables.

Recommendations

1. Corrupt practices should be checkmated by the school administrators and
2. Campaign should be held to educate students so as to avoid indulging in such practices and thus minimize corrupt practices in tertiary institutions.

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Repositioning Home Economics Programs In Tertiary Institutions Towards The Actualisation Of Its Objective Of Self Reliance
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Abstract
The study focused on the strategies geared towards repositioning Home Economics programs in Nigerian tertiary institutions. Specifically, the study sought for repositioning home economics education ICT driven pedagogies and innovative pedagogies and content to be employed in improving the Home Economics program. Against the backdrop of the failing Nigerian educational system, the paper also suggested measures that if adopted could improve the Home Economics program, create jobs and consequently reduce poverty, unemployment and corruption, all issues facing the Nigerian state.
Keywords: Repositioning, Home Economics, Job, Self-Reliance

Introduction

Over the past few decades, the Nigerian economy has suffered tremendous setbacks. The current state of the Nigerian economy has led to the current spate of the increase of unemployment, crime and corruption in the Nigerian society that can be felt in all spheres of the society among government political office holders, civil servants, businessmen, artisans, among others. The harsh realities posed by the Nigerian economy have brought to the fore the call for sober reflection on a wide range of issues that the everyday Nigerian grapples with. All these echoes the need for reformation and reorientation among Nigerians. In that case what better vehicle to achieve this much needed change if not Education!

Education is, "a process of learning that assist in the provision of suitable skills, training the youth for economic, social, cultural and political responsibilities, individual transmission and transformation of social, economic and cultural structure from generation to generation" (Odiba, Baba & Akuhy, 2014). It is an empowering tool that wields the power to help people to change their living condition by taking action while having knowledge and skills of a trade that will make them become competitive in the productive field (Gamawa, 2015).

Education has proved itself over time, again and again as the vehicle

needed to change the tide in any society that wishes to wield its enormous power for good use. It has been identified as a viable keeper and lubricant of the wheels of societal progress. Education is the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources (EFRND, 2010 in Olukanni, Aderonmu & Akinwumi, 2015). In Nigeria's case, education and its importance has been neglected. As a result, governments at all levels, to some extent, are culpable, as well as the oracles charged with the duty of keeping alive the ambers of growth and development in our great citadels of learning (Abah, 2016). This is true as the success or failure of any government is measured by the degree of attainment of human development prevalent among the populace (Okafor, 2014).

Of all problems facing the Nigerian state, one of the most urgent challenge which education is supposed to solve is the ever – increasing number of persons who are excluded from meaningful participation in the economic, social, political and cultural life of their communities. Such a society is neither efficient nor safe. Part of the problem arises from the Nigerian educational system being obsolete as compared with what is obtainable in most parts of the developed world, where the knowledge and techniques previously used to meet human needs in almost all the traditional societies of the world are being gradually replaced with modern technologies (Olukanni, Aderonmu & Akinwumi, 2014).

In Nigeria however, there is a vacuum, in that the context-relevance needed to match-up with imminent indigenous (skill-curriculum gap) challenges are missing as ingredients. As pointed out by Olukanni, Aderonmu & Akinwumi (2015), If knowledge construction is to have any sustainable measure, there is therefore a need for our educational curricula to facilitate the acquisition of skills and technology innovation for solving our societal problems. This feat can only have achieved by encouraging skills education in the area of vocational and technical education to ensure education that breeds students whom will attain self-reliance upon graduation.

Vocational and technical education according to Onoh, Onu & Oluka (2012), is instrumental to a buoyant modern economy of a nation as it is required for rapid growth and development. It aids the provision of skilled manpower in agriculture and food production, building, business, catering, construction, commerce energy, gas manufacturing, oil industry, water supply, among others. Vocational and technical education programs in Nigerian institutions include Agricultural education, Business Education, Computer Education, Industrial & Technical Education and Home Economics.

Home Economics is one of the Vocational and Technical Education skill areas taught in Nigerian schools at the basic, secondary and tertiary levels. Home Economics is an area of study, primarily concerned with strengthening family

life through family living education, improving family consumption of goods and services, discovering changing needs of the individual family members through research to maximize their personal and society's productivity, and help individuals shape their future and adjust to changes (Anyakoha, 2013).

The aim of Home Economics education is to equip students with the knowledge and skills necessary to lead effective lives in their different roles and in different contexts in society, specifically to maintain and promote lifelong healthful behaviours, become adaptive and productive citizens in a fast-changing world (Piscopo & Mugliett, 2012). It is a vast field of study that instils in its students theoretical and practical content in the areas of Food Studies; Family Resource Management; Textiles, Fashion and Design; Home Design and Management and Social Studies and importantly, the application of these areas to the individual, family and society (Teaching Council, 2013 in McCloat & Caraher, 2016).

At the basic and junior secondary education levels, Home Economics is taught as a single subject which is later broken into Clothing and Textiles, Home Management, Food and Nutrition, among others, at the Senior Secondary level. At the tertiary level, the scope of Home Economics training is expanded, the variety of professions in the field increased and the curriculum becomes more specialised (Poirier, Remsen & Sager, 2017). Despite this specialisation, the actualisation of the goals of Home Economics, which is self-reliance is no longer being achieved in recent times. Reason being that the methods of instruction and instructional tools and equipment and other instructional constructs frequently adopted by academics are widely conventional and obsolete (Achuonye 2015; Amaechi & Thomas, 2016), as when compared with the tools and equipment used in the world of work.

Upon graduation, the graduate Home Economist is expected to function in a world of work which utilises different sets of equipment, tools and methodology which is alien to what was used by the students during training. Aside these issue, the curriculum of Home Economics is no longer abreast with current issues, trends and innovation that abound in the subject matter. The reason for this could be adjudged to be ignorance on the part of the curriculum planners on trends in Home Economics and on another note, teachers' resistance to adopting contemporary instructional procedures and updating their knowledge on the changing trends in the subject matter. Either way, the Home Economics field of study in Nigeria is losing its footing as this lack of school – job compatibility is undermining the main objective of Home Economics.

In Nigeria, the field of Home Economics has ignored the drastic global shifting trends of educational services and labour market needs over the decades, which is ever – changing, from the traditional/conventional instructional

processes to more innovative and advanced approaches to teaching and learning. This ignorance and in some cases neglect, has gone a long way to influence students' achievement levels and their capacity to compete with their peers globally upon graduation (Nwangwu, Obi & Ogwu 2014). Hence, there is a need to ensure the repositioning of the curriculum of Home Economics through curriculum innovation and development to ensure self-reliance and international competitiveness of its students upon graduation.

The need for curriculum innovation in the field of Home Economics cannot be overemphasised. Curriculum which is the totality of all learning experiences offered by the school, needs to be updated or refined from time to time to match society's ever-changing needs. The update of the curriculum is often regarded as curriculum innovation or curriculum reform which simply implies improving on the existing curriculum in order to accommodate the present needs of the society (Onyilofor, 2013). It is an adequately planned, purposeful, progressive, and systematic process to create positive improvements in the educational system as a result of global changes or developments, which affects the school curriculum. (Kranthi, 2017). Curriculum innovation is crucial to the continuing success of any educational reform, as is currently needed in the field of Home Economics Education.

Having outlined the current position of Home Economics in the Nigerian educational sector, it is unequivocal to state that there is a great need for repositioning the Home Economics curriculum. As the author Dauvarte (2015) rightly stated, "in order to shape an educated and skilled society, in education it is necessary to promote innovation and the development of new qualifications, which focus on specific learning outcomes, as well as to facilitate the development of skills, suitable for the labour market needs". On that note, this paper focuses on advocating for the repositioning of Home Economics for self – reliance. The achievement of this purpose can be actualised through;

❖ Repositioning Home Economics Education ICT driven Pedagogies for Self-Reliance
❖ Repositioning Home Economics Education Content for Self-Reliance

Repositioning Home Economics Education ICT driven Pedagogies for Self-Reliance

In Nigeria, the field of Home Economics which indulges in gross overdependence on traditional/conventional teaching methods needs to be reoriented to adopt a more advanced use of information communication technology (ICT) driven teaching approaches and equipment/facilities (Omondi, Imo & Otina, 2016; Tabraz, 2017). Information Communication Technology in education, is a term that identifies communication technologies primarily which

includes the internet, wireless networks, cell phones and other communication mediums to handle and communicate information for the purpose of learning (Ratheeswari, 2018). Operationally, adoption of ICT in education refers to the use of communication technologies to gain access, collect, process, store, retrieve and transmit or disseminate information in a bid to ensure the achievement of instructional objectives.

Information and Communication Technologies offer an array of contemporary supporting tools for educational advancement and reform in this 21st century. When used appropriately, different ICTs help expand access to education, strengthen the relevance of education to the increasingly digital workplace and raise educational quality by helping to make teaching and learning into an attractive active process to real life (Ezenwafor, 2011; Igbo & Iloeje, 2013, Afufu, 2015). Studies have shown that ICT tools can be used to improve the quality of learning to ensure promotion of learner motivation, discussing concepts and theories, guide the mastery of basic concepts, and direct the development of higher order thinking to help in the achievement of lifelong learning skills (Syed, 2012; Limon, 2015). Information Communication Technology offers a lot of benefits in teaching and learning of Home Economics education, especially in supporting learning through

- ❖ Internet surfing
- ❖ Use of Online Assessment and Evaluation Platforms
- ❖ Computer aided designing and manufacture
- ❖ Cloud computing
- ❖ Use of automated machines

Regardless of the pedagogic approaches adopted in the instructional process being used, there is increasing evidence and acknowledgement that the role of the teacher and choice of pedagogical approaches is crucial as regards facilitating learning (Hanghøj, 2013; Hanghøj & Hautopp, 2015). Hence, the need for incorporation into the curriculum.

Repositioning Home Economics Education Innovative Pedagogies and Content for Self-Reliance

In ensuring the repositioning of Home Economics Education content, there is need to ensure the adoption of innovative pedagogies and content in the teaching and learning of Home Economics Education and relegation of traditional/conventional teaching pedagogies fraught with errors and repackaging of older content to suit modern societal demands. Innovative pedagogies and content here, refer to any new action that aims to improve student learning by adopting the best mix of teaching methods and content to meet the needs of the learner in both formal and informal learning settings (Olelewe &

Doherty, 2019). In line with this, innovation in home economics typically involves creativity, but is not identical to it; innovation involves acting on the creative ideas to make some specific and tangible difference in the domain in which the innovation occurs.

Therefore, in home economics, for innovation to occur, something more than the generation of a creative idea or insight is required: the insight must be put into action to make a genuine difference, resulting for example in new or altered result. For example, the introduction of cosmetology into the curriculum of home economics education in the University of Nigeria. The introduction of cosmetology in home economics is not just a creative idea or insight, this is because since its implementation, tremendous success has been achieved in teaching the students the saleable skills of cosmetology.

To match changing trends and issues in the Nigerian society, this paper suggests the following innovations for incorporation into the curriculum of Home Economics

- ❖ Financial Management Education for Youth Development
- ❖ Event management education
- ❖ Monogramming and Digitizing of embroidery designs
- ❖ Cosmetology
- ❖ Sewing Machines Maintenance
- ❖ Fashion Merchandising

CONCLUSION

For the aim of self-reliance to be achieved, there is need for all stakeholders in curriculum planning and implementation to understand that education is the pivot around which other spheres of Nigeria economy revolves. Hence, there is need to take calculated steps to reverse the unpardonable and unforgivable neglect that education in Nigeria has suffered over the decades with Home Economics education having more than its fair share of the deplorable phenomenon.

Home economics is a field of knowledge that provides the learners with great potential for self-reliance through acquisition of various skills during the course of study. The philosophy of home economics is centred on the acquisition of knowledge and skills that can be applied for purposeful living (Akande & Tiamiyu, 2015). However, recent studies have shown that the aim of Home Economics as enshrined in its philosophy is not being achieved.

Thus, this call for repositioning Home Economics programs in tertiary institutions towards the actualisation of its objective of self-reliance couldn't have come at a more favourable time when Nigeria yearns for economic development so as to arise from the pit of economic depression to higher

echelons of belonging to the community of developed nations. This repositioning of the curriculum of Home Economics will, to a considerable extent, enhance the realization of the dual objectives of individual self-reliance and national development of Nigeria which is the focal point of the field of Home Economics.

Recommendations

As a way forward, the following recommendations are made to aid the repositioning of the Home Economics curriculum;

1. The Home Economics Education curriculum in Nigeria needs to be appropriately updated and refined to accommodate course areas as outlined by this paper in order to ensure that the objective of self-reliance upon graduation is achieved. The updated version of the curriculum should be incorporated into the benchmark minimum academic standards (BMAS) to ensure strict adherence.

2. Membership of the professional association of Home Economics Education should be made mandatory for all the Home Economics education teachers. The association should be given the legal backing to act as a watch dog against malpractice in the teaching profession and equally mandated to sanction erring parties. The association can also function as an informant to Home Economics teachers to receive update on current practices, trends and issues in the profession.

3. Curriculum Developers should ensure Home economics curriculum from a predominantly theoretical contents to adoption of more practical orientation responsive to current trends in education as outlined in this paper.

4. Government should make conscious efforts towards value reorientation and training of government supervisors and inspectors that make up tertiary education accreditation teams. In order to checkmate the seeming ignorance of the use of appropriate teaching methods by some teachers and to spice up those who are indifferent to their use.

5. Home economics is a costly programme to operate, and thus vocational administrations at the local, state and national levels should ensure that up-to-date equipment and facilities are installed for the use of home economics department throughout the country.

6. Adequate supervision of instructional activities should be mounted by both the university administration and the ministry of education towards ensuring that the objectives of learning is achieved.

7. Students Industrial Work Experience Scheme (SIWES) should be taken serious as it affords students the opportunity to study equipment and layout of the Home Economics working environments, observe

employees at work and appreciate procedures, study the relationships between departments as well as acquire knowledge and skills necessary for their effective functioning in the world of work upon graduation.

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Curriculum and Corruption Free University Education in Nigeria

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Abstract
This paper examined curriculum and corruption-free university education in Nigeria. The concepts of Curriculum, corruption and corruption-free were discussed. Goals of tertiary education were identified. Strategies for making university education corruption-free were highlighted to include effective implementation of curriculum content by lecturers, adequate remuneration/welfare packages for lecturers and non-teaching staff, and organization of campaign and seminars for lecturers and students on dangers of corruption in the university. Problems militating against corruption-free university education were discussed such, as inadequate funding of tertiary institutions in Nigeria, misappropriation of public fund, quest for quick money, issues in education management. It was recommended among others that federal and state governments should allocate enough fund to the universities, there should be monitoring team to ensure judicious use of monies allocated to the universities and workers' salaries should be paid at as when due.

Introduction

The issue of high rate of corruption in the society has been a on the front burner. This underscores the need to look into curriculum and ways of making Nigeria education system at all levels to be corruption-free using the curriculum. The focus of this paper is on curriculum and corruption-free university education in Nigeria. This was discussed under the following sub-headings

1. Curriculum and corruption
2. Goals of tertiary education
3. Importance of making university education to be corruption- free
4. Strategies for making university education to be corruption-free using the curriculum

5. Problems militating against making university education to be corruption-free
6. Conclusion and recommendations.

Curriculum and corruption-free

The term curriculum has been defined differently by authors, researchers and educationalists. Olorundare (2018:2) defines curriculum as: "the total learning experiences intended and designed for a child in school and in society". Curriculum describes the learning that is expected to take place during a course of study in terms, of knowledge, skills and attitudes. According to Azikiwe (2018) curriculum is a process that translates the nation's broad educational goals into realities and determines how to implement the realities to ensure that the goals are attained through the schools and entire education system. Kanno (2019) sees curriculum as a plan for learning which serves as a guide, process and product. Curriculum can generally be seen as planned and guided learning experiences that are systematically planned for the school to enhance learners' growth for the betterment of the individual learner and the society.

Corruption

Corruption can be seen as something which takes place illegally. Hornby (2015:344) defines corruption as "dishonest or illegal behavior, especially of people in authority". Amini-Philips and ogbuagwu (2017) define corruption generally as any act that violates generally accepted norms and behavior of any society. Amini-philips and Ogbuagwu further view corruption as an illegal behavior of people who are either in office or public places and use their authority to do wrong things in return for money or favour. This implies that corruption has to do with a person or persons or even an individual desirable or actual behaviours when the person is occupying a position of authority in schools, colleges, universities, governmental institutions, church, traditional stool in any society. Nwaokugha & Ezeugwu (2017) describe corruption as any systematic vice perpetuated by individuals, society or a state such as favoritism, nepotism, sectionalism, undue enrichment, amassing of wealth, abuse of office, power, position and other such behaviour become norms upon which the people and the state operate illegally.

Wikipedia sees corruption as a form of dishonesty or criminal activity undertaken by a person or organization, entrusted with a position of authority often to acquire illicit benefit, or abuse of entrusted power for one's private gain. Radovic - Markovic (2019) defines corruption in the education sector as the systematic use of public office for private benefit whose impact is significant on the availability and quality of educational goods and services and which consequently has impact on access to quality or equality in education.

Corruption- Free

Corruption-free is an honest and legal behavior shown by a person or persons entrusted with authority. waokugha and Ezeugwu (2017) describe corruption-free as a situation where citizens and institutions do not indulge in corruption and corrupt practices.

