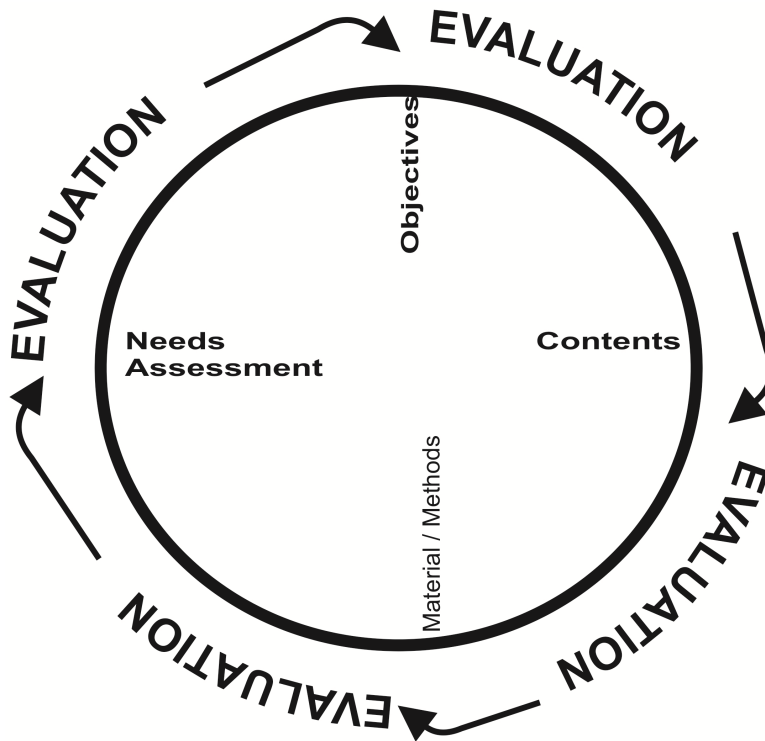# Nigerian Journal

Of

Curriculum Studies

Vol. 27 No.1   **2020**

Journal of Curriculum Organization of Nigeria (CON)
ISSN: 0189-9465

All articles for publication should be sent to:
Professor Uchenna M. Nzewi
Department of Science Education,
Faculty of Education, University of Nigeria, Nsukka.
www. con.org.ng

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

BEING A PRESIDENTIAL ADDRESS

BY

PROFESSOR SUNDAY N. AGWU, NATIONAL PRESIDENT, CURRICULUM ORGANIZATION OF NIGERIA

Protocol

I welcome you to this year's National Conference. You will recall that this is my first as President of our great Association.

The theme of this year's conference, *Education and Corruption-Free Curriculum in Nigeria*, is a very interesting one. This is 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. 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; it 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 to, perhaps, be undressed, beheaded, 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: <u>Corruption-free curriculum in Nigeria</u> which will perhaps set the agenda for the conference.

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" (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 paralysed 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.

I thank you for listening and once more, welcome to the 32nd Annual Conference of the Curriculum Organization of Nigeria. Once again, I welcome you to the Lion's Den.

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

Professor Eric K. N. Nwagu
Department of Social Science Education
University of Nigeria, Nsukka

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.

References

Ayobami, O. O. (2011). Corruption Eradication in Nigeria: An Appraisal. Accessed from: https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1573&context=libphilprac, on 21/07/1019.

Aibieyi, S. (2007). Anti-Corruption strategies and development in Nigeria: A case study of the Independent Corrupt Practices Commission (ICPC) and Economic and Financial Corruption Commission (EFCC). *A Journal of Contemporary Research*, 4(1). DOI: 10.4314/lwati.v4i1.36833

Aimiyekagbon, L. O. (2018).Predictive study of misconceived values on tendency to corrupt practices in Nigerian universities. An unpublished Ph.D Thesis, Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City.

Ameh, Madaki G (2002). Curbing corruption in Nigeria: exploring alternative strategies. http://www.gamji.com/article4000/news4514.htm. Accessed on 11/06/2019

Bandfield, E. C. (1996*). Political influence*. Glencoe Free Press

Bayley, D. & Perito, R. (2011). Police corruption: What past scandals teach about current challenges. United States Institute of Peace - Special Report https://www.usip.org/sites/default/files/SR%20294.pdf. Accessed on 11/06/2019.

Carnes, M. C. (2011). Setting students' minds on fire. *Chronicle of Higher Education*, 57(27),A72.

Doyle,T. (2011). *Learner-centered teaching: putting the research on learning into practice*. Sterling, VA: Stylus Publishing.

Farrales, Mark J. (2005). What is Corruption? A History of Corruption Studies and the Great Definitions Debate. SSRN Electronic Journal, http://dx.doi.org/10.2139/ssrn.1739962. Accessed on 12/07/2019.

Federal Republic of Nigeria (2014*). National Policy on Education*. Lagos: FGN Press.

Gasper, V., Mauro, P. & Medas P. (2019). Tackling corruption in government. https:blogs.imf.org/2019/04/tackling-corruption-in-government/. Accessed on 03/08/2019.

Heilman, B. and Ndumbaro, L. (2002). Corruption, politics, and societal values in Tanzania: An evaluation of the Mkapa administration's anti-corruption efforts. *African Journal of Political Science*, 7(1), 1 – 19.

Independent Corrupt Practices and other Related Offences Commission, Nigeria, (ICPC, 2013). Recent interventions in the education sector. Culled from: https://www.unodc.org/documents/treaties/UNCAC/WorkingGroups/workinggroup4/2013-August-26-28/Presentations/ICPC_INTERVENTION_IN_THE_EDUCATION_SECTOR.pdf. on 14/07/2019.

Konie, G. (2003).National reconciliation. *The Zambian Post*, 2471.Leff, Nathaniel H. (1964). Economic development through bureaucratic corruption. *American behavioral scientist*, 8, 8 -14.

Liu, Xizi. (2016). A literature review on the definition of corruption and factors affecting the risk of corruption. *Open Journal of Social Sciences*, **4(6)**, 171-177. doi: 10.4236/jss.2016.46019. Accessed on 18/07/2019.

Lunenburg, F. C. (2011). Curriculum development: inductive models. *Schooling*, 2(1).

Maguchu, P. S. (2018). The law is just the law: analyzing the definition of corruption in Zimbabwe. Journal of Financial Crime, 25(2),354 – 361. https://doi.org/10.1108/JFC-06-2017-0055 accessed on 18/07/2019.

Nye, J. S. (1967). Corruption and Political Development: A Cost-Benefit Analysis. *American Political Science Review*, 61 (2). 417-427.

Okolo, P. O. & Akpokighe, R. O. (2014). Corruption in Nigeria: the possible way out. *Global Journal of Human Social Science: Political Science*, 14(7).

Okwuagbala, U. M. P. (2019). Corruption in Nigeria: review, causes, effects and solutions. https://soapboxie.com/world-politics/Corruption-in-Nigeria. Accessed on 16/07/2019.

Olagunju, O. P. (2012). Counselling psychology and creativity: tools in reforming the Nigerian education system. 60th Inaugural lecture. Olabisi Onabanjo University, Ago-Iwoye. Ago-Iwoye: Olabisi Onabanjo University Press. Accessed from: https://oouagoiwoye.edu.ng/inaugural_lectures/Counselling%20Psychology%20and%20creativity%20tools%20in%20reforming%20The%20Nigerian%20Education%20System.pdf on 18/07/2019.

Olagunju, Olajide (2012). Legal Theft: The problem with Nigeria. https://www.amazon.com/Olajide-Olagunju/e/B07252TVNP%3Fref=dbs_a_mng_rwt_scns_share. Accessed 16/07/2019.

Rose, J. (2018). The Meaning of Corruption: Testing the Coherence and Adequacy of Corruption Definitions. *Public Integrity*, 20(3), 220 – 233.

Rose-Ackerman, S. (2012). Corruption and Government: Causes, Consequences and Reform. Cambridge University Press. **DOI:** https://doi.org/10.1017/CBO9781139175098. Accessed from: https://www.cambridge.org/core/books/corruption-and-government/94925B501D79FA0357060F5489DE2F1F. on 18/07/2019.

Salisu, M. (2000). Corruption in Nigeria Lancaster University Management School (LUMS) working paper series 2000/006. http://www.lums.co.uk/publications Accessed on 18/07/2019..

Sellers, J. (2018). Contributions, Bribes, and the Convergence of Political and Criminal Corruption SSRN: https://ssrn.com/abstract=3257130 Accessed on 21/07/2019.

Shuaib, O. M. (2015). Corruption in Nigeria: Causes, Effects and Probable Solutions. *Journal of Political Science and Leadership Research*, 1(8).

Stople, O. (2008). Corruption and anti-corruption in Nigeria and beyond. A workshop paper at the workshop on 'Reporting Corruption in Nigeria' organized by the United Nations Office on Drug and Crime (UNODC), EFCC and NUJ.

Taba, H. (1962). *Curriculum development: theory and practice*. New York: Harcourt, Bruce and World Inc.

Toombs, W.E. and Tierney, W.G. (1993). Curriculum definitions and reference points. *Journal of Curriculum and Supervision*, 8(3), 175 – 195.

Transparency International (2019). What is corruption? https://www.transparency.org/what-is-corruption. Accessed on 20/07/2019.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Verhezen, P. (2009). *Gifts, corruption, and philanthropy: the ambiguity of gift practices in business.* Oxford: Peter Lang AG, International Academic Publishers Ltd. @://books.google.com.ng

Weinstein, G. & Fantini, M. D. (1970*). Toward humanistic education*. New York: Praeger Press.

Eradicating Teaching and Learning Malpractices challenges in Nigerian Tertiary Institutions

Baldwin Anyasodo Ph.D
Institution of Affiliation: Applied Arts Department,
Alvan Ikoku Federal College of Education Owerri.

and

Ugochi Ikonne Ph.D
National Institute of Nigerian Languages (NILAN)
Aba, Abia State, Nigeria.

Abstract
This study is necessitated by the ever-growing level of malpractices in evaluation and record keeping in tertiary institutions in Nigeria. A situation where examination marks are given arbitrarily at the discretion of examiners, in a corrupt system, is a challenge to tertiary education. This study sets out to identify the causes of the malpractices in order to find lasting solutions. It turned out that these causes are mainly curriculum issues which require curriculum review and amendment. There was also need to query the roles and impact of other interest groups who are participating in these malpractices. They include teachers, learners and administrative staff. They could be accomplices. This study sought solutions to the complexities of the corrupt practices. Though this is survey study, yet appropriate research techniques were involved where necessary to get the useful facts for the study. There were interviews with randomly selected groups/individuals. References were made to previous scholarly observations, and publications to authenticate the facts. From feedbacks of enquires and observations positive recommendations were made which include: that education planners must ensure that curriculum must be designed to take care of the needs of the society at different times and levels.

Introduction

This study is necessitated by the ever increasing level of corruption in the educational system in Nigeria. Though corruption is rampant in Nigeria in all sectors and at different levels. Education sector should not allow it to continue because it is affecting the entire socio-political order in the country. One remembers the popular saying that "Madness in the head, paralysis in the members." It has become obvious that Nigeria has accepted this negative culture

among others. The question now is who will initiate the process of sanitization? He must be that Nigerian who does not 'Love' money no matter how it is acquired, even if it is from the occult masters, even if it is pensioners' money or any other public funds.

- The danger in such a situation of corruption, is that if it is not attended to from the roots, it might develop tap roots and thereby become very outrageous to the citizenry. There may be no security at all, if cultism, Rapping, Kidnapping, Cheating of all sorts Embezzlement and such evils legalize themselves so much that they become the order of the day. This could lead to other types of misdemeanors within the society. It is therefore better to tackle it from the grassroots and in time too. It is best also to start the search for the black goat in the day time before it gets dark at night'. A stitch in time saves nine, these are old adages that have stood the taste of times. So it became necessary that the education sector of the nation should take a premier position as well as take a positive stand on the issue of corruption.

- This study argues that it is justified for education to be fully involved because learning generally is education, no matter whatever one is learning is generally regarded as education and how one is doing the leaning is another aspect of the education. Every profession has skills, such skills are learnt both through formal and informal education. Some are through apprenticeship. Often, people apply vicarious learning approaches in education. In this process, one is made to learn from what others have done maybe by watching life demonstration, or the pre-recorded version on software, which you can playback with the appropriate device (computer, tabs, or what have you). The important thing is that everything has a learning stage. This means that education is the root of all developmental process in life. This is why human beings even learn their own mothers tongue as well as second language. It is at this learning stage that good curriculum is relevant. The educationist has to review existing curriculum and work out a more relevant one to inculcate the tenets of discipline which if achieved, will produce a sound and corruption free educated citizenry on the long run.

- Academically speaking for any new curriculum to worth its salt and meet the expected goals, it must be founded on the fact that knowledge contains the following
  i.   Internal connectedness
  ii.   Meaningfulness

iii.   The fact must agree with the internal meaningful context in order to be understood, remembered and also appreciated.

What is internal-connectedness? This paper tries to explain what internal-connectedness is all about. It is all about aspirations of the system internally, for instance this problem of internal corruption in Nigerian society could be solved by evolving a new curriculum which is based on the fact that knowledge has internal connectedness, in this context, it must be designed to dissuade the learner from having any interest in corruption of any type. This corruption is the internal problem, as well as the bane of the society. Any new curriculum must be connected to it, with the aim of eradicating it from the future. Earl Kelly 1947 as in Wiles and Bondi (2011:25) saying "instead of assuming that any subject taught today is taught for a reason, we should begin from the reverse premise: "Nothing should be included in a required curriculum unless it can be strongly justified in terms of the future".

The concept of Curriculum

This study sees curriculum as a planned experience to achieve desired goals or set of values through a developmental process. This means that curriculum should be concerned with result. In other words Curriculum is result oriented.

John Wiles and Joseph Bondi 2011 observed that, curriculum is not concerned with what students will do in the learning situation but with what they will learn as a consequence of what they do. They re-affirmed that, curriculum is concerned with results. They further citied (Tanner and Laurel 1995: P.7) as saying "{curriculum} the planned and guided learning experiences and intended outcomes, formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for learners continuous and willful growth in personal and social competence" (D. Tanner and Tanner 1995, preface). They also referred to (Tyler 1949, 79), in his definition of curriculum thus: "curriculum is all of the experience that individual learners have in a program of education, whose purpose is to achieve specific objectives, which is planned in terms of a framework of theory research, past or present professional practices"

Influence of Curriculum

From the few definitions, above it is obvious that curriculum is an accepted educational plan to achieve educational results which will bear positive influence on the society. Therefore, in the context of this study, it is believed that a well-planned curriculum, when implemented accordingly, will effectively eradicate corruption which is presently a big problem in the Nigerian society. Looking at the tertiary education in Nigeria, it is clear that the tertiary education level is the

delivery stage; it is where the citizen is made finally. It is the level that feeds the labour market with labour. These young ones might have passed through such evils as examination malpractices, various types of cheating, drug abuse, sexual immorality of all sorts, cultism/violence and what have you, just to mention but few. Take for example a young intelligent boy, whose intelligence is misdirected towards corruption, if he eventually perfects in the acts of cheating in the examination, he will no longer take his studies serious because he is sure he will cheat in the examination and get a 2nd class upper division or even 1st class honors result. What is he bothering himself attending class regularly when he can use that period to smoke hemp, get himself turned high and move into one of the actions such as snatching handbags or handsets and other valuable things. From the proceeds he will now have enough money to sort the 'Lecturers' (Deceivers, Accomplices and Alibies). He will also have money to mess around with the opposite sex appropriately. These girls also need this money to do their own sorting. Such are the type of exposures available to the youths who are graduating from the tertiary institutions and they form the crème of the society. When corrupt youths are released into a society, what is expected of such society? 'Gabbage in gabbage out"

Corruption galore. This is one of the biggest "problems" facing Nigeria as a nation today. This may be why the renouned artist Sonny Okussons of Nigeria, in his lamentation song about Nigeria, which is one of his hard hits (songs) "which way Nigeria" where does one go from here? Our answer from this study is, one must to go back to the educational curriculum.

This study is in the area of educational curriculum. It tried to investigate the issue of corruption and curriculum. These are two independent variables but in the context of this study, corruption is seen as a variable which is dependent on (the other variable) curriculum.

This is so because curriculum can be used to promote or reduce, corruption or totally eradicate it. It depends on which way the curriculum planners want to achieve a result. In this study the authors designed as well as desired that curriculum be effectively used to eradicate corruption.

In the investigations it is discovered that corruption adversely affected the social order particularly aspects of language and morality.

Language Aspect

Nigeria is known all over the world as an English speaking African country (Lingua Franca) but within the ambits of this study a guteral language is discovered otherwise referred to as (Pigeon English) this in itself is a corruption of English language. In this pigeon language gender and tenses, plurals and

singular are not taken care of. It is just anything goes as long as the corrupt youths and their aged alibies understand themselves. The language is not romantic at all, rather it is harsh and aggressive, that is why it urgors well with corruption and crimes.

The language studies expert argues that the design of a new or updated curriculum aimed at eradication of corruption, must make it take care of such language mix-ups, so that the tendency to perpetuate some of the corrupt practices in the education system will not be effective if there is language handicap, because the teaching and learning process require a comprehensive academic language for effective learning to take place. This will create a teacher/learner friendly atmosphere which will yield positive results. For any curriculum to yield the expected result, there must be a cordial relationship between the teacher and the learner; 'Rapport' is the word. It makes tasks easy and achievable.

This might be why Nwanna (1985) affirmed that "it is necessary to establish a rapport, that is friendly and cordial relationship with the person to be interviewed before the questions are posed" in the same manner, the curriculum designer should see the teacher as an investigator, who wants good results and also the learner as the respondent whose responses will materialize into the expected good results. One of the ingredients for good rapport in such a situation is the language. The medium of expression and communication which is provided in the new curriculum. It must be appropriate both for the teacher and the learner.

This the guttural language which is neither English nor any vernacular tongue in Nigeria will certainly not give the required rapport which will be useful in implementing a new curriculum. It therefore becomes very necessary that the communication language should be examined and verified by experts at all the curriculum designing stages so that it will be successful. It is important at this point to emphasize that developing a curriculum is not a close ended activity which finishes at once in any institution. It is a continuous activity or process which is re-trigered by feed backs emanating from the evaluation process of implementing or testing the design. The designer re-starts the process taking into account the results and feedbacks. Onwuka (1984: p 77) in his book, Curriculum Development for Africa; while he looked at what he called. **Step 1** sub-headed as Aims and Objectives and said "the Chief function of education is to change individuals **in some desirable way:** to add the knowledge they possess, to enable them to perform skills which they could not perform, to develop certain understanding, insights and expectations". He explained that the statement of these desired out-comes are usually called either educational aims or educational

objectives.

The specific objectives in this study include:

(i) To explore the possibilities of designing the model/curriculum which will help the learner to refrain from corrupt practices, particularly examination malpractices.

(ii) Design a type of curriculum which will include re-training the trainers; through occasional seminars and workshops designed to re-direct the trainers (teachers) to make them abhor evil acts like examination malpractices, particularly that of aiding the truant students to pass with pseudo marks; (sorting and things like that)

(iii) To create an environment whereby the none academic staff whose schedule it is to handle examination, processes and results, do so with the level of confidentiality required of them in carrying out such delicate and confidential assignments, (not to leak question papers, and alter marks and results). While we are yet reviewing the impacts by scholars, Nwaike (1996: P 124-125) identified examination malpractice as a cankerworm. He said, "This cankerworm is destroying almost completely our academic achievements so far". He further opened up hidden aspects of this malpractice by saying: parents aid their wards to secure "expo" papers. They even pay other people to sit examinations for their wards. Teachers are even worse culprits. Many of them aid and abet cheating. Some receive something in cash or kind from students to pass them in examinations which some of them did not even take". He shouted out; "standard of education is falling rapidly due to examination malpractices" P 125. These statements virtually agree with both the context and content of this study as earlier stated above.

The approach

This study which is an opinion paper, still observed and used relevant research procedures in order to confirm the assumptions during the study. For instance there where observations, experiences, investigations (some oral interviews) discussions and analysis of issues arising from the findings of the investigations. It looked at the existing literature and actually found collaborative facts that supported the arguments and postulations in this study.

One of the arising question which looks like a national dilemma is the question of why is there corruption in Nigeria as a nation. In searching for the answer the researchers conducted oral interviews and from some of the responses found that;

(i)   Nigeria is among the 90% of the countries involved in corruption in the world.

(ii) We found that Nigeria is one of the most corrupt nations of the world.

It was interesting to find that Nigeria is not the only country practicing corruption. The researchers briefly looked at the circumstances of some of these countries, in consideration of how they handled their corruption situations.

Why discussed corruption situation of other corrupt countries to:

i.   have comparative analysis of their circumstances with that of Nigeria.

ii.   find out what steps and measures these countries adopted to solve their corruption problems.

iii.   formulate measures to solve Nigeria's corruption problems.

It is noted that all those countries used education to solve their corruption problems. They went back to their education system, reviewed their curriculum and came up with new policies and in less than a decade they had positive results.

For instance, Japan, after their defeat in the World War II made reforms in education to democratize the system. Today, Japan educates more than 90% of the school age population through high school. Actually, Japan geared up to instill respect and order and well organized study habit/attitudes towards achieving descent orderly society.

China: this is one of the world's foremost economic powers in the 21st century. It is still not developed finally rather they adopted dramatic changes in their national institutions. This started since the repudiation of their cultural revolution (1960-1976). China has through the use of good curriculum planning, shown high competence in Social engineering. Actually, the Chinese leaders became aware of the importance of educational curriculum to work towards development of the future early enough and capitalized on it. The result is that China is now a world economic power.

Talking about all the nations that have reduced or eradicated corruption, one is looking at the matter from the micro level, but this paper is dealing with the tertiary education level which is macro. In other words, this study made useful extrapolation conditions to make tasks easily achievable.

From the outcome of the discussions above, it is obvious that one can answer the following latent questions.

1.   What is curriculum?
2.   Who controls the curriculum?
3.   How is the curriculum delivered?
4.   What is the outcome or result of implementing a re-designed curriculum which reflects the needs of the society?

A few suggestions

1.   The citizenry must develop hatred for corruption before they can fight it, so that it will not just be the battle for the education planners alone. All

hands must be on deck. The forces, the religious sects and others.

2.   The education planners must design the curriculum according to the needs of the society at different times and levels.

3.   Special attention should be given to the corruption challenges at the tertiary education level because this level is the point of exit for the youth into the wide world which is full of multiple challenges.

This study finally cites curriculum scholars like,

Wiles and Bondi (2011 P 280) where they made serious observations in their effort to summarize curriculum "Education is a critical function in national development. The curriculum, the reason for organized education, "Programs" the preferred "future of all nations. When the curriculum is visionary" and accurate, the nation is saved. A dysfunctional or obsolete curriculum can threaten any nation's existence. 'The manner in which education is organized, determines the kind of learning that can take place'.

This essay could be summarized by saying that curriculum is of primus importance in any nation's educational planning because it strives towards the future development of the country. This is why Curriculum planners need a new paradigm so as to understand the changes that may positively be contributive to the achievement of the national goals.

References

Kelly E.L (2011) Education for what is real. Harper, New York 1947 as quoted by Bondi J and Wiles J. 2011, P.25.

Nwaike. (1996) Ethics in a Permissive Society. EL' Demak Publishers Enugu Nigeria. 1996, .124 -125.

Nwanna O.C. (1981) *Introduction to Educational Research*. Heineman Educational Books (Nig) ltd, Ibadan

Onwuka U, (1981) *Curriculum Development for Africa.* Africana-FEP Publishers Ltd. Onitsha Nigeria

Tanner, D and Tanner, L. (1995) Curriculum Development Theory into Practice (3rd edition). Macmillan, New York

Wiles J and Bondi J, (2011) *Curriculum Development, A guide to practice.* Pearson Education Boston Massachusette

Integration Of Ipa Braille In Senior Secondary School English Language Curriculum For A Corrupt-free Inclusive Education

Cajetan Ikechukwu Egbe,
Ugochinyere Angelic Okereke,
and
Philomina Akudo Agbo
Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka.
cajetan.egbe@unn.edu.ng, angelicugochinyere@gmail.com and akudo.agbo@unn.edu.ng

Abstract

This study is aimed at revealing the need for the integration of the International Phonetic Alphabets (IPA) Braille into the senior secondary school English curriculum for a corruption free inclusive education. This study was conducted in inclusive secondary schools in Enugu State with visually impaired students as subjects. The design of the study is descriptive survey. Four research questions guided the study. A twenty-five item questionnaire was used for data collection. The research questions were answered using mean and standard deviation. The result showed that there are negative impacts in the use of only conventional IPA symbols in teaching Oral English in an inclusive class. It was also found that students are not aware of IPA Braille and that IPA Braille is not integrated in the curriculum across levels. Hence, it was concluded that there is need for the integration of IPA Braille in the curriculum to fully include the visually impaired students in the teaching and learning of Oral English in secondary schools. Thus, it was recommended that the curriculum planners should integrate IPA Braille into the English language curriculum.
Key words: integration, IPA Braille, English language curriculum, corrupt free, inclusive education.

Introduction

Over the years, education has continued to be recognised as an indispensible tool for the development of any nation. One of the core subjects taught at all the levels of education in Nigeria is the English Language. The English language is the language that promotes mutual intelligibility among the multi-lingual ethnic groups that make up Nigeria (Olaofe and Akaneme, 2014). Hence, it follows that the major reason the English language is taught in Nigerian

schools is to make the citizens fluent users of the language. According to Brown (2007), fluency in any language is often measured by ones' ability to fluently speak and write in the target language. This explains why the skill of speaking, also known as spoken or oral English, continue to be an emphasized skill as far as teaching English language is concerned.

Teaching Oral English involves letting students in on what go on when they speak. It often involves among other things teaching students the importance of oral communication and the correct articulation of English speech sounds. However, since education largely depends on vision (Korir, 2015), one begins to appreciate the fact that the visually impaired students may not be gaining so much in the oral English classrooms if they are taught with the same materials as their sighted counterparts. It is important to state here that in a bid to ensure that those with any form of impairement are not left out in the educational system, inclusive education has been introduced in Nigeria (FRN, 2013). In the words of McManis (2017), inclusive education has to do with allowing students to be placed in the education class that are appropriate to their age and to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum irrespective of their challenges. To check-mate corruption in this revolutionary policy, even the United Nations General Assembly which is a highly respected international body has in 2015 set and continued to enforce a goal bothering on the inclusive education policy in their Sustainable Development Goals (SDG). This goal which is no.4 in the SDG document emphasizes the need for member nations to ensure inclusive, quality and equitable education and to promote lifelong learning for all by 2030.

Inclusive, equitable and quality Oral English education will require that all learners are included. This can only be made possible by integrating in the curriculum those components that will ensure that all learners have equal access. Hence, the need for the integration of IPA Braille in the English language curriculum. All over the world, teaching oral English to students with visual impairment has been a challenge, and several efforts are being made to tackle this challenge. Tools like IPAtranscriptor, talking tactile technology, tactile IPA magnet-board, IPA Braille, among others have been invented and experimented on and found to be effective (Abdullah, 2013; Braun, 2018; Englebretson, 2009; Lillehaugen, Moats, Gillen, Peters & Schwartz, 2014). However it is not clear whether any of these materials is utilised in the teaching of oral English in Nigeria.