Goals of Tertiary Education

Tertiary education is the education given after secondary education. The National policy on education defines tertiary education as the education given after post basic education institution such as universities and inter-university centers such as the Nigeria French language, institutions, Colleges of education and others. Tertiary education which university is among has its goals as to:

  a.   Contribute to national development through high level manpower training
  b.   Provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians.
  c.   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;
  d.   Reduce skill shortages through the production of skilled man power relevant to the needs of the labor market ;
  e.   Promote and encourage scholarship, entrepreneurship and community service;
  f.   Forge and cement national unity and
  g.   Promote national and international understanding and interaction.

The well-articulated goals of tertiary education cannot be achieved if emphasis is not laid on the relevance of making university education corruption-free through effective curriculum implementation.

Importance of corruption-Free university education in Nigeria

University education is expected to contribute to national development through high level manpower training. This objective as enshrined in the National Policy on Education (2013) can be achieved if universities in Nigeria give students education that is corruption-free through effective implementation of curriculum content. This is because effective implementation of a well-designed curriculum leads to attainment of all stipulated aims and objectives of education. No wonder, Kanno (2019) described curriculum as a plan, when she asserted that curriculum refers to the well stipulated programmes and courses logistically arranged and

presented to students in order to attain all stipulated aims and objectives of education. This learning usually takes place in a school. Kanno (2019) further stressed that the series of events programmed in the school are such that when learnt mastered and internalized by students they will always result to positive consequences. The above assertion shows that honesty and effective implementation of series of events programmed by the school will make the learners (students) positively inclined. But if they are exposed to bad or corrupt practices, they will have the tendency to acquire unethical behaviours. The second objective of tertiary education (FRN, 2013) states that tertiary education is to provide accessible and affordable quality learning, opportunities in formal and informal education in response to the needs and interests of all Nigerians. This can be achieved through effective implementation of curriculum in all disciplines. This is because many General Studies courses mounted in the universities have contents that point out the negative influences of corruption in the society. This implies that corrupt practices among the implementers of the curriculum should be avoided so that they can teach by example. Such courses mounted include citizenship education and Peace and Conflict Resolution.

Making university education to be corruption free is important because, it will lead to national development. Nwaokugha and Ezeugwu (2017) noted that corruption has negative effect starting from local, national and international levels and at any level of its existence, corruption has in-built devastating and disabling potentials to infest and reconfigure the psyche of the individuals, the state and those entrusted with the day to day affairs of the state. This will have effect on the social, political, economic, religious, moral and general development of the nation, and will undermine the advancement and progressive development of the state, impairs and cripples the zeal for honesty and hand work, and also undermine the strive for excellence based on merit in citizens.

Strategies for Making University Education to Be Corruption-Free.
There are many strategies for making university education to be corruption-free. These include:
1. **Effective implementation of curriculum content by lecturers:** This is one of the ways of making university education to be corruption free. When lecturers cover the course outline of every course assigned to them, student will write their examination with ease without engaging in examination malpractice.
2. **Adequate remuneration/ welfare package for lectures:** Lecturers' salaries and other pay packages are to be enhanced. In a study conducted

by Whawo (2015) on solution to corruption in tertiary institution, adequate remuneration/ welfare packages for staff ranked highest with cumulative frequency of 36 which is 17. 4%. This shows that when lecturers are well paid sorting of lecturers and selling reading materials very costly will be minimized to a very large extent.

3. **Organization of campaigns and seminars for lecturers and students on dangers of corruption in the university:** Deans of various faculties' approval through the approval and financial assistance of the Vice Chancellors are to organize seminars, carry out campaigns frequently on dangers of corruption in the universities.

4. **Organization of orientation programmers for students on arrival to the university on corruption:** Heads of various departments are to organize orientation programme for all one hundred level students on evils of corruption in the university and the punishment marshaled out for the offenders.

5. **More emphasis on most cherished societal values while teaching:** lecturers are to lay more emphasis on the most cherished societal values while teaching their courses. This is another strategy for making university education to be corruption free.

6. **Emphasis on acquisitions of entrepreneurial skills:** Acquisition of entrepreneurial skills give students hope in their course of study as such lecturers are to emphasis entrepreneurial skills in their courses while teaching in their classroom. Acquisition of entrepreneurial skills give students hope and moreover, reflects the course of study to real life experience in and outside the school.

7. **Provision of assessment rating form for lectures:** Head of departments are to provide assessment rating form were by lecturers performances in the classroom are rated by the students. The form should contain the extent of coverage of the course outline and other classroom behaviors of the lecturers. Lecturers who score very high scores are to be rewarded by the school administrator (the vice Chancellor).

8. **Allocation of courses based on area of specialization:** Another strategy for making university education corruption free is by allocating courses based on lecturers' area of specialization. Doing this will encourage effective teaching and learning of the courses. This is because effective curriculum implementation is very necessary.

9. **Punishing offenders and publicizing their corrupt practices:** When the offenders that is, lecturers, students and other non-academic staff are

punished, it will serve as lesson to others.

10. **Proper screening of students before giving admission:** Students are expected to be properly screened before giving them admission to study any course in the university.

11. **Establishment of good leadership:** Establishment of good leadership is a striking strategy for making university education to be corruption free. All the universities in Nigeria require very competent leaders.

12. **Establishment of anticorruption committees:** Every university is expected to establish anti-corruption committees. These committees will be responsible for handling any matter concerning corruption in the university as it concerns lecturers, non-academic staff and students.

Problems militating against corruption-free university education in Nigeria.

There are myriads of problems militating against corruption –free university education in Nigeria. These include:

I. **Inadequate funding of tertiary institutions:** Tertiary institutions which university is among are not adequately funded, as a consequence, university staff (academic and non-academic) staff do not receive remuneration and all other welfare packages meant for them. This is a very major threat to effective curriculum implement and corruption free university education observing this inadequacy in funding of education in Nigeria, Mkpa (2015) lamented that the issue of funding of education in Nigeria remains a recurring decimal among educationists and practitioners interested in the future of the country and added that the fund allocated to education was grossly less than actual requirements.

II. **Misappropriation of public funds:** Another problem militating against making university education to be corruption free is misappropriation of funds, in most cases funds meant for university education are not used for the purpose for which it is meant. Observing the high level of corruption in Nigeria. Egbefo (2012) lamented that the level of corruption in Nigeria is high especially that of misappropriation of public funds and resources for private gains.

III. **Quest for money:** Most workers in the university are guilty of the quest for quick money. This desire to get money by all means makes it difficult for university education to be corruption-free. Egbefo (2012) regrets that corruption in the system has made it easy for some scholars to describe

school as no longer institutions of learning but instead as money exchange department to help students pass examination.

IV. **Problem of educational management:** This is another problem militating against corruption free university education. In most cases, school administrators who happen to be in charge of their institutions funds do not use the fund for doing what the money is meant for. This is as a result of poor leadership. Egbefo (2012) therefore lamented that it is quit disheartening that at this stage in Nigeria Education history, the country's policy makers has been utterly discredited by corruption, as a result provided the needed services to the people just as public interest has been relegated to the sideline and compromised for personal or parochial interest.

V. **Poor motivation of teachers (lecturers):** Poor motivation of teachers militates against corruption free university education. When workers are not motivated in terms of prompt payment of salaries and other allowance they will not work well. As onyeachu and Ajaero (2017) remarked, motivation is any force that would reduce tension, stress, worries and frustration arising from problematic situation in a person's life. Non- Motivation is when anything that will encourage an individual to perform his or her duty in an expected manner is not there. Isaku (2014) complained that teachers do not have a living wage. Non-motivation of teachers affects curriculum implementation because, as Onyeachu and Ajaero (2017) observed when the factors that operates within the school which will promote the students performances are not available to the teachers, the performances will be hampered.

Conclusion

Corruption in Nigeria University is a canker worm that has eaten deep into the fabrics of the Nigeria education system. All stake holders in university education such as federal and state governments, Nigeria universities commission (NUC) Tertiary education trust fund, Governing council of universities, Vice Chancellors, Deans of faculties, Heads of Departments, teachers and parents should put heads together in monitoring strictly what is going on in the universities.

Recommendations

To make university education in Nigeria to be corruption-free the following

recommendations are made.

1. Federal and state governments should allocates enough funds to all universities in Nigeria by providing enough funds that the university will be able to take care of workers welfare and as well provide facilities and instructional resources needed in the universities.

2. All universities should have a monitoring team set up by the government to monitor the judicious use of the monies allocated to the institutions.

3. Prompt payment of salaries. Salaries should be paid to workers at the end of every month. This doing this will help in solving the problem crested by hunger on the part of workers in the universities. Any lecturer or student found and in bribery should be severely punished by the university authorities.

4. Appointment of vice chancellors should be people of honest characters, and good moral standing. This can be achieved by making wide advertisement when a vice chancellor is needed by any university; this is to make sure that appointment of vice chancellor is out of polities but is not merit considering people's choice and satisfaction of professional qualifications and desirable character. It is important to note that a good leadership is antidote to corruption in the universities in Nigeria. When a leader is corrupt the universities in Nigeria. When a leader is corrupt the whole system will be corrupt.

5. Worker (both teaching and non- teaching staff should e motivated by promoting them when workers) are due for promotion, the promotions when made should be implemented.

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Analysis Of Factors Of Corruption In Chemistry Teaching For Enhancing Chemistry Curriculum Implementation In Nigeria.

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Abstract

This study was designed to analyze the factors responsible for corruption/corrupt practices in chemistry teaching for enhancing the implementation of Chemistry curriculum in secondary schools in Nigeria. Related literature were reviewed from where the researchers identified responsible factors to include Poor funding, Lack of pedagogical knowledge and skills, students' poor study habit, quest for certificate and the craze for admission into higher institutions of learning. Four research questions guided the study. It was a survey research design with 57 science teachers from Ohafia education zone forming the population of the study and purposively used as the sample size for the study. Structured item questionnaire was developed by the researchers and validated by 3 experts from test and measurement and science education in MOUAU. Cronbach alpha reliability technique was adopted for testing the reliability of the instrument which gave 0.79 as the reliability coefficient. Mean and standard deviation were used in answering research questions of the study. It was shown that each of the 4 identified factors of corruption in chemistry curriculum implementation had at least 3 basic elements that encouraged corrupt practices that bedeviled the system. It was recommended among other things that' stakeholders in chemistry education should as a matter of urgency find alternative means of encouraging chemistry teachers, students and even parents to shun corruption and embrace hard work for efficient and productive graduates. Governments too should play their role by at least boosting allocation to education, ensuring that quality assurance is maintained both in establishment of both private and public schools for improvement in curriculum implementation. Students should be encouraged to be studious and made to understand that globalization may be a mirage with corrupt practices in chemistry curriculum implementation.

Keywords: Analysis, factors of corruption, implementation, chemistry curriculum.

Introduction

Corruption is a social virus among the global world that its definition is largely dependent on/subject to the platform from where it germinates. It is a virus that

has eaten deep into the fabrics of every system in Nigeria as it has crept into virtually all aspects of the country's economy. Egbefo (2018) opines that corruption is a universal phenomenon which presents itself in different coloration and dimensions. Corruption according to Idakwoji (2010) refers to any behavior that deviates from an established norm with regards to public trust. Corruption which can also be referred to as 'dishonesty for personal gain' (Encarta Dictionary, 2009) exists in every nation of the world, irrespective of the geographical region or level of development. It is one of the greatest threats to education, social, economic and political development of any nation (Idakwoji 2010). According to Danladi (2018), it is an ethical and criminal problem which has been discussed through history as a global crime. It is a condemnable behavior that has crept into all aspects of the country's economy. "it is also seen as the behavior of public officials which does not conform to known and publicly acceptable norms and which aims at serving the private interest of those who practice it"(Anam & Ndu in 2018). Egbefo

. "Corruption as it is perceived in academia is defined as a misuse of public office for private gain" (Osipian in Dimkpa, 2015). In education sector, corruption can be defined as the pervasion of the expected standard of behavior by those in authority in the educational system for their own personal gain to the detriment of others and the system in its pursuit of quality manpower and national development (Egbefo, 2018). This according to Nwanze (2012) include bribery, nepotism, misappropriation, fraud, embezzlement, extortion of money and favoritism. Examination malpractice, hiding people's files, sexual harassment, lateness/irregular attendance to work, non dedication/laizzarefair attitude to work, cheating of all sorts are not left out. Corruption in chemistry teaching in secondary schools comes in different forms ranging from shabby treatment of the curriculum content, non coverage of subject curriculum, dishonesty, awarding of marks arbitrary, examination malpractice, extortion of money, non integration of theory with practical to mention but a few. These corrupt practices and the likes in education sector generally have resultant evils on the wider society which includes but not limited to lowering of the standard of education, graduation of half-baked graduates into the labour market, students poor performance in external examination, poor study habit, increase of cultism and dropout rate in the society, unproductive/ non- functional school leavers; the list is endless. The educational system has failed to produce chemistry experts who should possess the skills and abilities to manipulate the resources of our land to generate wealth for nation and thus enhancing economic growth and development. The inability of chemistry teachers to produce those who cannot exploit our nation's resources to bring national development is one of the indices of corruption and poor

implementation of the chemistry curriculum. Factors of corruption in this context can be referred to as causes of corruption. Dimkpa (2011) identified poor entry qualification by students, poverty due to low salaries of lecturers, poor study habit of students, and poor home background of students as causes of academic corruption in higher institution of learning. At the secondary school level particularly in chemistry, factors like inadequate funding, lack of job satisfaction, lack of pedagogical knowledge and skills, quest for certificate and craze for admission among others have been identified as causes of corruption.

Okorafor, (2003) opined that curriculum is the life wire and heart of every educational programme; a vehicle through which the school strives to achieve educational ends. Umediogu (1997) revealed that STM education curriculum content stands as a life-wire through which learners in schools are mobilized towards achieving the goals of technological advancement. This can only be achieved through effective curriculum implementation. Curriculum implementation is the delivery stage of the curriculum process and a problem in educational system. The broad goals of education are realized through proper implementation of the curriculum. Implementation of curriculum generally and science curriculum like chemistry in particular is froth with a lot of problems due to corruption in education system. Factors of corruption in the system has been identified as poor funding, lack of pedagogical knowledge and skills, students' poor study habit and quest for certificate and admission into higher institutions of learning. Formulation of good policies notwithstanding, implementation of chemistry education curriculum has failed to produce the desired goals which centers on development of practical and theoretical knowledge and skills in the science of chemistry, technology and ICT that should be applied to meet societal needs of creating employment and wealth among others.

Science education has been recognized as vital in the socio-economic development of any nation hence the emphasis placed on science subjects in our school curriculum (Mai-ahu in Warri, Utono, Guno, & Babayemi, 2009). Chemistry as a branch of science has attained a unique position in the curriculum of schools as an essential part of general education for life (Okafor in Okafor &Umoinyan 2008). The current failure of students (Igbokwe, 2005, Udo and Eshiet 2007) at the WASC and NECO suggest that teachers do not know how to impart learning experience to the learners. The educational system has failed to produce chemistry experts who should possess the skills and abilities to manipulate the resources of our land to generate wealth for nation and thus enhancing economic growth and development. The inability of chemistry teachers to produce those who cannot exploit our nation resources to bring national development is one of the indices of corruption and poor

implementation of the chemistry curriculum. More questions need to be asked. Is chemistry curriculum knowledge based? Does it prepare learners for global competitive world? Is it theory oriented? Is acquisition of entrepreneurial work force skills assessed? Can the graduates function effectively in a fast changing scientifically and technologically globalized world? Of course, if the curriculum is functional and its implementation non corrupt, the graduates of chemistry education will not be among the unemployed.

We are quite aware of the general goal of education to produce human beings who are self-reliant. We are also aware of the failure in many of our current science education programmes particularly in chemistry, to prepare the school leavers particularly at the secondary school level for useful leaving. Most African governments have not substantially supported and sustained action programmes to make science education functional with a view of replacing or complementing academic preparation (Okoye, 2015). The chemistry curriculum is deficient of technology and particularly appropriate technology for the transformation of our rural life, our examination system is inadequate and even the government often institute far reaching changes in curricular or educational systems at relatively short notice and sometimes without cognizance to professional opinions. The list of the problems enumerated above are by no means exhaustive. They range from lack of adequate textbooks, lack of funds to procure equipment, overcrowded classroom to poor teacher preparation (Maduewusi, 2007). In the presence of these problems, the chemistry curriculum cannot but be found at the depth of corruption. The concern of this study, therefore, is to analyze the identified factors of corruption in chemistry teaching for enhancement of the curriculum implementation in Nigerian secondary schools.

Problem

Chemistry education is supposed to provide conceptual understanding of role and relevance to our everyday life. Chemistry education should be made relevant to our homes, environment, future employment and expose us to other disciplines. Effective implementation of chemistry education curriculum entails proper integration of theory with practical, using well equipped science laboratories, employment of professional chemistry teachers with pedagogic knowledge and skills, regular/constant development of staff through seminars, conferences and workshops, motivation of teachers and the likes. It is under such favorable learning environment that a practical oriented science subject like chemistry will thrive well, learnt and applied well for the growth of science and technology.

Unfortunately, secondary school chemistry teachers put emphasis more on acquisition of knowledge than skills ie better understanding of the concepts in

other to pass examinations. Thus making the students not competent on the application of what is learnt from the curriculum in the utilization of the resources in the society. The process of curriculum implementation itself has been strongly corrupted. For instance, the teaching of an important science subject like chemistry is rarely integrated with practical in most secondary schools these days as most schools are ill equipped. Teachers are ill prepared, methods of teaching are inadequate, instructional materials are lacking, and the evaluation process in itself is faulty. More still, certificates are being forged and parents go to any extent to patronize examination malpractice and many others. In effect, a school leaver who has studied chemistry and perhaps passed the subject very creditably, cannot live effectively and productively for the good of the society. The acquisition of the entrepreneurial workforce/skills cannot effectively be assessed. This can be attributed to the use of inappropriate assessment instrument (paper and pencil assessment instrument) that cannot effectively identify, assess and score skills acquired by students in practical chemistry (Ugwu, 2019). The school leaver cannot effectively adjust to the fast changing scientifically and technologically globalized world. Of course if the curriculum were not to be corrupted, a young school leaver who has studied chemistry as his major subject will not be handicapped. The problem of this study becomes to analyze the identified factors of corruption in chemistry teaching for improved curriculum implementation.