The International Phonetic Alphabet (IPA) refers to the set of symbols used to represent speech in writing. According to Le (2017) IPA is a standardized

symbol which represents the sounds of spoken language. Similarly, Englebretson (2013) defines IPA as the professionally accepted way of transcribing sounds in language sciences. This means that IPA is developed by phoneticians as a uniform way of representing human speech sounds. There are about 200 IPA which according to Englebretson (2013), covers all the speech sounds of about six thousand languages of the world. The IPA is useful in capturing exact pronunciation, voice quality, and intonation. However, for the purpose of this study attention was on the IPA used in representing the sound system of English.

In English language, there are forty-four speech sounds. They are divided into consonants, vowels and glides. Each of these sound segments is represented with an IPA. In a second language situation, these symbols are used to teach the correct pronunciation of the speech sounds (Englebretson, 2013). The teaching and learning of Oral English using these conventional IPA, might have some negative impact on learners with visual impairment. This is because, vision is fundamental to learning (American Foundation for the Blind, 2017; Sangha , 2016; Wells-Jensen, 2005). Therefore to ensure that visually impaired students are fully included in the teaching and learning of Oral English, the integration of IPA Braille in the curriculum is imperative.

IPA Braille is the Braille notations of the phonetic symbols. IPA Braille refers to Braille symbols for the transcription of the International Phonetic Alphabet (International Council on English Braille (ICEB), 2018). The first Braille notation of the IPA was developed in 1934 by Merrick and Potthoff, in collaboration with Daniel Jones. This was according to ICEB (2018) reviewed over time. Moreover, this study is interested in the most recent unified IPA Braille, through the efforts of Englebretson and other blind and sighted phoneticians.

Statement of the Problem

The central idea of inclusive education is to provide every learner in the classroom with as much opportunity for better learning as possible irrespective of his/her challenges. This means that in an inclusive Oral English classroom, students with visual impairment should be provided with Braille equivalent of the English speech sound to help them understand the sound system of English better. Unfortunately, the teaching and learning of oral English in senior secondary schools continue to be done using the conventional IPA symbols in print. Hence, there is a wide gap between the ideally proper inclusive oral English classroom and the present situation. Therefore, there is a need to find out the level of integration of IPA Braille in senior secondary school English language

curriculum for a corrupt free inclusive education.

Purpose of the Study

The purpose of this study was to reveal the level of integration of IPA Braille in senior secondary school English Language curriculum.

Research Questions

The following research questions guided the study:

1. What is the impact of using only conventional IPA in the teaching of Oral English in secondary schools;

2. To what extent are students aware of IPA Braille?
3. To what extent is IPA Braille integrated in oral English curriculum?
4. What is the extent of utilization of IPA Braille in the English Language curriculum?

Method

This study adopted a descriptive survey research design. According to Nworgu (2015) descriptive survey is one in which a researcher studies a group of people or phenomenon by collecting and analysing data from only a few people considered to be an adequate representation of the entire group of people. This design was considered most appropriate for this study since the study sought opinions of respondents on the integration of IPA Braille in English language curriculum. The participants were not sampled because of their number. They include 36 visually impaired students in the four inclusive schools in Enugu State.

The instrument for data collection was a structured questionnaire entitled "Integration of IPA Braille Questionnaire". The questionnaire contains four clusters lettered A-D. Each cluster was chronologically matched to a research question. The clusters had seven, five, six and seven items respectively. The 25 items were arranged in four-point Likert scales of SA, A, D, SD and VHE, HE, LE, VLE. These were assigned weight as follows: SA = 4, A = 3, D = 2, SD = 1 and VHE = 4, HE = 3, LE = 2, VLE =1. The instrument was face validated by two experts of English language education and one expert of measurement and evaluation all from the Faculty of Education, University of Nigeria, Nsukka. Cronbach alpha was used to determine the internal consistency of the instrument, which yielded an overall reliability index of 0.89. The questionnaire was administered personally by the researchers. The data collected were analysed using mean and standard deviations. The real limits for the mean scores used for decision making in this study were set thus: 3.50 – 4.00 = Strongly Agree/ Very High Extent, 2.50 – 3.49 = Agree/ High Extent, 1.50 – 2.49 = Disagree/ Low

Extent and 0.50 – 1.49 = Strongly Disagree/ Very Low Extent.

Results
Research Question 1
What is the impact of using only conventional IPA in the teaching of Oral English in Senior secondary schools?

Table 1: *Mean and standard deviation of responses of Students on the impact of using only conventional IPA in the teaching of Oral English in Senior secondary schools* (ns=30)

S/N	Questionnaire items	$\overline{x}$	SD	DEC
1	It makes visually impaired students to perform poorly in Oral English.	3.13	.34	A
2	It makes visually impaired students to depend on their class mates to describe the sound symbols.	3.20	.66	A
3	It makes teachers not to see the need to use IPA Braille in Oral English teaching.	3.46	.50	A
4	It makes visually impaired students to engage in examination malpractice to pass Oral English.	3.46	.50	A
5	It makes the needs of visually impaired students not to be fully accommodated in the teaching of Oral English.	3.33	.71	A
6	It lowers the self-efficacy of visually impaired students in Oral English.	3.06	.58	A
7	It lowers the interest and motivation of visually impaired students in Oral English.	3.26	.44	A
	Cluster Mean	3.27	.23	A

Keys: NS= Number of Students, x̄=Mean, SD= Standard Deviation, A=Agree, Dec=Decision.

Data in Table 1 showed the mean and standard deviation of responses of students on the seven identified items relating to the impact of using only conventional IPA in the teaching of Oral English in senior secondary schools. The data reveal that the mean values for all the items are high and ranged from (M = 3.13 to 3.46). There was also similarity in the response pattern since the standard deviation ranged from (SD = .34 to .71). The cluster Mean of 3.27 shows that the respondents agreed that using only the conventional IPA Braille for teaching oral English has a lot of negative impact on students.

Research Question 2

To what extent are students aware of IPA Braille?

Table 2: *Mean and standard deviation of responses of students on the extent of their awareness of IPA Braille* (ns=30)

S/N	Questionnaire items	$\overline{x}$	SD	DEC
8	I have seen the Braille notations of the phonetic symbols.	2.56	1.27	HE
9	I have seen a Braille dictionary before.	2.53	1.13	HE
10	I was trained on the use of International Phonetic Alphabet in Braille.	1.80	.96	LE
11	I have heard about the IPA Braille, but I have not seen it.	2.16	1.08	LE
12	I have seen Oral English text book in Braille.	2.36	1.24	LE
	Cluster Mean	2.28	.69	LE

Keys: NS= Number of Students, x=Mean, SD= Standard Deviation, LE= Low Extent, HE=High Extent Dec=Decision.

Table 2 shows the mean and standard deviation of responses of students on the extent they are aware of IPA Braille. The result showed that aside items 8 and 9, all other items in the cluster had a low mean score which ranges from (M = 1.80 to 2.28). The cluster mean is also low at M = 2.28. The standard deviation of the items also falls within the range of (.69) to (1.27) which indicates that the respondents were not far from one another in their responses and that their responses were not far from the mean. The table clearly indicates that the extent to which students are aware of IPA Braille is low.

Research Question 3

To what extent is IPA Braille integrated in Oral English curriculum?

Table 3: *Mean and standard deviation of responses of students on the extent of integration of IPA Braille in Oral English curriculum.* (ns=30)

S/N	Questionnaire items	$\overline{x}$	SD	DEC
13	Integration in the oral English content	1.70	.79	LE
14	Integration in the recommended methods and strategies	1.56	.62	LE
15	Integration in the recommended instructional materials	1.76	.85	LE
16	Integration in SS1 oral English curriculum	1.43	.50	VLE
17	Integration in SS2 oral English curriculum	1.50	.62	LE
18	Integration in SS3 oral English curriculum	1.43	.62	VLE

		1.56	.58	LE
Cluster Mean				

Keys: NS= Number of Students, x̄=Mean, SD= Standard Deviation, LE= Low Extent, VLE=Very Low Extent Dec=Decision.

Data presented in Table 3 showed the mean and standard deviation of responses of students on the extent IPA Braille is integrated in Oral English curriculum. The table reveals that the mean values for all the items ranged from (M = 1.43 to 1.76). There was also similarity in response pattern since the standard deviation ranged from (SD = .58 to .85). The cluster Mean of 1.56 points to the fact that the extent IPA Braille is integrated in Oral English curriculum is low.

Research Question 4

What is the extent of utilization of IPA Braille in teaching of Oral English?

Table 4: *Mean and standard deviation of responses of students the extent of utilization of IPA Braille in teaching of Oral English.* (ns=30)

S/N	Questionnaire items	x̄	SD	DEC
19	Teachers teach Oral English using the Braille notations of the phonetic symbols	1.56	.89	LE
20	Teachers use Braille vowel chart in teaching oral English.	1.70	1.08	LE
21	Teachers use brailed consonant charts in teaching oral English.	1.43	.62	VLE
22	Teachers utilize Braille dictionary in teaching oral English.	1.43	.62	VLE
23	Teachers describe the shape of these symbols when teaching.	2.16	1.20	LE
24	Teachers provide tactile material when teaching vowels or consonant sound symbols	1.30	.59	VLE
25	Teachers utilize IPA transcriptor in teaching oral English	1.50	.82	LE
	Cluster Mean	1.58	.65	LE

Keys: NS= Number of Students, x̄=Mean, SD= Standard Deviation, LE= Low Extent, VLE=Very Low Extent Dec=Decision.

Table 4 contains the data on the extent of utilization of IPA Braille in teaching of Oral English. The mean responses were generally low as the highest mean is M = 2.16. The standard deviation of the items also falls within the range of (.62) to (1.20) which indicates that the respondents were not far from one another in their responses and that their responses were not far from the mean. The cluster mean of 1.58 clearly shows that the extent of utilization of IPA Braille in teaching of Oral English is low.

Discussion of Findings

The findings of this study revealed that using only the conventional IPA symbols for teaching oral English has a lot of negative impact on visually

impaired students. Among other things, it makes visually impaired students to depend on their class mates to describe the sound symbols and also makes them engage in examination malpractice to pass Oral English. This finding is in line with the findings of Wells-Jensen (2005) who asserted that the continued use of conventional IPA symbol to teach visually impaired students will have ripple negative impacts on the students.

The findings of this study also indicate that the extent to which students are aware of IPA Braille is low. Going by the responses of students on this particular question, it is clear that students are not trained on the use of International Phonetic Alphabet in Braille, have not seen or heard about Oral English text book in Braille. This corroborates the findings of Korir (2015) who decried the fact that materials such as Braille remain unavailable for visually impaired students in Nigeria. This remains a very disheartening situation. This is because adequate and quality education cannot be achieved if learners are not given and taught with appropriate materials to suite their learning needs (Braun, 2018).

From the results of the study, it is also clear that the extent IPA Braille is integrated in Oral English curriculum is low. Specifically, the study reveals that IPA Braille is not integrated in the oral English content at SS1, 2 and 3 levels, not recommended among methods and strategies neither is it recommended as an instructional materials. This finding re-echoes the findings of Abdullah (2013). According to the author, materials that aid visually impaired students in the English language classroom such as Braille continue to be over-looked and as such are not included in the curriculum used to teach these students.

Finally, the findings of this study clearly show that the extent of utilization of IPA Braille in teaching of Oral English is low. The findings among other things point out that teachers do not utilize IPA transcriptor in teaching oral English, and teachers do not utilize Braille dictionary in teaching oral English. This corroborates the findings of Lillehaugen, Moats, Gillen, Peters & Schwartz (2014). According to the authors, teachers are yet to incorporate Braille technologies in teaching Oral English in their various classrooms.

Conclusion

Consequent upon the findings of this study, the following conclusions are hereby drawn about the integration of IPA Braille in senior secondary school English language curriculum for a corrupt free inclusive education. Firstly, the use of only the conventional IPA for teaching oral English has various negative effects on visually impaired students. Furthermore, students are not very well aware of IPA Braille. Again the level of integration of IPA Braille in oral English

curriculum is very low and lastly, the extent of utilization of IPA Braille in teaching of Oral English is still very low. All these points to the fact that the inclusive education as it is practised in Nigeria suffer serious corruptions that need to be addressed. To help correct this issue, it is therefore important to integrate IPA Braille in the curriculum to fully include the visually impaired students in the teaching and learning of Oral English in secondary schools.

Recommendations

In line with the findings of this study, the following recommendations are made:

1. The curriculum should be designed to incorporate Braille technologies as methods, strategies and also instructional materials.
2. The Federal government should ensure that Braille technologies for Oral English are made available for use in schools.
3. The government should also organize capacity building programmes for teachers, students, school administrators and other stakeholders so as to ensure that the technologies provided are maximally utilized.

References

Abdullah, K. (2013). *Smart Braille system recognizer*. Allen institute of artificial intelligence. Retrieved from https://www.semanticscholar.org/paper/Smart-Braille-System-Recognizer-Mousa-Hiary/a257fd40b9ffef5938fb04e9425f2466e75e2e18

American Foundation for the Blind, (2017). Expanding the possibilities of those with vision loss. *American foundation for the blind leadership conference 2017.* Retrieved from https://www.afb.org/about-afb/events-and-awards/afblc17

Braun, L. (2018). Incorporating Braille in technology. Retrieved from ttps://www.kanchi.org/incorporating-braille-in-technology/

Brown, H. D. (2007). *Principles of language learning and teaching.* White plains, NY: Pearson Longman.

Englebretson, R. (2009). *An overview of IPA Braille: An updated tactile representation of the international phonetic alphabet.* Rice: Department of Linguistics, Rice University Retrieved from https://www.semanticscholar.org/paper/Smart-Braille-System-Recognizer-Mousa-Hiary/a257fd40b9ffef5938fb04e9425f2466e75e2e18

Englebretson, R. (2013). "Indonesian". In Carol Genetti (ed), *How Languages Work: An Introduction to Language and Linguistics*, 551-566. New York: Cambridge University Press.

Federal Republic of Nigeria (2013). National policy on education (6thed.). Lagos: Nigerian Educational Research and Development Council press.

International Council on English Braille (ICEB). (2018). Training resources: The IPA Braille. Retrieved from https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahU KEwjW1b699nkAhVsQEEAHaB9B0AQFjAAegQIAhAB&url=http%3A%2F%2Fw ww.ice b.org%2F&usg=AOvVaw2NlWDtyydQ5q-vvD4FmNxr

Korir, B. C. (2015). Challenges encountered by students with visual impairments and teachers in   an integrated school environment: a case of integrated secondary   schools in Kericho   district, Ainamoi division, Kenya. International journal of education, learning and development. 3, (8), 24-40.

Le, H. D. (2017) International Phonetic Alphabet (IPA) sounds in everyday speech retrieved from https://www.academia.edu/27239497/International_Phonetic_Alphabet_IPA_Sound   s_in_Everyday_Speech.

Lillehaugen, K. J., Moats, M., Gillen, P. E., Peters, O. & Schwartz, R. T. (2014). A tool for blind and visually impaired students. Journal of language and society,90 (4). 22-36

McManis, L. D. (2017). Inclusive education: What it means, proven strategies, and a case study. [blog post]. https://education.cu-portland.edu/blog/classroom- resources/inclusive-education/

Nworgu, B. G. (2015). Educational research: Basic issues & methodology. (3rd ed.). Nsukka, Enugu: University Trust Publishers.

Olaofe, A.I and Akaneme,I. (2014). Course guide for Use of English and Communication Skills. Abuja: National Open University of Nigeria.

Sangha, S.M. (2016). Pandal's special Durga idol for visually impaired students. Retrieved   from https://www.indiatimes.com/trending/social-relevance/pandal-in-kolkata-has-shlokas-in-braille-a-special-durga-idol-for-visually-impaired-devotees-354912.html

Wells-Jensen, S. (2005). The Braille International Phonetic Alphabet and other options: the blind student in the phonetics classroom. Journal of the International Phonetic Association. 35, (2), 221-230.

Corruption-Free Secondary Education as A Means of Achieving Sustainable Post-Basic Education in Nigeria

Kenneth Nnamdi Dim and *Innocent Ebere Okereke

Social Science Unit, School of General Studies,
Department of Science Education, University of Nigeria, Nsukka)

Abstract

Corruption in the education sector seems to be perennial. Its prevalence in the school system will only help to produce quacks that contribute little or nothing towards societal development but perpetuate crimes and other delinquencies. To achieve sustainable education at post-basic level in Nigeria, there is need for corruption-free secondary education. This paper brings into focus challenges of achieving corruption-free secondary education which include malpractices in examination, poor remuneration of teachers, inadequacy of school inspection among others as well as the sustainable ways of attaining corruption free post-basic education in Nigeria such as effective practice of school inspection, fighting examination malpractices and the application of curricula approach. Some recommendations were suggested.

Introduction

Corruption is a phenomenon which has been with human race throughout history. As a global crime, it presents itself in different dimensions depending on how it is perceived. It attracts different definitions from scholars. Some of these definitions are self-limiting in what they cover as constituting corruption, while others are encompassing (Egbefo, 2012). Corruption is derived from the Latin word *corruptus* which translates as "to break" (Brunnelle-Quraishi, 2011). Khan (1996) envisaged corruption to incorporate any act that deviates from those rules and regulations that govern the behaviour and action of anyone in a position of public authority. The World Bank (1998) defines corruption as the use of public office for private gain. The Economic and Financial Crimes Commission (EFCC) as stated by Nwaokugba and Ezeugwu (2017) defined corruption from economic perspectives as "the nonviolent criminal, illicit activity committed with objective 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.

Further, examining the concept from the perspective of deviancy from the norms of public morality, Anam-Ndu (1990) contended that "corruption is the behaviour of public officials which does not conform to known and acceptable norms, but

rather serve the private interest of those who practice it. Therefore, it is corruption for a public official to accept illegal payment of cash or kind before exercising a legitimate action. The definitions proffered so far are self-limiting and may not be so appropriate in understanding the concept of corruption. Ojiade (2000) being more inclusive defined corruption as any systematic vice perpetuated by individuals, society or a state in general, where favoritism, nepotism, sectionalism, undue enrichment, amassing of wealth, abuse of office, power, and position become norms upon which the people and the state operate.

A flash point that unites all the aforesaid definitions is the inclination of someone to use his/her position to amass wealth and other advantages for himself/herself to the detriment of the masses. Such inclination is in total contravention to the oath or other regulatory means he/she 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 unethical behaviour whereby one who is entrusted with a position either in public or private place capitalizes on that trust to grab, and appropriate those resources of the public or private institution for his personal benefit or gain (Nwaokugha & Ezeugwu, 2017).

Corruption in Education

One victim of corruption is education. Corruption in education is not adhering to the code of ethics, and expected standard of behaviour by teachers and other stakeholders in education, including students, and parents for their personal gain to the detriment of the school system. Corruption is an ill-wind that threatens the meaningful academic activities (Nwaokugha & Ezeugwu 2017). Corruption takes place in various forms in the education system such as examinations malpractice, lack of merit in recruitment and promotion of staff, 'sorting', giving bribes to gain some advantage and opportunities, sexual favor in order to gain good grades, ghost-workers syndrome, obsolete teaching materials, changing of grades by teachers, forgery of certificates and credentials and their likes (Egbefo, 2012). Corruption in the educational sector is a double tragedy to a nation because it has tremendous capacity to set in motion an uncontrollable reproductive process of corruption in the larger society which mars national development (Onwuka, 2009).

Disadvantages of corruption to students

i.   Engaging in corrupt behaviour like examination malpractices and cultism makes students to build their future upon faulty foundation that breeds mess in the wider society.

ii.   Prevalence of corruption in the education sector leads to students' total

loss of direction and moral development.

iii. Students that indulge in corrupt practices stand the risk of imprisonment, rustication, expulsion, unwanted pregnancy, abortion, and a damaged reputation.

iv. The deleterious consequences of corruption manifests in psychological breakdown in the form of depression and suicide that are becoming common among students.

v. Schools that have history of corrupt practices and tendencies find it difficult to develop; and parents with good moral background are reluctant to send their children to such schools.

Disadvantages of corruption to society

The dialectical consequences of corrupt practices in school snowball into organized criminal activities like armed robbery, burglary, militancy, kidnapping, 'online yahoo business', rape, among others in the wider society. Corruption makes under-development a norm of the society, accelerates the erosion of cherished values which people are known for and speedily frustrates measures and policies targeted at reducing mediocrity. Corruption when endemic is capable of frustrating sustainable developments (Dike, 2007).

Corruption-free Secondary Education

Corruption-free secondary education is one that is of quality, free from illicit activity carried out with the objectives of earning wealth honestly, which inculcates in individuals cherished values and positive attitudes for their survival and that of the society at large. In such education, teachers, school administrators and students work towards avoiding any act that threatens the educational quality. The uniqueness of corruption-free secondary education in promoting the educational development of students as well as enabling them to acquire the knowledge, requisite skills, and values necessary for furthering their education and becoming useful members of the society cannot be neglected. Corruption-free secondary education when actualized will provide male and female students with the competencies needed to adapt and solve problems in their daily lives.

Furthermore, corruption-free secondary education is also premised on high ethical values and standard. It is predicated on the premium of social etiquette and quality control. The system institutionalized discipline as the cornerstone and fulcrum of all activities in the school. Rules and regulations in such situation serve as benchmark for operational activities. The system enthrones merit, hard work, excellence and has zero-tolerance for cultism, examination malpractices, sexual harassment, forgery and other social vices. In Nigeria, corruption-free secondary education anchored on quality curriculum is aimed at developing a

total person through physical training, character development, respect for elders, and peers, intellectual training for human and national development. More so, as a springboard, efficient and corruption-free secondary education is an essential component in correcting the errors and mistakes of the past and attaining the goals and aspiration of the present and future generations.

Benefits of corruption-free Secondary Education

- It will help to check deviant behaviours in form of cultism, militancy, insurgency, 'online yahoo business' and reconfigure the psyche of the students for honesty, integrity, excellence and hard work for national development.
- It inculcates in the students discipline and moral behaviours that will guide them through their career and life.
- Being anchored on quality curriculum, it engenders the spirit of healthy competition among the students, enabling them to develop their inert potentials that may be harnessed for development of the country.
- It inculcates in the students, desirable attitudes necessary for self and societal development.

Theoretical Underpinning

This article is hinged on the modernization theory of corruption developed by Huntington in 1968 (Adefulu, 2007) which states that the process of economic and political development in modernizing societies tends to breed inequality, political instability, and corruption defined as the use of public powers to achieve private goals. Corruption is therefore said to occur when individuals use public power to achieve private goals. In the school setting, this theory holds if individuals such as principals, and other members of the teaching profession use their positions illicitly to achieve their private goals. In general, corruption occurs when an individual involves in an illicit activity.

Challenges of Achieving Corruption-free Secondary Education

The role of secondary education in fostering individual and societal development notwithstanding, it is fraught with challenges that tend to puncture its excellence (Ajayi, 2002; Omoregie, 2005). Among the challenges of achieving corruption-free secondary education are malpractices in examinations, poor remuneration of teachers, the inadequacy of school inspection, inadequate supply of learning materials and taking unauthorize charges from students.

Malpractices in Examinations

Malpractice in the examination is an irregular behavior before, during and after an examination, carried out by candidates or people saddled with the responsibility of conducting the examination. Malpractice before examination

occurs when there is deliberate leakage of exam question papers by people in charge of their printing and packaging when they are bribed. It occurs during examination when candidates cheat by copying from one another as well as from textual and online materials, collaborating with some teachers and invigilators on an agreed price, as well as invitation of mercenaries and impostors to write for candidates after paying the invigilators handsomely. Nwadiani (2005) added that insult/assault on supervisors/invigilators/inspectors by candidates is a form of malpractice during examination.

Malpractice as corruption after examination include influencing teachers/examiners for unmerited grades and exchanging grades for sex by some teachers. Malpractices in examinations in Nigeria have become perennial and established (Anzene, 2014). Secondary education replete with malpractices in the examination will only succeed in breeding incompetent school leavers that contribute little or nothing to societal development. As such, there may be an increase in the crime rate that cripples every sector of the economy. Malpractices in examination also encourage the slow and persistent decline of the quality of education thereby stifling corruption-free secondary education.

Poor Remuneration of Teachers

Teachers are not well paid when compared with the enormous nature of their teaching duties. In Nigeria for instance, teachers are poorly motivated and less paid (Akinduyo, 2014). Akinduyo further stated that the orientation of those in the teaching profession is that of very low esteem. Poor payment of teachers' salaries and other entitlements could force them to be involved in other means of making money to augment their salaries without considering the corrupt nature of such means. When teachers' salaries are low, they may be compelled to use official position to extort students as a way of making ends meet (Nwankwo & Nweke, 2016). Egwu (2015) pointed out that poor remuneration of teachers has contributed to the low standard in the educational system. This connotes that the low standard that may be noticed in the educational system is an indication of an education system that is being affected by corruption. Therefore, poor remuneration of teachers hinders the achievement of the corruption-free secondary education system.

Inadequacy of School Inspection

School inspection is routine monitoring of what goes on in the school. The monitoring includes but not limited to how the principals control the affairs of the school; whether teachers really teach their subjects following the curricula

guidelines; if school assessment is robust and continuous or lopsided; truancy in the schools and the extent of competency of teachers in the system. School inspection is a mode of monitoring education (Ahmad, Said, Khan, Yassin, Tahir, Bukhari & Ali, 2013). The essence of school inspection is to maintain standard across schools and eradicate corrupt practices existing in the education system. School inspection in Nigeria is highly inadequate and does not meet the needs of schools and parents (Ololube & Major, 2014). These authors further posited that given the falling standard of education in Nigeria today, one might assume that school inspections are hardly carried out at all. A situation where school inspection appears to be carried out sufficiently, some school inspectors tend to fake their reports when given monetary inducements (bribe) as a special package by defaulting teachers (Ahmad, et al., 2013). This unprofessional behavior exhibited by some school inspectors introduces decay into the educational system and hinders corruption-free secondary education system.

Inadequate Supply of Learning Materials

Learning materials are those materials teachers use for effective teaching/learning as well as for conducting practical activities in science laboratories such as Biology. With the use of learning materials, teaching/learning process becomes meaningful, interesting, interactive and real. A school with inadequate classrooms and facilities such as chairs, lockers, libraries, textbooks, laboratories, and reagents for practical activities will be uncomfortable for students to learn (Ige, 2013). The situation in Nigeria is quite pathetic as there are inadequate infrastructure and facilities in many secondary schools (Central Bank of Nigeria CBN, 2010). Ahmed (2003) opined that in most secondary schools in the country, teaching/learning takes place under unconducive environment, lacking the basic materials, thus hindering the fulfillment of educational objectives. In such a condition, students are less engaged in school activities which can lead to truancy or deviant behaviors during school hours that breeds corrupt practices.