The following research questions were raised to guide the study:

Research Questions

1. What are the basic elements of poor funding as a factor of corruption on chemistry curriculum implementation?
2. What are the basic elements of poor pedagogical knowledge and skills as a factor of corruption on chemistry curriculum implementation?
3. What are the basic elements of students' of poor study habit as a factor of corruption on chemistry curriculum implementation?
4. What are the basic elements of quest for certificate and craze for admission into higher institution of learning as a factor of corruption on chemistry curriculum implementation?

Method

The study adopted a descriptive survey research design. Four research questions were raised to guide the study. Fifty-seven (57) chemistry teachers from Ohafia education zone formed the population of the study. Due to the smallness of the population of the study, the entire number was purposively used as the sample size of the study. Based on four identified factors of corruption from literature reviewed, structured questionnaire items were developed and used as instrument

for data collection by the researchers. The response scale for the questionnaire items were Strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point. A mean score of 2.50 is taken as the agreement level otherwise disagree. Using test-retest method, the reliability of the questionnaire was established using Cronbach alpha method to obtain a coefficient of 0.79. The questionnaires were administered to the respondents by the researchers and collected the same day. Data collected were analyzed using mean and standard deviation.

Results

The results of the findings are presented in the tables below.

Research Question one:

What are the basic elements of poor funding as a factor of corruption on chemistry curriculum implementation?

Table 1: Mean response of teachers on the elements of poor funding as a factor of corruption on chemistry curriculum implementation

S/N	Item Statements	Mean	SD	Remarks
1.	Inadequate funds for the procurement of facilities for chemistry teaching due to economic recession.	**2.75**	**0.24**	**Agree**
2.	Embezzlement of available funds for procurement of resources for chemistry teaching by the management/teachers.	**2.79**	**0.19**	**Agree**
3.	Politicization of education and greed in government.	**2.85**	**0.23**	**Agree**
4.	Over privatization of schools by proprietors without strict adherence to quality assurance measures for standard.	**3.02**	**0.22**	**Agree**
5.	Over fragmentation of schools in the communities through community development project in the 1980s.	**2.67**	**0.27**	**Agree**

Table 1 shows the mean response of teachers on the basic elements of poor funding as a factor of corruption on chemistry curriculum implementation. Analysis of poor funding as a factor of corruption on chemistry curriculum implementation on Table 1 has revealed that all the 5 basic elements listed contribute to poor funding which invariably affects chemistry curriculum implementation. The mean rating of each is above 2.50 which is the decision level.

Research Question Two:

What are the basic elements of poor pedagogical knowledge and skills as a factor of corruption on chemistry curriculum implementation?

Table 2: Mean response of teachers on the basic elements of poor pedagogical Knowledge and skills as a factor of corruption on chemistry curriculum implementation

S/N	Item statements	Mean	SD	Remarks
1.	Employment of incompetent chemistry teachers that are not knowledgeable and without the prerequisite teaching skills.	**2.53**	**0.25**	**Agree**
2.	Shabby/poor training given to some chemistry teachers from higher institutions with little or no chemistry skills and knowledge due to incessant industrial actions and other factors in the country.	**2.67**	**0.22**	**Agree**
3.	Dearth of staff development programmes like workshops, conferences and seminars for updating their knowledge and skills in the profession.	**3.30**	**0.23**	**Agree**
4.	Poor knowledge of the use of some teaching facilities/equipment and resources used in impartation of chemistry knowledge and skills to the students.	**3.00**	**0.22**	**Agree**
5.	Poor dissemination of research results on how to improve the teaching and learning of chemistry in schools for teachers' use.	**2. 90**	**0.19**	**Agree**
6.	Non-professionals who lack some professional skills and knowledge are allowed to teach chemistry in some Nigerian secondary schools·	**2.57**	**0.21**	**Agree**

Table 2 has shown that there are 6 basic elements of poor pedagogical knowledge and skills as factors of corruption in chemistry curriculum implementation. The mean rating of teachers in all the items were above 2.50 that is the decision level indicating agreement. This implies that the poor pedagogical knowledge and skills of some chemistry teachers is due to those 6 basic elements, hence, a factor of corruption on implementation of chemistry curriculum.

Research Question Three:

What are the basic elements of students' poor study habit as a factor of corruption on chemistry curriculum implementation?

Table 3: Mean response of teachers on the basic elements of students' poor study habit as a factor of corruption on chemistry curriculum implementation

S/N	Item Statement	Mean	SD	Remarks
1.	Explosion of ICT in the 21 st century that killed studious spirits in many of our students and made them lazy.	3.23	0.19	Agree
2.	The use of mob ile phones and the likes today, which expose many of the students to various vices and ills in the society and takes most of their time.	3.50	0.22	Agree
3.	Most students these days are quite lazy and are not willing to read their textbooks to acquire knowledge due to peer group influence.	3.00	0.21	Agree
4.	Dearth of s trict discipline that should help teachers enforce good st udy habit on the students as some of the students' parents/guardians usually interfere.	2.75	0.22	Agree
5.	Most chemistry teachers encourage poor study habit as they compromise examination malpractice at various levels.	2. 97	0.18	Agree

Table 3 reveals that all the 5 items enumerated had mean response of more than 2.50 implying that teachers agreed to all the basic elements of poor study habit as causes of corruption on chemistry curriculum implementation.

Research Question Four:

What are the basic elements of quest for certificate and craze for admission into higher institution of learning as a factor of corruption on chemistry curriculum implementation?

Table 4: Mean response of teachers on the basic elements of quest for certificate and craze for admission into higher institutions of learning on corrupt practices in chemistry curriculum implementation.

S/N	Item Statement	Mean - X	SD	Remarks
1.	Desire for employment into highly paid jobs.	2.87	0.21	Agree
2.	Parents' zeal to push their children /wards into prestigious professional science courses.	3.05	0.23	Agree
3.	Affluence/Desire for high position and power in government and society as well.	2.70	0.19	Agree
4.	Desire for scholarship into some courses in prestigious universities across the globe.	2.97	0.22	Agree
5.	Desire for research in different scientific fields.	1. 65	0.22	Disagree

Data on Table 4 have shown that the first 4 items gained the acceptance/agreement of teachers as their mean rating are above 2.50 that is the decision level. It was only item 5 which was on desire for research that had mean rating below 2.50 showing disagreement of the teachers. As it is revealed from analysis on Table 4, the quest for certificate/ craze for admission is as a result of the desire for highly paid jobs, power and position of authority in the government and the society at large, the honor and respect accorded to professional science courses like medicine and the likes and then scholarship. Hence, the inclusion of quest for certificate/craze for admission as factor of corruption in the implementation of chemistry curriculum in Nigerian secondary schools today.

Discussion of findings

Data on tables 1, 2, 3 and 4 above have actually revealed the basic elements of poor funding, poor pedagogical knowledge and skills, poor students' study habit and quest for certificate and craze for admission respectively that make them factors of corruption on implementation of chemistry curriculum. It was only on - the desire for research in different scientific fields which is an element on 4th factor - quest for certificate/craze for admission that the teachers disagreed on.

Poor funding is in agreement with the situation in the country as inadequate funding has actually been a great impediment to development and even on implementation of many policies formulated in different sectors of the economy in the country today and not only in education field . One of the resultant effect is low standard of education through corrupt practices. Education is an instrument par excellence and should be accorded appropriate position in budget planning by our government going by its importance in every sector of the country's economy.

Again, the agreement on all the basic elements of poor pedagogical knowledge and skills as factor of corruption is in agreement with (Awotue-Efebo, 2007) who stated that teachers are the human point of contact and who the teacher is and what the teacher does mediate all other influences on the quality of education. The famous saying that no education system can rise above the quality of its teachers is also true of this situation. This is a fact since one can only give what he has. An ill prepared teacher cannot teach what he does not know, hence, it is a factor of corruption. This is also true of other basic elements of poor pedagogical knowledge and skills as factor of corruption.

 Teachers agreement on students' poor study habit is in agreement with Dimkpa (2015) who submitted that poor study habit of students is one of the major causes

of corruption in the Universities. This situation may not be unconnected with the up surge of different electronic gadgets in the society today that have exposed the students to different social ills and vices which has equally made the students lazy today. This is confirmed by the teachers agreement on basic elements of poor study habit listed on Table 3. It also agreed with his submission on compromising attitude of lecturers as this is also practiced by these secondary school chemistry teachers. This is one of the ills of ICT that is driving the world today.

The high agreement on teachers,' parents' and even students' desires for jobs, power, honor and high positions in the society explains why there is much quest for certificate and craze for admission and these elements encourage corrupt practices in curriculum implementation. The desire for employment into highly paid jobs which leads to involvement in examination malpractices of different levels and Parents' zeal to push their children /wards into professional science courses are consistent with the submission of Jubril (2010) and Osipian in Dimkpa (2015) who reported that parents pay bribes for their children's admission into Universities.

Conclusion and Recommendation

Analysis of factors of corruption has brought the basic elements to lime light and each is by no small means, a cankerworm to effective chemistry curriculum implementation. The ills of the corrupt practices is already being felt by all in the society as these school leavers cannot effectively and productively live in the society. For improvement on curriculum implementation, all stakeholders including teachers, students, parents and all who has the interest of chemistry education at heart need to work together with the government and see what can be done on some of the identified basic elements for eradication of the corrupt practices.

The researchers, therefore, recommend that stakeholders in chemistry education should as a matter of urgency find alternative means of encouraging their teachers and of financing the teaching and learning of chemistry in secondary schools for improvement of curriculum implementation. Students should be encouraged to be hard working and studious and made to understand the importance of acquisition of knowledge and skills through integration of theory with practical in chemistry curriculum implementation for globalization. Students should be encouraged to be studious as in the olden days and shun

examination malpractices through the practice of hands-on and minds – on activities in science.

Governments too should play their role by at least boosting allocation of fund to education, ensuring that quality assurance is maintained both in establishment of both private and public schools for improvement in curriculum implementation. A law should be promulgated to restrict the early use of mobile phones by students in public schools as practiced in some private Universities in the country.

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ANTECEDENTS TO AN EFFECTIVE CORRUPTION-FREE BASIC EDUCATION CURRICULUM IMPLEMENTATION IN NIGERIA

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Abstract

Basic Education system is at the ebb of total collapse. Interestingly, the basic education, covering the Nine-Years basic education policy of Nigeria is aimed at equipping the young children (from primary to junior secondary school levels) to be better equipped and positioned to face the academic rigors of the senior secondary school, the tertiary institution as well as their future careers. Such a foundational education has been plunged into unprecedented years of total neglect and abandonment, bringing about a total collapse of the very crucial stage of child development. The reason is not farfetched - corruption. Corruption, which has become another system in Nigeria, has gained considerable grounds in the education sector, as it has in other sectors, with the basic education as the worst hit. This paper tries to show some antecedents such as proper channels of approval of textbooks for use in schools; repositioned fund allocation to basic education/schools; putting the right people in the right jobs; unification of cut-off-point for admission into unity colleges; etc. that must be tackled headlong to bring about a revamping of the basic education system in Nigeria, so as to guarantee a formidable base for an effective curriculum implementation at this level.

Key Words
Curriculum, Implementation, Corruption, Corruption-free, Basic Education

INTRODUCTION

Education is the worthwhile process for social engineering. In it lies the power and the will to transform a primitive people to a civilised society and an uncultured society into an organised one. The quest for education is the quest for liberation and self-reliance. The better the education of a people, the better the interconnectedness of the people. It is in this wise that education has been seen as the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives (Fafunwa in Alumode, 2002).

Curriculum is the educational vehicle for social change. It is a planned

sequence of instruction and the totality of students' experiences that occur in the educational process (Apeji, 2017). Tanner and Tanner (in Apeji, 2017) see curriculum as the "planned and guided learning experiences and intended learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the guidance of the school for learners and continuous and wilful growth in personal-social competencies." The education of any society is hinged on the meaningfulness of its curriculum, and its curriculum usability is hinged on the effectiveness of its implementation.

The concept of Corruption is not that which can be easily defined. It is in this reasoning that Transparency International sees it as one that evades a universal prescription (2003). This in clear terms is what makes it open to numerous manifestations, manipulations or interpretations as people in different societies 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 (Nwaokugha and Ezeugwu, 2017). Corruption is any conscious attempt or deliberate diversion of resources from the satisfaction of the general interests to that of the selfish, personal or particular interest. (Lawal and Tobi, in Nwaokugha and Ezeugwu, 2017). Ojiade 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, for example favouritism, nepotism, tribalism, sectionalism, undue enrichment, amassing of wealth, abuse of office, power, position and so on. become norms upon which the people and the state operate (2000).

From the foregoing, corruption affects every sector of the society in which it is enshrined, and the Nigerian educational sector is not an exception. Emphasising the degree of corruption in Nigeria, Okeyim, Ejue and Ekanam (2013) opines that corruption is pervasive in Nigeria. Consequential to this, Lawal and Tobi (2006) opines that Nigeria presents a typical case of a country in Africa whose development has been undermined and retarded by the menace of corrupt practices. The prevalence of corruption in Nigeria has gained global recognition so much that Transparency International Corruption Perception Index of 1995-1997 ranked Nigeria as the most corrupt country in the world and in 1999, Nigeria was also named the second most corrupt country in the world. In recent times (Nwaokugha and Ezeugwu, 2017). Additionally, Nwaokugha and Ezeugwu added that in recent times, Tony Blair, one-time British Prime Minister in one of his state official visits to Nigeria describes Nigeria to be "fanstatically corrupt" and this description suggests that corruption in Nigeria is systematic and deep rooted in the psyche of majority of Nigerians. This description 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 and Nyewusira, 2013).

The educational sector in Nigeria continue to reap of the negative consequences of this corruption-laden environment and is hindered from reaching its heights. Without reservations, the educational sector of Nigeria can only thrive for good if the stake-holders strive unto a corrupt-free system.

Nigeria's education system encompasses three different sectors: basic education (nine years), post-basic/senior secondary education (three years), and tertiary education (four to six years, depending on the program of study). According to Nigeria's latest National Policy on Education (2004), basic education covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education. At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of polytechnics, monotechnics, and colleges of education. The tertiary sector as a whole offers opportunity for undergraduate, graduate, and vocational and technical education (WES Staff, 2017).

The basic education programme which covers the nine years of formal (compulsory) schooling consisting (six years of elementary and three years of junior secondary education) is the focus of this this paper. Corruption has permeated into every sphere of the Nigerian economy, especially the education sector. This has contributed to the country's education crises, where an increasing number of children are failing to go to school (Samuel, 2018). Samuel adds that according to the country's Universal Basic Education Commission (UBEC) – a reform programme that was launched in 1999 to ensure the quality and access of basic education – over 13 million Nigerian children who are of school-going age are not in school (The United Nations International Children's Emergency Fund (UNICEF) puts the figure at 10.5 million).

For there to be a corruption-free basic education curriculum implementation in Nigeria, all the stakeholders must be involved in making sure that this comes to fruition. The stake holders of the Nigerian Basic Education includes (i) The Government (ii) The Academia (iii) The Curriculum Planners (iv) The Schools/Managers (v) The Teachers (vi) The Parents (vii) The Students and Pupils. Let us at this point examine their stake as antecedents to a corruption-free basic education curriculum implementation in Nigeria.

I. PROPER CHANNELS OF APPROVAL OF TEXTBOOKS FOR USE IN SCHOOLS

Textbooks are an essential part in curriculum implementation. It is a

guide, both to the teachers and the students in the effectiveness of curriculum implementation process. The Nigerian society is filled with non-standard textbooks which find themselves into the school system through corrupt means. One may actually worry as to how those approved textbooks got approval from school monitoring bodies and educational policy makers. On a larger note, textbooks are approved based on who-knows-who and not on the merit of their content.

Textbooks are an integral part of curriculum implementation. The right textbooks are veritable tools to an effective curriculum implementation but the wrong ones are an impediment. For there to be an effective curriculum implementation in Basic Education programme, there must be a standard assessment of textbooks before their approval and use in schools.

II. REPOSITIONED FUND ALLOCATION TO BASIC EDUCATION/SCHOOLS

Fund is the foundation upon which every establishment operates. It is the hub of every educational institution and the basic education system is not left out. The basic education is foundational training ground for learners. WES Staff (2017) notes that like the country's education system as a whole, Nigeria's basic education sector is overburdened by strong population growth as a full 44 percent of the country's population was below the age of 15 in 2015, and the system fails to integrate large parts of this burgeoning youth population. WES Staff continues to add that according to the United Nations, 8.73 million elementary school-aged children in 2010 did not participate in education at all, making Nigeria the country with the highest number of out-of-school children in the world. As at 2018, the figure above has increased as Samuel (2018) opines that according to the Universal Basic Education Commission (UBEC) – a reform programme that was launched in 1999 in Nigeria to ensure the quality and access of basic education – over 13 million Nigerian children who are of school-going age are not in school. In the same line, Campbell (2018) adds that the UN Human Development Index ranks Nigeria 152nd out of 188 countries. In the north, up to 12 million are enrolled in madrassas which do not prepare them to participate in a modern economy and are generally outside of government oversight.