Taking Unauthorized Charges from Students

The issue of taking unauthorized charges from students by some teachers breeds corruption and tends to frustrate the attainment of corruption-free secondary education. Taking unauthorized charges such as 'paper fee' from students by some teachers in order to make ends meet is a form of corruption at secondary schools (Nwankwo & Nweke, 2016). It can also be termed 'practical/specimen money'. Adeyemi and Ige (2002) saw these unauthorized charges from students as

extortion. Extortion of money from students is among the corrupt practices in the educational system that waters down the standard of education. In such a situation also, students who are from poor family background find it difficult to cope and as a result become school-dropouts. School-dropouts may not contribute meaningfully to societal development but may be involved in any act to earn a living notwithstanding its corrupt-nature. The existence of the aforementioned challenges across secondary schools in Nigeria needs to be nipped in the bud in order to achieve sustainable education in Nigeria. Therefore, what are the sustainable ways of achieving corruption-free secondary education?

Sustainable Ways of Achieving Corruption-free Secondary Education

Achieving corruption-free secondary education in Nigeria is yet to be attained. Nigeria as a nation needs corruption-free secondary education which will contribute towards sustainable education. It is only when education is corruption-free that it will effectively serve its purpose of adoption in Nigeria as an instrument "par excellence" for effecting national development (Federal Republic of Nigeria F.R.N, 2014). Achieving corruption-free secondary education in Nigeria requires overcoming the challenges that hinder the attainment of corruption-free secondary education. Among the sustainable ways of achieving corruption-free secondary education in Nigeria are teaching for sustainability, fighting malpractices in the examination, supplying adequately the needed learning materials across schools, adequate remuneration of teachers, proper enforcement of professional ethics in teaching, effective practice of school inspection and curricula approach.

Teaching for Sustainability

Teaching for sustainability means teaching that fosters development over a period of time. It is quality teaching that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. It involves desisting from activities that destroy cultures and societies but encompasses those that allow individuals to attain their potentials (Ige, 2013). The need to ameliorate the effects of unsustainable human actions and to implement an effective plan for the future of society has led UNESCO to focus on education as a crucial means for this endeavor (Kuzich, 2011). Teaching, therefore, needs to be re-positioned towards standard such that it is carried out by qualified teachers using innovative teaching strategies that enable students to be actively involved during teaching/learning process; enable them to ask questions and collaborate for meaningful learning. The focus of innovative teaching is

based on the belief that every student has the capacity to learn and become successful in life (Naz & Murad, 2017). Application of innovative teaching strategies make teaching/learning process authentic, robust and enables students irrespective of gender to acquire the knowledge, skills and desirable attitudes such as truthfulness, patience, and perseverance necessary for fighting corruption and foster societal developments.

Fighting Malpractices in Examination

Fighting malpractices in the examination across all levels of education in Nigeria is a practice that will contribute towards achieving excellence in education. Malpractices in examinations will only increase the production of quacks and incompetent individuals who Nwosu (2015) posited that lack employable skills. Such individuals are not able to effectively apply their knowledge and attitudes in problem-solving relating to self and that of the society. Fighting examination malpractice, therefore, requires concerted and joint efforts of students, parents, teachers, school administrators, examination bodies and government. For instance, teachers teaching in secondary schools are expected to teach students using the innovative teaching strategies that enable them to be involved during learning episode. Such strategies like instructional scaffolding, peer tutoring, constructivist approaches, and computer-assisted instructions enable students to acquire knowledge, skills, desirable attitudes and cherished values germane for enhancing self-improvement and achievement of excellence; that secondary education sets to inculcate among post-basic education students (Federal Republic Nigeria, F.R.N, 2014). Students need to attend classes regularly, read effectively, ask questions that enable the teacher guide them aright. Parents right from home can help their children to shun corrupt practices in examinations by not applauding them when their attitudes are not desirable. Parents can allow their children to make choices about their careers but constructively guide them instead of the practice of choosing careers for children by some parents where they are not competent. The practice of such nature will lead to perennial sponsoring of exam malpractice. School administrators, examination bodies and government can fight corruption by ensuring that guidelines are adequately followed in all examinations and defaulters of examination rules and regulations are disciplined as stipulated by policies guiding the conduct of examinations.

Supplying of Adequate Learning Materials across Schools

Learning materials are those requisite materials for effective and meaningful teaching/learning process. Jaiyeoba and Atanda (2003) asserted that learning materials are things which enable a skillful teacher to achieve a level of

instructional effectiveness that exceeds what is possible when they are not provided. Supplying adequately the needed learning materials across secondary schools irrespective of their locations by government, non-governmental organizations, private individuals and host communities is a welcome development that will foster teaching for excellence. Availability of learning materials and equipment in science laboratories will prevent teachers from taking unnecessary charges from students termed "practical/specimens' money" that breeds corruption. Learning materials when adequately available and used during practical activities will engage students in hands-on and minds-on activities which enhance positive learning outcomes that encourage the transfer of learning (Nzewi, 2008). Applying the knowledge, skills and positive attitudes derived from science practical activities, encourage students to sufficiently solve problems in the society and shun corrupt practices.

Adequate Remuneration of Teachers
Adequate teachers' remuneration is the payment of teachers' salaries and other benefits regularly and as when due. When adequately remunerated, teachers become motivated to work towards achieving excellence in education. Arain, Jafri, Ramzan, and Ali (2014) stated that there is a positive impact of teacher remuneration on students' performance. Barbara (2011) added that school performance is directly linked to the quality and quantity of teachers' remuneration. Therefore, in order to achieve corruption-free secondary education in Nigeria, the Nigerian government needs to improve on teachers' salaries by paying them handsomely and promptly. Paying teachers adequately will help to reduce and even eradicate corrupt practices that are triggered by the poor payment of salaries.

Proper Enforcement of Professional Ethics in Teaching
Teaching as a profession is guided by certain ethical codes. Professional ethics can be defined as standards or codes provided for people to be guided in their professional lives (Gülcan, 2014). Gülcan further defined ethics as the study of what is wrong and what is right. In the light of this, teaching across schools is guided by certain ethics for members of the teaching profession in order to maintain excellence and ensure that cherished values are transferred from generation to generation using education as a means. For instance, members of the Teaching Profession shall:
- Base their relationship with students on mutual trust and respect;
- Have regard to the safety and wellbeing of students under their

responsibility;
- Respect the uniqueness and diversity of the learning community they are part of;
- Work in a collaborative manner with colleagues and other professionals;
- Develop and maintain good relationships with parents, guardians, and careers;
- Act with honesty, integrity, and fairness;
- Be sensitive to the need for confidentiality where appropriate;
- Take responsibility for maintaining the quality of their professional practice;
- Uphold public trust and confidence in the teaching profession; and
- Create learning experiences which engage, motivate and challenge students in an inclusive setting with a lifelong learning perspective (The Council for the Teaching Profession in Malta, CTPM, 2012).

In Nigeria, the Teachers Registration Council of Nigeria, TRCN established by decree 31 of 1993, is the body under Federal Ministry of Education required to ensure the enforcement of professional ethics in the teaching profession. TRCN is charged among others with the responsibility of:

- Determining who are teachers for the purpose of this Act;
- Determining what standards of knowledge and skill are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit;
- Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons;
- Regulating and controlling the teaching profession (in this Act retired to as the profession") in all its aspects and ramifications (TRCN, 2004).

If TRCN can properly enforce the ethics of the teaching profession and ensure competency among members of the teaching profession, corruption-free education, especially at the post-basic level, will be actualized.

Effective Practice of School Inspection

School inspection when effectively carried out has a lot of benefits which in its entirety will bring about the practice of corruption-free education system in Nigeria. Through school inspection as identified by Wilcox and Gray (1994), inspectors will know the problems of the schools' teaching/learning processes by having a face-to-face discussion of the problems with the teachers and head-

teachers in order to provide real and authentic solutions to such problems. It is also through effective school inspection that inspectors will discover unprofessional and corrupt practices going on in schools and professionally handles the same in order to maintain excellence in the educational system.

Curricula Approach

The curriculum encompasses subjects and their contents; otherwise known as planned programs taught in schools by teachers for the holistic development of the learners. Onwuka (2002) opined that the curriculum is a series of activities to be completed in order to acquire desirable knowledge, skills, habits, and values for life in society. In respect of the aforesaid definition, the curricula approach will yield a veritable means of attaining corruption-free secondary education. Desirable attitudes can be infused into subjects' curricula and taught students across schools which they can apply in their daily lives for the positive transformation of the society where they belong. For instance, one of the objectives of teaching Biology as contained in its curriculum is to prepare students to acquire a reasonable and functional scientific attitude (Nigerian Educational Research and Development Council, NERDC, 2008). Biology students while undertaking the curriculum contents and applying inquiry process of science, acquire desirable scientific attitude such as being honest/truthfulness, relying on data/evidence (empiricism), respecting reasons, patience and perseverance, as well as co-operating in solving problems (Nwosu, 2015). These positive attitudes they bring to bear in solving problems encountered within and outside the school environment hence, fostering attainment of corruption-free education.

Further, adopting education as an 'instrument par excellence' for nation-building, the Nigerian government has indirectly applied curricula approach in fighting corrupt practices and juvenile delinquencies across schools. For instance, the fact that some Nigerian youths engage in violence, non-tolerant attitudes and antisocial behavior capable of destroying the country, could be the reason why the Federal Government of Nigeria re-introduces Civic Education as a compulsory subject across secondary schools in Nigeria (Adeyemi, 2018). Undertaking the contents of this subject is expected to make students become aware of the dangers of corruption, violence, non-tolerant attitudes and antisocial behavior; and work towards avoiding them. Through the curriculum, students can directly or indirectly acquire the positive attitudes necessary to achieve corruption-free secondary education.

Conclusion

Achieving sustainable education in Nigeria requires corruption free secondary education which can be attained through several means, among which are teaching for sustainability, fighting malpractices in examination, effective practices of school inspection and curricula approach. Through corruption-free secondary education, the nation's future human capital will be harnessed for economic rebirth. Such corruption-free education at post-basic level will enable students acquire the competencies and positive attitudes necessary to compete globally and build a sustainable future.

Recommendations

Based on the discussions, the following are recommended:

i.   Desirable attitudes and values should be integrated in subjects' curricula and taught across schools.
ii.   School inspection should be strengthened, and its results adequately applied in order to maintain excellence in the school system.
iii. Government should remunerate teachers adequately in order to minimize extortions and other corrupt tendencies of earning a living.
iv.   Parents should not choose careers for their children but constructively guide them towards making their choicest careers.

References

Adefulu, A. (2007). *Razaa Neo Patrimonialism in the Modern Africans State and Corruptions syndrome. A Theoretical and Empirical consideration in corruption and the Challenge of Human Development*. Babcock University Press: School of management and social sciences.

Adeyemi JA, Ige AM (2002). Examination malpractices in Nigeria educational system: Causes, effects and way out. *J. Clin. Couns. Psychol.*, 8(1), 59.

Adeyemi, B.A. (2018). Content analysis of Civic Education curriculum in senior secondary schools in Osun State, Nigeria. *Educational Research and Reviews,* 13(12), 464-471.

Ahmad, I., Said, H., Khan, F., Yassin, M.A., Tahir, M., Bukhari, S.K.U. & Ali, A. (2013). Barriers to effective school inspection in Pakistan and way forward. *World Applied Sciences Journal,* 24 (6), 814-821.

Ahmed, T.M. (2003). Education and national development in Nigeria. *Journal of Studies in Education,* 10, 35-46.

Ajayi, I.A. (2002). Resource factors as correlates of secondary school effectiveness in Ekiti State, Nigeria. *J. Couns. Appl. Psychol.*, 1(1), 109-

115.

Akinduyo, T.E. (2014). Teaching profession in Nigeria: Issues, problems and prospects. *International Journal of Scientific and Research Publications,* 4(11), 1-3.

Anam-Ndu, E. (1990). *Corruption in Nigeria: A critical Approach*. Lagos, Unity publishers.

Anzene, S.J. (2014). Trends in examination malpractice in Nigerian educational system and its effects on the socio-economic and political development of Nigeria. *Asian Journal of Humanities and Social Sciences (AJHSS),* 2(3), 1-8.

Arain, A.A., Jafri, I.H., Ramzan, M., & Ali, A. (2014). Evaluating the impact of teachers' remuneration on the performance of students: Evidence from PISA. *International Journal of Science and Research (IJSR)*, 3 (5), 1674-1683.

Barbara, B. (2011). Teachers, remuneration and performance of schools under universal primary education (UPE) system in Uganda: A case study of Wakiso district. *Unpublished Project of Makerere University, Uganda.* Retrieved on 30th June 2109 from http://www.cees.mak.ac.ug/sites/default/files/publications/Research_Barbra.pdf

Brunell-Quraishi, O. (2011). Assessing the relevance and efficiency of the United Nations Convention Against corruption: A Comparative Analysis. *Notre Dame Journal of International & Comparative Law*.

CTPM (2012). *Teachers' Code of Ethics and Practice*. Valletta: Ministry of Education and Employment.

Central Bank of Nigeria (2010). *Statistical Bulletin.* Abuja, Nigeria: Federal Government Press.

Dike, V.E. (2007). *Democracy and Political life in Nigeria.* New York: Universe Publishers.

Egbefo, D.O. (2012). Corruption in the Nigeria educational system: It's implication in manpower and national development in the Age of Globalization. *Journal of Arts and Education*, 6(2),

Egwu, S.O. (2015). Attitude of students towards teaching profession in Nigeria: Implications for education development. *Journal of Education and Practice,* 6(29), 21-25.

FRN. (2014). National Policy on Education. Abuja: NERDC. Press.

Gülcan, N.Y. (2014). Discussing the importance of teaching ethics in education. *Procedia – Social and Behavioural Sciences,* 174 (2015), 2622-2625.

Ige, A.M. (2013). Provision of secondary education in Nigeria: Challenges and way forward. *Journal of African Studies and Development,* 5(1), 1-9.

Ige, A.M. (2013). Repositioning science and technology education for sustainable development in the 21st century: Nigeria's case. *Journal of Sustainable Development in Africa*, 15(2), 154-172.

Jaiyeoba A.O., Atanda A.I. (2003). Community participation in the provision of facilities in secondary schools in Nigeria. *Paper presented at the Skills Improvement Programme for Effective Performance of Teachers in Nigerian schools at Ondo, Nigeria.*

Khan, M.N. (1996). *A Typology of Corrupt transactions in Developing Countries.* IDS Bulletin.

Kuzich, S. (2011). Education for sustainability: Implications for curriculum and pedagogy. *ICE 2011 Conference*, 1-7. Retrieved on 4th July 2019 from https://www.researchgate.net/publication/262042006_Education_for_Sustaina bility_Implications_for_Curriculum_and_Pedagogy

NERDC. (2008). *Senior Secondary School Curriculum-Biology.* Abuja: NERDC Press.

Naz, F. & Murad, S.H. (2107). Innovative teaching has a positive impact on the performance of diverse students. Retrieved on 4th July 2019 from https://journals.sagepub.com/doi/pdf/10.1177/2158244017734022

Nwadiani, M. (2005). Curbing examination malpractice in the Nigerian educational system. *A lead paper presented at the Ist Annual Conference of the Faculty of Education, Ambrose Uli University, Ekpoma.* 10th-12th November.

Nwankwo, B. C. & Nweke, P. (2016). Effects of corruption on educational system: A focus on private secondary schools in Nsukka Zone. *Global Journal of HUMAN-SOCIAL SCIENCE: An Arts & Humanities – Psychology,* 16 (5), 1-10.

Nwaokugba, D.O. & Ezeugwu, M.C. (2017). Corruption in the education industry in Nigeria: Implication for national development. *European Journal of Training and Development Studies*, 4(1).

Nwosu, A.A. (2015). Science Education for life in a dynamic world. *100th Inaugural Lecture of University of Nigeria, Nsukka.* Nsukka: Senate Ceremonial Committee.

Nzewi, U.M. (2008). Practical Approach to the Effective Teaching of Ecological Concepts for Sustainable Development. *Science Teachers' Association of Nigeria (STAN) Biology Panel Series,* 1-6.

Ojiade, F. (2006). The professional accountant and anti-corruption crusade. ICAN News July – September.

Ololube, N.P. & Major, N.B. (2014). School inspection: Impact on teachers' productivity and teacher education programmes in Nigeria. *International Journal of Scientific Research in Education*, 7(1), 91-104

Omoregie, N. (2005). Re-packaging secondary education in Nigeria for great and dynamic economy. *Paper presented at the 2nd Annual National Conference of Association for Encouraging Qualitative Education in Nigeria (ASSEQEN)*. 9th-11th May.

Onwuka, E. M. (2009). Strategies for countering corruption in the educational system: An administrative overview. *International Journal of forum for African Women Educationists*, 1(4).

Onwuka, U. (2002). The concept of curriculum. In: G. C. Offorma. *Curriculum Theory and Panning*. Uwani-Enugu: Family Circle Publications.

TRCN (2004). CAP.T3 of 2004 (Decree 31 0f 1993). Retrieved on 29th June 2019 from https://trcn.gov.ng/ACT/TRCN%20Act.pdf

Wilcox, B. & Gray, J. (1994). Reactions to inspection: A study of three variants. *Cambridge Journal of Education*, 24(2), 245-259.

World Bank (1998). Partnership for development: Proposed actions for the World Bank. A discussion paper 20th May, Washington D.C.

Civic Education as a tool for Curbing Examination Malpractices in Senior Secondary School

Ekpoudo, Emem Monday
Simon, Abasiama Kufre
and
Emmanuel, Ben Akpan
Department Of Curriculum Studies, Educational Management and Planning
University Of Uyo, Uyo

Abstract

The study investigated the influence of civic education curriculum on examination malpractice of senior secondary school students in Akwa Ibom State. Two research questions guided the study. The study adopted a descriptive survey design. The population of the study consisted of 5507 students in senior secondary school. A sample of 210 students was withdrawn through a simple random sampling technique. Two instruments entitled: "Civic Education Curriculum Questionnaire (CECQ) and Examinational Malpractice Questionnaire (EMQ)" were developed for data collection. Three experts validated the instrument. Cronbach Alpha reliability technique yielded the reliability coefficient of 0.70 for the instrument. Mean and standard deviation were used in answering research questions and hypotheses were tested using t-test statistical analysis. Findings indicate that civic education curriculum influences senior secondary school students' involvement in the use of foreign materials, collusion, and impersonation in examination. It was recommended among others that teachers should handle civic education from the grassroots to ensure that students understand the implication of each ethical value and behaviourial morals that would influence learning and transform the students from being dependent on examination malpractice behaviour.

Introduction

Education is a dynamic unit that needs dynamic approach for its actualization. It is a vital and indispensable factor to any form of development (Offiah & Achufusi, 2010). Educated people who commit themselves to their community, to an open-minded society, to solidarity, and to social equity is what civilized society needs. This level of people can result through appropriate Civic education. Civic education is described as formal and informal training given to the citizens to develop in them the knowledge, values and skills needed for effective participation in the political process and the civil society

(Azebamwan, 2010).

Finkel (2000) reported that Civic education aims at providing learners with useful information on ethics, morals, their rights, responsibilities and requirements for political engagements with the purpose of enabling the citizens to make meaningful contribution to the political system. The introduction of civic education into the Nigeria system of education is to enhance the attainment of the objectives of education. Teaching of this subject in our schools will lay a strong and effective citizenship education and public participation in governance and other ethical issues that affect our lives and culture as Nigerians. According to Adenipekun (2010), the Senior Secondary School Education Curriculum which has civic education as a subject and whose implementation commenced has placed big challenges to educators, especially secondary school teachers.

Similarly, Civic Education is has as one of its objectives the preparation of students to become rational, active and responsible citizens in facing challenges arising from their society (Cheung, 2009). Dagunduro (2012) sees Civic Education as a concept that deals with the themes, concerns and procedures through which people (children, young, and old) obtain knowledge, abilities and behaviors necessary for individual and nation development. Ajibola and Audu (2014) clearly states that Civic Education is one of the subjects taught in both primary and secondary schools which inculcates sound moral values in the youths. Therefore, Civic Education is designed with the aim to help individuals learn how to become active, informed and responsible citizens. The nature of Civic Education connotes the characteristic of the subject and its major components however, the broadest possible description of Civic Education would be that it is aimed at making good citizens equipped with appropriate knowledge, skills and traits of good characters. (Galston 2001). Ajao (2013) asserts that Civic Education is a form of education through which people acquire useful and positive habits, attitude, and beliefs which make them to live as good members of the society. However, Ujunwa (2013) views Civic Education as a subject in the school charged with inculcating youths with skills they need for the actualization of national objectives contained in the national policy on education. One of the aspects that the subject has witnessed much challenges is the issue pertaining to examination and examination malpractice.

Examination is a process of testing one's knowledge in a particular subject, to gain better understanding of the subject and to know the level of understanding

of a subject not necessary to gain the best grades. But the view of many is that examination is all about grades and less about level of understanding which leads to the desire to cheat during examination. Examination has been recognized as forming the nucleus of education with the principal aim of assessing how much learning has taken place and assessing the extent educational goals and objectives have been achieved. It is assumed that without examination, education will be incomplete since there may be no avenue for assessment. Though this is true the entrenched nature of learners to pass examination by all means makes the objective of civil education ethical content to inculcate the right attitude to learners to become an uphill task. Many students are therefore interested in using shortcut measure termed examination malpractice.

Examination malpractice has a paralyzing effect on the developing nation. It puts the youth, future leaders and professionals in a situation that leads to a future of social, political and economic insanity and bankruptcy. This is quite against the objective of civic education. Engaging in examination malpractice which leads to cancellation of results leads to great waste of resources to society and parents, and provides sources of great agony and injustice to innocent student.   Considering the role that education plays in nation building, a nation stands the risk of being under developed in terms of accumulation of illiteracy, disease and poverty when its youths reject the honour of getting sound education and opt for fraudulent activities and deceptive ways in making ends meet as epitomized by examination malpractices. The products of such a systems can only grow up to be cynics, unbelievers, insensible, dishonest, ignorant, narrow-minded, myopic, unintelligent, deceptive, close-minded, one-sided beings who would be indifferent to the issues of development and powerless to act, create and succeed. Civic education plays a vital role in correcting any menace in senior secondary school education by inculcating values and norms that the students could grow with.

Even though civic education can use simple methodologies, such as billboards with anti-corruption slogans, advertising on popular radio programmes, storylines built into popular television soap operas to pass on their message, what is different now is the recognition that anti-corruption civic education must go much deeper than this. It must aim to change the way people think about their role as citizens. This requires deeper education, conducted over a longer period of time, using more complex pedagogy. Although this sort of civic education is likely to prove quite challenging, educators are beginning to

recognise that current anti-corruption initiatives are unlikely to prove effective unless the underlying conditions, which includes people's values and attitudes towards corrupt behaviour also change. More formalised civic education is seen as key to making this happen. This paper therefore investigated the influence of civic education curriculum on the examination malpractices in senior secondary schools.

In Nigeria at present, most unbridled appearance of corruption and malpractices 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, among others. It is important to note that corruption engenders the break down of law and orders and political instability which leads to loss of confidence in government with the corollary of many vices. Education is the major instrument for civilization and every nation aspiring to be civilized must invest in its educational sector, the neglect of civic education at the Secondary school level may have effect on the behaviour of secondary school students. It is therefore, not surprising, to see some secondary school students engaging in indiscipline, antisocial behaviour, examination malpractice and violence. In line with this, the re-introduction of civic in the new curriculum of secondary education may encourage morals and national ethics. Though civic education curriculum plays vital role in making learners to be worthy in learning and character, it has been observed that in majority of senior secondary schools many students engage in corrupt practices such as abetting, collusion, impersonation and the use of foreign materials in examination. These acts are condemnable for the learner right from their inception of learning civic education in secondary schools. Civic education at all stages of learning is strongly averse to students' involvement in examination malpractice. This paper examines the civic education curriculum as a tool for curbing examination malpractice in senior secondary schools.

Theory of Competition: Barney (1986).
Competition theory was propounded by Barney in 1986. The theory of competition, even as it applies to the private sector, has traditionally had a vague conception of competitive processes, and the theory becomes even more speculative when applied to the public sector. The theory analyzed the structure of an industry and how competitive it is; in other words, competition is understood as a state rather than a process (Barney, 1986). For example, competitiveness according to the theory is measured by an industry's barriers to entry, the number and relative size of firms, and the degree of product differentiation, as well as consumers' overall sensitivity to price changes. In

education, the theory measured competition primarily by its structure: the number of surrounding schools in a fixed geographic area or the number of students moving between schools. The focus on structure provides little understanding of firm strategy, except to suggest that firms may increase barriers to entry or differentiate their product to have a competitive edge. Scholars have thus called for an examination of competition as a process whereby actors in firms develop strategies, take action, and compete with one another. To compete, a school leader must recognize market pressures and respond accordingly. For example, if a school loses students, the leader might first identify the cause of declining enrollment (e.g., parent dissatisfaction) and then select an appropriate response. School leaders' perceptions of competition may matter as much or more than the typical proxies for competition (e.g., geographic density) for predicting schools' strategic responses. According to the theory, School leaders might feel more or less competition depending on a variety of factors, including knowledge of competitors, geographic density or loss of market share, or school and principal characteristics. School leaders might develop their own responses to competition after they scan the market for the strategic actions of other schools. It is thus as important to examine how schools interact with one another as understanding how they react to parents' demands or preferences.

Concept of Examination

Examinations are known to play very important role in the education system. According to Ojerinde as cited by Onyechere (1996), examination is a formal test of somebody's knowledge, skills or ability in a particular subject especially by means of oral or written questions or practical exercise. According to Liman, (1996) examination is a means of testing student's knowledge and competence. In all countries of the world examination are in reality and frequently competitions designed to eliminate the majority of candidate and allocate the remainder to certain known vacancies.

Examination Malpractice

Examination malpractice as any irregularity which is premeditated and perpetrated by candidates or their agents with the intention of gaining undue advantage over others in an examination. Jega (2006) saw examination malpractice as any form of misbehaviour that leads to the alteration of or a tempering with the prescribed ways of conducting examination in any given system. Examination Malpractice is a punishable offence which is committed during the process of normal and recognized examination (Saye, 2003 as cited by Jega 2006). Jega (2006), described examination malpractice as the absence

of the adherence to the rules and regulations guiding the conduct of examination. (vii) Any wrong doing, misconduct, dishonesty or improper practice for personal gains, or violation of set rules of conduct during examinations. (Jegede, 1996 as cited by by Jega, 2006).

Perspectives of examination malpractice.

Aiding and Abetting

This describes giving assistance or support to someone else in their commission of a crime. This may include rabble-rousing, goading, and instigating someone, or a crowd, to commit an illegal act. In line with examination malpractice, aiding and abetting is a person's action to help, support, or approve of a student's illegal act in examination.

Collusion

Collusion is a secret cooperation and a deceitful agreement in order to deceive others, although not necessarily illegal, as a conspiracy. In educational institution, collusion happens when more than one student contributes to a piece of work that is submitted as the work of an individual. In examination, collusion involves unauthorized passing of information between candidates usually by exchanging notes or scripts.

Leakage and injection

This means that the content of examination or part of it is disclosed prior to taking the examination. Usually it involves one or more of the following: staff members of the examination authorities, printers, proof readers, messengers, personal to develop the papers (setters) or to determine its suitability (moderators) and school administrator.

Impersonation

An individual who is not registered as a candidate takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favour for a girl friend or boy friend.

Smuggling of foreign materials.

This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. note books, crib notes, charts and answers) into the examination hall. Material is frequently smuggled in pants, shoes, hems and bras or information is written on parts of the body.

Purpose of the Study

The main purpose of the study is to determine the extent to which civic education curriculum influence students' involvement in examination malpractice in secondary school in Uyo Senatorial District in Akwa Ibom State. Specifically, the study sought to:

1. determine the extent to which civic education curriculum influence students' use of foreign materials during examination in secondary school in Akwa Ibom State
2. determine the extent civic education curriculum influences involvement in collusion during examination in secondary school in Akwa Ibom State.

Research Questions

The following research questions were set to guide the study:

1. To what extent does civic education curriculum influence students' used of foreign materials during examination in secondary school in Akwa Ibom State?
2. To what extent does civic education curriculum influence involvement in collusion during examination in secondary school in Akwa Ibom State?

Research Method

The study adopted a descriptive survey design in which questionnaire was used in data collection. The population of the study consisted of all senior secondary school II students in Akwa Ibom state. There are 55079 students in SSII in 84 public school II in Akwa Ibom State. The sample was 210 Senior Secondary School II students in public schools Akwa Ibom state who were selected using a simple random sampling technique. The students were drawn from ten schools with 21 students being selected from each school. Two researcher made instrument titled; "Civic Education Curriculum Questionnaire (CECQ) and Examinational Malpractice Questionnaire (EMQ)" were developed for data collection. Three experts validated the instrument. Cronbach alpha reliability technique used yielded the reliability of the instrument as 0.78 which was considered good. Mean and standard deviation were used in answering the research questions while t-test were used in testing for the hypotheses. All hypotheses were tested at 0.05 significant levels.

Result and Discussion of Findings

Research Question One

To what extent does civic education curriculum influence students' used of foreign materials during examination in secondary school in Akwa Ibom State?

Table 1: Mean and Standard Deviation of students view on influence of civic education on students' use of foreign materials during examination.

S/N	Use of foreign Items	N	Mean	S.D
1	I rarely use micro chips in examination	210	3.45	1.23
2	I rarely write on my lap	210	2.67	1.89
3	I sometime hate using photocopied answer during examination	210	2.56	0.34
4	I rarely write on a piece of paper to the examination hall	210	3.13	0.23
	Grand Total	210	3.34	1.78

As shown on Table 1, students' use of foreign materials during examination is influenced by civic education, as the students are not involved in the practice.

Research Question 2

To what extent does civic education curriculum influence involvement in collusion during examination in secondary school in Akwa Ibom State?

Table 2: Mean and standard deviation of students' response in involvement in collusion during examination based on civic education curriculum

	Variables	N	Mean	S.D
1	I rarely conspire with my colleague to cheat in the examination	210	2.56	0.34
2	I rarely connive with my friends to share answers during examination	210	3.56	0.45
3	I rarely appreciate a supervisor who negotiate collecting bribe during examination	210	3.78	1.13
4	My colleagues always conspire of not giving me their note.	210	2.79	0.43
	Grand total	210	3.46	1.23

Data in Table 2 indicate that with the grand mean of 3.46 civic education students involvement in examination collusion is influenced by civic education.

Conclusion/Recommendations

The guiding concept of the civic education curriculum is to inculcate in the students their duties and obligations to the society. However, the socio-economic structure of Nigeria is threatened as a result of low national identity amongst the youths, as they are the future of the country. The problem of negative citizenship, as a result of corruption, has hindered the country from moving towards operative continued socio-economic and political

development. Also, Nigeria has experienced different forms and degrees of instability and incivility such as religious riots, social unrest, regional acts of militancy, and notorious acts of corruption and scams. Government now deems it necessary to introduce civic education into secondary school curricular to solve the incivility amongst youth and restore civic virtue into our daily activities. Hence, it was of interest to ascertain teachers' perception on civic education as a measure of curbing corruption in Nigeria, specifically, to ascertain teachers' perception on civic education as a measure of curbing corruption in Nigeria on the basis of educational qualification and years of experience.

Knowledge of civic education curriculum is a measure of understanding the basic curriculum contents. It is pertinent that civic education curriculum contain better ethical and moral lesson capable of correcting the corrupt nature of the school system. The study therefore proves that knowledge of civic education curriculum has impact on the examination malpractice in the school system today. Proper knowledge of civic education content influence the extents students involved themselves in collusion, use of foreign material and involvement in impersonation. It was recommended among others that teachers should align curriculum contents of civic education to show the need of the students detaching themselves from involvement in collusion, impersonation and use of foreign materials in examination. In-service training on civic education should urgently be giving to secondary school teachers in Nigeria. Such in-service training can be achieved through timely, regular seminars and workshops and there is the need for proper supervision of the implementation of the teaching of civic education in all secondary schools in Nigeria.

References

Adenipekun, O. (2010). Government Drives Tertiary Institutions to Develop New Teacher Education Programmes. Vanguard, 29th April

Adepoju, O. A. (2008). A Proposal for Renewed Teacher Education Programme in Nigeria. *Journal of Teacher Education*, 9(1):59 -68.

Ajao, S.T. (2013). Fundamentals of Civic Education for Junior Secondary Schools and Colleges. Lagos: Praise Rejoice Publishers

Ajibola, A. L., & Audu, H. (2014). Promoting Sustainable Development in Nigeria: Via Civic Education.

Azebamwan, C. (2010). Integrating Civic Education in Schools and Strategy for Implementation. Nigerian Observer Online, October 16

Barney, S. (1986). Theory of competition. *Journal of Educational Studies in Mathematics*, 23(5): 505-528.

Cheung, C. J (2009). The Implementation of Global Citizenship Education at Junior Secondary Sector in Hong Kong Secondary Schools: The Teachers' Perceptions. Unpublished Ph.D. Thesis, University of Leicester.

Dagunduro, K. (2012). A Guide and Special Advice for Upper Basic & SSS Students. Ibadan: Lasswell books services.

Finkel, S. E. (2000b). Can Tolerance be Taught Adult Civic Education and the Development of DemocraticValues. Paper prepared for the conference 'RethinkingDemocracy in the New Millennium', University of Houston, February 16 19, 2000. Retrieve on 9THJ uly, 2014http://www.uh.edu/democracy/ finkelp.pdf

Heinrich, W. B. (2009). Assessing the impact of examination malpractice on the measurement of ability in Nigeria. *European Education Journal*, 4(3): 2-4.

Jega, K. (2006). Reducing Examination Malpractices in Nigerian School through effective continuous assessment (C. A) Technique as alternative to one shot examination in Osun State, Nigeria.

Kerka, R. (2000). Examination malpractice and leakages out. *International Journal of Novel Research in humanity and social service,* 2(1): 91-101.

Levy, L. Jimeh, B. Akaninyene, V. Ukeme, E. and George, Y. (2007) types of impersonation and students ability. *New York Journal of Educational management*, 2(3): 4-7.

Offiah, F. C. & Achufusi, N. N. (2010). Evaluation of Science Teachers' Literacy on Information and Communication Technology in Government Secondary Schools in Akwa Ibom State. *Journal of Education and Leadership Development*, 2:1-6.

Stoner, R. (1996). Types of examination malpractice and their challenges. *Journal of Educational Management, 2*(1): 4 –3.

Ujunwa, P. O. (2013). An Analysis of the Effectiveness of Secondary School Civic Education on the Attainment of National Objectives in Nigeria. A Dissertation Submitted to the Graduate Faculty of the University of Colorado.

Vollans, V. R. (2008). Examination impersonation and its effect on personality. *Asian Journal of Humanity and Social Research,* 3(2): 167-177.

Students' Deviant Behaviours: Inhibitors of Curriculum Implementation for Corruption-Free Basic Education

Dr. Ibebuike, Ursula Obiageli ;
Nkwocha, Chiaka C.
&
Dr.Arunsi, Gloria A.
Department Of Curriculum/ Instruction
Alvan Ikoku Federal College of Education, Owerri

Abstract

The study investigated students' deviant behaviours and how they inhibit curriculum implementation for corruption-free basic education in Owerri Education zone. Four research questions guided the study. The study adopted the descriptive survey research design, with a sample of 600 drawn from students, teachers and parents respectively. Instrument for data collection was a structured questionnaire developed by the researchers called Students' Deviant Behaviour Questionnaire (SDBQ). Mean statistic and standard deviation were used to analyze data to answer the research questions. The finding of the study showed that students' deviant behaviours such as bullying, truancy, stealing, aggression, examination malpractice among others, are some inhibitors of curriculum implementation for a corruption-free basic education. Among the recommendations was that, students should be equipped with good knowledge of societal norms and values that will imbibe good behavioural patterns for enhancement of academic performance, self-fulfillment and adjustment in the society.

Introduction

Education is a tool that is geared towards the training of an individual holistically, realization of one's potential and nation building. Education if not well administered and inculcated in the individuals by the teacher and other stakeholders of education leaves a gap which results into anti-social and maladjusted individuals in the society. Deviant behaviour is a behaviour that deviates or is not in congruence with societal norms or social behaviours. It is out of expectation of normal pattern of doing things. It is a behaviour that the society does not approved of. In the context of this study, it is the students' behaviour which is far away from the normal behaviour expected of them as learners. Some of these behaviours include, stealing, bullying, truancy, extortion, examination malpractice insubordination, physical fighting, aggression, act of violent

behaviours against other, sexual assaults, harassment, gang activity or weapon carrying, smoking and so on. Furthermore, deviance is behaviour that violates social norms and arouses social reactions. Curbing defiant behaviours in students particularly those with chronic behaviour problems is a persistent challenge for curriculum implementation.

The UNGA Resolution 57/190 (2006) is a manual or toolkit with guidelines to follow in the establishment of positive discipline. Children need to be guided in order that they understand and imbibe social rules and norms that will help them in living a life devoid of corruption. It has been evidenced that students respond better to positive approaches including negotiation and systems of rewards, rather than punishment through physical, verbal, or emotional abuse. In the same vein, UNICEF works closely with government, teachers, communities and other partners to create a conducive environment that attracts children to school and keep them there (Chikwature, Ayedele and Ganyani, 2016).

Deviant behaviour is a threat to effective curriculum implementation which inhibits learning. (Moris, 2005). Moris advocated that good order is essential in a school if children are to be able to fulfill their learning potential. He further stated that poor and disruptive behaviour in the classroom reduces children's ability to concentrate, absorb information, unsettles children and cause immense stress for teachers, parents and society. Incessant poor behaviour in schools can have far reaching and harmful effect on children and can inhibit their experiences in knowledge, skills, attitude, and value system.

In a study by Ede (2017), on the effect of teaching approaches/resources in curbing anti-social behaviours among Junior Secondary School Students, he reported that teachers' effective use of good approaches and resources such as, reinforcement, learner participation, achievement of educational objectives, method and techniques, use of in structural materials among others promote positive students' behavior. Cheng (2012) investigated the factor influencing or students' deviant behaviour using attachment theory and social-control theory as well as parent-child and teacher-student relationship, result showed that poor parent-child relationship and poor teacher-student relationship negatively influence deviant behaviour that leads to poor performance in school.

Parents have a major role to play in the upbringing of any child. It is the natural responsibility of the parent to train the child on the norms and values of the society in which he/she lives. They are in position to assist the child on the right choice of life to follow. Loss of parental attachment can lead to deviant attitude. Furthermore, students' from broken homes and maladjusted homes tend to exhibit anti-social behaviours (Murray & Farrington, 2005). In another study,

(Odor 2005) stated that weak parental attachment and low parental supervision are related to deviant behaviours.

Curriculum implementation is the executing stage of the planned curriculum which falls directly in the hands of the implementers, (teachers). It is the actual engagement of learners in the classroom by the teachers to expose them to the tenets of the curriculum. (Ibebuike, Akuakanwa and Obilo 2015).The researchers attributed some hindrances to proper and sustainable curriculum implementation to some inhibitors such culture, gender, values and norms, philosophy of education, language difference. In values and norms which they asserted that have great influence on learners'behaviour and attitude. The researchers maintained that cultural values of a society determines the extent to which the curriculum is effectively implemented.

Wordu and Pepple (2018) studied curriculum implementation practices and sustainable development goals for enhancement of basic education achievement in River State, the result from the study revealed that there exists a statistical difference in the curriculum implementation practices, and influence of classroom interaction in the schools for achieving sustainable development goals. Basically, curriculum implementation fall largely on the teachers' shoulders. Quality and effective implementation of any education programme can be achieved through quality and quantity of teachers. To this end, teacher factor has a very essential role to play in achieving curriculum implementation.

Some restraining factors have also been identified to contribute to curriculum implementation. These include: The teacher, learner, finance, culture, government, resource materials, school environment, poor supervisory roles, assessment, infrastructural decay, poor conditions of service, poor time management and others. The above named factors when not handled properly can contribute to ineffective curriculum implementation and achievement of the educational objectives. The teacher must remain focused as learner performance is determined by teacher quality. This by implication indicates the importance and value of school education in reducing to barest minimum students' deviant behaviours which put students on the crossroad of choosing between good and bad societal values.

Corruption is defined according (Collins dictionary, 2009) as dishonesty and illegal behavior. Wikipedia (2019) defined 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 benefits, or abuse of entrusted power for one's private gain. The researchers believe that with adequate and functional curriculum implementation at all levels of education especially at the junior secondary school level which is the most critical developmental stage of an

individual. A great deal will be achieved in inculcating the right type of values and norms of the society to the learners.

Basic education is the education given to children who are at the age range of 0–15 years. The philosophy of 9 year Basic Education curriculum is that every learner who has gone through the years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative, and life-skills as well as the ethical, moral and civic values required for laying a solid foundation for life-long learning. The teacher being adequately equipped for the duty of implementing the planned curriculum has a major role to play in shaping students' behaviour. His or her level of understanding of the subject matter, personal characteristics, professional development, and managerial skills determine the type of knowledge, skills, attitudes and values he or she will transmit to the students. By implication what the learner sees and perceives in and around the learning environment can affect learners' development and behaviour patterns that makes a responsible member of a society.

Parent-child relationship could be referred to as a type of relationship that exists between a parent and the child, it may be positive or positive. Family is a fundamental base for an individual's misdeeds. It is believed that positive parent discipline and a positive parent-child relationship reduces deviant behaviours and that improper parental discipline is the most vital element of deviant behaviour.

In the Nigerian education system, many teachers feel helpless about education, because family orientation often negates the teacher's effort to improve students' behaviour. Many parents also complain that school educators do not undertake responsibility for students' behaviour. Curriculum being the way of preparing individuals to become productive citizens and useful members of the society to which they belong needs to be adequately implemented. Teachers, learners and parents should work in synergy towards achieving the task of training the child in the acquisition of basic and fundamental skills, knowledge, values, norms and attitudes which forms the basis for a better society. Behaviour problems such as, stealing, bullying, aggressiveness, lies, truancy, examination malpractice, and others, is a long standing challenge for educators and this is a threat to the smooth implementation of the curriculum which is a gateway to a better society. The teacher finds it difficult to exert his/her authority on students who have gone out of the rules of the school thereby conflicting with the teachers' role. To this end, this study sought to probe students' deviant behaviours and how it inhibits curriculum implementation for corruption-free basic education in Junior Secondary School ll (JSS ll), students in Owerri education zone.

The focal point of this study was to determine, students' deviant behaviours and

how they inhibit curriculum implementation for corruption-free basic education in Owerri education zone.

Specifically the study sought to;

1. determine students' deviant behaviours that inhibit curriculum implementation for corruption-free basic education.
2. determine the inhibitors of curriculum implementation as perceived by the teachers for corruption-free basic education
3. determine parent-child relationship as it affects curriculum implementation for corruption-free basic education
4. determine curriculum implementation approaches to curb deviant behaviours of students for corruption-free basic education.

The research questions that guided the study are;

1. What are the students' deviant behaviours that inhibit curriculum implementation?
2. What are the inhibitors of curriculum implementation as perceived by teachers?
3. To what extent does parent-child relationship influence curriculum implementation?
4. What are the curriculum implementation approaches to curb deviant behaviours of students?

Method

The study employed descriptive survey design. A sample of 600 consisting of two hundred students, two hundred teachers and two hundred parents were selected for the study. The sample were picked to be represent the schools in the local governments that make up the Owerri education zone using a representative random sampling technique. A structured questionnaire titled Students' Deviant Behaviours Questionnaire (SDBQ) developed by the researchers were used as instrument for data collection. There were thirty-five (35) question items on SDBQ on a four point likert scale of "Strongly Agree, Agree, Disagree and Strongly Disagree". The instrument was given to two experts in measurement and evaluation to ascertain the face and content validity, this resulted in dropping, modification and replacement of some items. Test-retest method was used to assess the reliability of the instrument and was administered to twenty fivejunior secondary school students in Okigwe education zone, using Pearson correlation statistic to establish the reliability that yielded an index of 0.81 which was considered high enough for the study.The researchers with the help of the research assistant administered the questionnaire to the students were collected on the spot to avoid loss. The research questions where analyzed using mean

statistic and standard deviation (SD).

Results

Data collected were analyzed in accordance with the research questions.

Research question 1: What are the students' deviant behaviours that inhibit curriculum implementation?

Table 1: Students' deviant behaviours that inhibit curriculum implementation for corruption-free basic education.

S/N	ITEMS	X	SD	REMARK
1	Students easily give in to anger and provocation	2.51	0.41	Agreed
2	Students exhibit Irrational behavioural patterns	2.79	0.54	Agreed
3	Students easily engage in fighting	3.45	0.67	Agreed
4	Students take what does not belong to him/her	3.01	0.59	Agreed
5	Students extort fellow students	3.24	0.85	Agreed
6	Students break school rules and regulations	2.64	0.38	Agreed
7	Students exhibit violent behaviouron other students		0.53	Agreed
8	Students engage in sexual assault, opposites sex	2.54	0.41	Agreed
9	Students engage in sexual assault on same sex	2.41	0.31	Disagree
10	Students belong to illegal groups in the school (cult)	3.47	0.78	Agreed
11	Students smoke cigarette/Indian hemp in school	2.53	0.54	Agreed
12	Students have weapons and take them to class	3.00	0.62	Agreed
	Average mean response	**2.89**		

Data in Table 1shows students are aware that deviant behaviours hinder effective implementation of curriculum for corruption-free basic education.

Research question 2: What are the inhibitors of curriculum implementation as perceived by teachers?

1.   To what extent does parent-child relationship influence curriculum implementation?

2.   What are the curriculum implementation approaches to curb deviant behaviours of students?

Fig. 2: Inhibitors of curriculum implementation as perceived by the teachers for corruption-free basic education?

S/N	ITEMS	X	SD	REMARK
1	Truancy on the part of students, Examination malpractice	3.69	0.87	Agreed
2	Students' lateness to school	3.45	0.68	Agreed
3	Students' insubordination to constituted authority	3.58	0.69	Agreed
4	Government inadequate funding of education	3.88	0.91	Agreed
5	Lack of proper and adequate teaching materials for teaching and learning processes	3.87	0.88	Agreed

S/N		X	SD	REMARK
6	Insufficient allocation of time for lessons and completion of the syllabus	2.85	0.42	Agreed
7	Infrastructural decay in schools	2.87	0.69	Agreed
8	Poor parenting of students	2.54	0.39	Agreed
9	Unconducive learning environment for students	2.84.	0.45	Agreed
10	Poor teacher remunerations	3.87	0.42	Agreed
11	Dearth of school' supervisors and poor supervisory roles	3.41	0.49	Agreed
	Average mean response	**3.04**		

Data in Table 2 that teachers believed that there are inhibitors of effective curriculum implementation for corruption-free basic education.

Research question 3: To what extent does parent-child relationship influence curriculum implementation?

Fig.3: Influence of parent-child-relationship on students'behaviours on curriculum implementation for corruption-free basic education?

S/N	ITEMS	X	SD	REMARK
1	Nagging parents	3.57	0.71	Agreed
2	Broken home	3.8	0.82	Agreed
3	Over-pampering of students by parents	3.7	0.76	Agreed
4	Low-parental supervision of their wards	3.91	0.84	Agreed
5	Provision of every need of the child	3.51	0.62	Agreed
6	Unable to provide learning materials for the child	3.62	0.65	Agreed
	Average mean response	**3.68**		

Data in Table 3 parent-child relationship has a great influence on students' behaviours on curriculum implementation for corruption-free basic education.

Research question 4: What are the curriculum implementation approaches to curb deviant behaviours of students?

Fig. 4: Curriculum implementation strategies/processes to curb deviant behaviours of students for corruption-free basic education?

S/N	ITEMS	X	SD	REMARK
1	Proper use of teaching methods and techniques	3.68	0.61	Agreed
2	Learner participates actively in class	3.71	0.68	Agreed
3	Proper use of instructional materials/resources	3.51	0.52	Agreed
4	Educational objectives realized by using active learning strategies	3.62	0.65	Agreed
5	Learners' interest covered	3.71	0.69	Agreed
6	Teacher-student relationship enhanced	3.55	0.49	Agreed
	Average mean response	**3.63**		

Data in Table 4 showed that teachers accepted the fact that use of proper teaching methods and resources will help to eliminate deviant behaviours of students. Agreeing to this finding, Moris (2005) was of the opinion that poor and disruptive behaviour /attitude in the classroom reduces students' ability to concentrate and absorb information, he went further to state that it unsettles children and causes immense stress for teachers. Public agenda (2004) collaborated with the above assertion that children who are excluded from school because deviant behaviour under achieve academically and are at a high risk of disengagement from education and from making a positive contribution to the society.

Research question 2 determined the inhibitors of curriculum implementation as perceived by teachers. Findings indicate that deviants attitudes like truancy/examination malpractice, lateness to school, insubordination to constituted authorities, poor funding of education, non-provision of teaching / learning resources, poor teacher remuneration, dearth of school supervisors and poor supervisory roles, and poor parenting are inhibitors of curriculum implementation. Wordu and Pepple (2018) believed that adequate curriculum implementation practices equip learners with life-long skills, knowledge and attitudes that make them functional in the society. Continuing further, adequate implementation of the curriculum requires an effective and efficient teacher, well planned, executed curriculum and curriculum materials and prompt evaluation.

Research question 3, examined the extent of parent- child-relationship as it affects students' behaviours. Findings reveal parent-child-relationship exerts a great influence on students' behaviours towards curriculum implementation. Judging from the items, it can be believed strongly that parents exert influence on their children's behaviour towards curriculum implementation. This is shown from the items they responded to which include: nagging parents, broken homes, over pampering parents, low parental supervision, provision of every needs of the child and lack of provision of learning materials. This agreed with the findings of Cheng (2012), Murray and Farrington (2005) that students from broken families tend to have anti-social behaviors, and parent-child relationship and teacher-student relationship negatively influence deviant behaviours that lead to poor performance in school thereby hampering the objectives of education.

Research question 4 determined the teaching methods/resources to reduce deviant behaviours. It was observed that teachers' effective use of teaching methods /resources, learner participation, instructional materials, achieved objectives, learners' interest, and good teacher-student relationship enhances

students' behaviours towards learning. To this, Ede (2017) re-echoed in her work the effect of teaching approaches and resources in curbing anti-social behaviours among junior secondary school students. The result from her study indicated that teacher effective use of teaching approaches and resource in curriculum implementation promotes positive students' behaviour. The effect of using appropriate teaching resources is that it minimizes if not totally terminates deviant behaviours in students.

The Way Forward

1. Students should be equipped with good knowledge of the societal norms and values that will help them have a good behaviour patterns that will enhance their academic performance, self-fulfillment, and adjustment in the society.
2. Feasible and plausible curriculum planning should be maintained and adequate provision of curriculum implementation materials, resources, evaluation and teacher effectiveness is paramount. With these structures put in place for functional curriculum implementation, the researchers believed that, corruption at the basic education will be minimized, thereby enhancing a corruption-free society.
3. Parents should take the responsibilities of the growth and development of their children. A good parent-child relationship, is the basis for corruption-free society. Again, an equilibrium should be maintained in the training of the child between the teachers and parents who share almost equal responsibility of the child's training.
4. Teachers should adopt effective and efficient teaching methods, techniques and strategies in implementing the curriculum that would improve students' learning, and behaviours.

Conclusion

Deviance is a behaviour that violates social norms and arouses negative social reactions. Any deviant attitude that goes contrary to the society's established norms is a threat to that society in its strive for corruption-free, education through curriculum implementation. A well-articulated curriculum planning and implementation at the basic education, accepted and communicated for all and sundry and effectively monitored and enforced is the bedrock of an efficient approach to minimizing maladjusted behavior among learners which promotes corruption-free society.

References

Cheng, J. (2012). The effect factor for students' deviant behaviour. The Journal of Human Resource and Adult Learning, 8 (2) December 2012.

Chikwature, W., Oyedele, V., and Ganyani, I. (2016).Effects of deviant behaviour on academic performance in Mutare Urban primary schools in Mutare district. *European Journal of psychological research* 3(1). ISSn 2057-4794.

Collins Dictionary (2009).GlassGow: Haper Colllins Publishers.

Ede, B.O (2017). Effect of teaching approaches and resources in curbing anti-social behavior among Junior Secondary School in Orlu Education Zone 1, *Journal of Teaching and Research.* 3(1), 56 – 61.

Efedi, O.E. (2010). The challenges of curriculum implementation in Nigeria schools.In E.C.
Iloputaife, Maduewesi, B.U., Igbo, R.O. (eds). *Issues and challenges in Nigeria Education in the 21st century.* Onitsha West and Solomon publishing. Ltd. 445-446.

Federal Republic of Nigeria.(2013).*National policy on education.* Lagos:NERDC.

Ibebuike, U.O.; and Obilo, P.I. (2015). Cultural Inhibitions in Nigeria: Implications for effective curriculum implementation. *Journal of Curriculum and Instruction 10(2), Issn1118-0269.*

Moris, E.W. (2005). "Tuck in that shirt" Race, Class, gender, and discipline in an urban school. *Sociological Perspectives*, 48 (1), 25 – 48 doi: 10. 1525/sop.2005.48.1.25

Odor, J. N (2015). *Effective parenting.* Onitsha: Luxury Publishers.

Public Agenda (2004). Teaching interrupted: Do discipline polices in today's public schools foster the common good? Retrieved from https://www.publicagenda . org>file…on 13/8/19

United Nations General Assembly (2006). General assembly quick links. Retrieved from https.//research.un.orh>quick>regular on 13/8/19.