From the foregoing, one may actually wonder whether funds were actually released and into whose hands they were released, if released, and how much was allocated to schools. Through whom was it given? How much reached actually reached the schools? These and many more questions have always shown that schools get little or nothing of what is allocated to them. Corruption makes it difficult for fund to get to its end users as it was allocated, additionally, the fund that actually get to the schools are generally not also been utilised, hence

poses a big challenge in revamping the basic education sector.

In 2018, the federal government of Nigeria allocated N605,8 billion (€1.4 billion) to the education sector, amounting to just 7 per cent of its national budget, out of which, over N100 billion (€240 million) was given to the UBEC (Samuel, 2018). One may keep pondering as to how much this fund will go in making impart in the utterly decayed standard of basic education in Nigeria. Additionally, another concern is how much of this allocation actually got to the right hands that should utilise them to push a step in the basic education of the citizenry. This culminates to the fact that inadequate funding allocation and coupled with high corruption indices that has seen the diversion of funds meant for the education sector means that basic education has eluded millions of Nigerian children.

The scenario brings about the lack of an effective and adequate curriculum implementation in the basic education levels for its children and weakens the Nigerian system at its foundation. Yet, despite recent improvements in total enrolment numbers in elementary schools, the basic education system remains underfunded; facilities are often poor, teachers inadequately trained, and participation rates are low by international standards (WES Staff, 2017).

As Torulagha (2019) notes, the question is, why were educational institutions, infrastructures and facilities well-kept in the 1960s, 1970s, and early 1980s and not today? The most likely factor contributing to the retrogressive trend in education, at all levels, is corruption. Corruption began to negatively affect education in a serious manner in the middle and late 1980s as the psychosocial beast beclouded the minds of those who ruled Nigeria. The scramble to loot as much as possible by those in position of power resulted in the neglect of the educational sector. Suddenly, education that was considered to be the corner stone for the development and modernization of Nigeria was ignored, neglected, and starved of the necessary funds and policy initiatives needed to move it forward. Increasingly, national and state governments started cutting educational funds, thereby, creating the impression that education was no longer an important strategic tool in directing the country's growth. With this development, the looting of educational funds became acceptable. Thus, it became fashionable to loot funds allocated for academic enhancement, capacity building, infrastructural development, modernization, and rehabilitation of educational institutions. The looting involved educational policymakers, bureaucrats in various educational ministries, and school officials responsible for administering the schools (primary and secondary schools and universities). Particularly, this brings a dirge in the young minds who go through the basic education.

From the foregoing, it should be established that the fact remains that though the elites of the society may send their children for tertiary education abroad, the crumbling nature of the Nigerian educational system is still indelible in them since they generally passed through the basic educational programme of Nigeria that is wrecked, even up to senior secondary school and have witnessed and experienced for themselves the dwindling fortunes of education in Nigeria. No wonder the Nigerian educational system and even the society at large continues to plunge deeper into utter decay, even though many of the children of the elites who studied abroad occupy many high positions in the country – they still cannot do it differently, they were raised with the same standards as children. Repositioned fund allocation to basic education/schools must be considered in line with teaming population of children who are hungry for valuable education.

III. PUTTING THE RIGHT PEOPLE IN THE RIGHT JOBS

Corruption and corrupt practices flourish where there are selective and nepotic application of the laws and rules upon which a state is governed (Nwaokugha and Ezeugwu, 2017). The Nigerian state is clearly pictured in this statement. The appointment to public offices has not been based on merit and expertise. People without educational background are set to man educational sector, system and programmes, thereby bringing about men and women who know little or nothing about the system directing it. In other words, corruption and corrupt practices find space, flourish and breed well the moment undue influences become standards and yardsticks for sharing available limited resources of the nation. Consequently, corruption can be perpetuated through appointments, employments, promotions, awards of contracts, awards of grades to students and other classes of persons. For there to be a corruption-free basic education, appointments to public offices, especially to the educational sector, system and programmes must be based on merit.

This paper has noted that Campbell (2018) reports that in the northern Nigeria, up to 12 million are enrolled in madrassas which do not prepare them to participate in a modern economy and are generally outside of government oversight – yet these children will grow up to be adults and many will man positions of authority – literally, they will not care about an education system they did not pass through, neither will they care about the madrassas they passed through, since it is out of the oversight of government – they can only care about their wellbeing being, breeding more corruption and corrupt practices.

One may be compelled to demand to know the educational background of those manning the educational sector in Nigeria – the Ministers of Education, the Commissioners of Education, the Heads in the Ministries of Education – who are they? What connection to education do they have? What is their educational

profiles? What interest do they have in education, how did they even get into such offices? What do they have to offer? These and many more questions need to be addressed before every appointment into the education sector, but that has not been wholly the case. One cannot fix a lawyer to fix the financial sector of a group and then expect a palatable result – such fixings and expectations are fuelled by and the only fuel - corruption and corrupt practices. The Nigeria education will see the limelight of the day if the right people are put into the right jobs and curriculum implementation will be at ease, since the leaders know its importance.

IV. UNIFICATION OF CUT-OFF-POINT FOR ADMISSION INTO UNITY COLLEGES

On general scale in Nigeria, corruption lays in wait for learners in Nigeria on the day of their first attempt to gain entry or entrance into pre-primary education and remains same through the other levels of the education system (Nwaokugha and Ezeugwu, 2017). Specifically, the Nigerian state is yet to define a universal cut-off-point for admission into the different basic educational schools, up to the tertiary levels. A situation whereby by the cut-off-points for admission of children from primary to secondary schools (unity schools) is not the same across states of the same country. This leaves doubts on the credibility of the sector, since same people will be rated alike in the labour market. One may wonder why this is the case. The answer is not farfetched – corruption and corrupt practices to favour one ethnic group or the other to the disadvantage of the other.

Outlining the full list of cut-off marks for the 36 states and FCT in the 2018 academic session, Lawal (2019) opines that it will perplex any optimist in the unity arrangement actually. Abia 130; Adamawa 62; Akwa-Ibom 123; Anambra 139; Bauchi 35; Bayelsa 72; Benue 111; Borno 45; Cross River 97; Delta 131; Ebonyi 112; Edo 127; Ekiti 119; Enugu 134; Gombe 58; Imo 138; Jigawa 44; Kaduna 91; Kano 67; Katsina 60; Kebbi 9 (male) 20 (female); Kogi 119; Kwara 123; Lagos 133; Nasarawa 58; Niger 93; Ogun 131; Ondo 126; Osun 127; Oyo 127; Plateau 97; Rivers 118; Sokoto 9 (male) 13 (female); Taraba 3 (male) 11 (female); Yobe 2 (male) 27 (female); Zamfara 4 (male) 2 (female) and FCT Abuja 90.

From the list, it is observable, within the same country, that a child in Anambra, Enugu and Delta States must score as high as 139, 134 and 131 points respectively, to gain entrance into the unity schools, while a child in Yobe, Zamfara and Taraba States needs just 2, 2 and 3 points respectively to gain entrance into the same unity schools as their aforementioned counterparts. This implies that a male child who scores 138 points in Anambra State will be denied admission into the unity schools, while a male child in Yobe State who scores two

(2) points will automatically smile into the same unity school. Lawal (2019) adds that no matter how much they try to explain the necessity of this wide disparity in cut-off marks and catchment areas, the rationale has always come out hollow and trite to a crowd of Nigerians. What more can this situation be termed except corruption and corrupt practices, favouring one ethnic group to the disadvantage of another. Nigeria must rise above ethnic sentiments if her basic education must see the light of the day with glamour.

V. COMPREHENSIVE RESOURCE ALLOCATION CHANNELS FOR BASIC EDUCATION PROGRAMMES

In another development, as shown by Lawal (2019), from the records, registrations for the 2018 Common Entrance Examinations indicates that a total of 71, 294 primary school children sat for the examination; Lagos State came top of the registration list with 24,465 candidates, same as in 2017, while the Federal Capital Territory came next with 7, 699 candidates and Rivers State with 4,810 candidates; Zamfara State, however, had 28 candidates; Kebbi registered 50 pupils, while Taraba had 95 candidates. Regardless of this extreme high figures of children in Southern areas and the fewer number in the North, and in the so called spirit of unity (which is actually diversity), there are only 12 Unity Schools in the entire South-East, 18 in the South-West and 16 in the South-South where more than 65 percent of candidates are said to have come from. North-East has 15 schools; North Central has 24 while North-West has a total of 18 federal government colleges. As if that is not enough undue disadvantage yet, children from the South are not given opportunity into the unity schools of the North. In this wise, it has been opined that stakeholders have also questioned why candidates from the South do not get a slot in those northern unity colleges that do not get up to their carrying capacity (Lawal, 2019).

The disparity in resource allocation, shown here in the area of number of unity schools shows clearly the extent to which the certain groups are disadvantaged in basic education while groups have more than required allocations, within the same country. There is no better explanation that can be given to anyone who cares to know why except the glaring case of corrupt practices and diversion of resources to one area to the detriment of another. This is inimical to effective curriculum implementation in schools since resources are generally lacking.

VI. THE TEACHER FACTOR

There is dirge of teacher apathy to work. The Nigerian teachers who ought to take the classroom as their primary workplace with great enthusiasm are currently found in other activities such as trading and farming, thereby leaving students at the mercy of the convenience of mediocre. It is a common sight in

schools to see teachers come late to school and close work early and at will so as to engage in other businesses. Nigeria's quest to join the league of developed economies by the year 2020 seems a mirage in the face of the wobbling educational system and low motivated workforce since no nation can grow above the standard of their education. Okecha (2008) posits that teaching and learning in various secondary schools in Nigeria are gradually losing attraction, leading to apathy, low morale and output on the part of teachers. Akinkuotu (2008, in Egwu, 2010) observed that considering the parlous state of teachers' welfare, not many young men and women want to step into their shoes - apart from poor pay, the working environment is abysmal, thus teachers are not only teaching with tears, their pupils are equally learning with tears. Eleven years passed, the situation has worsened, the public schools are collapsing, private schools have sprung up with their different ideologies, the national policy on education is only a document in print. Getting the teachers interested in teaching is a step in the right direction toward an effective curriculum implementation in the basic eduation.

VII. PRIVATE LESSONS AND PUPIL/STUDENT PACKAGING

Classroom teachers have also joined the que in the corruption menace in a unique way - sale of grades, sexual harassment, absenteeism, fragrant abandonment of teaching and initiating a culture of private practices whereby learners are forced to participate in such privately organized tutorials where exorbitant charges and fees are paid and learners who refuse to be part of such private tutoring are frustrated in addition to being singled out for unmerited victimization with poor grades (Nwaokugha and Ezeugwu, 2017). Those who participate are generally awarded better grades to prove to the paying parents that the tutorials are effective. It is no news that school children spend extra hours at schools in the name of lessons. Many parents have privatised their children's classroom teachers into private teachers. Holidays are packed with more academic loads in the name of additional learning. Let it be made clear that no teacher that is well paid will engage in private or extra lessons. These lessons are mills for educational corruption since those who pay for the lessons must always see a progress in their children.

Suffice it to say most private lessons often bring about a paradigm shift – from curriculum implementation to mills of good grades without the essence of the standard curriculum. These private lessons often go away from the curriculum and bring about conflicting ideologies in the minds of the young ones. As a long term result, the official curriculum become largely neglected and its benefits untapped by the young ones.

VIII. REVAMPING OF EDUCATIONAL INFRASTRUCTURE

The issue on the downturn of education infrastructure in Nigeria is no longer news. A walk through any public school – primary, secondary and tertiary will show clearly that the extent of decay is abysmal. The primary school system, which is the bedrock of the basic education in Nigeria is the worst hit in this menace.

Lamenting the present state of affairs of the educational system, Torulagha (2019) observes that it is very easy to know that something is seriously wrong with Nigerian educational system. According to him, in the 1960s, 1970s, and 1980s, any child who walked into any primary or secondary school or a university campus automatically felt like being immediately admitted into the school: the school compounds and campuses were well kept - grasses were cut regularly, flowers and trees were well trimmed, new building were always cropping up, efforts were made conscientiously to upgrade laboratory equipment and there was regular painting of the buildings and facilities in general to give them a better look. The story has changed to the negative. Go back the primary school attended ten, twenty years ago and see the abysmal decay.

This paradigm shift is occasioned by prolonged years of corruption that has become indelible in Nigeria and because of the springing up of private schools – children of the few elites attend better schools (that are better or moderately funded) while those of the largest group (lower class) are left to rot in the ever decaying structures of the public schools. Nigeria has created a vicious circle of deficit culture so intensive that virtually all good plans, moves and budgetary provisions for improved facilities in the education industry end up being embezzled or misappropriated without corresponding provisions of the infrastructure being budgeted for (Nwaokugha and Ezeugwu, 2017). Todowede (2016) has earlier stated that Nigerian educational sector has continued to suffer from the unending scourge of severe corruption and incompetence over the years, variously, as a function of several variables all summed up under corruption.

Lamenting on the same issue, Nwankwo and Nweke (2016) are of the view that funds that should have been used to better education, health, infrastructure and other items needed to encourage a good life of Nigerians at the grassroots are stolen by a microscopic few. Consequent on this, the basic education (which is primarily at the grassroots level) continues to witness unprecedented decay. This must be tackled headlong to bring about an effective curriculum implementation.

IX. THE PARENTS AND PUPILS/STUDENTS FACTOR

Two groups whose involvements in corruption and corrupt practices in

the education industry in Nigeria are monumentally regrettable are the parents and school pupil and students. As (Nwaokugha and Ezeugwu, 2017) puts it, most parents in Nigeria directly, systematically, fantastically and shamelessly induce teachers and management of schools through gifts and other incentives to grant unmerited favour to their sons and daughters. Parents go the extra mile of luring the school headmaster and principals into favouring their children in examinations – they engage the teachers of their children in private lessons so that they may, through the means favour their children in class examinations. The pupil and students, on the other hand, are gradually becoming non-committed to study, with hopes that their parents will reach an agreement with the school to assist them write the Common Entrance Examinations of Primary Six (6) and the Basic Education Certificate Examination (BECE) of Junior Secondary School Three (3). This most parents actually do, to the knowledge of the children.

Talking about the role of private owned schools in this paradigm shift, Nwankwo and Nweke (2016) are of the view that private schools have become a special centre where parents can register their children in order to take their final examinations without stress and reading, which most of the private schools have been involved without respect to Policies on Education. Accordingly, Nweke and Nwankwo showed that the public schools are not left out also, principals, head teachers and teachers accept, solicit, or extort a bribe from the students or parents. This must be addressed.

CONCLUSION

The basic education in Nigeria is the foundational part of schooling for the Nigerian child. No right-thinking person will meddle with the curriculum implementation at this level. The colossal decay of education in Nigeria largely affect the young minds within this level of learning. The continuous fall in standard of graduates from Nigerian Universities has its roots from the basic education received. This state of affairs is a consequence of the corruption indices of Nigeria. Corruption is being cleanly woven into the fabrics of every system in Nigeria, bringing with it the negative consequences appertain to.

The antecedents that will bring about an effective curriculum implementation at this level of education and change this state of affairs are stated as proper channels of approval of textbooks for use in schools; repositioned fund allocation to basic education/schools; putting the right people in the right jobs; unification of cut-off-point for admission into unity colleges; comprehensive resource allocation channels for basic education programmes; the teacher factor; private lessons and pupil/student packaging; revamping of educational infrastructure and the parents and pupils/students factor, must be

addressed forthwith for there to be a new ray of hope and a revamping of the basic education in order that the upcoming generation (who are currently in the basic education levels) will not be a curse to the Nigerian society.

RECOMMENDATIONS

Based on the forging study, the following recommendations are made:

- The Government should urgently take necessary steps to curb the menace of corruption that is currently ravaging the Nigerian society and destroying all sectors, including the educational sector.
- The Government should set up agencies that should directly deliver and or manage fund meant for basic education, and thoroughly monitor the usage to avoid diversion and embezzlement.
- The Government should mandate the Economic and Financial Crimes Commission in Nigeria (EFCC) to prosecute all public office holders involved in educational fund mismanagement and ensure that they severely punished.
- The dirge on educational infrastructure, especially in basic education must be tackled forthwith through concerted efforts of Government, schools NGOs and well-meaning Nigerians – this will give a ray of hope to the teaming young minds.
- The Ministry of Education must wake up to this clarion call to ensure that basic education is given a special recognition and management to bring up a repositioned education for the young minds.
- Appointments into Leadership positions in the educational sector must be based on merit and not just a reward for political supports. This, the government must play an unbiased role, if they care about the future of education in Nigeria.
- There should be immediate and monumental consideration of the teaching profession, to place it in its rightful place as first before any other profession to get the basic education sector right.
- Approval of educational materials like books must be done with all absence of corruption and nepotic tendencies to bring about the approval of standard books in schools. This, the Ministry of Education, must see to its effectiveness.
- The continuous cries on the lopsided cut-of-marks into unity colleges should be tackled headlong without apology to any ethnic group in Nigeria. Let there be a level-playing ground for this young minds.
- The issue of private and extra lessons should be looked into. They must be regulated (if they are actually needed), however, with a standardized educational system, their need will be faced out.