Wordu, H. and Pepple, E.O. (2018). Curriculum implementation practices and sustainable Development goals for basic education achievement in Rivers state. *International Journal of innovative social science Education Research* 6(4): 48-49.

Skills Need of Lecturers for Content Delivery in Utilisation of eLearning Platforms in Universities in Enugu State

Inyere, B. F.,[1] Ibezim, N.E.[1] & Ikehi, M.E.[2]

[1]*Department of Computer and Robotics Education*
[2]*Department of Agricultural Education*
University of Nigeria, Nsukka, Enugu State.
*-corresponding Author

Abstract

There is a quantum leap in the educational needs of people with technological advancement and pedagogical development of this jet age, known as the digital evolution of the global village. The need for Skills has metamorphosed and revolutionised the academic world, so to make educational content deliverable on electronic platforms serves students beyond the classroom. Therefore, this study focused on the content delivery skills need of lecturers for the use of eLearning platforms in universities in Enugu State. The study adopted survey research design. The study had one research question and two null hypotheses. The study had a population of 2,994 lecturers from universities in Enugu State. The study had a sample of 400 lecturers who were drawn through simple random sampling technique. A structured questionnaire, which had 25-items was used to collect data. The questionnaire was face validated by three experts and had a Cronbach Alpha reliability index of 0.89. The statistical tools used for data analysis were mean and standard deviation, while t-test statistic was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that 25 content delivery skills such as the ability to begin or invite, add and remove learners in virtual classrooms; initiate, control and end class sessions; attach and share learning resources and create comment threads, are needed skills for effective utilization of e-learning platforms in universities. Based on the findings, it was recommended that in-service train the trainers training be organized for the lecturers in universities in Enugu State to impart in them the needed content delivery skills as identified for the deployment and effective usage of eLearning platforms in educational institutions.

Keywords: pedagogy; e-Learning; skills; platforms; lecturers; content-delivery; technology; training.

Introduction

Content delivery requires a high communication skill for a global audience in an educational institution. A skill is generally the competency to complete a task effectively and efficiently. Skill is one of those social science words in common

parlance with many meanings, numerous synonyms such as "ability", "competence", "knack", "aptitude" and "talent", and varied imprecise translations in other languages (Green, 2011). A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both (Howland, 2013). In other words, skills are the abilities that one possesses to work. Skills are simply learnt abilities that enables the performance of certain tasks (Career-Key, 2015). Skills refers to the competent excellence in performing a task. Merriam (2015) described skill as the ability to use one's knowledge effectively and readily in execution or performance. In this study, skill is described as developed aptitude or ability utilised in the process of deployment of eLearning in the universities. In a broader understanding, a skill is the ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills) (Webfinance, 2015). In the current era, it is expected that instructional delivery issues ought to revolve around skill utilisation in ICT pedagogy. This skill utilization is often lacking in the pedagogical process needed to drive technology enhanced learning.

Skill utilisation is the coordination especially in the execution of learned physical tasks or the learned ability of accomplishing a task competently. The combined effects of globalization, technological changes, and the changing nature of work and organizations have created the need for increased level of skills (Sanchez, 2000; Handel, 2003). A skill is redundant if not utilised, but the development of the skill is an onerous task. In line with this, studies have shown that the availability of employees that utilise their skills to continuously update, upgrade, and adapt to the dynamic demands of the changes are important for organizational productivity and growth (Bhattacharya, Gibson, & Doty, 2005; Morgeson, Delany-Klinger, & Hemingway, 2005). With the trending movement of physical classrooms to virtual study hubs, eLearning has become major focus of universities for the next generation.

eLearning is a general term used to refer to a form of learning in which instructors and students are separated by space or time and the gap between the two is bridged through the use of online technologies (Guenaneche & Radigales, 2008). eLearning is essentially the network-enabled transfer of skills and knowledge (Vangie, 2015). According to Rosenberg (2001), eLearning is based upon three fundamental criteria: networked, delivered to the end-user via technology, and focuses on learning. Rossett and Sheldon (2011) explained that eLearning can be interchangeably referred to as web-based training (WBT), online learning or in full electronic learning (written as e-learning or e-Learning or eLearning), and is

a training that resides on a server or host computer that is connected to the World Wide Web. These authors consider eLearning, as technology-based training that is delivered partially or entirely through electronic means. In this study, eLearning refers to the transfer of knowledge, skills and information to a learner with technology as the means of content delivery. eLearning is the adoption and use of electronic applications in the learning processes. eLearning reduces physical challenges to educational advancements and opportunities and provides avenues for learners to interact with instructional materials and instructor over distance and across borders, and improves the quality of learning experiences (Olojo, Adewumi & Ajisola, 2012). Invariably, eLearning can help remove barriers to achievement, by providing new and creative ways of motivating and engaging learners of all abilities, enabling and inspiring learners to attain their educational potential. eLearning facilitates curriculum content delivery and could also provide freedom of content delivery for the lecturer without restriction to the four walls of an institution. (Steen, 2008; Olojo, Adewumi & Ajisola, 2012; Vangie, 2015).

The definition of eLearning centres on a learning method and a technique for the presentation of academic curricula via the Internet or any other electronic media inclusive of multimedia, compact discs, satellites, or other new education technologies. The learner and the instructor participating in the educational process interact through these media to achieve specific educational objectives. Therefore, the educational system stands to benefit from the adoption of ICTs in the teaching and learning process especially as electronic learning can be transmitted flexibly with technological advancement on different eLearning platforms.

The ICT utilisation in most Nigerian universities is compounded by the fact that some of the universities has fully deployed eLearning platforms, but are not fully utilized, possibly because of the skill gap between younger and older lecturers across gender. The institutions that have deployed eLearning platforms pay huge subscription fees in installing and maintaining the facilities, but are unfortunately underutilized by staff who are supposed to be championing the use of computer based learning centres, as it is the current trend around the globe. Schools and universities throughout the world and mostly in developed countries recognize the value of incorporating ICT platforms into their cache of educational tools (Swanberg, 2013). Until the skills are identified and harnessed, eLearning platforms content delivery may remain an aspect of educational ICT admired, but not fully utilized in most Nigerian learning institutions, especially universities in Enugu State. This study also investigates the adoptability of using eLearning for content delivery across ages and gender. This research studies the

skills need of lecturers for the utilization of eLearning platforms in content delivery in universities in Enugu State.

Research Question and Hypotheses

RQ: What are the content delivery skill needs of lecturers for the use of e-learning platforms in universities in Enugu State?

H_{o1}:   There is no significant difference in the mean response of male and female lecturers on the content delivery skill needs of lecturers in the use of e-learning platforms in universities in Enugu State.

H_{o2}:   There is no significant difference in the mean response of lecturers below and above 40 years of age on the content delivery skill needs of lecturers in the use of e-learning platforms in universities in Enugu State.

Methods

The study adopted descriptive survey research design and was carried out in Enugu State of Nigeria. The State is among the five states in the South-Eastern Geopolitical Zone of Nigeria. The State has various tertiary institutions, which includes 5 universities comprised of 1 federal government owned; 1 state government owned and 3 private owned. The institutions offer various degrees to undergraduates and postgraduates. These schools in the State have been known deploy of ICT in teaching and learning, thus the choice for this study. The population for the study is 2,994 lecturers, made up of 150 Lecturers at Godfrey Okoye University, 442 Lecturers at Enugu State University of Science and Technology and 2,402 Lecturers at University of Nigeria, Nsukka (Personnel Department, GOU, 2017; Personnel Department, ESUT, 2017; Personnel Department, UNN, 2017). To make up the population, one federal, state and private university each (with a tract record of e-platform utilization) was randomly selected. The lecturers from each selected university are active in teaching at the universities in Enugu, thus are experienced to provide dependable response. The sample for the study was 400 Lecturers drawn from the population of the lecturers in UNN, ESUT and GOU in Enugu State. The study adopted the Taro Yamane formula (Uzoagulu, 2011), for determining sample size from finite population. Respondents were selected through simple random approach. A 25-item structured questionnaire was used to collect data for the study. The research instrument was subjected to face validation by three experts, two from the Department of Computer and Robotics Education, University of Nigeria, Nsukka, and one from the Department of Computer Engineering, Enugu State University of Science and Technology, Enugu. Cronbach Alpha was adopted in determining the internal consistency which yielded a reliability index of 0.89. For data collection, 400 copies of the instrument were administered (face to face) on the respondents by the researchers. Out of the 400 copies of the instrument

administered, 364 copies were returned and properly filled thus were analysed. Data were analysed using statistical tools such as mean (x) to answer the research questions, standard deviation (SD) to test the level of disparity of the responses of the respondents and t-test to test the null hypotheses at 0.05 () level of significance. Statistical Package for the Social Sciences (SPSS v.24) was used to carry out the analysis. The research question was answered using mean criterion value point of 2.50. Items with mean values equal or above the criterion value point (2.50) were regarded as "Needed Skill" thus remarked "Needed" while items with mean values below the criterion value point (< 2.50) were regarded as "Not Needed" thus remarked "Not Needed". Similarly, a null hypothesis was upheld when the probability (p) value from the t-test statistics is greater than 0.05 level of significance (p), but was not upheld when the probability value is less than 0.05 level of significance (p <). Data were presented on Tables 1-3.

Results

Research question 1: What are the content delivery skill needs of lecturers for the use of e-learning platforms in universities in Enugu State? Data for answering the research question is presented on Table 1.

Table 1: Mean Ratings and Standard Deviation of Respondents on the content delivery skill needs of lecturers for the use of eLearning platforms in universities in Enugu State N=364

S/N	Item statement	Mean	SD	Remark
1.	Analyse human-computer interaction and relationship	3.31	0.63	Needed
2.	Navigate through learning resources (document presentations)	3.31	0.64	Needed
3.	Initiate interactive eLearning lesson	3.31	0.62	Needed
4.	Produce webcast video lessons and podcasts	3.17	0.61	Needed
5.	Establish webinars (video/audio conference, chat-based)	3.17	0.60	Needed
6.	Begin or invite (add and remove) learners in virtual classrooms	3.17	0.58	Needed
7.	Run electronic simulation based on content	3.18	0.64	Needed
8.	Combine animation and operation simulation	3.08	0.68	Needed
9.	Interpret symbolic simulations online	3.10	0.67	Needed
10.	Initiate, control and end class sessions (application sharing)	3.14	0.64	Needed
11.	Attach and modify printable documents like e -books, journals, technical glossaries, templates and other learning manuals.	3.33	0.61	Needed
12.	Conduct online help for students as learners	3.28	0.60	Needed
13.	Create and maintain online group activity	3.21	0.62	Needed
14.	Setup discussion forum, e-mail, chat and video conference	3.39	0.62	Needed

15.	Manage (moderate) an online discussion forum	3.27	0.58	Needed
16.	Use e-mail to exchange information among students	3.33	0.64	Needed
17.	Distribute e-documents through electronic channels	3.31	0.63	Needed
18.	Create & control contents on blog & initiate social media chat	3.13	0.64	Needed
19.	Create and integrate shared documents on the user interfaces	3.16	0.63	Needed
20.	Develop self-help modules for learners with tips	3.20	0.63	Needed
21.	Use frequently asked questions for module update	3.13	0.62	Needed
22.	Model presentations with standard design template	3.14	0.64	Needed
23.	Create comment threads for user of module	3.14	0.69	Needed
24.	Edit, redesign and update modules, as at when due	3.19	0.67	Needed
25.	Recreate and ensure user friendly modules with graphics	3.24	0.67	Needed

Data on Table 1 revealed that all the 25 items had their means ranged from 3.08 to 3.39. The range of the means of the items is greater than the criterion mean value of 2.50, thus indicating that all the items are needed content delivery skills. The standard deviation of all the items ranged from 0.58 – 0.69, indicating that the respondents were not far from the mean and from one another in their responses.

Hypothesis 1

There is no significant difference in the mean response of male and female lecturers on the content delivery skill needs of lecturers in the use of eLearning platforms in universities in Enugu State.

Data for answering hypothesis 1 is presented on Table 2.

Table 2: t-test distribution of the mean response of male and female lecturers on the content delivery skill needs of lecturers in the use of eLearning platforms in universities in Enugu State

S/N	Item statement	t	Sig. *(2-tailed)	Remark
1.	Analyse human-computer interaction and relationship	1.10	0.27	NS
2.	Navigate through learning resources (document presentations)	0.25	0.81	NS
3.	Initiate interactive eLearning lesson	-1.28	0.20	NS
4.	Produce webcast video lessons and podcasts	-0.18	0.85	NS
5.	Establish webinars (video/audio conference, chat-based)	-0.68	0.50	NS
6.	Begin or invite (add and remove) learners in virtual classrooms	0.32	0.75	NS
7.	Run electronic simulation based on content	0.38	0.71	NS
8.	Combine animation and operation simulation	0.95	0.34	NS
9.	Interpret symbolic simulations online	1.24	0.22	NS
10.	Initiate, control and end class sessions (application sharing)	0.65	0.52	NS

11.	Attach and modify printable documents like e -books, journals, technical glossaries, templates and other learning manuals.	-0.66	0.51	NS
12.	Conduct online help for students as learners	-1.07	0.29	NS
13.	Create and maintain online group activity	1.31	0.19	NS
14.	Setup discussion forum, e-mail, chat and video conference	-0.69	0.49	NS
15.	Manage (moderate) an online discussion forum	0.47	0.64	NS
16.	Use e-mail to exchange information among students	-0.31	0.76	NS
17.	Distribute e-documents through electronic channels	-0.45	0.65	NS
18.	Create & control contents on blog & initiate social media chat	0.70	0.49	NS
19.	Create and integrate shared documents on the user interfaces	-0.37	0.72	NS
20.	Develop self-help modules for learners with tips	-1.02	0.31	NS
21.	Use frequently asked questions for module update	-1.42	0.16	NS
22.	Model presentations with standard design template	-0.27	0.79	NS
23.	Create comment threads for user of module	-0.68	0.50	NS
24.	Edit, redesign and update modules, as at when due	-0.34	0.73	NS
25.	Recreate and ensure user friendly modules with graphics	-0.78	0.43	NS
	Cluster value	**-0.11**	**0.51**	**NS**

P ≥0.05   df =362   NS – Non Significant

In Table 2, data revealed that all the 25 items had Significant values greater than the probability value of 0.05. The Significant values of the 25 items were between 0.20 and 0.85. These values were greater than the probability value (α-value*) of 0.05; indicating that there was no significant (NS) difference in the mean ratings of the two groups of respondents on all the 25 items at their respective t-test values. The hypothesis was upheld for all the items. At the cluster level, Significant value = 0.51 and t-value = 0.11 while *(α-value) = 0.05. This cluster details show that the t-test did not indicate any statistically reliable difference in the opinions of male and female lecturers on the content delivery skill needs of lecturers in the use of eLearning platforms in universities in Enugu State. Thus the null hypothesis (H_{01}) of no significant (NS) difference was accepted as Significant > α-value; (0.51 > 0.05).

Hypothesis 2
There is no significant difference in the mean response of lecturers below and above 40 years of age on the content delivery skill needs of lecturers in the use of e-learning platforms in universities in Enugu State
Data for answering hypothesis 2 is presented on Table 3.

Table 3: t-test distribution of the mean response of lecturers below and above 40 years of age on the content delivery skill needs of lecturers in the use of e-learning platforms in universities in Enugu State

S/N	Item statement	t	Sig. *(2-tailed)	Remark
1.	Analyse human-computer interaction and relationship	1.71	0.09	NS
2.	Navigate through learning resources (document presentations)	2.25	0.03	S
3.	Initiate interactive e-learning lesson	1.00	0.32	NS
4.	Produce webcast video lessons and podcasts	1.56	0.12	NS
5.	Establish webinars (video/audio conference, chat-based)	1.33	0.18	NS
6.	Begin or invite (add and remove) learners in virtual classrooms	1.40	0.17	NS
7.	Run electronic simulation based on content	1.58	0.12	NS
8.	Combine animation and operation simulation	1.10	0.28	NS
9.	Interpret symbolic simulations online	1.60	0.11	NS
10.	Initiate, control and end class sessions (application sharing)	0.49	0.62	NS
11.	Attach and modify printable documents like e -books, journals, technical glossaries, templates and other learning manuals.	1.14	0.26	NS
12.	Conduct online help for students as learners	2.07	0.04	S
13.	Create and maintain online group activity	1.55	0.12	NS
14.	Setup discussion forum, e -mail, chat and video conference	0.27	0.79	NS
15.	Manage (moderate) an online discussion forum	1.42	0.16	NS
16.	Use e-mail to exchange information among students	1.63	0.10	NS
17.	Distribute e-documents through electronic channels	1.07	0.29	NS
18.	Create & control contents on blog & initiate social media chat	1.26	0.21	NS
19.	Create and integrate shared documents on the user interfaces	0.62	0.54	NS
20.	Develop self-help modules for learners with tips	0.62	0.53	NS
21.	Use frequently asked questions for module update	0.33	0.74	NS
22.	Model presentations with standard design template	1.19	0.24	NS
23.	Create comment threads for user of module	-0.62	0.54	NS
24.	Edit, redesign and update modules, as at when due	0.56	0.58	NS
25.	Recreate and ensure user friendly modules with graphics	0.50	0.62	NS
	Cluster value	**1.10**	**0.31**	**NS**

$P \geq 0.05$ df =362   NS – Non Significant   S – Significant

Data available on Table 3 reveals that 23 out of 25 items had significant values greater than the probability value of 0.05. The 23 items (items 1, 3-11 and 13-25) had Sig values between 0.09 and 0.79. These values were greater than the probability value (α-value*) of 0.05; indicating that there was no significant (NS) difference in the mean ratings of the two groups of respondents on the 23 items at their respective t-test values. The hypothesis was upheld for 23 items. However, the remaining 2 items (items 2 and 12) reached significance p-values of 0.03 and 0.04 which were less than 0.05 (α-value); indicating that there was a significant difference in the opinions of the lecturers on the 2 items. The hypothesis was not upheld for these items. At the cluster level, Significant value = 1.10 and t-value = .031 while *(α-value) = 0.05. This cluster details shows that the t-test did not indicate a statistical difference in the opinions of lecturers below and above 40 years of age on the content delivery skill needs of lecturers in the use of e-learning platforms in universities in Enugu State. Thus the null hypothesis (H_{02}) of no significant (NS) difference was accepted as Significant > α-value; (0.31 > 0.05).

Discussions

The way content is delivered determines the impact of the entire process. Content delivery is the communication of the product to the users like the bridge between buyers and sellers. The deployment of eLearning platforms requires the delivery of learning contents to students. Findings of the study revealed that the content delivery skills need of lecturers for the use of eLearning platforms in universities in Enugu State include the ability to analyse human-computer interactions, navigate through learning resources (document presentation), initiate and end interactive eLearning lessons or virtual classrooms, conduct online help for learners, manage (moderate) online discussion forums, create and control the interactions with e-contents on webcasts, blog or social media, share e-contents on users interfaces, and ensure user friendly graphical presentations, among others. These findings of the study agree with that Lee and Bonk (2016), Hawle, Schaller, Zistler, Lehner, Lindmeier, Kaefer-kochinger and Reiss (2016), and Porter, Graham, Bodily and Sandberg (2016). Like the findings of this study, Lee and Bonk (2016) in their study reported that for effective e-content delivery, the instructor should be able to initiate and moderate a virtual classroom and as well guide students' discussion to stimulate critical thinking and facilitate learning. Similarly, Hawle et al. (2016) and Porter et al. (2016) in the findings of their studies revealed that the needed skills for e-content delivery include the ability to initiate interactive eLearning lesson, setup and control discussion forum, e−mail, chat, audio and video conference, create and integrate wiki, blog

and shared documents on the graphic user interfaces as well as conduct online help for learners. According to the author, instructors need to be able to develop contents for social media and present them on the dedicated eLearning platform to have a fast and easy reach of the learners. The authors further stated that the instructor using social media for pedagogy should be able to initiate group discussions, as a form of virtual classroom, share learning materials on the platform and analyse responses to guide the learners.

The opinions of both male and female lecturers and lecturers below and above 40years of age on the content delivery skill needs of lecturers in the use of eLearning platforms in universities in Enugu State are similar as indicated by t-test. Thus any observed difference is not statistical but could have occurred as a result of personal differences.

Conclusion

The adoption of ICT in pedagogy has been a welcomed development, especially in content delivery. The study revealed that 25 skills were needed by lecturers in universities for successful content delivery using eLearning platforms in universities in Enugu State. Such skills include the ability to initiate interactive eLearning lesson; establish webinars (video/audio conference, chat-based); begin or invite (add and remove) learners in virtual classrooms; initiate, control and end class sessions (application sharing); attach and modify printable documents like e-books, journals, technical glossaries, templates and other learning manuals; and create comment threads for user of module, among others. The use of ICT for teaching and learning has made the spread of knowledge faster and easier, as against the era of travelling great distance to reach a physical library or traditional (physical) classroom instructions. To enjoy the benefits of using ICT for information transmission and instructional delivery through eLearning platforms, certain skills are required of the instructors. The needed skills have been identified by this study. For the institutions of higher learning, these skills are vital for the successful transmission from analogue or conventional classroom instruction to boundless dissemination of information and imparting of knowledge to the students while completing prescribed curriculum.

Recommendations

The study recommends that management of universities should be guided on the needed skills in the development of train the trainers training programmes. The materials for capacity building of the lecturers in basic ICT usage for content delivery should be provided. The Lecturers should be trained on the need to adopt the identified skills especially in content delivery on eLearning platforms.

References

Bhattacharya, M., Gibson, D. E., & Doty, D. H., (2005). The effects of flexibility in employee skills, employee behaviors, and human resource practices on firm performance. *Journal of Management*, *31*, 622-640.

Career-Key (2015). *What are skills?* Retrieved from https://www.careerkey.org/identify-your-skills/what-are-skills.html#.VjJJU2rTVxs

Green, F. (2011). *What is skill?* Centre for Learning and Life Chances in Knowledge Economies and Societies. LLAKES Research Paper 20. Retrieved 12 June, 2015 from http://www.llakes.org.

Guenaneche, H. C. & Radigales, F. G. (2008). *E-learning platforms.* Moodle and Dokeos. Communication Software Laboratory Academic Year 2007-2008. United Nations. Group 95.

Handel, M. J. (2003). Skills mismatch in the labor market. *Annual Review of Sociology*, *29*, 135-165.

Hawle, R., Schaller, M., Zistler, E., Lehner, K., Lindmeier, U., Kaefer-kochinger, E. & Reiss, H. (2016, March 4). *Definitions of e-content/e-learning materials. virtuelle schule österreich*. Retrieved from http://www.virtuelleschule.at

Howland, J. L. (2013). *E-study guide for meaningful learning with technology*. Retrieved October 10, 2015 from https://en.m.wikipedia.org/wiki/Skill

Lee, J. & Bonk, C. J. (2016). Social network analysis of peer relationships and online interactions in a blended class using blogs. *Internet and Higher Education, 28* 35–44.

Merriam, W. (2015). *Skill - definition and more*. Retrieved October 30, 2015, from http://i.word.com/idictionary/skill

Morgeson, F. P., Delaney-Klinger, K., & Hemingway, M. A. (2005). The importance of job autonomy, cognitive ability, and job-related skill for predicting role breadth and job performance. *Journal of Applied Psychology*, *90*, 399-406.

Olojo O. J., Adewumi M. G. & Ajisola, K. T. (2012). E-learning and its effects on teaching and learning in a global age. *International Journal of Academic Research in Business and Social Sciences*, *2*(1), 203-210.

Personnel Department. (2017). List of teaching staff and principal officers of the university. University of Nigeria, Nsukka, Enugu State, Nigeria.

Porter W. W., Graham, C. R., Bodily, R. G., & Sandberg, D. S. (2016). A qualitative analysis of institutional drivers and barriers to blended learning adoption in higher education. *Internet and Higher Education*, *28,* 17–27.

Rosenberg, M. (2001). *E-learning: strategies for delivering knowledge in the digital age.* New York: McGraw-Hill.

Rossett, A. & Sheldon, K. (2001). *Beyond The podium: delivering training and performance to a digital world.* San Francisco: Jossey-Bass/Pfeiffer.

Sanchez, J. I. (2000). Adapting job analysis to a fast paced and electronic business world. International *Journal of Selection and Assessment*, *8*, 207-215.

Steen, H. L. (2008). Effective eLearning design. *Journal of Online Learning and Teaching*, *4*(4), 526-532.

Swanberg, A. (2013). *Choosing the right e-learning platform – innovation insights*. Retrieved 20 October, 2015 from http://insights.wired.com/m/blogpost?id=6544125%3ABlogPost%3A5 8949

Uzoagulu, A. E. (2011). *Practical guide to writing research project report in tertiary institutions*. Enugu, Nigeria: Cheston Publishers.Vangie, K. (2015). *ICT - Information and Communications Technology*. Retrieved October 31, 2015, from http://www.webopedia.com/TERM/I/ICT.html.

Webfinance. (2015). *What is skill? Definition and meaning*. Retrieved October 30, 2015, from http://www.businessdictionary.com/definition/skill.html

Strategies for Curbing Corruption in Upper Basic Education: Steps for Attaining Scientific Attitude by Students

By

Irene W. Yakubu PhD
yakubuw@unijos.edu.ng
Department of Science and Technology Education,
University of Jos.

Abel Idoko Onoja PhD
Onoja.abel@yahoo.com
Department of Basic Sciences,
Alvan Ikoku Federal College of Education, Owerri Imo State.
&
Elyakubu Lawal Isa PhD
lawalelyakubu@gmail.com
General Studies Unit
Federal University Wukari, Taraba State.

Abstract

This paper examined the strategies for curbing corruption in Upper Basic Education as steps for attaining scientific attitude by students. Appropriate scientific attitude can only be attained by students if science is taught properly and learnt consciously in a corruption free academic environment. Corruption stands as a big obstacle to effective implementation of science curriculum that will guarantee the acquisition of scientific attitude by students. The forms of corruption in the Nigerian education sector include teacher absenteeism, misappropriation of funds and examination malpractice. The consequences of corruption in the education sector in Nigeria on the graduates in the 21st century were examined. The corruption index determined by Transparency International in which Nigeria ranked 144th out of 180 countries of the world is demoralising. Strategies to curb corruption in Upper Education system with a view to improving the quality of education that will guarantee the attainment of scientific attitude by students were discussed. These include cultural and value orientation, inculcating values of volunteering and social responsibilities and strict penalties for any form of corruption in the education sector.
Key Words: Education, Scientific attitude, Corruption.