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Handling Academic Corruption Among Language Lecturers In Nigerian Universities: Emphasis On Corruption Free Society

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Abstract
Education is the life wire of any nation and academic corruption is a serious threat to the well-being of Nigeria as a nation. This paper tried to find out the types, causes and solutions to academic corruption among Language lecturers in Nigerian universities. To achieve this, a descriptive survey of 2000 lecturers with a sample of 126 lecturers from Nigerian universities, were used. A self – made questionnaire for types, causes and solutions of academic corruption was used to collect data. The data collected were analysed using mean and standard deviation. The result shows that lecturers are involved in academic corruption and academic corruption prevalent among lecturers include plagiarism, sex-for-mark, cash-for-mark, unethical sale of hand out and many others. Causes among lecturers are lack of adequate punishment of culprits, maddening desire for wealth and so on. The following recommendations were made: Campaign against academic corruption should be intensified., culprits should be severely punished to act as a deterrent to others.
Key words: *Academic Corruption. Nigerian universities, Language Lecturers*

Introduction

Corruption is dishonest or unfair activities or action by an individual, a group or an organization that has been given a position of authority in other to acquire illicit benefit exhibited by people especially people in authority. Corruption according to Odoba and Elija (2007) is a deliberate and conscious deviation and violation of rules, norms and cherished values of the society by someone or group of persons occupying a position of trust because of inordinate desire for power, wealth and recognition. Corruption is in every sector in Nigeria and educational sector is not an exception.

Corruption has crept into almost all the sectors in Nigeria, the political sector, business sector, religious and even the educational sector. One would think that educational sector should not be involved in corruption since the elites are there. However, this has not been so because recently corrupt practices in the educational sector have attracted the attention of the government, parents and stakeholders. In 2018 according to Busari and Adebayo (2018) a university

professor, Richard Akindele, from Obafemi Awolowo University was out rightly dismissed for sexually harassing a female student. Olivia (2018) attributed large number of children being out of school to academic corruption. Academic corruption in the words of Dimkpa (2011) is all forms of corrupt practices taking place in the academia and which have direct negative effect on the quality and standard of education. Academic corruption are all forms of deviations from justice, honesty, fairness, probity, impartiality and discipline expected from institutions of learning.

Educational corruption starts from the basic education where many children at school -going age are not in school simply because basic education is not properly funded which results to poor infrastructure, lack of teachers and poor of teacher motivation. To ensure that all the children in the school- growing age are in school, a reform of the basic education was launched in 1999 which according to Olivia (2018) was to ensure quality and access to basic education to about 13 million Nigeria children who are at school - going age. In other levels of education like the institutions of higher learning corruption abound. Institutions of higher learning in Nigeria include universities and inter university centres, polytechnics, monotechnics, schools of nursing, and health technologies, Nigeria defense academies and colleges of educations (FRN,2014).

Higher education lecturers are employed by universities and higher education establishments to undertake teaching, research and administrative duties within a specialist subject area. Almost all the Federal Universities offer B.A or B.A Ed (English, French, Arabic, Igbo, Hausa, Yourba) in their different faculties. In this study the researchers are particularly interested in the corruptions that exist among the Language lecturers and ways of handling these corruptions so that our Universities will be corrupt free and comfortable for teaching and learning.

Academic corruption in institutions of higher learning is in various levels. According to Agbo (2017) corruption in the higher institutions include exploitation of students by staff, recruitments and promotion of staff are politicized and not carried out on merit. Others include admission racketeering, hostel profiteering, sorting, examination malpractice, sexual harassment and many others. To Adedimeji (2015) females are harassed for sex for marks while males are cash for mark. Dimkpa (2011) said that academic corruption is prevalent among male lecturers who force female students to sleep with them so that they will not fail their courses. Though according to him, it does not end there, for even parents' 'sort out' lecturers for their wards for marks, students get involved in cheating during examinations, and other lecturers get involved in other ways. Administrators are not left out because they collect money and give

unqualified candidates admission and these students in other to meet up resort to examination malpractice. Everything is now monetized by the administrators in the universities; merit is no longer the way to get something and this is the major cause of academic corruption.

Also, academic corruption can take the form of plagiarism, sabotage, cheating, bribery, impersonation both from staff and students and using the name of the institution and the authority of the institution for private gains. Diverting the resources meant for education for other things is part of academic corruption. According to UNESCO 25% of every nation's budget should be allocated to education but in Nigeria the federal government allocated 691.07 billion naira to education in 2020, which is 7% of the nation's budget. Thereby diverting 18% of the money meant for education to other things, thereby strangulating education. The elites who are to speak out and fight this corrupt practice have kept quiet, so corruption is institutionalized and formalized to the detriment of the entire nation. Other types of academic corruption include plagiarism, lecturers making students to write academic papers for the, older lecturers making younger ones write academic papers for them and supervise their students for them. Lecturers include other lecturers' names in research papers that the lecturers did not make any contribution.

Corruption ought not to be found in universities because education is meant to enlighten the mind of individuals so that they will be able to make right judgments. University education through its teaching should bring transformation in the society not to bring about moral decadence. It is supposed to be corrupt-free sector.

Academic corruption increases on daily basis because those who are in the position to stop it are the most corrupt (Odey and Atunu, 2017). The cause of academic corruption needs to be made known so that solution will be proffered. This is the only time the degree awarded in this country will be valued by the international communities. Corruption in higher institution in Nigeria does not only have effect in Nigeria education but the entire globe. Academic corruption has made certificates obtained in Nigerian institutions of higher to be questioned by not only the international communities, but also by Nigerians. People no longer trust the certificates obtained in this nation because most of them are not the reflection of the quality of the people carrying them. Situations abound when a first class graduate is employed and he/she cannot do anything meaningful to show that he/she is actually exceptional. This is why most establishments before they employ people, make them write aptitude test to be sure of what those people actually know and not what is reflected in their certificates. Agbo (2017) says that it is only when credibility is restored in the tertiary institutions in

Nigeria that Nigerian universities will be turning out responsible and trustworthy graduates. Hassan, Nwabueze and Ayobola (2018) said that good condition of service among lecturers will motivate them and when they are motivated academic corruption will be reduced. They are of the view that there should be regular supervision of lecturers' classroom activities, for when lecturers know that they are being monitored; it will make them to be careful about what they do with the students. Also, lecturers should create a democratic climate while lecturing; this will increase students' interest and enable the students' participation in the class thereby reducing examination malpractice.

If academic corruption is properly handled, the value and quality of education in Nigeria will improve. This paper wants to find out how academic corruption among lecturers in Nigeria universities could be handled. Specifically, the purpose of the Study is to:

1.   Find out the types of academic corruption among language lecturers in Nigerian universities
2.   Find out the causes of academic corruption among lecturers in Nigerian universities.
3.   The possible solutions to academic corruption among language lecturers in Nigerian universities.

Research Questions

1.   What are the types of academic corruption among language lecturers in Nigerian universities?
2.   What are the causes of academic corruption among language lecturers in Nigerian universities?
3.   What are the solutions to academic corruption among language lecturers in Nigerian universities?

A descriptive survey involving 126 language lecturers from Nigerian universities was used. A self – made questionnaire for forms, causes and solutions of academic corruption was used to collect data from the lecturers. The questionnaire contains 20 items structured on a four - point rating scale of Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD). The population for the study is 2000 language lecturers in Nigerian universities and the sample of 126 language lecturers randomly selected from different faculties in Nigerian universities was used. The instrument was validated by three experts, one in measurement and evaluation and two from language education unit all from University of Nigeria, Nsukka. The instrument was also tested for reliability using Cronbach alpha which gave a reliability index of 0.05 which shows that the instrument was reliable. The data collected from the respondents were analyzed using mean and standard deviation.

Results

Research Question One: What are the types of academic corruption among language lecturers in Nigerian universities?

Table 1: Mean analysis of the ratings of male and female lecturers on types of academic corruption in universities

Item Statement	Gender	N	Mean	Std. Deviation	Decision
1. Plagiarism	Male	36	2.83	1.08	Agree
	Female	90	3.26	.68	Agree
2. Sex for marks	Male	36	2.83	.91	Agree
	Female	90	3.26	.77	Agree
3. Cash for marks	Male	36	3.33	.75	Agree
	Female	90	3.13	.81	Agree
4. Indiscriminate miss of lectures without notifications	Male	36	2.85	.97	Agree
	Female	90	3.20	.98	Agree
5. Leaking examination question papers before examination	Male	36	2.87	1.01	Agree
	Female	90	2.73	1.06	Agree
6. Grading the student using one short examination instead of official continuous assessment	Male	36	2.90	.77	Agree
	Female	90	2.83	.96	Agree
7. Unethical sale of hand out	Male	36	2.90	.77	Agree
	Female	90	2.86	1.09	Agree
8. Grading student low because of offence committed not because the students did not do well	Male	36	3.33	.75	Agree
	Female	90	3.06	1.00	Agree
9. Changing student grade for money	Male	36	2.78	.97	Agree
	Female	90	3.00	1.03	Agree
10. Late release of students' semester results	Male	36	3.66	.47	Agree
	Female	90	3.33	1.08	Agree
11. Examining the students without teaching.	Male	36	2.83	.69	Agree
	Female	90	2.60	1.08	Agree
Overall Mean	**Male**	**36**	**2.95**	**.37**	**Agree**
	Female	**90**	**3.00**	**.56**	**Agree**

Table 1 shows that the mean ratings of both male and female lecturers on items 1 to 11 are more than the 2.50 criterion mean for decision rule. This indicates that male and female lecturers agreed to the statements of the items as the types of academic corruption among university lecturers. The overall mean ratings of 2.95 and 3.00 for the male and female lecturers respectively, indicate that female lecturers had higher mean rating than the male lecturers.

Ho$_1$: There is no significant difference in the mean ratings of male and female lecturers on the types of academic corruption in universities.

Table 2: t-test analysis of the difference in the mean ratings of male and female lecturers on the types of academic corruption in universities

Gender	n	Mean	Std. Deviation	df	T	p
Male	36	2.95	.37	12	-2.810	.006
Female	90	3.00	.56	4		

Table 2 shows that there is a significant difference in the mean ratings of male and female lecturers on the types of academic corruption in universities in favour of the ratings of female lecturers, $t(124) = -2.810$, $p = .006$. Thus, the null hypothesis was rejected since the associated probability of 0.000 is less than the 0.05 level of significance.

Research Question Two: What are the causes of academic corruption among language lecturers in Nigerian universities?

Table 3: Mean analysis of the ratings of male and female lecturers on causes of academic corruption in universities

Item Statement	Gender	N	Mean	Std. Deviation	Decision
1. Lecturers salary is poor	Male	36	2.66	.75	Agree
	Female	90	2.80	1.05	Agree
2. Lack of adequate punishment to defaulting lectures	Male	36	3.66	.47	Agree
	Female	90	3.60	.61	Agree
3. Most lecturers are products of corruption so the circle continues	Male	36	3.50	.77	Agree
	Female	90	3.66	.47	Agree
4. Maddening desire for wealth	Male	36	3.50	.77	Agree
	Female	90	3.60	.49	Agree
Overall Mean	**Male**	**36**	**3.33**	**.40**	**Agree**
	Female	**90**	**3.41**	**.29**	**Agree**

Table 3 shows that the mean ratings of both male and female lecturers on items 12 to 15 are more than the 2.50 criterion mean for decision rule. This means that both male and female lecturers agreed to the statements of the items as the causes of academic corruption among university lecturers. However, the overall mean ratings of 3.33 and 3.41 for the male and female lecturers respectively indicate that female lecturers had higher mean rating than the male lecturers.

Ho$_2$: There is no significant difference in the mean ratings of male and female lecturers on the causes of academic corruption in universities.

Table 4: t-test analysis of the difference in the mean ratings of male and female lecturers on the causes of academic corruption

Gender	n	Mean	Std. Deviation	df	t	p
Male	36	3.33	.40	12	-1.267	.207
Female	90	3.41	.29	4		

Table 4 shows that there is no significant difference in the mean ratings of male and female lecturers on the causes of academic corruption in universities, t (124) = -1.267, p = .207. Hence, the null hypothesis was not rejected since the associated probability of 0.207 is greater than the 0.05 level of significance.

Research Question Three: What are the solutions to academic corruption among language lecturers in Nigerian universities?

Table 5: Mean analysis of the ratings of male and female lecturers on solutions to academic corruption in universities

Item Statement	Gender	N	Mean	Std. Deviation	Decision
1. Lecturers salaries should be increased	Male	36	3.16	.23	Agree
	Female	90	3.60	.71	Agree
2. Culprits should be severely punished to act as a deterrent to others.	Male	36	3.66	.47	Agree
	Female	90	3.53	.62	Agree
3. Campaign against academic corruption should be intensified	Male	36	3.83	.37	Agree
	Female	90	3.66	.47	Agree
4. Conferences on ethic s and conduct of lecturers of universities should be held regularly	Male	36	3.83	.37	Agree
	Female	90	3.60	.49	Agree
5. A percentage of lecturers' promotion should be based on student's assessment	Male	36	3.16	.69	Agree
	Female	90	3.73	.57	Agree
Overall Mean	Male	36	3.33	.34	Agree
	Female	90	3.62	.31	Agree

Table 5 shows that the mean ratings of both male and female lecturers on items 16 to 20 are more than the 2.50 criterion mean for decision rule. This indicates that male and female lecturers agreed to the statements of the items 16 to 20 as the solutions to academic corruption among university lecturers. The overall mean ratings of 3.33 and 3.62 for the male and female lecturers respectively, indicate that female lecturers had higher mean rating than the male lecturers.

Ho$_3$: There is no significant difference in the mean ratings of male and female lecturers on the solutions to academic corruption in universities.

Table 6: t-test analysis of the difference in the mean ratings of male and female lecturers on the solutions to academic corruption

Gender	n	Mean	Std. Deviation	df	T	p
Male	36	3.33	.34	124	-4.556	.000
Female	90	3.62	.31			

Table 6 shows that there is a significant difference in the mean ratings of male and female lecturers on the solutions to academic corruption in universities in favour of the ratings of female lecturers, t (124) = -4.556, p = .000. Thus, the null hypothesis was rejected since the associated probability of 0.000 is less than the 0.05 level of significance.

Discussion

The findings revealed that plagiarism, sex for marks, cash for marks, indiscriminate missing of lectures without notification, leaking examination papers before examination, grading students using one short examination instead of official continuous assessment and unethical sale of handout are types of academic corruption among language lecturers in Nigerian university. Also, grading students low because of offence committed and not because the student did not do well, late release of students' semester results and examining the students without teaching are academic corruption among language lecturers in Nigerian universities. The finding agrees with Agbo (2017) who enumerated corruption in Higher institution as exploitation of students by the staff, politicizing of promotion of staff, sorting, examination malpractice and sexual harassment. From the second research question which is on causes of academic corruption; the finding reveals that causes of academic corruption among language lecturers in Nigerian universities include: poor lectures' salaries, lack of adequate punishment to defaulting lecturer and maddening desire for wealth. Also because some lectures are products of corruption, they produce corrupt students. The findings also revealed that female lecturers have higher mean rating than the male lecturers. This disagrees with the findings of Dimkpa (2011) who revealed that academic corruption is prevalent among male lecturers who force female students to sleep with them so that they will not fail their courses.

The third research question sought to find out the solutions to academic corruption among language lecturers in Nigerian universities. The finding reveals that solution to academic corruption among language lecturers among others include: lecturers' salaries should be increased, culprits should be severely punished, intensification of campaign against academic corruption and a percentage of lecturers' promotion should be based on students' assessment. The

result revealed that both male and female lecturers agreed that lecturers' salary is poor, no adequate punishment to defaulting lecturers and most lecturers have so much desire for wealth. This agrees with Nwabueze and Ayobola (2018) who said that good condition of service among lecturers will motivate them and when they are motivated, academic corruption will be reduced. The result revealed that both male and female lecturers agreed that lecturers' salaries should be increased, conferences on ethics of teaching should be organized and promotion of language lecturers in Nigerian universities should be based on students' assessment. When this is done, credibility will be restored in tertiary institutions in Nigeria and Nigerian universities will be churning out responsible graduates.

Conclusion

Academic corruption among language lecturers include not attending classes, improper assessment of students, sell of marks for sex and for money among others. Lecturers get involved in academic corruption because lecturers' salaries are small, offending lecturers are not punished and some of these lecturers are product of examination malpractice. To end academic corruption, lecturers' salaries should be increased, culprits should be punished and campaign against academic corruption should be intensified. If academic corruption is properly handled, the value and quality of education in Nigeria will improved.

Recommendation

Based on the findings, the following recommendations were made
1. The government should increase lecturers' salaries
2. University administration should intensify campaign against academic corruption.
3. University administration should severely punish culprit of academic corruption to act as a deterrent to others.

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English Language Teacher Improvement For Corruption-free Curriculum Implementation In Senior Secondary Schools In Nigeria
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Abstract

Every nation relies on education for moulding her human resources for productivity and nation's building. Education in Nigeria is not complete without the nurturing of learners to mastery of English language which is the medium of instruction and mediating language among her multilingual citizens. This goal is achievable by articulating the curriculum properly and entrusting it to the care of teachers for effective implementation. However, the agent of distortion and disruption-corruption ravaging all the sectors of the nation and many other nations of the world, stands a chance to abort the dream of education including that of senior secondary schools. Curriculum, even as the nation's last resort, can fail in the task of moulding functional citizens when it does not have the essentialities to address the existing societal disorders such as corruption. Even if it is structured to have the ability to combat corruption, its effective implementation is another matter under threat. Corruption-free curriculum also requires corruption-free implementation to achieve educational objectives. It is the concern of this paper to consider the English language teacher improvement for corruption-free curriculum implementation in senior secondary schools in Nigeria.
Keywords: corruption-free, curriculum implementation, English language, teacher improvement.