Introduction

The education sector usually received one of the largest or second largest portion of the annual budget of most countries in the world, including Nigeria. Despite the huge sum of money allocated to the education sector in the annual

budget, there are indications that education in Nigeria is yet to measure up to global best practices. Many factors may be responsible for underdevelopment in the education sector of which corruption is one of them. Opportunities for corrupt practices in the education sector are many. Corruption is a serious cankerworm that has eaten deep into the nation's education system. It is quite worrisome that corruption, though a menace, is becoming gradually acceptable as a norm and way of life of majority of the populace. The menace of corruption has risen so much that morally upright individuals are being discouraged by lashes of derogatory statements or attitude of rejection. In a bid to escape derogatory and abusive statements and loss of relationship from the majority of corrupt citizens, many Nigerians who have hitherto upheld the principles of high moral standard tend to compromise it. According to Transparency International (2018), in its corruption perception index, Nigeria ranks 144th amongst the most corrupt countries of the world (144/180). In the present generation when people are striving for scientific and technological development, the nation is ranking high in corruption. This is nothing to be proud of in any respect. It is an indication that the nation will continue to rely on other nations for her basic needs. High level of corruption impedes the development of scientific attitude which is needed by every individual no matter how little.

The word corruption is derived from the Latin word "*corruptio*," which means "deterioration". In legal terms, corruption is the abuse of a trusted position in one of the branches of power (executive, legislative and judiciary) or in political or other organizations with the intention of obtaining material benefit which is not legally justified for itself or for others (Sumah, 2018). Corruption incorporates any act that deviates from those rules and regulations that govern the behaviour and actions of anyone in a position of public authority especially actions that turn such privileges into opportunities for personally and privately amassing wealth. The Oxford Advance Learners English dictionary defines corruption as an act of corrupting or impairing integrity, virtue, or moral principle. It is the state of being corrupted or debased, loss of purity or integrity, depravity, wickedness or bribery. Corruption is a morally depraving and character destroying menace. Corruption destroys the personality of practitioners. Unfortunately, many adults and citizens from whom high moral principles are expected have defaulted character wise. Accordingly, Odo (2015) maintained that corruption has not only become pervasive in Nigeria but it is more or less a way of life, much to the detriment of the Nigerian society and economy. Nigeria is flooded within the political sector and corridor of governance by adults who have thrown their consciences to the wind and decided to get neck deep into corrupt practices. As it stands in the Nigerian context, most highly placed government officials have one case of corruption hanging on them or the other. Ironically, these corrupt set of old politicians still

operate within the corridors of governance with impunity and make policies for the helpless populace. This situation raises question as to whether the government is encouraging or propagating corrupt practices in our dear country.

Corruption walks and operates freely within almost all categories of human beings and cuts across all classes of people. It is no surprise to hear children of school going ages making statements that indicates that they have been indoctrinated already. More so, children basically learn by observation and imitation. These children may have had the opportunity to witness corrupt conversations from adults. Children may have also been involved in corrupt errands and some students have parents as government officials and politicians and may be aware of the drastic change of lifestyle and gross financial misappropriation as well. In this regard, Kung (2014) opines this trend may undermine the virtue of hard work in students, as it passes a wrong signal that they don't have to work very hard at school in order to have a good success in life. There was a time when some students taking WAEC in an undisclosed school were told not to engage in examination malpractice in order not to mar their future. The students responded by saying that politicians in governance rig their way into the office and they too should be allowed to rig their future through.

Corruption presents itself in many faces and in many sectors of the economy. It has many different shapes as well as various effects on education, economy and the society at large. The tentacles of corruption spread across financial institutions, education, power, judiciary, public procurement and the likes. The following factors have been identified as causes of corruption: greed for money, power, luxury or any other materialistic desires, low levels of democracy, weak civil participation in politics and low political transparency.

Nigeria operates a 9 years basic education, 3 years senior secondary school education and 4 years tertiary education system. Uddin (2009) maintained that twenty five years after the operation of the 6-3-3-4 system of education, a new system of education called the Universal Basic Education otherwise called the 9-3-4 education programme has been re-introduced. The 9-3-4 curriculum is expected to meet the Millennium Development Goals (MDGs) by 2020. The first 9 years are spent by pupils receiving compulsory basic education. In the educational nomenclature, primary 1-3 is classified as lower basic education, primary 4-6 is classified as middle basic education while JS1- JS3 is classified as upper basic education. The upper basic education prepares the students to specialize in a particular discipline in the next level of education (SS1-3). At this level of education, students can develop scientific frame of mind which will help them in facing the realities of life. In this regard, Onoja (2016) pointed out that the development of scientific frame of mind (scientific attitude) is only possible in a corrupt free education system devoid of malpractice. Corruption in education

occur at the political, administrative (central or local) and classroom level. In line with the above facts, this paper examined the strategies for curbing corruption at the upper basic level of education as step for attainment of scientific attitudes by students.

Forms of Corruption in the Education System and its Implication on the attainment of Scientific Attitude by students.

Corruption in education affects more people than in other sectors, because schools are breeding ground for future generations. The degree of corruption inherent in the educational sector has weakened the system, thus leading to low efficiency, low quality of service delivery, and misappropriation of funds. The resultant effect is the turning out of unqualified graduates with very poor skills to fit in the productive sector of the economy. Corruption in the educational sector also result in poor external examination results, lack of professionalism and ethical standards, increased poverty level and exposure to social ills. Thus, the virtue of hard work and trust which is inherent in the development of scientific attitude seems difficult to be achieved. Once the virtue of hard work is eroded, students get involved in all manner of practices to stay afloat in the system. Parents do not even help matters. Some parents have been associated with facilitating examination malpractice for their children/wards.

Corruption in schools can present itself in one of the following ways: teachers' absenteeism, misappropriation of funds, examination malpractice.

Teachers' absenteeism: Teachers in schools, especially schools owned by the government have the habit of absenting themselves from school and teaching responsibilities to attend to other personal issues. An exploratory research conducted by Muhammad, Mah, Muhammad and Laraib (2018) in district Muzafargarh Pakistan on teachers absenteeism from schools show that teachers in Government schools absent themselves more than those in private sector schools. Educational accomplishment in developing countries is on the decline because of certain factors of which teacher's absenteeism is a contributing factor. Absenting one- self from duty is a corrupt way of robbing the government of huge finances. The most common excuses given by teachers for this act, is delay or non-payment of salaries for a long period, in which they source for alternative funds to attend to their family needs. This is gross misconduct and unacceptable by any standard. When students are left without being taught and expected to write and pass examination, they resort to cheating and examination malpractice. Students who are left on their own due to teachers' absenteeism cannot be able to develop scientific attitude. Scientific attitude is consciously taught to students without distortion. Teachers' absenteeism distorts the continuity of lessons and scientific attitude which the students should develop.

Misappropriation/ Diversion of Funds: Misappropriation of funds meant for education is one of the major problems militating against the realisation of the objectives of education. The Universal Basic Education Commission (UBEC) is a reform in education programme that was launched in 1999 to ensure the quality and access of basic education to children of school ages in Nigeria. This programme is to ensure acquisition of literacy, numeracy, life skills and values for lifelong education and useful living for participants of the policy. In order to achieve the purpose for which this programme was established, government has been pumping in money since its establishment. For instance, Samuel (2018) maintained that the Federal Government of Nigeria allocated N605.8 billion naira ($1.4 billion US dollar) to the education sector. Out of this amount, over N100 billion ($ 240 million US dollar) was given to Universal Basic Education (UBEC). However, reports have it that over 13 million Nigerian children who are of school-going age are not in school (United Nations, 2018). This is a pointer that the money released to the UBEC was not properly utilised, leaving many children of school age out of school. When children of school age are deprived of basic education that should expose them to teaching and trainings, they are invariably exposed to the ills of the society. Thus, these children deprived of basic education become street kids, urchin and miscreants as is evident with the social ills bedevilling our nation today. Lack of basic education occasioned by misappropriation of funds make the children to be irresponsible, dependent and unproductive. These children are deprived of scientific attitude which they could have learnt in school making them to be unproductive.

Examination malpractice: Examination malpractice is another form of corruption in education that has eaten deep into almost every level of education in Nigeria. Students are supposed to be encouraged to believe that hard work will greatly help them to get to where they want to be in terms of their future career. However, corruption in the form of examination malpractice has seriously undermined such attitudes and beliefs. If corruption is left uncontrolled in the education system, and students are able to bribe their teachers to get good grades or pass school examinations, they will never work as hard as they should. Commenting on the negative effects of examination malpractice which is a form of corruption in the education system, Onoja (2016) lamented that this scenario is unhealthy for the quality of science education and its product which will form the labour force. Products of examination malpractice lack adequate scientific attitude which will shape their character and enable them to fit into the society effectively. Examinations are designed to assess students' ability and place them according to their academic achievement. Proper evaluation and placement of students give them the incentives to learn the subjects. However, most students engage in examination malpractice which is used as a tool for teachers and students to pursue

their personal ends at the expense of high quality education.

Strategies to curb Corruption in Upper Basic Education System for better development of Scientific attitude in students.

As has been established, corruption has eaten deep and has deep root in the educational system of our country. If this is not addressed as quickly as possible, the fight against corruption which is on-going in the present administration will be an effort in futility. This may be so, because the problem of corruption that was left unattended to, will eventually churn out graduates with corrupt orientation and it will remain a vicious cycle. There is an urgent need to address the problem of corruption in the Basic Education system of the country among students and teachers. The following steps can create a path to curbing corruption in the educational system:

Cultural and value reorientation: Every society has culture which stipulates the way of life of the people. The culture of the people is guided by norms and values that are upheld for the common good of everyone. Any society devoid of values will be raising a generation of irresponsible adults and can only make little or no progress. Corruption or corrupt practices is by no means a value to be encouraged in any society. Commenting on the importance of cultural and value orientation, Deliversky (2016) noted that in order to combat corruption in the education system, there is a need for clear norms and regulations, transparent procedure and explicit policy framework specifying the distribution of responsibilities between different stakeholders in the allocation, distribution and use of educational resources. The basic requirements for reducing corrupt practices in the education sector include improving skills in management, accounting, monitoring and auditing of educational services. The task of breaking the silence over corruption in the education sector is tedious and needs a global united front in order to ensure that education goals are met in which everyone receives the best opportunities when learning.

Inculcating values of volunteering and social responsibility: Students should be taught the act of volunteering. To volunteer means to carry out some duties in the society for the benefit of others without expecting any monetary reward. There is great satisfaction that comes from knowing that a person can help in the society to better the lot of others without where withal. In order to instil the attitude of volunteering in students, the teacher should always be present in the class. Finlayson (2009) maintained that when a teacher is absent from the classroom, students learning is disrupted. When the teacher is repeatedly absent from the class, students performance can be significantly impacted in a negative way. The teacher can involve the students periodically in community services as part of field trip instructional method or practical in the curriculum. Certificates of

service can be awarded as such. When students learn from early ages that service to the community is of great value, they will grow to be adults driven with the passion to serve rather than to be served

Strict penalties for defaulters of corrupt practices in education in accordance with existing rules and regulation: Examination malpractice must as a matter of urgency be extirpated from our educational system. Those who aid and abate malpractice in any form must be liable to face the consequences of their actions. If this trend continues unchecked, the upcoming generation will assume it is the acceptable way to behave and carry on with same acts. Teachers who receive monetary gifts to assist students must be brought to book. Students caught in examination malpractice must be punished severely to serve as deterrent.

Suggestions to curb Corruption in the Nigerian Education System.

In view of the fact that they are many forms and types of corrupt practices in the Nigerian education system, it becomes imperative to employ several means to combat the incidence of the menace of corruption. In order to restore the dignity of the products of Nigerian education system, the education system should be free of corruption. The following recommendations may be helpful in reducing the level of corruption from the education system:

I. The handling of educational issues should be in the hands of people with proven integrity.

ii. Funds meant for education should be strictly monitored and used for the purpose for which the fund is released.

iii. Cases of absenteeism from school by teachers and students should be treated with appropriate sanctions.

iv. Payment of teachers' salary should be done at the appropriate time so that they will not have excuse for failing to do their duty.

v. Appointment of school heads should be by merit and integrity to enhance service delivery.

Conclusion

Corruption in education has devastating effects on the economy and posterity of a nation. The highest effect of corruption in education is loss of confidence in the certificate issued to graduates. If learners believe that they can manoeuvre their way to obtain grades and certificate, then the virtue of hard work is completely destroyed. The development of scientific frame of mind requires a corruption free environment where all the stakeholders in education perform their duties diligently. Scientific attitude is formed through careful, deliberate and conscious effort made by the teacher to instil certain characters in the students. It requires commitment on the part of the teachers who implement the curriculum and the students who are exposed to the learning experience.

References

Deliversky, J. (2016). Preventing Corruption in the Education System. *Journal of Education and Instructional Studies,* 6 (1), 20. ISSN:246-7463.

Finlayson, M. (2009). *The Impact of Teacher Absenteeism on Students Performance: A Case of Cobb County School*. Retrieved 10th. August, 2019 from https://www.researchgate.net.

Kung, C. (2014). We Need to Discuss How Corruption Negatively Affects Students. *The Cambodia Daily*. Retrieved 03/08/2019, from URL; www.cambodiadaily.com/news.

Muhammad, A., Mah, J., Muhammad, M. H. & Laraib, F. (2018). Impact of Teachers Absenteeism on Students Achievement: A case of South Punjab District, Muzarfargarh, Pakistan. *Journal of Education and Practice.* ISSN 2222-1735, pp 16-20.

Odo, L. U. (2015). The Impact and Consequences of Corruption on the Nigerian Society and Economy. *International Journal of Arts and Humanities,* 4(1), 177-190.

Onoja, A. I. (2016). Examination malpractice: A challenge to the future of science education in Nigeria in the 21st Century. In Akpan. E. U. U., Agbo, F. O. & Mang, L. G. (Eds). *Policies. Practices and Challenges of Science Education in Nigeria*. A Book of Reading in honour of Prof. C. T. O. Akinmade. Jos: Fab Anieh Nig Ltd.

Samuel, G. O. (2018). *How Corruption is Affecting Basic Education in Nigeria*. International anti-corruption conference. Seoul Korea. Retrieved 08/07/2019 from https://www.iacseries.com

Sumah, S. (2018). Corruption, causes and consequences. DOI: 10.5772/intechopen.72953.

Transparency International (2018). *Corruption Perceptions Index*. Retrieved 08/05/2019 from https://www.transparency.org.

Uddin, P. S. O. (2009). *Transition from the 6-3-3-4 to the 9-3-4 system of Education in Nigeria: An Assessment of its implementation on Technology Subjects.* Retrieved 08/17/2019 from www.research gate.net.

United Nations (2018). In Nigeria more than 13 Million School-age Children out of School Retrieved 17/08/2019 from URL: **https://www.voanews.com/africa/un-nigeria-more-13-million-schoolage-children-out-school**.

Curriculum and Corruption-Free Tertiary Education for Employment Generation: A study of selected Tertiary Institutions in Enugu Metropolis, Southeast Nigeria

Isife, Chima Theresa
Institute for Development Studies,
University of Nigeria, Enugu Campus

Abstract
Curriculum means the totality of teaching and learning experiences which could be planned and unplanned that exposes the learners in the school to a better development. The practice of poor skill acquisition from poor curriculum implementation exacerbates corruption in Nigeria. The study used third and final year students in the selected tertiary institutions in Enugu metropolis which were University of Nigeria, Enugu Campus, Enugu State University of Technology and Godfrey Okoye University, representing the federal, state and private owned tertiary institutions. Population of study was 5,768. The sample size determination at 10% precision was 98 which were randomly selected. Using cross sectional survey research, primary data were generated using structured questionnaire, mean and standard deviation were used for the analysis indicating the effect of curriculum implementation on corruption free education and on transparency. The result showed that proper implementation of curriculum eliminates buying examination grades, changes negative cultural values, reduces examination malpractice, influences monitoring and evaluation, promotes practical skills, improves class attendance, promotes learning and proper preparation of lectures using curriculum, provision of reading materials, effective funding towards teaching, effective teaching, effective monitoring and evaluation of teachers, effective monitoring of students attendance promotes transparency. The study concludes that effective curriculum implementation will enhance corruption free tertiary education and promotes transparency; recommended that school authorities and teachers should support curriculum implementation to promote corruption-free tertiary education and that teachers should implement the curriculum to promote transparency in the tertiary education which will enhance employment generation in Nigeria.
Keywords: Curriculum, Curriculum implementation, Corruption, Tertiary education and Employment generation.

Introduction

Curriculum is not a new term in education system. Curriculum means the totality of teaching and learning experiences which could be planned or blue print that

exposes the learner in the school to better development. Curriculum planning involves the organization of all the experiences for a group of population of learners to achieve purposeful learning outcomes. Offorma (2006), asserts that curriculum can be the instrument used by schools to seek and translate the hopes of the society in which they function into reality, which is planned and sequenced. Education is the ability to transfer the knowledge, facts, skills, values and attitudes learnt from one environment to solve problems in another environment which is achieved through curriculum (Offorma, 2016). The curriculum is developed by the experts and is expected to be adopted and implemented in schools, but if some materials in the operational curriculum appears to be irrelevant or unachievable, that portion is removed and replaced with new and relevant materials. This process of removal and replacement of the materials is what is known as curriculum revision or renewal, curriculum innovation and change (Duru, 2012). The main reason for curriculum innovation and change in any education system is to pursue meaningful education. The education that will enable the students come out with skills that will enable them solve the societal problems. The development of skills has to be provided in the curriculum for effective teaching and learning. The tertiary education with effective curriculum that promotes skill development is appropriate for any nation. The practice of poor skill acquisition from poor curriculum implementation exacerbates corruption in Nigeria. Poor knowledge of transforming the theories learnt from tertiary education to skills that will generate employment fuels corruption in Nigeria.

More so, curriculum is an organized document, plan or blue print for instructional guidance used for teaching and learning to inculcate positive and desirable learner behavior change (Offorma, 2014). This is the formal curriculum and it is planned for the future recognizing the characteristics of its recipients, the philosophy and the aims of the education, the available resources, the environment, methods of teaching and evaluation processes. This is an organized system to achieve the objectives of education in any economy that aims at development. Offorma (2016), claims that curriculum is a document, plan or blue print for instructional guidance which is used for teaching and learning that will bring positive and desirable learner behavior change. Ivowi (2004), asserts that curriculum implementation requires activities starting from translating curriculum documents into classroom practice. It is execution of planned curriculum. According to Offorma (2016),curriculum implementation assist teachers to prepare lesson notes, use reinforcement classroom control, creates friendly relationship, applies theories to practice, uses effective evaluation techniques and consider learner's cognitive ability.

Corruption is any act that deviates from the rules and regulations that guides the society to achieve ones aim without considering the consequences of such action on the people, economy, religion, ethnicity, culture and the environment. According to Graham (2008), it is clear that there is need to rethink the way in which corruption is understood. Goorha (2000), asserts that corruption is a deep-rooted social and economic problem in developing economies everywhere in the world. Corruption can take different shapes and sizes (Smith, 2007). There are attitudes that promote corruption in tertiary institutions. These attitudes can be classified thus: teachers attitude towards the students, structural or system attitude towards the education system and the students' attitude towards learning. For the teachers, this can be in form of poor implementation of the curriculum meaning that the teachers are not teaching the stipulated modules in the curriculum, inappropriate demonstration in the class room, teachers asking for the students to buy the teaching materials from the teachers at an exorbitant cost, using unauthorized venues for teaching and demonstrations instead of the class room at a cost to the students, setting examinations on the topics not covered during classes, sales of irrelevant reading materials to the students. Structural or system attitude towards the education system could be in the form of poor funding of the education system, lack of transparency in the accounting system of the school, poor monitoring and evaluation of the teachers, poor entrepreneurial education, poor learning environment, inadequate libraries, poor quality and number of teachers, poor welfare for the teachers, poor infrastructure in the schools, such as poor provision of practical materials, lack of power, poor road networks, poor water supply, poor sanitation. The students' attitude towards learning can come in form of involving in the examination malpractice to gain admission into the tertiary institutions, poor attendance to classes, lack of reading materials, lack of interest in the studies, inappropriate use of the social media, cultism and other social vices.

These attitudes from the teachers, the structure and the students are clogs in the wheel for appropriate tertiary education that will provide knowledge and skills for the graduates to be marketable upon graduation. These inadequacies create gaps that encourage corrupt practices that degenerates the tertiary education as well as the society. These graduates will not give what they do not have to the society when they graduate. Therefore, there are tendencies that they carry on the corruption practices they applied in the school that earned them beautiful certificates to the society, thereby constituting problems to the nation through high rate of unemployment (Duru, 2012). Unemployment is one of the factors that mark underdevelopment and projects poverty status of any nation. However, Onwuka (2009), asserts that corruption in the political life of a nation

is a tragedy but corruption in the education sector is a double tragedy. The tertiary educational system has the ability to transfer corruption to the entire society, since the graduates are the people expected to join the labour force and contribute to national development. Therefore , for any nation to develop, the educational system should be the one that will address employability of the graduates and address job creation through the skills developed in the schools. It is only when the curriculum is well implemented that corruption free tertiary education will enhance development through employment generation.

Employment generation is one of the objectives in any developing economy, which is creation of jobs to engage people in productive activities that will generate wealth. There are urban and rural unemployment in Nigeria. Urban unemployment includes industrial unemployment and educated unemployment(Naraja and Manisha, 2016). Educated unemployment has been one of the major unemployment in Nigeria. It is mainly linked to the defective educational system.

According to Steenbeek and Hipp (2011), social learning theory can be useful in studying corruption and how it has affected the behavior of the teachers and students in the tertiary education in Nigeria. Ocheje (2001), asserts that behaviour and environment are important in discussing corruption since these factors facilitate how successful the anti- corruption measures will be. This theory relates to how anti-social behaviour develop in individuals, families, communities, schools and how those behaviour work against larger societal norms (Isife, 2016).

Social disorganization theory started from Chicago school, a body of work on urban sociology in the 1920s and 1930s (Bernard, Snipes and Gerould cited in Olusola , 2016). Dysfunctional behaviour has political, cultural and economic consequences. Steenbeek and Hipp (2011), asserts that more crime will occur in neighborhoods with fraying social structures, like failing schools, vandalized buildings, high unemployment and changing ethnicity. It is related to the sociological perspective out of which social learning theory emerged and does not consider specific behaviour as a problem of an individual instead consider individual behaviour as reflecting the social order in which an individual lives (Onwuka, okoh and Eme, 2009). This idea is in line with Durkheim's perception that all behavior is socially generated (Egbefo, 2012).Therefore, effective and efficient curriculum in tertiary education will redirect the social behaviour of the graduates which will help to transfer the knowledge gained to generate skills that will improve their employability.

Research methodology

Nigeria tertiary institutions face myriad challenges that prevent them from being centers of knowledge creation and sharing; advancing their roles of national socio-economic transformation and have lost quality owing to the government's inability to enforce principles and policy (Mutisya, 2018). The manner to which admission is offered to many students who has not done well contributes to the turnout of poor quality graduates. Obiozor and Opara (2017) , states that the continuous Academic Staff Union of University (ASUU) strike due to one demand or the other from the government has contributed to poor teaching and learning. The government neglect tertiary institutions through poor funding, poor monitoring and evaluation of the teachers, poor entrepreneurial education, poor learning environment, inadequate libraries, poor quality and number of teachers, poor welfare for the teachers, poor infrastructure in the school, such as poor provision of practical materials. These gaps create room for corruption and unemployment since the students will make use of any opportunity available to them to obtain good grades that will yield good certificate.

The lecturers are not helping matters. Poor implementation of the curriculum, inappropriate demonstration in the class rooms, teachers asking for the students to buy the teaching materials from the lecturers at an exorbitant costs are challenges facing tertiary institutions. More so, other problems include; using unauthorized venues for teaching at the cost to the students, setting examinations on the topics not covered during classes as well as sales of irrelevant reading materials to the students.

The students involving in the examination malpractice to gain admission into the tertiary institutions contributes to the tertiary institution challenges; poor attendance to classes, inappropriate use of social media, cultism and other social vices constitutes challenges to the corruption-free tertiary education (Falola, Ibidumni, Salau and Ojo, 2016). Faseyi (2016) states that there are massive youth unemployment and underemployment in Nigeria. The National Bureau of Statistics (2018), reports that economically active or working age population (15-64 years of age) increased from 111.1 million inQ3, 2017 to 115.5 million in Q3 , 2018. The same report presents that the number of persons in the labour force (i.e. people who are able and willing to work) increased from 75.94 million in Q3,2015 to 80.66 million in Q3 2016 to 85.1 million in Q3 in 2017 to 90.5 million in Q3, 2018. Yemi (2018) states that Nigeria's unemployment rate at 23.1 percent of the work force in the third quarter, up from 18.1 percent a year earlier, in December 2018 in not good for the economy. Hence, the study tried to analyze the effects of curriculum on corruption-free education for employment generation in tertiary institutions in Enugu metropolis Southeast Nigeria.

Research Questions

1. To what extent does curriculum affect corruption-free tertiary education for employment generation in Enugu metropolis?

2. To what extent does curriculum affect transparency in tertiary education for employment generation in Enugu metropolis?

The study was carried out using cross sectional survey research design. Allan (2016) explained that survey research design is a technique of establishing opinions on an issue of the day, attitude towards more basic issues and facts about the people being sampled. The selected tertiary institutions in Enugu metropolis were University of Nigeria Enugu Campus (UNEC), Enugu State University of Technology (ESUT) and Godfrey Okoye University (GO) representing the federal, state and private owned tertiary institutions. Total population of third and final year students in UNEC was 2572, ESUT was 2832 and GO was 364, total population of the study was 5,768. Using Eboh (2009), the sample size determination at 10% precision is 98. This number was proportional represented in each institution, UNEC was 44, ESUT was 48 and GO was 6. Third and final year students in 2017/18 session were randomly selected and administered a structured questionnaire. The questionnaire was validated and reliability test carried out using Chronbach's Alpha method which gave a coefficient of 0.88.

Data collected were analyzed using mean scores and standard deviation to determine the level at which each item on the questionnaire affected the variable under study. Five Likert scale was used and the values assigned were distributed into strongly agree, (SA)= 5, Agree (A) =4, Disagree (D)=3, Strongly Disagree (SD)=2 and Undecided=1. Any item that is less than 3.0 was regarded as rejected and any item with 3.0 and above was accepted.

Results

Table 1; The effects of curriculum implementation on corruption-free tertiary education

SN	Effects of curriculum implementation on corruption-free tertiary education	SA 5	A 4	D 3	SD 2	UD 1	Total	Mean	SD		Decision
1	Proper implementation of curriculum will eliminate buying examination grades	53	45	0	0	0	445	4.45	0.46		Accept
2	Proper implementation of curriculum will change negative cultural values	55	43	0	0	0	447	4.47	0.45		Accept

3	Proper implementation of curriculum will reduce examination malpractice	70	28	0	0	0	462	4.62	0.46		Accept
4	Proper implementation of curriculum will influence monitoring and evaluation	52	46	0	0	0	444	4.44	0.43		Accept
5	Proper implementation of curriculum will promote practical skills	51	47	0	0	0	443	4.43	0.46		Accept
6	Proper implementation of curriculum will improve class attendance	56	42	0	0	0	448	4.48	0.45		Accept
7	Proper implementation of curriculum will promote learning	60	38	0	0	0	452	4.52	0.46		Accept
8	Poor implementation of curriculum will give room to corrupt practices	70	28	0	0	0	462	4.62	0.46		Accept

Source(Field survey, 2019)

The acceptance value for this study was 3.0. Hence, mean responses equal to or above 3.0 shows that the respondents agreed to the item but any mean value below 3.0 signifies rejection of the item by the respondents. Table 1 above, depicts that items 1 to 8 were accepted since the mean values were greater than 3.0. This result suggests that students of tertiary institutions in Enugu Metropolis accepted that proper curriculum implementation will enhance corruption-free tertiary education.