Introduction

Education is the sector of the nation concerned with human development. Education involves nurturing individuals to functional and productive citizens of a nation. It is through educational institutions that a nation's human resource capacity is developed, sharpened, harnessed and deployed for national development. Without the impact of educational institutions designed for the

educational sector, there is no society or future for any nation (Egbefo, 2012). Education, therefore, is the foundation of the future of any society. Individuals get equipped, refined and empowered as they make upward progression from one educational institution to another engaging in learning tasks prescribed by the curriculum.

Curriculum stands as a proposed plan informed by the society to guide teaching and learning in educational institutions. Whawo (2015) opined that curriculum is an embodiment of all the knowledge, skills and attitudes which a nation, through her schools, imparts to her citizens. The above statement implies that curriculum maps out all the learning contents for all the subjects which students in different educational institutions should go through in the course of their studies.

English language is one of the core subjects taught in secondary schools in Nigeria. It is also a medium of instruction used from Upper Basic schools through tertiary institutions. Students are required to obtain a credit pass in English language and it is also a prerequisite for admission into tertiary institution. The mastery of the different skills of the language (listening, speaking, reading and writing) and developing communicative competence are part of the aims of national policy on education (Amuseghan, 2007), accomplished by teaching English language in senior secondary schools. Proficient use of English language is beneficial to learners because it is the medium of knowledge delivery in schools. In addition, it enables harmonious interaction among her multi-lingual citizens without which it is near impossibility for Nigeria to function as a political entity (Muhammad, Ya'u, Aliyu and Hassan, 2018; Gwarjiko, 2015). The English language curriculum is structured to enable students achieve these objectives. The curriculum planners are mainly experts whose work start and end on the drawing board. Teachers, thereafter, are entrusted with the crucial role of carrying out the dictates of the curriculum in the grass root. The teachers relay the curriculum contents to the students in such a manner as to achieve the curriculum objectives.

The success or failure of any planned curriculum largely depends on the implementer- the teacher. The ingenuity of the teacher is required in the actual implementation of the curriculum. The teacher breaks down the curriculum content to manageable bits suitable for the understanding of the learners. Delivering them successfully may require varying methods and strategies of teaching to meet the individual needs of the students. The teacher also manages the available resources in teaching and learning. Most times teachers improvise facilities which some learning contents require as spelt out in the curriculum but are not available in schools. This may be due to poor government funding of

schools that results in inadequate provision of teaching and learning facilities or shortfalls on the part of the students whose parents or guardians fail to provide with the required materials due to economic realities of the nation. It behooves on the teacher to find a way to pull through these odds not envisaged or accommodated in the curriculum's specifications. Such a teacher requires some certain level of improvement to deliver so as not to mar the curriculum objectives.

Teacher improvement is a continuous process of teacher empowerment for sustained productivity. Djoub (2018) referred to teacher improvement as professional learning by teacher already engaged in professional practice, in the process of developing the necessary knowledge-base and skills they require to carry out their role effectively. Adebile (2009) opined that teacher improvement is the process or a set of activities aimed at making a teacher efficient at the performance of a teaching task. Teacher improvement are therefore conditions to set and activities teachers are to go through in order to facilitate satisfactory teacher quality. Tom-Lawyer (2014) posited that the quality of education in any country, cannot surpass the teachers' quality. Hence, teachers' quality is determined by teacher preparation and improvement. English language teacher improvement should upgrade knowledge of methods, skills, and strategies of teaching, secure motivation on the teaching job, all in order to enhance and sustain the English language teachers' out-puts, efficiency and productivity in curriculum implementation.

The chances of attempting but not actualizing the curriculum objectives exists because of the popular agent of distortion and disruption of the time called corruption. Ugwoegbu (2012), defined the word 'corruption' as the destruction, ruining or the spoiling of a society or a nation. Corruption is the intentional and unapologetic non-compliance with the operational principles with the aim of deriving some advantage for oneself. In addition, corrupt practices are behaviours which deviate from the normal duties of a public role because of private gains (Danladi, 2018). According to Nwaokugha and Ezeugwu (2017), corruption is summarily abuse of office or privilege and hence an unethical behaviour whereby one who is entrusted with a position either in public or private institution capitalizes on that trust to meddle, grab, divert and misappropriate the resources of the public or private institution for personal or selfish benefit, gain, advantage or interest. Corruption, irrespective of who is perpetrating it, has devastating effects on the nation's growth and development and affects the masses negatively. Corrupt practices abound in the different sectors of the nation and most regrettably, in the educational sector. It is a shame that education which should prescribe a curative measure to corruption in the society is also dampened

by corruption. Egbefo (2012) opined that corruption in education is the pervasion of the expected standard of behaviour by those in authority in the educational system for their own personal gain and to the detriment of others and the system in its pursuit of quality manpower and national development. Examples of corrupt practices in education include: examination malpractice, bribery, extortion, favouritism, teachers' absenteeism to school, misappropriation of funds, neglect of staff and students' welfare among others (Nwaokugha and Ezeugwu 2017; Dimkpa, 2011). It is sad to note that the above have a direct negative effect on the quality and standard of education.

Education moulds nation's human resources for productivity and nation's building. Education hopes to achieve the above aim through the curriculum of English language and other subjects taught in schools whose judicious implementation would lead to the actualization of its purpose of human development. Curriculum, even as the nation's last resort, can fail when it does not have the essentialities to address the existing societal disorders such as corruption. Even if it is structured to have the ability to combat corruption, its effective implementation is another matter under threat. Corruption-free curriculum also requires corruption-free implementation to achieve educational objectives. The problem of this study, therefore, is to establish the English language teacher improvement for corruption-free curriculum implementation in senior secondary schools in Nigeria.

Virtually, all the stake holders in education have contributed in one way or the other towards decline in educational standard through corrupt practices. Nwaokugha and Ezeugwu (2017) observed that budgetary provisions for improved facilities in the education industry end up being embezzled or misappropriated without corresponding provisions of the infrastructure budgeted for. This is responsible for poor infrastructural development in Nigerian education industry that can be partly seen in the abandoned project syndrome which Nigerian education system is known for. Hence, the staff and students' welfare services are neglected and this results in staff and students' lack of motivation as conditions are not set for the acquisition of knowledge upon which a people and their state can develop.

Also, teachers contribute to the corrupt practices in schools. Whawo (2015) identified absenteeism of teachers as a major source of corruption in schools, especially where they are illegitimate. Teachers also have the habit of being late to school or leaving school before closing period. Consequently, these actions deprive students of the full opportunity to learn during official school hours.

Parents and students themselves are not left out in corrupt practices. Some parents move their children and wards to 'miracle centres' to sit for external

examinations. But for the compliance and sometimes initiative of parents, most senior secondary school students who indulge in examination malpractice would have been compelled in advance to prepare sufficiently for their upcoming external examinations.

Corrupt practices from these stake holders collectively pose serious threats to academic standards in Nigerian education industry and this on its own tells on the quality of manpower that the education industry produces for the development of the nation. For this reason, Tambawal (2017) buttressed this point by stating that tackling problems that bother on education would go a long way in curbing corruption in the society; but once the credibility of education is not assured, then all other sectors are at risk. This is because the products of the education are the ones to occupy all public and private positions and that means corruption is hatched and disseminated to all sectors.

Areas in Need of Improvement for Effective English Language Curriculum Implementation

Curriculum refers to the total learning experiences of individuals not only in school, but in society. Furthermore, it was recalled in Ayanfe, (2016) that the curriculum is expected to be as diverse as life and human challenges, therefore, its content and the methods employed in presenting it is depicted by the need in society, the representative nature of the learners and the demands of the subject. In view of the above, the curriculum has to be harnessed in such a way as to preserve the country's national identity and ensure its economic growth and stability and to encourage students to find principles that can serve as the basis for their lives (Danladi, 2018). The current practice of teaching English as a second language has not reckoned with success in producing individuals with sound communicative competence as expected in Nigerian context (Jen and Adakonye, 2016). Amuseghan (2007) posited that the cause of the situation is that at the secondary school level, the motivation is to pass English and not to master it. Meanwhile, in the real sense of communicative situation, the ability to understand a language and to produce it in actual communication is not the same as meeting a descriptive standard which examination-oriented English curriculum emphasizes. Agbatogun, (2013) attributed it to methods teachers deploy in teaching the students which does not drill students on how to transfer grammatical knowledge to meet the real-life situation language-needs. To address this challenge, Muhammad, Ya'u, Aliyu, and Hassan (2018) opined that curriculum should be students-centered and activity based which could promote English as language and not as subject and that curriculum should be based on modern teaching methods to this effect. Hence, there should be a balance in

senior secondary English language curriculum implementation to enable obtaining at least a credit pass in external examinations and developing communicative competence in the language as depicted in the national policy on education.

Moreover, teachers who mediate between curriculum planners and the learners deserve more attention in their improvement than currently is obtainable. Teachers perform the all-important role of implementing the curriculum. According to Danladi, (2018) curriculum implementation is the process of putting the curriculum into work for the achievement of the goals for which it was designed. Curriculum implementation is also the translation of the objectives of the curriculum from paper to practice- where learners are engaged with the planned learning content. Despite the fact that teachers are the ones who use the curriculum, there is little or no involvement of classroom teachers in curriculum planning (Gwarjiko, 2015; Danladi, 2018). Incorporating more of teachers than currently obtains in curriculum planning will make more room for the planning of English language curriculum which is both relevant and achievable. This is so because teachers are more acquainted with the present trends and realities of secondary school education than other experts involved in curriculum planning. Secondly, as curriculum implementers and also examiners of external examinations, teachers are in the best position to give reliable feedback on the lapses of the previous curriculum. According to Gwarjiko (2015) a curriculum is viable if it is dynamic, realistically implementable and coverable within the time stipulated for it among others. But how can these important factors be ascertained without the ample involvement of classroom teachers in curriculum planning?

In addition, teachers' competence and readiness to meet the requirements of the curriculum, in a growing technology is a matter of major concern. Every new curriculum is expected to come with something different from the previous one, and as such, should go with orienting teachers through seminars and workshops about the new additions or changes. Muhammad, Ya'u, Aliyu, and Hassan (2018) and Gwarjiko (2015) recommended that there should be regular language professional development seminars, workshops, in-service or on- the-job trainings for teachers of English language. These seminars and workshops should be on modern teaching methods keeping in view the changes made in the curriculum. It is presumptuous if not unrealistic to expect a positive change from curriculum whose implementers have no idea about 'how' to go about what it is set to accomplish. In addition, Adebile (2009) observed that over the years when teachers were employed in large number, induction trainings were organized for

them by the Teaching Service Commission but of recent, employment is scarcely and secretly done and hence the few newly employed teachers do not undergo any form of induction. To inform of innovations in the practice, upgrade teachers' knowledge of the curriculum contents and sharpen their skills in its implementation is to facilitate effective teaching and learning which will invariably increase students' performance in both internal and external examinations. Moreover, when students learn properly, they become more confident and are less keen to examination malpractices.

Furthermore, another major challenge in successful curriculum implementation in Nigeria is attitude of teachers to work due to inadequacy of teaching and learning facilities. According to Danladi (2018), it is very difficult to implement a curriculum successfully if the education system has limited funding capacities. This is so because the primary goal of developing curriculum is to teach the students both practical and theoretical aspect of the subject matter. But unfortunately, because of lack of adequate instructional materials in Nigeria's institutions to aid teaching and learning, the desired goal cannot be attained. Sa'ad and Usman (2014) opined that inadequate infrastructural facilities leading to large class sizes and inadequate as well as obsolete teaching resources or media lead to poor implementation of English language curriculum in our secondary schools. Adebile (2009) supported this with the assertion that lack of classrooms, technical workshops, language laboratories, and other needed materials make it impossible to implement what was written in the curriculum to the letter. As no artisan no matter how skillful can be productive without his tools, so are teachers without teaching and learning resources and facilities. Resources such as school library equipped with recommended textbooks and other relevant and recent materials for English language learning (for example; novels, dictionaries, newspapers and magazines) is not made accessible to both teachers and students. Internet facility which is an endless and indispensable resource for any innovative language teacher of this age; is not also accessible to English language teachers in secondary schools without cost.

In the same vein, another factor that affects teachers' attitude to work is teachers' remunerations and incentives. Egwu (2015) opined that the ugly situation of non-payment or irregularity in payment of teachers' salaries, allowances, pensions and gratuities make teachers abandon their official duties to engage in non-school activities in order to make ends meet. How can teachers who are not encouraged and motivated as and when due put in their best toward the realization of educational objectives? These might have contributed to the rapid rate of corrupt practices in our institutions such as teachers' absenteeism without permission, being late to work as well as leaving before official closing

time all of which deprive students of receiving lessons during working hours. This also weakens the administrators in their role of checking teachers' excesses since they all share in the same deprivations. It is a flaw on the part of the educational sector to plan curriculum and not make plans for the individual variables that will bring about its successful implementation.

Conclusion

This paper has established the place of English language teacher in the English language curriculum implementation in senior secondary schools. The teacher determines the success or failure of English language curriculum objectives which is set to make learners proficient users of the language as a condition for adaptation, further educational pursuit and ultimately, productivity in a multilingual nation like Nigeria. Corruption in the educational sector has also been largely traced to negligence and indulgence of all the stakeholders in educational sector which retard the effective implementation of English language curriculum. Conditions must be set to improve the English language teachers' efficiency and effectiveness in English language curriculum implementation such as adequate curricular content, adequate schools' funding in provision of conducive infrastructural facilities, teaching and learning resources and facilities, staff retraining and motivation among others.

Recommendations

1. There should be considerable involvement of English language teachers in curriculum planning to ensure the planning of English language curriculum which is both relevant and achievable.

2. There should be periodic workshops and in-service trainings for teachers to update their knowledge of curriculum contents, instructional methods and strategies for effective implementation of English language curriculum.

3. Induction trainings should be organized for the newly employed English language teachers because English being a functional language, has so many aspects which every qualified English language teacher should be able to master for effective teaching productivity.

4. Teaching and learning facilities such as conducive classrooms, school library equipped with recommended textbooks and other relevant and recent materials for English language learning (such as novels, dictionaries, newspapers and magazines) should be made accessible to both teachers and students to enhance effectiveness of teachers and communicative competence of students.

5. Internet facility should be made accessible to English language teachers in secondary schools at no cost for ready use in lesson planning and research.

6. Teachers' remunerations and incentives such as salaries, allowances, pensions and gratuities should be paid as and when due in order to motivate teachers for maximum output.

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Corruption and Curriculum Practices in Tertiary institutions in Nigeria: Implications for Quality Education

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Abstract

A corruption-free society is that which uses its curriculum to promote integrity; since education is not just about knowledge acquisition, but also character formation. This paper discusses Corruption and Curriculum Practice (CCPs) in tertiary education and quality education; dimensions of CCPs; challenges of implementing curriculum and implications of CCPs to quality education. Major findings from review showed various dimensions of CCPs at the tertiary education level in Nigeria, ranging from poor teaching, teacher absenteeism, grade inflations and bribery to pass examination, leakage of examination papers, poor assessment methods among others. Challenges of CCPs also include lack of teacher participation in decision making and curriculum planning, lack of finance, policy change, rapid increase in knowledge, poor ICT usage, lack of trained and well informed teachers, inflexibility of curriculum, unwelcoming attitude to change and many examination bodies. Implications of CCPs range from non-actualization of stated goals in the national policy, among others. In conclusion, greater transparency and accountability in education is needed in implementing curricular that will sensitize citizens to rise up to fight corruption in order to bring quality in Nigerian tertiary educational system. Possible suggested solutions to CCPs include the task of monitoring, employing quality innovative lecturers based on merit, training and retraining of lecturers; curriculum review, restructuring of methods of teaching; provision of enabling learning environment and remunerations for lecturers.

Keywords: Corruption; Curriculum practice; Quality education; Tertiary education, Nigeria

Introduction

One of the greatest threats to education, socio-economic, and political development of any nation is corruption. Corruption, therefore, is one of the cankerworms ravaging the Nigerian society in numerous ways over the ages. It takes various forms and perpetrations. It is rife in the country and permeates every sector. In Nigeria higher institutions, corruption appears to be wide-spread, where it has manifested in various ways and forms. Its effect is indeed very corrosive, affecting the fabric of the country's core values. Odey and Dibie

(20172) asserted that tertiary education institutions in Nigeria are

> "known for various corrupt practices such as: sorting, blocking, camera way seeing, brown envelops (financial bribe) and seeing/paying in kind, if you want to pass, you know what to do, book a hotel (sexual bribe- sexual harassment and laxity); lobbying and bribing for favours, jobs, positions, promotion, projects, recognition, cultural/ethnic identity, solidarity and superiority".

Other vices include: "admission racketeering, hostel profiteering, sorting, examination malpractice, recruitment and promotion of staff being based on political patronage instead of merit" (Agbo, 2017, p.12). Corruption does nobody good in the tertiary education because it portends danger for the individuals, students, lecturers, parents, government and the society at large. Corruption is caused by several factors. These factors have respectively and collectively provided fertile ground for sharp practices in both public and private tertiary institutions in Nigeria with severe impacts and consequences on curriculum practices. Furthermore, Odey and Dibie (2017) opined that politicians are Nigeria's prime cause of corruption. They are the most corrupt and that is why the fight against corruption is making no headway. According to them, the corruption in the political sphere, perpetrated by politicians, most of who are never punished, has permeated all other sectors, including tertiary institutions. Corruption degenerates and permeates every sector in Nigeria, because the politicians who are in the right place to help get rid of it are themselves the most corrupt.

Corruption in tertiary institutions ought to be viewed by all concerned as gross misconduct since it negates the nucleus of higher education which is intended for quality graduates for the development of the society. It should be viewed as an anathema by well-meaning individuals both within campuses and the society at large, as it affects the quality of graduates produced in Nigerian institutions of higher learning negatively by lowering the standards of the students and activities undertaken by them. The necessity to curb corruption in tertiary education stems from the truth that it is indispensable for achieving the goals of tertiary education in Nigeria as outlined by the national policy on education in Federal Republic of Nigeria (FRN), (2013, p. 40) as follows: to

1. contribute to national development through high-level relevant manpower training.

2. develop and inculcate proper values for the survival of the individual and

society.

3.   develop the intellectual capability of individual to understand and appreciate their local and external environment.

4.   acquire both physical and intellectual skills which will enable individuals to be self-reliant and become useful members of the society.

5.   promote and encourage scholarship and community services.

6.   forge and cement national unity; and

7.   promote national and international understanding and interaction.

Corruption in tertiary institutions has far-reaching consequences as it jeopardizes the provision of qualitative education for the citizenry. This is because unqualified personnel and quacks would find their way into the system. Again, it leads to fall in tertiary education standard. This is because illiterates are daily being produced while the certificates are received with contempt by the international community. It is against the foregoing background that this paper sought to examine corruption and curriculum practices in tertiary institutions in Nigeria and its implications for quality education.

The Concept of Corruption

The concept of corruption is shaped by approach, perception, profession, cosmology, religion, culture and viewpoint. Scholars differ in their perceptions of corruption and their focus of tackling the hydra-headed concept of corruption. However, the word corruption is derived from the Latin word 'corruptio', which means 'to decay', 'to rot', or 'to degenerate' (Agbo, 2017). It also means breaking of certain codes of conducts for the personal benefit of the perpetrators. Corruption is unjustly using public office for selfish gains, this is seen when officials receive, solicit, or extort money or material things. It is offering bribes by private agents to circumvent public policies and processes for competitive advantage and profit. Also, corruption is the abuse of public authority for private profit and such activities are described as (a) accepting money for granting contract; (b) transgressing certain conducts for personal interest; (c) using bribery to obtain legislative support; (d) utilization of public property for private use; (e) neglecting illegal activities and using filibuster to delay justice process; (f) tax evaluation fraud, among other types of corrupt practices (Ogunfunmilakin, 2015). This definition limits corruption to public office holders.

The International Monetary Fund (IMF, 2000) noted that corruption is the misuse of authority, power or trust for personal benefits and is a temptation indulged in

not only by public officials, but also by others holding trusted position, by not-for-profit or private enterprises or organizations. This implies that when an individual in authority deviates from carrying out his duties, it is an act of corruption. Generally, the word corruption is used to describe any act that violates generally accepted norms and behaviour of any society. Corruption as an illegal behaviour of people who are either in office or public places and use their authority to do wrong things in return for money or favour. These definitions imply that corruption has to do with persons or individual violating ethical behaviours while they occupy an office or position of authority in schools, colleges, universities, government institutions, Church, traditional stool in any given society. Section 2 of the Independent Corrupt Practices and other related offences Commission act (ICPC, 2000) defined corruption to include vices like bribery, fraud and other offences that are related. In this definition, bribery is outstanding and refers to the giving or receiving of money or any kind of favour in return or exchange for undue advantage over other people. From the foregoing definitions, it means that any person, whether in private or public organizations who violates the laid down rules and regulation on how to deal with the customers and colleagues especially by taking unjust advantage of them, by asking for or demanding gratification in kind or cash is corrupt. Corruption in this paper refers to absurd or deviant disposition of people in institutions of higher learning which violates the ethical standards. It connotes any behavior that deviates from an established norm with regards to public trust. It also means theft of public trust whether the person concerned is elected, selected, nominated or appointed and it does not matter whether the person affected holds office or not since anybody can be corrupt.

Curriculum Practices

Curriculum is an embodiment of all the knowledge, skills and attitudes which a nation, through her schools, imparts to her citizens. Curriculum according to Rufa'I, (2018), is diverse parts of the educational process that participants need to go through in order to attain the objectives set and acquire knowledge, attitude and skills. This type of curriculum needs to be effectively implemented or practiced in order to achieve its goal.

Curriculum practice is said to be the action phase of the curriculum process in which the teacher is the actor. This means putting into practice the officially prescribed course in which the learner is the central figure (Arthur, 2016; Nwafor & Okoi, 2018). It is also the translation of the objectives of the curriculum from paper to practice as well as the translation of theory into practice, or proposal into action, the actual engagement of learners with planned learning opportunities

(Ogar&Awhen, 2015). In compliance to this, Azubuike, Ukegbu, Igwe and Obih (2019), believe that curriculum practice is the process by which planned curriculum is transformed into the classroom to achieve its objectives by bringing positive change in the life of the learner. This change can only be actualized if learners become productive, and transformational in behavior to live a better and corrupt-free life in the society.

However, it is very difficult to practice a curriculum successfully if the tertiary education system is corrupt. For instance, embezzlement will raise a lot of challenges in curriculum practices. In the absence of teaching and learning materials, the curriculum practices will be hampered. Although the government introduced tuition fees in tertiary institutions of learning to cushion the dwindling effects of resource materials for curriculum practices, the move has had little impact as most learning institutions are still experiencing liquidity problems as a result of corruption in the system. This has had a negative effect on curriculum practices. Corruption is a vice that is literally belittling Nigerian curriculum when compared to other country's educational certificates (Danladi, 2018). Therefore, one can inferthat the quality of curriculum practices in any country is one of the major keys to sustainable quality education.

Tertiary Education in Nigeria

Tertiary education in Nigeria is the education received after secondary education. The Nigerian national policy on education in the Federal Republic of Nigeria (FRN, 2013) defined tertiary education as the education given after post basic education in institutions such as universities, colleges of education, polytechnics and mono-technics. It is established to function as the last clearing house for the sharpening of the cognitive, affective and psychomotor domains of the young and adult learners before they are saddled with governance or leadership responsibilities from both the private and the public sectors. In recent times, however, corruption has not only been identified in tertiary or higher education institutions in Nigeria but has permeated every aspect of it such that students, staff, school administrators, parents and the government indulge in this act. Torulagha (2013) stated that there is a relationship between corruption and the poor state of academic standards that exist in Nigerian universities today. He further noted that students who are from well-to-do homes do not have to be present at lectures to obtain high grades. However, from articles reviewed, no country can survive in any form without a functional higher education system. This means that the level of the development of the higher education system of a country, can to a large extent, explain the state of the development of the country. Any country that allows its higher education system to be corrupt must also suffer

development issues.

Quality Education

Education connotes the development of the creative potentials of citizens and this on its own, engineers a general turn around in the economic, political, social, moral outlooks of citizens. According to the American Heritage Dictionary, the term "quality" means high degree or grade of excellence. Thus, quality education refers to education that is sound, comprehensive and functional in its context and even elsewhere. By this definition, quality education process requires committed human and non-human resources and effective learning environment conducive to effective teaching and learning. Quality education as characterized by Achor (2013) has three interrelated and interdependent strands such as: efficiency in the meeting of its goals, relevance to human and environmental conditions and needs, exploration of new ideas towards the pursuit of excellence and encouragement of creativity. The prevailing crisis in Nigerian quality education system is centered on corruption and indiscipline which was attributed to: poor policy implementation, poor conditions of service and brain drain syndrome, quality assurance and internal efficiency issues, insufficient knowledge and use of ICT, non-professionalization of teaching, problem of access to education, poor teacher preparation and orientation, (Ogunyinka, Okeke&Adedoyin, 2015).

On the other hand, quality education according to UNESCO (1998 in Ugwuanyi&Eneogu, 2013) is a multi-dimensional concept which should embrace all functions and activities, teaching an academic programme, research and scholarship, staffing and students, buildings, facilities, equipment, service to the community and academic environment. However, quality education has continued to elude this country because of human resource corruption in the tertiary institutions. This is obvious from the fact that the fund for the erection of structures, purchase of ICT and other equipment for teaching and learning, standard and quality textbooks for both students and lecturers and most importantly for research grants would suddenly disappear into thin air. This makes it extremely difficult for impacting quality education on the students as the teaching staff cannot perform magic and can only work with the facilities available, conditions and in the environment they find themselves. Additionally, excessive desire to get promotion, sexual inducement/harassment among others combines to undermine the achievement of quality education in tertiary institutions in Nigeria. Obviously, without quality education in tertiary institutions coupled with the high degree of corruption prevailing in the wider society, the country's economy will be developing at snail speed.

Dimensions to Corrupt Curriculum Practices (CCPs) in Tertiary Institutions in Nigeria

The term dimensions connote aspects or types of corrupt curriculum practices that exist in tertiary institutions in Nigeria. Nigerian education system is crowded with many corrupt practices as observed by most concerned individuals and researchers in Nigerian higher education system which needs immediate and adequate attentions from both private and public sectors (Charles & Osah, 2015). The level of corrupt practices that has crept into the tertiary educational system and its consequences has destroyed the entire tertiary educational structures in Nigeria. Lending credence to this known fact, Kanu and Akanwa (2012, p.5) outlined some of these corrupt practices in the tertiary institutions in Nigeria as follows:

1.   Cultism in the Nigerian educational system;
2.   Drug Abuse;
3.   Going nude for the sake of trendy fashion;
4.   Campus prostitution;
5.   Sexual harassment;
6.   Setting of extremely difficult examination questions;
7.   Late commencement of lectures /non-completion of course outlines;
8.   Commercialization of intellectual property, plagiarism and sale of academic handouts;
9.   Non-enforcement of class attendance for students;
10.   Carrying Capacity; 11) Proliferation of satellite campuses;
11.   Conferment of Honorary degrees on the non-deserving;
12.   Massive churn out of first class degrees;
13.   Admission syndicates and racketeering;
14.   Lecturers undertaking thesis-writing for students for payment;
15.   Financial inducement and gratification;
16.   Admission fraud and
17.   Exam malpractice.

Many scholars have identified different dimensions of corrupt curriculum practices to also include the excessive desire to get promotion, sexual inducement/harassment, sell of question papers, absenteeism, poor teaching and assessment as well fund misappropriation and mismanagement (Ololube, 2016; Odey & Dibie, 2017). For Danladi (2018, p.111) some of the corrupt curriculum practices include nepotism or giving favours in exchange for gratifications in some tertiary institutions, a student cannot pass examinations without bribing the lecturer and lecturer not completing the curriculum in order to give room for

bribing as well as parents buying examination papers for their children in advance. Inaddition, Amini-Philips and Ogbuagwu (2017) maintained that corruption in institutions of higher learning negatively cuts across all dimensions such as: students, teachers, non-academic staff and the administration. Among students,Amini-Philips and Ogbuagwu (2017) contends that many students in higher institution do not attend lectures because the 70% attendance to lectures to qualify to write examination policy is hardly implemented since students are prepared to bribe and pass. This inadequate curriculum practice leads to examination malpractices and other 'sharp' practices like bribery/sorting of lecturers. This also leads to the production of 'half-baked or unbaked'graduates. These graduates in turn have low self-esteem as they lack the intellectual competitiveness required to thrive in the21st century job-market and workplace. If productivity of students is of poor, it definitely influences the quality of education from the institution of origin to the general development of the nation.

Challenges of Corrupt Curriculum Practices (CCPs) in Tertiary Institutions in Nigeria

Corrupt curriculum practices have been identified as a major problem in the tertiary institutions in Nigeria. There is a great disparity between the documented curriculum and the actual practice of this curriculum. This is as a result of myriads of challenges confronting the curriculum practices in the tertiary institutions. Danladi (2018, p.3) outlined some of the challenges of corrupt curriculum practices in Nigerian tertiary institutions to include:

1.Lack of teacher participation in decision making and curriculum planning: The teacher has a crucial role to play in the success of any educational programme in the nation and as such should be in the center and take an active part in the planning and development of the curriculum. When teachers are not actively involved in the planning of the curriculum, a problem builds up since it is these teachers that interact with the students, know what they need and in what proportion, and actually make use of the curriculum.

*2. Lack of sufficient finance:*Curriculum practice is greatly drawn back by the lack of finance because workshops and seminars that are necessary to sensitize teachers and educationists across the country cost a lot of money. Hence the teachers are not properly tutored on every corner of the curriculum. Ololube (20 16) and Mkandawire (2010) also pointed out that fund misappropriation and mismanagement has resulted to poor curriculum implementation and quality education in tertiary institutions in Nigeria.

*3. Frequent turnover of teachers:*The frequent turnover of teachers is caused by so many factors. One factor that plays a primary role is the excessive number of

temporary and or part time teachers. For instance, a host of these temporary teachers are usually not dedicated, while others don't have the zeal and skill to teach.

*4. Policy changes:*Another factor that affects curriculum practice is the frequent changes in educational policies.

5. Rapid increase in knowledge: The world is growing at a tremendous rate when knowledge is concerned. Due to the development of science and technology, it become more tasking for the curriculum practice process as knowledge becomes obsolete quickly hence the need for constant review for the curriculum, the method and materials of instruction. It therefore becomes difficult to stay in line with these continuous changes.

*6. Review when needed:*The curriculum in Nigeria is only reviewed when there is an obvious problem observed. This is wrong, and the curriculum should be constantly reviewed to keep the country in line with the rest of the world.

*7. Poor ICT:*The world is developing at a rapid rate and therefore, even when the curriculum is updated, a new problem of meeting the requirements of the new elements added to the curriculum develops. Since the world is advancing technologically, the new trend of curriculums requires students to be familiar with computers and make use of them.

*8. Lack of trained and well informed teachers:*one cannot give what one does not have. Hence, when teachers and facilitators of the curriculum do not have the required skill level to teach correctly in accordance with the growing technology the students cannot learn. This makes the curriculum useless.

*9. Inflexibility: t*he inflexibility of curriculum in Nigeria makes it difficult for teachers and students to properly optimize them. Different regions have different conditions and when the curriculum cannot work in any of them, a problem starts up.

10. Unwelcoming attitude to change: some teachers are so used to how they previously taught their subject. This makes it difficult to implement a new curriculum.

*11. Many examination bodies:*different examination bodies have their different standards and techniques, not to talk of approaches to questions. There is a problem on how to adequately meet the needs of these bodies.

Implication of Corrupt Curriculum Practices (CCPs) for Quality Education in Tertiary Institutions in Nigerian

These corrupt practices in the tertiary institutions in Nigeria undoubtedly have implication for actualization for the goals of tertiary education as led down in Nigerian national policy of education FRN (2013, pp.40-41) as follows:

1.   quality student intake;
2.   quality teaching and learning;
3.   research and development;
4.   high standards in the quality of facilities, services and resources;
5.   staff welfare and development programmes;
6.   provision of a more practical based curriculum relevant to the needs of the labour market;
7.   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;
8.   a variety of flexible learning modes including full-time, part-time, block release, day-release, and sandwich programmes;
9.   access to training funds such as those provided by the Industrial Training Fund (ITF), Tertiary Education Trust Fund (TETFund)
10.   Students Industrial Work Experience Scheme (SIWES) that is well structured, coordinated and supervised;
11.   maintenance of minimum educational standards through appropriate regulatory agencies;
12.   an all-inclusive credible admissions policy for national unity;
13.   supporting affordable, equitable access to tertiary education through scholarships and students' loans;
14.   inter-instructional co-operation and linkages; and
15.   dedicated services to the community through extra-mural and extension services.
16.   excessive desire to get promotion, sexual inducement/harassment among others combine to undermine the achievement of quality curriculum practices in tertiary institutions in Nigeria.

When this happens, it could lead to poor standard in education, brain drain, dishonesty in the workplace among other social vices. Some of the implications as stated above may influence many Nigerians having access to quality education since poor quality of instructional and pedagogical delivery may result to poor quality of teaching and learning due to misappropriation and mismanagement of institutional fund (Ololube, 2016). Teachers may not derive maximum job satisfaction and this may trigger some of the experienced teachers moving out of the teaching profession thereby leaving the teaching profession with basically quacks resulting to brain drain. Quality education that can lead to the production of persons whose efforts can lead to national development may elude the country as a result of the quack teachers in the system. Again, some courses that are capital intensive to mount and run cannot find their levels in a corrupt prone

tertiary educational system. This could have implication on the low standards of education in a country. The end product of poor curriculum practices in any tertiary education system is poor quality of graduates who cannot in any way make any meaningful contributions to the sustainable national development of any nation.

Conclusion

This paper focused on corruption and corrupt practices in tertiaryinstitutions in Nigeria and its implications for quality education. Discussion was extensively made to address concepts such as corruption, curriculum practice, tertiary education and quality education. Dimensions to corrupt curriculum practices range from poor teaching, bribery, assessment, admission process, grade inflation, financial extortion, sexual harassment amongst others.Challenges to CCPsare attributed to lack of policy compliance, poor involvement in decision making, lack of funding, knowledge explosion, and lack of amenities amongst others.Possible suggested solutions to combating the corrupt practices were anchored on monitoring, attitudinal change, increment and incentives to work as well as acknowledging credibility to work. Corrupt curriculum practices have implications for quality education and on socio-economic development of Nigeria as a nation.