Table 2: The effects of curriculum implementation on transparency in the tertiary education

SN	Effects of curriculum implementation on transparency	SA 5	A 4	D 3	SD 2	UD 1	Total	Mean	SD	Decision
9	Proper preparation of lectures using curriculum promotes transparency	48	50	0	0	0	440	4.40	0.45	Accept
10	Provision of reading materials promote transparency	56	42	0	0	0	448	4.48	0.45	Accept
11	Effective funding towards teaching promotes transparency	49	49	0	0	0	441	4.41	0.45	Accept
12	Effective teaching encourages transparency	53	45	0	0	0	445	4.45	0.46	Accept
13	Effective monitoring and evaluation of teachers promotes transparency	50	48	0	0	0	442	4.42	0.45	Accept
14	Effective monitoring of students' attendance promotes transparency	48	50	0	0	0	440	4.40	0.45	Accept

15	Effective attendance of teachers to class promotes transparency	52	46	0	0	0	444	4.44	0.43	Accept
16	Effective practice and demonstration with the students promotes transparency	56	42	0	0	0	448	4.48	0.45	Accept
17	Effective evaluation of students promotes transparency	60	38				452	4.52	0.46	Accept

Source (Field survey,2019)

The acceptance value for this study was 3.0. Hence, mean responses equal to or above 3.0 show that the respondents agree to the item but any mean below 3.0 signifies rejection of the items by the respondents. Table 2 above depicts that items 9 to 17 were accepted since the mean values were greater than 3.0. This result suggests that students of tertiary institutions in Enugu metropolis accepted that proper curriculum implementation will enhance transparency in the tertiary education.

Discussion

Table 1.0 above depicts that items 1 to 8 were accepted, meaning that proper implementation of curriculum eliminate buying examination grades, will change negative cultural values, will reduce examination malpractice, will influence monitoring and evaluation, will promote practical skills, will improve class attendance, will promote learning and that poor implementation of curriculum will give room to corrupt practices in tertiary education.

This result suggests that students of tertiary institutions in Enugu metropolis accepted that proper curriculum implementation will enhance corruption-free tertiary education. This is in line with the study of Duru (2012), stating that curriculum innovation and change is a veritable tool for addressing policy issues in education. The results also align with the study of Obiozor *et al.,* (2017), which states that teachers have huge roles to play by providing friendly learning environments for adequate implementation of curriculum through acquisition of knowledge, skills, competencies and values to produce quality graduates. For the fact that tertiary education has one of its mandate to acquire both physical and intellectual skills which will enable individual to be self-reliant and useful members of the society according to Federal Republic of Nigeria (FRN) (2016), proper implementation of the curriculum will go to a large extent in achieving this mandate in a corruption-free tertiary education. This will be a tool for employment generation since proper training will entail fulfilled knowledge and skills that will spur one into job creation upon graduation. This result also shows

that poor implementation of curriculum will give room to corrupt practices. This is because when the teachers do not deliver their duties adequately, they will start compromising in order to cover up their inadequacies. This is in line with the study of Travits (2010), that show reasons for people to be corrupt as incompetent or inefficient in their service deliveries. Onwuka *et al.,* (2009) asserts that creating gaps in the system gives avenue for corruption, which agrees with this study that poor implementation of curriculum is a gap that supports corruption.

Table 2.0 above depicts that items 9 to17 were accepted. Showing that proper preparation of lectures using curriculum, provision of reading materials, effective funding towards teaching, effective teaching promotes transparency. Other factors revealed were that effective monitoring and evaluation of teachers, effective monitoring of students attendance, effective attendance of teachers to class, effective practice and demonstration with the students and effective evaluation of students promotes transparency. This result agree with Egbefo (2012) that corruption in educational system is anti-development. Therefore, proper preparation of lectures using curriculum and applying effective curriculum implementation will promote transparency. Effective curriculum implementation will not create room for corruption. This is supported by the study of Isife (2017), that notes that one of the factors through which the development of human being is attained is education through the curriculum implementation. This result suggests that students of tertiary institutions in Enugu metropolis accepted that proper curriculum implementation will enhance transparency in the tertiary education.

Conclusion

Effective curriculum implementation will enhance corrupt- free tertiary education and promotes transparency. Policy on effective curriculum implementation is very important to transform tertiary education to meet up to the specified mandate stated in the national education policy. Effective curriculum will produce corrupt-free tertiary education which will stimulate employment generation. The graduates from such institutions could create jobs and reduce unemployment and poverty in Nigeria.

Recommendations

1. School authorities and teachers should support curriculum implementation to promote corruption-free tertiary education.
2. Monitoring and evaluation should be emphasized by the school authorities.
3. Teachers should implement the curriculum to promote transparency in tertiary education.

References

Allan, B.(2016). *Social science research methods,* Oxford: Oxford University Press.

Eboh, E.C. (2009). *Social and economic research principles and methods.* Enugu: African Institute for Applied Economics.

Duru, V.N. (2012). Curriculum innovation and change: A veritable tool for addressing policy issues in education in O. Ibeneme, B. Alumode and H.Usoro (eds.) *The state of education in Nigeria,* Lagos: West &Solomon Publishing Coy. Ltd.

Egbefo, D.O. (2012). Corruption in the Nigerian educational system; Implication in manpower and national development in the age of globalization. *Journal of Arts and Education*,6(2),149-266.

Faseyi, S.A.(2016). Poverty, inequality and sustainable development, in O. Olaniyan, R. Alabi, O. Olayide and N. Olasehinde (eds.) *Making the Sustainable Development Goals (SDGs) work for people in Africa,* Ibadan: CESDEV.

Federal Republic of Nigeria (2016). *National policy on Education,* Lagos: NERDC Press.

Falola, H.O., Ibidumni, A.S., Salau,O.P. and Ojo, I.S. (2016). Skill management and universities competitiveness: an empirical evidence of Nigeria private universities, *The social Sciences* 11(6), 952-957.

Graham, H. (2008). Corruption, development theory and the boundaries of social change, *Contemporary Politics,*5(3),207-220.

Goorha,H.(2000).Corruption: theory and evidence through economies in transition, *International Journal of Social Economies,* 27(12), 1180-1204.

Isife, T.C. (2016). Gender and anti-social behaviour in Tertiary institutions in Enugu Metroplois, *IOSR Journal of Humanities and Social Science,*21(11), Ver. 6, 52-58.

Isife,T.C. (2017).Curriculum implementation and culture in tertiary institutions in Nigeria as a tool for sustainable Development. *Journal of Curriculum and Instruction, 11 (2), 55-62.*

Ivowi, U.M.O. (2004). Curriculum implementation: implications for schools administration in A.O.K.Noah, D.O. Shonibare, A.A. Ojo and O. Olujuwom (eds.) *Curriculum Implementation and professionalizing Teaching in Nigeria, Lagos: A-Trial Associates.*

Mutisya, E.(2018). Shaping prosperity by 2030:The role of universities in Africa's socio-economic transformation, *CESDEV Monograph Series issue paper No. 2018/5.*

Naraja, P. and Manisha, K. (2016). Employment generation in tourism industry:

an input-output analysis, *The Indian Journal of Labour Economics,* 58 (4), 563-575.

NBS.(2018). Labour force statistics-volume 1: unemployment and underemployment report(Q42017-Q3 2018) Retrieved from https://www.premiumtimesng.com/.../301896-nigerias-unemployment-rate-rises-to-23-1... on 8th August 2019.

Ocheje, P.D.(2001). Law and Social change: A socio-legal analysis of Nigeria's corrupt practices and other related offences Act 2000. *Journal of African Law,* 45(2), 173-195.

Offorma, G.C. (2006). Curriculum issues in the 21st century. *Nigerian journal of curriculum Studies, I2 (1), 26-39.*

Offorma G.C. (2014). Approaches to curriculum development in N. Nwagwu &U. Ivowi (eds.),*Education in Nigeria: Development and Challenges,* Lagos: Foremost Educational Publishers.

Offorma, G.C. (2016). Integrating components of culture in curriculum planning, *Unternational Journal of Curriculum and Instruction,* 8(1), 1-8.

Obiozor, O.R. and Opara, D.C. (2017). Skills development in universities as means to enhance employment, in G.C. Unachukwu and B.C. Ijeoma (eds) *Education and Sustainable Development,* Owerri: The Academy of Education.

Olusola, O.K. (2016). Corruption in Nigeria: Theoretical explanation. *Issues in social Science,* 4(1), 56-68.

Onwuka, E.M. (2009). Strategies for countering corrption in the Educational System: An Administrative overview. *International Journal of Forum for African Women Educationalists Nigeria,* 1(4), 56-63.

Onwuka, C.C., Okoh, C.I. and Eme, O.I. (2009). Corruption in Nigeria: Nature, forms and challenges before anti-corruption agencies. *Interdisciplinary Journal of Contemporary Research in Business,*1(8), 114-133.

Smith, D.J. (2007). *A culture of corruption, everyday deception and popular discontent in Nigeria,* New Jersey: Princeton University Press.

Steenbeek, W. & Hipp, J.R. (2011). A longitudinal test of social disorganization theory: Feedback effects among cohesion, social control and disorder. *Criminology,* 49(3), 833-   871.

Travits, M. (2010). Why do people engage in corruption? The case of Estonia, *Social Forces,* 88(3), 1257-1279.

Yemi, K. (2018). Nigeria's unemployment rate to 23.1 percent in Q3-CNBC Africa Retrieved from https:///www.cnbcafrica.com/.../nigerias-unemployment-rate-rises-to23-1-percent-inq...on 8th August 2019.

Corruption in Tertiary Institutions: Redeeming the Future

MGBOJI, Chukwuma C.; UZOEGWU, Chigozie R. & ONAH, Bernadine I.

Department of Computer and Robotics Education,
Faculty of Vocational Technical Education,
University of Nigeria, Nsukka, Enugu State, Nigeria

Abstract

Corruption has adversely affected the availability and use of resources for education and should be nipped at the bud. Corruption has eaten deep into all facets of society and in tertiary institutions affects the country's social, cultural, economic and developmental prospects. Corruption in tertiary institutions is more destructive as it affects not just the present but also the future. Corruption has stood vehemently against quality and qualitative education and has discouraged the saying that there is dignity in labour. Corruption which is at variance with the UNESCO global movement of education for all discourages hard-work and encourages short cuts and crooked means to greatness. This paper reasons that the effects of corruption in tertiary institutions have been ignored for a very long time and there is the need to act fast.
Keywords: Corruption, Tertiary Institutions and Education

Introduction

Nations around the world are filled with a lot of educational institutions ranging from Primary, Secondary and Tertiary. Every year, a lot of pupils and students long to get admission into these schools. The process for admission into the primary and secondary schools is not so challenging as the number of primary and secondary schools are sufficient to cater for the teeming population of applicants but this is not so for the tertiary institutions (Mohamedbhai, 2008). The author further buttressed that the tale of admission woe is higher in the tertiary institutions where the admission body regulates the admission processes into the various tertiary institutions. The admission body is saddled with the responsibility of ensuring that qualified candidates get admitted into the various Public Universities, Private Universities, Polytechnics, Colleges of Education and specialized training institutes (Kanyip, 2013). In achieving this, they put in place a structure to ensure a transparent process and also curb cases of corruption which has bedevilled various sectors in the past.

Corruption which has eaten deep into the very fabrics of human existence, has taken various forms from sorting, kickbacks, enhancement, fast tracking and

facilitating processes (UNDP, 2008). The whole essence is to curry favour and pervert the course of transparency and smooth award of contracts and other related activities in tertiary institutions. This has impacted negatively on the expectations of many parents and guardians who hope for a good education for their children (Rivera, 2012). The issue of corruption has been observed to be sustained by both parents and staff as some parents encourage its existence for their selfish reason while the staff who want to get rich quick are also caught in this spurious cycle.

Corruption undermines every aspect of the educational development among which are political, economic and social and it is very noticeable in every human society today (Samson and John, 2012). Today some tertiary institutions have become a haven for admission racketeering, job racketeering, contract inflation, an award of non-existent contracts and so on (Nwaokugha & Ezeugwu, 2017). Qualified students are refused admission and the highest bidder financially is settled with their spaces. Political office holders are not left out of this chagrin as they use the opportunity to settle their cronies with opportunities which they do not deserve. (Iyanda, 2012). All these issues can be attributed to poverty, poor salaries of civil servants and sheer greed exhibited by many (*Konadu-Agyemang & Panford, 2006*). Furthermore, this does not account for the cases of grand corruption which is facilitated by poor accountability system, lack of transparency of public information, instability in political systems, weak judicial systems and favouritism from political office holders (White, 2013).

To effectively discussing an issue as complex as corruption, it is necessary to discuss some fundamental concepts. These concepts are corruption and tertiary education.

Corruption

Corruption has been defined by different people at different times but the most conspicuous of all these definitions is that corruption is the abuse of public office for personal gains. Transparency International (2010) defined corruption as the abuse of entrusted power for private gain. Corruption can be further explained as the fraudulent activity that is done by any working member of the organization so that he/she can gain some external financial or other profits (Reddy, 2012)**.** In essence, it is taking advantage of the provision of your office to enrich oneself at the expense of the due beneficiaries of your portfolio. According to Gorai (2016), corruption is the abuse and misuse of power and authority. It could take various forms which include, bribe induced corruption, selfish reason corruption, such as a president siting a national airport in his village, and so on. Nobody was induced but under the office, for example, the siting of the airport was seen as an act of

corruption. Gorai further stated that corruption has been viewed from various theories which include: biblical theory, organizational theory and human theory.

In tracing the origin of corruption, it is understood that biblical theory links it to covetousness as seen in the story of Elisha and Gehazi when Naaman was cured of Leprosy. Gehazi wanted to collect the money his master refused and in the process was cursed. Furthermore, organization theory suggests that for corruption to thrive in any organization, there is a lot of leadership defect and process truncation (Bass and Steidlmeier, 2000). Some organizations do not believe that corruption should be tackled as long as they are beneficiaries of a corrupt process. For example, in bidding for a contract it is not necessarily about the expertise of the company bidding but the company that can grease the palms of the Chief Executive of these institutions (Agbo, 2017).

The human theory of corruption simply alludes to character flaws in humans and eroding of their consciences by the negative vices of the society (Vorster, 2013). The author further emphasizes the place of neglect of integrity and the promotion of irregularity, eye service and such negative issues that discourage moulding of human character. In the view of Koch (1998) stated that this has become a major bane and if not properly handled can cause a breakdown of the tenets that guide excellence and excellent service delivery.

Tertiary Education

Tertiary Education is the type of education that a person undergoes after the basic secondary education. It could be in a University, Polytechnic and college of education. Tertiary education is post-secondary and this is where students specialize in the core area of their pursuit which could be sciences, arts and vocational (Johnstone, Arora & Experton, 1998). The tertiary education is to prepare the individual for the world of work with a study of the proper theories and relevant hands-on experience. The curriculum of tertiary institutions is developed to ensure that students can meet the challenges of the workplace and also ensure that all the relevant materials necessary for this are available for effective training and experience.

Tertiary education before now was purely government-sponsored but with the advent of private universities, there has been an improvement in the quality of tertiary education and also in the competition amongst their graduates. Private Universities like Covenant University have shown consistency and also tried to stay at the forefront of education advancement with the results from the webometric ranking and Times Higher Education ranking (Mba, 2019). In developed nations, tertiary education is very expensive and scholarship are given to assuage the burden but developing nations like Nigeria still insist that government must own and sponsor tertiary education and this to a large extent has

led to a falling standard in education and also led to the churning out of half-baked graduates in some occasion (Asiyai, 2014).

Corruption in Tertiary Institutions

As earlier stated, corruption has eaten deep into the fabrics of various sectors globally and tertiary institutions are not left out. Corruption is so visible as staff and students in these institutions are seen to use their offices, positions and studentship for selfish reasons and aggrandizement. They perpetuate all manner of evils for financial gain, sex, grades, admissions and promotions (Ololube, 2016). This has affected all and sundry and the negative impact is seen in society. For instance, a student who is supposed to graduate with a Second Class Lower but after bribing or 'sorting' staff in the exam unit graduates with a Second Class Upper and when he gets into the world of work, he is expected to operate at his level of intelligence and many times the student is even struggling to communicate. There have been cases of graduates who cannot express themselves (Orji, Madu & Nwachukwu, 2012).

Forms of Corruption in Tertiary Institutions

Corruption has taken different forms in tertiary institutions and for this study, a few will be highlighted and discussed. They are:

Fund Mismanagement: Fund mismanagement is the management processes and practices that deliberately mishandle money made available to a person in ways that are characterized as badly or carelessly (Ololube, 2016). Misappropriation is an intentional or illegal use of funds for one's use or other unauthorized purposes, particularly by public officials (Mestry, 2004). Tertiary institutions receive subventions in societies where government sponsor education and others generate funds from tuition and all other fees payable by the student. There has been a lot of issue with how these funds are managed and deployed and there have been cases of complaints of improper allocation or management of these funds. Some tertiary institutions have experienced gridlocks and a halt in activities when the funds are exhausted and when proper checks are done, it is discovered that the funds were not properly managed and this mismanagement could be traced to the Chief Executive Officers and chief accounting officers.

In developed nations, such actions are treated with harsh consequences but developing nations, like Nigeria, treat the same with kid's gloves thereby encouraging its continuation. Some examples of mismanagement of funds could include incessant travels, starting projects with no plans for completion, purchase of vehicles that are not necessarily needed, and living extravagant lifestyles.

Admission Racketeering: The need for admitting only qualified students into

tertiary institution has been at the forefront for the sustenance of the quality of education and graduates around the globe. This has been faced with a lot of challenges as there have been cases of outright sales of admission slots for outrageous sums of money to unqualified students or less qualified students. This is further heightened with middlemen who milk unsuspecting individual by taking advantage of their relationships with those in authority in these institutions. There are also cases of people who pretend to be within the institution but are not and they also contribute to this racketeering dilemma. Lawal (2018) buttresses this point by highlighting SERAP identification of other cases of corruption in tertiary institutions of which admission regularities and racketeering were mentioned amongst others.

Contract Inflation: The issue of contract inflation is another major corruption channel globally. Contractors are invited to bid for jobs and the contract is awarded to the contractor who can give kickbacks and bribe the officials involved. The contractors are encouraged to inflate the cost of the project without any special scrutiny as long as the necessary settlements are done (Tanaka, 2001). For example, a contract that should not exceed 10 million might be quoted for 30 Million and in most cases, the money is fully released and the contracts not fully executed or abandoned. The parties that should check compliance most times have been compromised and are handicapped to do anything to avoid being exposed and their jobs lost in the process. Tanaka further posited that another very pathetic issue is awarding contracts to companies that are not registered by law to carry out such businesses. A printing company (that is not properly registered) might be awarded the supply of computer items and such irregularities are not checked.

Project Handling: Handling of projects which cut across various aspects in tertiary institutions is another corruption conduit. It could be building project, road construction, renovation projects with its start and finish date. Such projects are marked with due approvals and the expectation is that these projects will alleviate the suffering of staff and students. The contractors most times will abandon these projects halfway or abscond without executing the project at all (Iyayi, 2010). On the other hand, projects which will be beneficial to the institution are sometimes left unattended to and projects that will bring undue gains to the officers involved are hastily approved and given all the necessary support. This is indeed a major flaw. For example, an institution might have issues with unpaid salaries and road repairs but still approve outrageous sums to renovate a building or build a new one for their cronies and families (Torulagha, 2013).

Staff Recruitment Scam: Staff recruitment is a vital process in every institution.

Staff are recruited to man activities and processes and also strengthen the existing manpower or replace outgoing staff due to retirement (Asiedu, 2011). Asiedu further stated that the process of staff recruitment is expected to be transparent and in line with the existing pattern enshrined in the working document of the organization. The scam in staff recruitment in tertiary institutions which is also an act of corruption involves paying to get jobs, recruitment of underqualified staff and personnel and the 'sleeping for the job' syndrome. This is heightened by the gross unemployment being experienced in most countries and the hustle for white-collar jobs. In some countries, there is this belief that government jobs have better security, therefore, people do everything humanly possible to get a government job. The payment to acquire the jobs can run into millions of naira and leave their victims in prolonged debts.

Teacher Inducement: A teacher is someone who inspires and encourages students to be the best version of themselves (Careerexplorer, 2019). Teachers are channels for imparting knowledge and grooming individual based on their skillset and area of specialization. Teachers have a tremendous impact on how students interact with others now and in the future. Dennison (2019) opined that a good teacher must know how to communicate, engage students, be a good listener and also adapt well to the needs of all the respective children. Furthermore, teachers are known to be selfless and also teach every child without fear or favour with the ultimate aim of ensuring that the child turns out to become an asset in society.

Teacher inducement is a situation where a teacher/ lecturer is influenced or enticed or bribed to do something contrary to what should be done. This inducement could come from a parent, student or a colleague in an attempt to buy grades, favour and unusual advantage. According to Waite and Allen (2003), the inducements are there to maintain the system of corruption and the ill-gotten benefits accrued. The offer ranges from financial, sexual, travel opportunities and all such. The teacher is easily swayed owing to his poor financial standing or living standard. The parents even go as far as offering to send the teacher and family on an oversea trip for vacation and this most times is very tempting for the teachers. On the other hand, the students could induce the teacher by offering them 'free sex' for them to work in their favour and some other cases, when they cannot get the teacher directly, they induce the colleagues who in turn gets the thing done saying it is the 'brotherhood code' whereby you don't turn down your colleague's request.

Student Intimidation: A student is a person engaged in the study and anyone who is devoted to learning. A student could be referred to as a learner, a pupil or a scholar. A student attends a school and seeks knowledge from professional

teachers or books (n.d, 2019). A student has access to all the facilities of the institution and is to be taught, graded and promoted according to the stipulated regulation of the institution. Despite these laid down rules guiding student engagement and tutelage, a lot of students have come under severe intimidation and harassment. Intimidation is a situation where a staff (teaching or non-teaching) takes advantage of a student's predicament or gullible nature for personal benefit. A staff for instance who intends to sleep with a particular female student might tell her she has failed a course and is expected to pay an outrageous sum which might be difficult to meet up. Failure to raise the sum might lead to being asked to pay in kind which amounts to going to bed with the fraudulent staff. Furthermore, a lecturer can have students come to the house to do household chores or run errands with threats of not doing well in a course or outright failure and repeating. Waite et al (2003) further considered cases of professors who have graduate assistants mow their lawns or have a graduate assistant come to their home during department or faculty parties to serve the food and drinks or risk sanctions.

Result Alteration: Results are outcomes of examinations or the cumulative reportage of students learning experiences (Chimere, 2012). Chimere further stated that student results could be produced in hard or soft copy. A student result should capture the exact learning experience of the student and void of any human alteration or manipulation. Over the years, this area has become one of the major avenues for corruption in tertiary institutions. Due to the over-dependence on the paper certificate and not competence, students go all out to ensure they make a good grade no matter the cost. In achieving this, they meet with greedy lecturers who accept to help alter their results at a fee (Kirya, 2019). When this fails in the departments, they go to the examinations unit that handles computation and sort of greedy staff to do their biddings. At times, the greedy staff who have some agents send them out to get students who are interested in doing business with them. When all these have failed, they resort to trying to sort those in charge of transcript management to ensure that their grades are altered at that level but they meet their waterloo here when the receiving institution writes for confirmation of results (Gilman, 1999).

Theft: The education sector comprises early childhood, primary, secondary, and tertiary educational institutions, as well as administrative structures, accreditation agencies, examination boards, and an array of licensing, inspection, and regulatory authorities (Kirya, 2019). It employs hundreds of thousands of staff, consumes enormous amounts of supplies, and requires a vast infrastructure. The sheer size of the sector makes it susceptible to corruption, given the large

sums of money allocated to it and the difficulty of supervision, inspection, and monitoring.

Kirya further stated that the tertiary institution is a victim of this major form of corruption where staff make away with monies meant for key projects. This is done in connivance with some key individuals in the institutions. Others even claim that they were robbed when they are the culprit who wants to settle themselves. There are also cases of people who steal monies put in their care for one ongoing project or the other and cannot produce same when the need arises and when the pressure is much, they simply abscond.

Corruption could also be the theft of state assets by officials charged with their stewardship. An extreme form is the large-scale "spontaneous" privatization of state assets by enterprise managers and other officials in some transition economies. Other manifestation of thefts includes: stealing of items such as office equipment and stationery, vehicles, and fuel. The perpetrators of petty theft are usually middle- and lower-level officials, compensating, in some cases, for inadequate salaries. Asset control systems are typically weak or non-existent, as is the institutional capacity to identify and punish wrongdoers (Worldbank, 2016).

Effects of Corruption in Tertiary Institutions

The effects of corruption in tertiary institutions are much but this study will try to highlight a few of them such as:

Fallen Educational Standard

One of the major effects of corruption in tertiary institutions is the fall in the educational standard which is necessitated by the calibre of students admitted and staff offered an appointment and this goes a long way to affect the general productivity of the nation. A nation's productivity is a function of the workforce it churns out from the tertiary institutions.

Lack of Development

There is a visible drop in the development of tertiary institutions as projects that should impact on the general well-being of staff and students are ignored either consciously or due to shortage of funds. There is a complete lack of basic facilities and the tertiary institution is rated as a 'glorified secondary school'. This is because of the lack of basic infrastructures for research and learning. According to Dike (2003), unless the corruption and mismanagement of funds are tackled, there will be a lot of dysfunctional tertiary institutions.

Discourages Hard-Work and Integrity

Corruption in tertiary institution also discourages hard-work amongst staff and students as they resort to shortcuts to getting rich or good grades. Students who

work hard see their mates who do not study get good grades and they follow suit. Staff who are working hard see lazy staff living better lives and they simply join the bandwagon (Amini-Philips & Ogbuagwu, 2017).

Lack of Competent Teachers

Teachers which are the major workforce in any institution are expected to be professional and adequately prepared for the task of imparting knowledge and also improving the quality of students that are churned out into the society. They are expected to be exceptional and those who love the art of teaching but with the corruption encountered during recruitment, the quality of teachers is questionable and this tells on the quality of graduates released. The teachers can only give what they have and cannot do otherwise. (Darling-Hammond & Sykes, 2003)

Shortage of Funds

Institutions of learning are meant to be properly funded to enhance research, current studies and human development (Meier and Grifin, 2005). According to Ololube (2007), the growing rate of corruption in tertiary institutions poses a huge challenge as misappropriation and mismanagement of grants, support from private bodies and subventions from government leads to lack of funds for executing necessary projects when the need arises.