Possible Suggested Solutions to Corrupt Curriculum Practices (CCP) in Tertiary Institutions in Nigeria

Some of the possible solutions to these CCP in tertiary institutions in Nigeria include:
1. Tertiary institutions curriculum should be reviewed and redirected towards research and improving innovation with the provision of more qualified and competent teachers to meet the challenges of the envisaged curriculum.
2. State of origin advantage factored in admission of students into tertiary institutions should be fully eradicated; the admission into tertiary institutions must be based on merit or qualification not connections to avoid bribery and corruption.
3. Both human and material resources incurriculum implementation should be revamped and updated to facilitate quality using TETfund.
4. Tertiary institutions lecturers should be employed based on qualification not on connection, because a lot of unqualified lecturers roam our universities because of corruption, nepotism and politics influence. Therefore, nationwide screening should be conducted to wipe out quack

lecturers in all tertiary institutions. To get education right, the best brains must be employed with high incentives by the government. Lecturers should also be constantly remunerated to increase their energy to work.

5. Leaders in the institutions should be those with proven integrity, to avoid bribe collection.

6. Stiff penalty such as suspension or dismissal should be meted out to any staff/student found engaging in corrupt practice(s) to serve as a deterrent to others.

7. Team teaching should be adopted by every department to reduce the ability of one lecturer awarding grades to students.

8. Promotion of lecturers should be based mainly on productivity rather than on publications entirely.

9. High integrity awards/grants should be instituted for both worthy lecturers and students.

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iEffective Implementation of NCE Social Studies Curriculum: Roadmap for Corruption Free Society in Yobe State, Nigeria

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Abstract

The researchers examined the implementation of NCE social studies curriculum for corruption free society in Yobe State, Nigeria. The study was conducted using two objectives which were translated in to research questions and hypotheses. Descriptive survey design was employed using the target population of one thousand eight hundred and thirty-seven (1837) and a sample size of three hundred and twenty-two (322) students from Umar Suleman College of Education Gashua, Yobe State. The instrument used for data collection was questionnaire using four points modified Likert Scales. The instrument was designed in close ended form with the total of ten (10) items. The instrument was validated, pilot tested and analyzed using Cronbach Alpha formula and found reliable at 0.84 reliability coefficient. The data collected was subjected to both descriptive and inferential analysis, where the researchers employed frequency count and percentage for research questions and chi-squire was used for hypotheses test. The findings of the study revealed that the implementation of social studies curriculum contents has significant impact on curbing professional misconduct among NCE students and the implementation of social studies curriculum contents also has significant impact on improving transparency and accountability among NCE students. Based on the findings of the study, it was recommended that; stakeholders should ensure an effective implementation of social studies curriculum contents across the NCE levels since it was found suitable for curbing professional misconduct and the NCE social studies graduates can be entrusted to assist in managing the affairs of schools to facilitate transparency and accountability

Introduction

In Nigeria, education is regarded as "an instrument per excellence for social and economic reconstruction of the nation". This assertion led to the introduction of different subjects in schools after the Mombasa curriculum conference of 1969 held in Lagos upon which social studies was included. The outcome of this

conference gave birth to Nigerian National Policy on Education where education was considered to be instrument oriented towards inculcating the following values: respect for the worth and dignity of the individual; faith in man's ability to make rational decisions; moral and spiritual principle in inter-personal and human relations; shared responsibility for the common good of society; promotion of the physical, emotional and psychological development of all children; and acquisition of functional skills and competencies necessary for self-reliance (FRN, 2014). These values will no doubt be inculcated through the teaching of social studies as the overall objectives of social studies is to inculcate values, habits and orientation which will lead without force to the realization of a great, self-reliant society in which justice, democratic change, responsibility and tolerance shall prevail (Okonkwo, 2009).

Social studies according to Osakwe (2010), is society-based in the sense that it is geared towards solving the problems of the society. Consequently, social studies education in Nigeria is tailored toward the needs of the Nigerian society. In addition, social studies education was introduced into the school curriculum to solve social problems in Nigeria (Edinyang & Ubi, 2013). However, corruption free, humane, moral and integrated society which Nigeria is craving for cannot be achieved without a sound foundation of Social Studies. Adesina and Adeyemi (2003), also provided that social studies is believed to be the correct drug that could be used to heal the ailment of moral decadence and instill in the youths a sense of decent behaviour. Despite the aforementioned relevance of social studies in solving societal problems, Nigeria as a nation is still beset with myriad of problems. Foremost among the problems are corrupt practice which is the major concern of this research, dishonesty, greed and selfishness among others. It is on the basis of these problems that the researchers were prompted to examine how effective implementation of NCE social studies curriculum can provided corruption free society in Yobe State and Nigeria as a whole.

Corruption is an old practice among human beings, and can be noticed in all human endeavours. The term corruption according to Longman (1995) was described as dishonest, illegal behaviuor especially of people in authority. The above assertion has direct relationship with Sagay (1995) that there is the general agreement that the ruling class in Nigeria has always been fractious, unprincipled, grasping, cowardly and unpatriotic. It is characterized by insensitivity, dishonest, abuse of power among others.

Social Studies is a school subject that should assist students to acquire the basic

knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society (Alberta, 2000). Social Studies is recognized as one of the core-subjects at the Basic Education level which has the potentials of inculcating functional knowledge and desirable values and attitudes as well as relevant problem-solving skills into Nigerian students (Adewuaya, 2007). According to Danladi (2005), social studies education is a field of study of man and his activities in relation to his social, economic, political, cultural and physical environments in order to achieve understanding, skills, attitudes and values that are necessary for personal and societal development. From the above definitions, one can realize that, social studies is considered as a discipline through which knowledge, skills, attitude and moral values are acquired in order to have functional and effective citizens. The objectives of Social Studies specifically are to make the children according to Obidoa (1991) develop an understanding of their immediate surroundings; develop certain skills which will enable them deal with and manage the forces of the world in which they live; and learn how to live harmoniously in a society where many different groups co-exist. Therefore, teaching/learning of social studies in a corrupt free society is important in preparing individuals and the society a functioning one.

Curriculum is what anchors the teaching/learning of social studies as a subject in schools. Curriculum is defined as a means of achieving specific educational goals and objectives (Brown, 2006). Su, (2012), sees curriculum as all the desirable learning experiences: cognitive, affective and psycho motor planned for the learners under the direction of the school to achieve educational goals and procedures, strategies and materials employed for effective reconstruction of such experience. Curriculum is concerned with all activities in the school which lead to the development of the learner ranging from cognitive, affective and psychomotor domains (Tyack, 2007). Based on the foregoing definitions, curriculum can be seen as all the teachers and students' activities carried out in the school whether directly or indirectly, consciously or unconsciously, that finally lead to the development of cognitive, affective and psychomotor abilities of a child. However, a well design curriculum needs an effective implementation process which can be carried out by professional teachers.

Curriculum implementation is defined by Obanya (2004), as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objective of any given curriculum. Gbamanja (2009) asserts that "implementation is the stage at which the planned curriculum will be actualized". The decision taken on what should be studied and how it should be studied will be

implemented or put into practice at this stage. Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Chikumbi & Makamure 2000). Considering the above, curriculum implementation is a process of putting a designed and well planned curriculum in to practice. Curriculum implementation is not restricted to sheer translation of curriculum proposals or decision into practice. It involves a complex of activities, materials, personnel and other factors and when appropriately harnessed constitute integral parts of curriculum implementation. These include the schools, which are the major implementation theater, the teachers, curriculum materials, students, teacher training institutions, administrative and political factors, examination bodies, and the public or community members (Mezieobi 2013). This opinion or definition given by Mezieobi is said to be comprehensive, because, it embraced all the stakeholders responsible for curriculum implementation. Social studies is one of the subjects introduced to Nigerian schools after the 1969 curriculum conference along many other science and social science subjects with the view to replace the former colonial system of education which was built upon reading, writing and arithmetic (R^3). However, the wisdom behind the introduction of social studies then was to solve social problems in Nigeria among which corruption is included. Though the course is currently being taught and its cardinal objectives was to carter for social problems like corruption among others; it seems like Nigeria is still beset with myriad of problems such as corrupt practice, dishonesty, greed among other social problems. It is against this background that the researchers seek to examine whether the implementation of social studies curriculum contents has impact on curbing professional misconduct and improving transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State, Nigeria. Effective Social studies curriculum implementation therefore, may lead to corrupt free society. It is against this background that the research come up with the following research objectives, questions and hypotheses.

Objectives of the Study
The objectives of the study are to:
1. determine the impact of social studies curriculum contents implementation on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State; and
2. ascertain the impact of social studies curriculum contents implementation on improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State.

Research Questions

The following research questions guided the srudy:

1. What impact does social studies curriculum contents implementation has on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State?
2. In which ways does the implementation of social studies curriculum contents have impact on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State?

Hypotheses

The following hypotheses are put forward to guide the study:

1. Social studies curriculum contents implementation has no significant impact on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State; and
2. Implementation of social studies curriculum contents has no significant impact on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State.

Methods

The researchers adopted descriptive survey design for the study. This design was employed by the researchers because; it is the most appropriate for collecting data on occurring issues/problems in the society. This is based on the submission of Sambo (2005), who asserted that, descriptive research design is used when the population of interest in a study cannot be accessed in totality. Nevertheless, information is needed upon which, certain statements could be made about the whole population. The population figure was one thousand eight hundred and thirty-seven (1837) derived from NCE I, NCE II and NCE III social studies students from Umar Suleman College of Education Gashua. The sample size of the study was three hundred and twenty-two (322), which was determined based on the recommendation of Sample Size Scale preferred by Research Advisers (2006).

The researchers used questionnaire as an instrument for data collection with four points modified Likert Scales of: Strongly Agreed, Agreed, Disagreed and Strongly Disagreed. The instrument was designed in closed ended form with the total of ten (10) items. To ascertain the validity of the instrument research experts were consulted for face and content validity, and the corrections and suggestions were effected, and the instrument was adjudged to have face and content validity. Pilot study was conducted in Jigawa State College of Education, Gumel. The researchers choose the stated institution because; it is outside the sampled institution used for the study but share the same characteristics. The pilot study was carried out using 25 questionnaires upon which were distributed to the

respondents and the data collected was prepared in form of split half and analyzed to determine the reliability of the instrument. Cronbach Alpha was used because of the ordinal nature of the data generated and it was found reliable at 0.82 reliability coefficient. The data collected was subjected to both descriptive and inferential analysis, where frequency count and percentage was employed to answer research questions and chi-squire was used for hypotheses test. This is because the data collected was categorical and ordinal in nature.

Results

In order to answer the research questions descriptive statistical analysis was done using frequency and simple percentage.

Research Question One: What impact does social studies curriculum contents implementation has on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State?

Table 1: Impact of social studies curriculum content on curbing corruption

S/N	Items	SA	A	D	SD
1	NCE social studies students adhere to a strict code of ethics through social studies curriculum implementation	218 (67.7%)	93 (28.9%)	8 (2.5%)	3 (0.9%)
2	NCE social studies students prepared due process than material things as a result of social studies curriculum implementation	142 (44.1%)	169 (52.5%)	11 (3.4%)	0 (00%)
3	There is absence of bias among NCE social studies students	88 (27.3%)	224 (69.6%)	4 (1.2%)	6 (1.9%)
4	Examination malpractice is uncommon attitude among NCE social studies students	182 (56.5%)	109 (33.9%)	31 (9.6%)	0 (00%)
5	Helping one another is common attitude of NCE social studies students irrespective of individual social status	201 (62.4%)	120 (37.3%)	6 (2.1%)	1 (0.3%)

Key: SA =Strongly Agreed, A =Agreed, D =Disagreed, SD =Strongly Disagreed
(***Editor's note: The best analytical tool for this study is mean***)

The responses presented in table one revealed that the respondents strongly agreed that NCE social studies students adhere to a strict code of ethics through social studies curriculum implementation, examination malpractice is uncommon attitude among NCE social studies students and helping one another is common attitude of NCE social studies students irrespective of individual social status. They also agreed that, there is absence of bias among NCE social studies students and NCE social studies students prepare due process than material things as a result of the impact of social studies curriculum implementation on them. This however shows that social studies curriculum contents implementation has impact on curbing professional misconduct among

Nigeria Certificate in Education (NCE) students in, Yobe State.

Research Question Two: In which ways does the implementation of social studies curriculum contents has impact on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State?

Table 2: Impact on the social studies curriculum content on improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students

S/N	Items	SA	A	D	SD
1	The implementation of social studies curriculum mold NCE social studies students to be transparent in their interaction	122 (37.9%)	184 (57.1%)	6 (1.9%)	10 (3.1%)
2	Social studies curriculum content implementation improve accountability among NCE social studies students	211 (65.5 %)	98 (30.4%)	7 (2.2%)	6 (1.9%)
3	NCE social studies students always imbibe the habit of resource management	114 (35.4%)	207 (64.3%)	1 (0.3%)	0 (00%)
4	Through the implementation of social studies curriculum contents; NCE social studies students invade a kind of openness in their interactions	86 (26.7%)	199 (61.8%)	21 (6.5%)	16 (5.0%)
5	NCE social studies students handle peoples' properties with utmost care	107 (33.2%)	214 (66.5%)	0 (00%)	1 (0.3%)

Key: SA =Strongly Agreed, A =Agreed, D =Disagreed, SD =Strongly Disagreed
(*Editor's note: The best analytical tool for this study is mean*)

The responses presented in table two revealed that the subjects under study strongly agreed that social studies curriculum content implementation improve accountability among NCE social studies students and they are also in agreement that the implementation of social studies curriculum mold NCE social studies students to be transparent in their interaction, NCE social studies students always imbibe the habit of resource management among others. The responses in this regard confirmed the impact of social studies curriculum contents implementation on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State.

At inferential level, the researchers made use of chi-square statistical tool for hypothesis analysis as follows:

Hypothesis One: Social studies curriculum contents implementation has no significant impact on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State, Nigeria.

Table 3: chi-square analysis on the impact of social studies curriculum contents implementation on curbing professional misconduct.

N	χ^2cal	Df	.	χ^2crit	P-value	Decision
322	295.185	4	0.05	6.12	.000	Rejected

Data in Table 3 shows that, the chi-square calculated at 295.185 is greater than the chi-square critical of 6.12 which means social studies curriculum contents implementation has significant impact on curbing professional misconduct among Nigeria Certificate in Education (NCE) students. Therefore, hypothesis one which stated that 'social studies curriculum contents implementation has no significant impact on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State', was rejected.

Hypothesis Two: Implementation of social studies curriculum contents has no significant impact on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State.

Table 4: chi-squire analysis on impact of social studies curriculum contents implementation on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students.

N	χ^2cal	Df	α	χ^2crit	P-value	Decision
322	337.797	4	0.05	6.12	.000	Rejected

Data in Table 4 shows that, the chi-squire calculated at 337.797 is greater than the chi-squire critical of 6.12 which means the implementation of social studies curriculum contents has significant impact on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State. Therefore, hypothesis three which stated that 'implementation of social studies curriculum contents has no significant impact on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State', was rejected.

Discussion of Results

The inferential result on table three revealed that, social studies curriculum contents implementation has significant impact on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State. Descriptive result on table one further revealed that the respondents strongly agreed that NCE social studies students adhere to a strict code of ethics through social studies curriculum implementation, examination malpractice is uncommon attitude among NCE social studies students and helping one another is common attitude of NCE social studies students irrespective of individual's

social status. They also agreed that, there is absence of bias among NCE social studies students and NCE social studies students prepare due process than material things as a result of the impact of social studies curriculum implementation on them. This however shows that social studies curriculum contents implementation has impact on curbing professional misconduct among Nigeria Certificate in Education (NCE) students in, Yobe State. This is contrary to the findings of Ng'oma and Simatwa, (2013), whose result indicated that insubordination as professional misconduct was prevalent in their schools. This shows that teachers in public secondary schools failed to obey the authority. It was further revealed that teachers showed disobedience by insulting the head of school in front of other teachers. With respect to other forms of misconduct committed by teachers as identified in the study by respondents such as negligence of duty, late reporting to school, and absenteeism, probably were the reasons that made the heads of schools to reach into a decision that majority of teachers in their schools disobeyed the authority.

Finding in table four revealed that, the implementation of social studies curriculum contents has significant impact on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State. The inferential result is in conformity with the descriptive finding on table two which revealed that, subjects under study strongly agreed that social studies curriculum contents implementation improve accountability among NCE social studies students and they are also in agreement that the implementation of social studies curriculum mold NCE social studies students to be transparent in their interaction, NCE social studies students always imbibe the habit of resource management among others. The responses in this regard confirmed the impact of social studies curriculum contents implementation on the improvement of transparency and accountability among Nigeria Certificate in Education (NCE) students in Yobe State. This finding is in conformity with Hutchinso and Young (2011), who indicated that accountability act as a powerful driver for improved educational outcomes. They stressed that accountability in a school system is the obligation on the part of the teachers to impart the right type of knowledge to students in an effective manner. Also accountability is more than obeying the laid down rules, it is currently seen as results oriented as the attention of good governance is more on outputs than on inputs. That is why accountability in the teaching profession is required so that the goals of attaining quality education in schools which is the expected education output will be achieved.

Conclusion

Based on the research findings, the researchers concluded that the implementation of social studies curriculum contents has significant impact on

curbing professional misconduct and improving transparency and accountability among NCE social studies students in Yobe State. Thus, effective implementation of social studies curriculum can be used to attain corruption free society.

Recommendations

Based on the research findings and what have been concluded, it was recommended as follows:

stakeholders should ensure an effective implementation of social studies curriculum contents across the NCE levels since it is found suitable for curbing professional misconduct; and the NCE social studies graduates can be entrusted to assist in managing the affairs of schools to facilitate transparency and accountability, as the graduate of the programme in question has the tenant of providing transparency and accountability.

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