Laziness amongst Students

Educational institutions should encourage hard work, inculcate discipline and emphasize dignity in labour (Rinnert & Kobayashi, 2005). All these seem eroded today with the increased cases of sex for marks, buying of grades and such likes which discourage diligent students from studying hard. Students are made to look for shortcuts that will ultimately lead to a poor reading culture thereby leading to a growth in half-baked and unprepared graduates for the world of work.

Low Rating of the Institution Globally

International organizations like webometric and Times High Education are saddled with the responsibility of rating institutions annually based on the quality of research done and admission intakes as it impacts on the global populace (Khamala, Makori & Nijraine, 2018). Khamala et al further stated that these organizations also consider the contributions of these institutions to global research and development. With corruption affecting negatively the level of research and development amongst institutions, it leads to a drop in the rating of these institutions, when the necessary parameters for assessment points in the negative.

Remedy to Corruption in Tertiary Institutions

The remedy to corruption in tertiary institutions in this study will be discussed

under these three subheadings: human, organizational and societal remedies.

Human Remedy: To put an end to corruption, students and staff must be resolute in doing the right and proper things. They must ensure that upholding truth and right living becomes their watchword and that integrity must be adopted and pursued relentlessly (Hunja, 2015). Furthermore, there is need for individuals in institutions to make up their minds not to take or give a bribe and also ensure that everyone is treated fairly with the sense of right and wrong being their moral compass guide. Hunja (2015) further stated that corruption can be curbed when hard-work and excellence are recognized and rewarded. Corrupt individuals should be exposed and the law of the land allowed to take its rightful course because when the crime is covered, it births further crime.

Organizational Remedy: To effectively combat corruption, institutions must put in place viable structures that can monitor and forestall corrupt practices. According to Whawo (2015), tertiary institutions should monitor their staff and students closely and punish all past and present offenders. He further stated that both staff and students should undergo orientation on the ills of corruption and how it is destroying society. Institutions should only appoint individuals with a proven track record of integrity into sensitive leadership positions. There is also a need for institutions to take advantage of the advent of technology to automate all her processes in other to avoid human interferences and encourage all-round transparency. Furthermore, institutions should encourage the report of corrupt actions and also investigate all cases fairly and properly.

Societal Remedy: The society should have a clear stand on corruption and corrupt practices. Individuals with questionable character or sources of wealth should be properly investigated and prosecuted if found guilty (Karklins, 2005). There should also be a standing rule for all institution office holders to declare assets on assumption of office and do same after their tenure and scrutiny made to ensure that there were no traces of amassing untold wealth with their various leadership positions. The society should also not celebrate people with questionable character or unverified source of wealth. The law enforcement agencies should also carry out proper investigations on public officeholders. Individuals and institutions alike should also be willing to share information on staff or personnel who wish to join another institution and release relevant information that could protect our core societal values (Bryce, 2014).

Conclusion

Corruption has become a major issue around the globe especially in tertiary institutions and if not properly handled can lead to a lot of political, developmental and societal issues. To curb corruption and preserve the future for

the unborn generation, the staff, student, parents and all educational stakeholders must be taught on the evil, consequences and negative image which corruption brings. Corruption should be called its real name and necessary action put in place to handle corrupt cases. There should also be sanctions for erring staff and students and proven cases of integrity should be rewarded. Technology should also be put in place to avoid unnecessary policies that encourage corruption. There is a need for all to join hands together to produce corrupt-free tertiary institutions and society at large.

Recommendations

The following recommendations were made:

1. The government should improve the condition of service of staff to avoid them falling for cheap baits brought by students, parents and contractors.
2. Monies released for specific projects should also be monitored to ensure strict adherence to the purpose for which the monies were released.
3. The ICPC, EFCC and all corruption fighting bodies should also ensure that offenders are adequately dealt with to curtail future cases.

References

Amini-Philips, C. & Ogbuagwu, C. (2017). Corruption and Administration of Higher Education Institutions in Nigeria. Retrieved from Retrieved from https://www.researchgate.net/publication/315958608_Corruption_and_Administration of_Higher_Education_Institutions in Nigeria 20th July, 2019.

Asiedu, J. M. (2011). An appraisal of recruitment, selection and placement processes at the Ghana Institute of Languages. Retrieved from https://ir.ucc.edu.gh/jspui/handle/123456789/1756 on 10th August, 2019.

Asiyai, R. I. (2014). Challenges of quality higher education in Nigeria in the 21st century. International Journal of Educational Planning and Administration. Retrieved from https://files.eric.ed.gov/fulltext/EJ1060560.pdf, 30th June 2019.

Bass, B. M., Steidlmeier, P., 'Ethics, Character, and Authentic Transformational Leadership' Retrieved from http://cls.binghamton.edu/BassSteid.html, 26th July 2019.

Bryce, S. (2003). Role of Police in Democratic Societies. Retrieved from https://study.com/academy/lesson/role-of-police-in-democratic-societies.html. 30th July 2019

Careerexplorer (2019). *What does a teacher do?* Retrieved from https://www.careerexplorer.com/careers/teacher/#what-is-a-teacher. 10th August, 2019.

Chimere, I. O. (2012). The decay in Nigerian educational system: The way forward. *Journal of Sociological Perspective, 3* (2), 38-46

Darling-Hammond, L., & Sykes, G. (2003). Wanted: A national teacher supply policy for education: The right way to meet the "highly qualified teacher" challenge. Educational Policy Analysis Archives, 11(33). Retrieved from http://epaa.asu.edu/epaa/v11n33/ 14th August, 2019.

Dike, V. E. (2003). Managing the Challenges of Corruption in Nigeria. *Centre for Social Justice and Human Development, Sacramento, California.*

Dennison, E. (2019). *10 qualities of a good teacher*. Retrieved from https://www.snhu.edu/about-us/newsroom/2017/12/qualities-of-a-good-teacher on 10th July, 2019.

Gilman, Stuart C., and Carol W. Lewis. 1999. "Public Service Ethics: A Global Dialogue." *Public Administration Review.* 56(6), 517-524

Gorai, M. C. (2016). *Foundational Understanding of Corruption.* Retrieved from https://chs.uonbi.ac.ke/sites/default/files/chs/chs/CHS%20-%2017-06-2016%20 CONCEPT%20OF%20CORRUPTION.pdf on 11th September, 2019.

Hunja, R. (2015). Here are 10 Ways to Fight Corruption. Retrieved from https://www.weforum.org/agenda/2015/12/here-are-10-ways-to-fight-corruption/

Iyayi, F. (2010). Economic Reforms University Autonomy/Funding and Industrial Relations in Nigerian University System in Sustaining Effective Leadership in the Nigeria University System. Leadership Training Manual of Academic Staff Union of Universities (ASUU) National Secretariat Flat 2, Mellanby Hall University of Ibadan, Ibadan. Freedom Press and Publishers, Kaduna, 61-79.

Johnstone, D.B., Arora, A. & Experton, W (1998). *The Financing and Management of Higher Education. A Status Report on Worldwide Reforms* (No. 19129). New York: World Bank.

Kanyip, B.P. (2013). Admission Crisis in Nigerian Universities: The Challenges Youth and Parents face in seeking admission. Retrieved 6th June, 2019 from https://scholarship.shu.edu/cgi/viewcontent.cgi?article=2917&context=dissertations

Karklins R. (2005). *The system made me do it: Corruption in post-communist societies.* Armonk, NY: M. E. Sharpe.

Khamala, D.F., Makori, E.O., Njiraine, D.M. (2018). Webometrics Ranking and Its Relationship to Quality Education and Research in Academic

Institutions in Kenya. Library Philosophy and Practice (e-journal). http://digitalcommons.unl.edu/libphilprac/2020

Kirya, M. (2019). Corruption in universities: Paths to integrity in the higher education subsector. Retrieved from https://www.u4.no/publications/corruption-in-universities- paths-to-integrity-in-the-higher-education-subsector, 28th June, 2019.

Koch, R. (1998). The 80/20 Principle: The secret of achieving more with less. Retrieved from https://books.google.com.ng/books?hl=en&lr=&id=Z3T BgAAQBAJ&oi=fnd&pg=PR7&ots=I0Ku_VIyZ&sig=6Mur0c3DdjFM2sbWqYOq euvPrgU&redir_esc=y#v=on page&q=Koch&f=false 20th April, 2019.

Konadu-Agyemang, K., & Panford M. K. (2006) Africa's Development in the Twenty-First Century. Hampshire, and Burlington, VT.: Ashgate.

Lawal, I. (2018). Cesspool of Corruption at Nigerian Universities. Retrieved from https://guardian.ng/features/cesspool-of-corruption-at-nigerian-universities/

Meier, B. & Griffin, M (2005). *Stealing the future: Corruption in the classroom.* Berlin. Transparency International.

Mestry, R. (2004). Financial Accountability: The Principal or the School Governing Body? South African Journal of Education, *24(2), 126-132.*

Mohamedbhai, G. (2008). The Effects of Massification on Higher Education in Africa. *Report from the Working Group on Higher Education of the Association for the Development of Education in Africa.* Retrieved 13th January, 2019 from onhttp://www2.aau.org/wghe/scm/meetings/mai08/adea/study_massificatio n.pdf

Ololube, N. P. (2016). Organizational Change Management. *International Journal of Scientific Research in Education, 9(4), 333-349.*

Ololube, N. P. (2007). The relationship between funding, ICT, selection processes, administration and planning and the standard of science teacher education in Nigeria. *Asia-Pacific Forum on Science Learning and Teaching*, 8(1), 1-29.

Orji, F., Madu, B. & Nwachukwu N. (2012). Causes and Effects of Examination Malpractices on the Performance of Secondary School Students in Orumba South L. G. A., Anambra State. Retrieved 20th July, 2019 from https://www.academia.edu/16562467/Causes_and_Effects_of_Examination Malpract

Rinnert, C & Kobayashi, H. 2005. Borrowing words and ideas: insight from Japanese L1 writers. *Journal of Asian Pacific Communication,* 15(1): 31-56

Rivera, V. (2012). The impact of teachers' expectations, parents' expectations, and academic self-efficacy on the achievement of English language learners. Texas A&M University.*student.* (n.d.). *Definitions.net.* Retrieved from https://www.definitions.net/definition/student. 25th August, 2020.

Torulagha, S.P (2013). *The Corrosive Effects of Corruption on Nigerian Educational System*. Retrieved from www.ganji.com/article6000/news7987.htm 20th July, 2019.

Transparency International Secretariat (2010). *Preventing Corruption in Humanitarian Operations Pocket Guide of Good Practices*. Berlin: Transparency International Secretariat.

United Nations Development Programme (UNDP) (2008). *Tackling Corruption, Transforming Lives: Accelerating Human Development in Asia and the Pacific*. New Delhi: Macmillan India Ltd.

Vorster, S. W. (2013). Fighting Corruption – A Philosophical Approach. *Die Skriflig / Luce Verbi, 47(1), Art #651.* Retrieved from doi:10.4102/ids.v47i1.651.

Waite, D. & Allen, D. (2003). Corruption and Abuse of Power in Educational Administration. *The Urban Review, 35(4), 281–296.* Retrieved from doi: 10.1023/b:urre.0000017531.73129.4f.

Whawo, D. D. (2015). A Study of the Opinions of Secondary School Teachers and Students in Delta State on Corruption in Nigeria. DOI: https://doi.org/10.24297/jah.v3i2.5142

White, R. (2013). What Counts as Corruption? Social Research. *An International Quarterly, 80(4), 1033-1056.*

World Bank (2016). Helping countries combat corruption: The role of the World Bank. Retrieved from http://www1.worldbank.org/publicsector/anticorrupt/corruptn/cor02.htm 10th August, 2019.

Effectiveness of Concept Mapping Instructional Strategy on Students' Achievement in Environmental Education: Implication for Corrupt-Free Tertiary Education

Dr. Sampson, Monday
and
Dr. Eze, Emmanuel Chukwuma
Department of Social Science Education,
Faculty of Education,
University of Nigeria, Nsukka.

Abstract
The main purpose of the study was to determine the effectiveness of concept mapping instructional strategy on students' achievement in Environmental Education (EE) as well as its implication for corrupt-free tertiary education. The study was carried out in the University of Nigeria, Nsukka. The study adopted quasi-experimental research design. The population of the study was 423 Environmental Education students (both part-time and regular students). The sample size of the study was 120 students. Multi-stage sampling procedure was used to draw the sample size. Environmental Education Achievement Test (EEAT) was the instrument used for data collection. The content validity of the EEAT was established using table of specification/test blue print. The reliability of the EEAT was established using KR-20. Environmental Education lesson plan (EELP) was used to implement the contents of EE. EEAT was used for data collection after the implementation of EELP. The data collected were analyzed using mean and standard deviation to answer the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The study found out, among other things, that concept mapping enhances students' achievement in EE and could reduce the rate of 'sorting' and 'sex' for marks involving students and lecturers in tertiary education. The study recommended the use of concept mapping instructional strategy in the implementation of EE curriculum contents in tertiary education level.
Key Words: *Concept Mapping, Achievement, Environmental Education, and Corruption.*

Introduction

Corruption is one of the greatest challenges facing Nigeria as a country. The Encyclopedia Americana defines corruption as a general term for the misuse of a public position of trust for private gain. It goes on to state that its specific

definition and application vary with time, place and culture. This means that many actions that may be regarded as corrupt may not be so defined in law even though they may constitute a departure from strict ethical standards of a society. To this extent, corruption is putridity, taint, debasement, spoliation, impurity, perversion, bribery, dishonesty, venality, rottenness and immorality (Ubi, 2015). It is a condition of moral degeneration and/or defilement. Although corruption exists in both developed and developing countries, it is more pronounced in the developing countries such as Nigeria (Ebong, 2017).

Corruption in Nigeria cuts across economic, political, social, and educational sectors. In the education sector, particularly in tertiary institutions, corruption exists in different forms which include sorting (giving out money or collecting money in order to influence a students' mark in an examination or any other form of test), sex for mark (having sexual intercourse in order to influence a students' mark in an examination or any other form of test). Apart from the corruption that exists in the admission of students into tertiary institutions, sorting and sex for mark are the highest ranking forms of corruption in the tertiary institution (Ebong, 2017). This could be true considering the recent arrest and persecution of high ranking lecturers in some tertiary institutions in Nigeria sex for mark scandals.

Students may be involving themselves in these corrupt practices partly because of poor knowledge of basic concepts in the particular course. In other words, students could only think of sorting a course or giving out their bodies for sexual gratification of lecturers only when they are sure that their knowledge of the course is poor and by implication that their achievement will be poor in that particular course. This implies that if a course is properly taught using innovative instructional strategies such as concept mapping instructional strategy, the students could achieve higher and may not have need for corrupt practices geared towards influencing their marks.

Concept mapping is a visual organizer that can enrich students' understanding of a new concept (Birbili, 2007). Using a graphic organizer, students think about the concept in several ways. Concept mapping is a powerful instructional strategy, which allows for depiction of both the interrelationships among the elements of contents and relationship between new and prior knowledge. Concept mapping is an active teaching strategy that encourages critical thinking, enable decision making and learners taking responsibility for their learning (Ezeudu, Sampson & Okafor, 2018). According to Merlot (2006), learners can only think critically about contents of subject matter to be learnt if they understand the basic terms and the relationship between associated concepts. Thus, concept map enables learners to actively construct a conceptual framework to which new ideas and

knowledge are added, related, and refined thereby improving on their learning capability and strategy. Zollman and Robert (2008) affirmed that unless there is understanding of the contents of materials to be learnt in terms of the basic concepts, students are bound to commit unassimilated data into short-term memory and so no meaningful learning will occur. According to Zollman and Robert (2008), meaningful learning occurs when information is presented in a potentially meaningful way, and the learner is encouraged to anchor new ideas with the establishment of links between old and new materials. In particular, concept mapping offers a technique for revealing students' cognitive structure, and involves the following systemic steps: identifying the major components of the concept, arranging the concept's components in hierarchical order, linking the components with linking phrases, making cross links with directed lines. Interestingly, concept mapping could be successfully used in teaching any unit as well as general course like Environmental Education (EE).

Environmental Education (EE) is a unit as well as general course in various universities in Nigeria. It is one of the courses in the universities which most students (both regular and part-time) found difficult to understand due to its science related nature. Some of the contents in EE such as climate change, ozone layer, earth crust, volcanic eruption, earthquake, among others appear to be too abstract to the students thereby making them lose self-confidence even before the examination is conducted. As a result of the above, most students (both regular and part-time) engage in fraudulent and corrupt practices in order to influence their marks. In view of the forgoing, this study sought to find out if the use of innovative instructional strategy such as concept mapping instructional strategy could enhance students' learning and understanding of EE contents and by implication reduce the rate of corruption in form of sorting mark, sex for mark among others in the Nigerian tertiary institutions.

In recent time, some researchers have carried out studies to determine the efficacy of concept mapping instructional strategy on students' academic achievement. For instance, Ezeudu, Sampson, and Okafor (2018) carried out a study on the effect of concept mapping instructional strategy on students' achievement and interest in some value concepts in Upper Basic Education Social Studies: Implication for sustainable development. The study was conducted in Umuahia Education Zone using 160 JSS2 students. The findings of the study were that concept mapping instructional strategy has positive effect on students' achievement in value concept in Social Studies. The study recommends that teachers should adopt concept mapping strategy in teaching value concepts

for sustainable development and that quality education should be provided in rural areas for sustainable development. Similarly, Udeani and Okafor (2018) conducted a study titled the effect of concept mapping instructional strategy on the Biology achievement of senior secondary school slow learners. The study was carried out in Enugu State using 131 senior secondary school slow learners. The findings of the study indicated that the slow learners taught using concept mapping instructional strategy performed significantly better than the slow learners taught without using concept mapping instructional strategy. Furthermore, Ademola and Seyi (2019) carried out carried out a study on the effect of concept mapping instructional strategy on students' achievement and retention in senior secondary school Geography. The study was conducted in Otta, Ogun State using 180 senior secondary school students. The study found out that the students taught some Geography concepts using concept mapping instructional strategy obtained higher achievement compare to the students taught using conventional methods.

The above reviewed studies have shown the efficacy of concept mapping instructional strategy on students' academic achievement. This implies that the use of innovative teaching strategy like concept mapping enhances students' academic achievement in secondary school. However, this present study tried to extend the experimentation of concept mapping and students' academic achievement to higher level of education. Since the reviewed studies have shown that when concept mapping instructional strategy is used in teaching, secondary school students achieved higher in their respective subject areas, the present intends to find out if such success could be recorded using university students. Therefore, this paper is focused on the effectiveness of concept mapping instructional strategy on students' achievement in Environmental Education within University of Nigeria, Nsukka.

Research Questions

The following research questions guided the study.

1) What is the difference in the mean achievement scores of students taught EE using concept mapping instructional strategy and those taught EE using conventional teaching method?

2) What is the difference in the mean achievement scores of regular and part-time students taught EE using concept mapping instructional strategy?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance.

H0₁: There is no significant difference in the mean achievement scores of

students taught EE using concept mapping instructional strategy and those taught EE using conventional teaching method.

H0$_2$: There is no significant difference in the mean achievement scores of regular and part-time students taught EE using concept mapping instructional strategy.

Research Method

The study adopted quasi-experimental research design. The study was carried out in the University of Nigeria, Nsukka. The population of the study was 423 Environmental Education students (both part-time and regular students). The population comprised 132 part-time and 291 students. The sample size of the study was 211 part-time and regular students. The sample size was made up of 66 part-time and 145 regular students. Multi-stage sampling procedure was used to draw the sample size. Environmental Education Achievement Test (EEAT) was the instrument used for data collection. The content validity of the EEAT was established using table of specification/test blue print. The reliability of the EEAT was established using KR-20. Environmental Education lesson plan (EELP) was used to implement the selected contents of EE (pollution, deforestation, and ecosystem).

EE lecturers were properly trained using Concept Mapping Instructional Strategy Lesson Plans (CMISLPs) during the training session. For the training, the researchers organized the EE lecturers at a fixed venue, date and time and explain the objectives of the study to them. The EE lecturers were made to practice the use of concept mapping in teaching among them before they can actually use them to teach the students. The essence of training the EE lecturers is to ensure uniform instruction towards the validity of the experiment for easy generalization.

The pre-test was administered to both the experimental group and control group before the commencement of treatment. The treatment for the study was Concept Mapping Instructional Strategy Lesson Plans for experimental group while Lecture Teaching Method was for the control group. All the groups were taught the same content covering pollution, deforestation, and ecosystem. The experimental group was taught three lessons using Concept Mapping Instructional Strategy Lesson Plans (CMISLPs), while the control group was taught the same three lessons using Lecture Teaching Method lesson plans (LTMLP). Each lesson lasted for 35minutes covering one lesson plan a week. At the end of the treatment (experiment), a post-test was conducted on the two groups using the EEAT. The scores obtained from the experimental group were compared with those of control group. The data collected were analyzed using mean and standard deviation to answer the research questions while analysis of

covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance.

Results

The results of the study are presented in line with the research questions and hypotheses that guided the study.

Research Question One: What is the difference in the mean achievement scores of students taught EE using concept mapping instructional strategy and those taught EE using conventional teaching method?

Table 1: Mean achievement scores of students taught EE using concept mapping instructional strategy and those taught EE using conventional teaching method.

Group	Pre-test		Post-test		Mean achievement gain
	X	SD	X	SD	
Concept mapping (Treatment)	12.81	5.21	41.67	3.59	28.86
Lecture method (Control)	12.02	4.45	18.00	3.52	5.98

Data in table 1 shows that the pre-test achievement mean score of students taught EE using concept mapping instructional strategy is 12.81. The students taught EE without concept mapping instructional strategy obtained a pre-test achievement mean score of 12.02. The result further shows that the post-test achievement mean score of students taught EE using concept mapping instructional strategy is 41.67. The students taught EE without concept mapping instructional strategy obtained achievement mean score of 18.00. The result indicates that the mean achievement gain of students taught EE using concept mapping instructional strategy is 28.86 while that of students taught EE without concept mapping instructional strategy is 5.98. Since the mean achievement score gain of students taught EE using concept mapping instructional strategy was higher than the mean achievement score gain of students taught EE using conventional method, this implies that concept mapping instructional strategy enhances students' academic achievement.

$H0_1$: There is no significant difference in the mean achievement scores of students taught EE using concept mapping instructional strategy and those taught EE using conventional teaching method.

Table 2: ANCOVA result of the mean achievement scores of students taught EE

using concept mapping instructional strategy and those taught EE using conventional teaching method.

Source of variation	Sum of square	df	Mean square	F cal	F tab
Covariates	-115.4	-	-115.4	-18.5504	
Explained (R)	33.7021	2	16.85105	2.7088	2.021
Residual (E)	267.4979	209	6.2209		
Total	301.2000	209	6.6933		

The result in table 2 shows that f-cal is 2.7088 while the f-tab is 2.021. Since the f-cal of 2.7088 is more than the f-tab value of 2.021, the null hypothesis one is therefore rejected. This indicates that there is significant difference in mean achievement scores of students taught EE using concept mapping instructional strategy and those taught EE using conventional method.

Research Question Two: What is the difference in the mean achievement scores of regular and part-time students taught EE using concept mapping instructional strategy?

Table 3: Mean achievement scores of regular and part-time students taught EE using concept mapping instructional strategy.

Mode of study	Pre-test		Post-test		Mean achievement gain
	X	SD	X	SD	
Regular students	13.39	4.91	33.06	3.44	19.67
Part-time students	13.63	5.11	31.70	3.34	18.07

The result in table 3 shows that the pre-test achievement mean score of regular students taught EE using concept mapping instructional strategy is 13.39 with a standard deviation of 4.91 while that of part-time students taught EE with concept mapping instructional strategy is 13.63. The result further shows that the post-test achievement mean score of regular students taught EE using concept mapping instructional strategy is 33.06. The part-time students taught EE with concept mapping instructional strategy had 31.70 mean score. The result indicates that the mean achievement gain of students taught EE using concept mapping instructional strategy is 19.67 while that of part-time students taught instructional strategy with concept mapping instructional strategy is 18.07. Since the mean achievement score gain of regular students taught EE using concept mapping instructional strategy was 19.67 and the mean achievement score gain of students taught EE using conventional method was 18.07, this implies that concept mapping instructional strategy enhances both regular and part-time

students' academic achievement.

H0$_2$: There is no significant difference in the mean achievement scores of regular and part-time students taught EE using concept mapping instructional strategy.

Table 4: ANCOVA result of the mean achievement scores of regular and part-time students taught EE using concept mapping instructional strategy.

Source of variation	Sum of square	df	Mean square	F cal	F tab
Covariates	-111.2	-	-111.2	-12.2212	
Explained (R)	31.6180	2	15.4531	1.4413	1.972
Residual (E)	281.4312	209	7.1351		
Total	313.0592	209	7.0411		

The result in table 6 shows that f-cal is 1.4413 while the f-tab is 1.972. Since the f-cal of 1.4413 is less than the f-tab value of 1.972, the null hypothesis one is therefore accepted. This indicates that mode of study has no significant difference in mean achievement scores of students taught EE using concept mapping instructional strategy.

Discussion of the Findings

The findings of the study were discussed in line with the research questions and hypotheses that guided the study. The finding of the study with respect to research question one showed that concept mapping instructional strategy enhances students' achievement in EE. The corresponding hypothesis one showed that there is no significant difference in the mean achievement scores of students taught EE using concept mapping instructional strategy and those taught EE using conventional method. Concept mapping instructional strategy appeals to the sense of sight and provides opportunity for the students to map out concepts and sub-concepts thereby getting better knowledge of the concept under discourse. In other words, concept mapping instructional strategy is students' centered. That is it allows the students to participate actively in learning. Therefore, it the position of this study that concept mapping instructional strategy can enhance students' academic achievement and by implication reduce the need for students to be involved in corrupt practices for mark upgrading. This finding support the earlier findings of Ezeudu, Sampson and Okafor (2018) who found out that the use of concept mapping instructional strategy enhances students' academic achievement in social studies.

The finding of the study with respect to research question two showed that the mean achievement score gain of regular students taught EE using concept mapping instructional strategy was 19.67 and the mean achievement score gain of students taught EE using conventional method was 18.07, this implies that concept mapping instructional strategy enhances both regular and part-time students' academic achievement. The corresponding hypothesis two showed that mode of study has no significant difference in mean achievement scores of students taught EE using concept mapping instructional strategy. This study has established that concept mapping instructional strategy is not mode of study bias. That is, the use of concept mapping instructional strategy could enhance both regular and part-time students' academic achievement. Concept mapping instructional strategy presents equal opportunity to every students, mode of study and even gender notwithstanding, and could also enhance the academic achievement of every students taught using the strategy. This is important because every student taught using concept mapping instructional strategy has a good opportunity to excel academically. When students' achievement in EE is enhance, the students' self-confidence will also improve thereby reducing the need for corrupt practices in order to pass examination. This finding relates to the earlier findings of Ezeudu, Sampson and Okafor (2018) who found out that concept mapping instructional strategy present equal opportunity for students across board.

Implications of Study
The findings of the study have some educational implications. First, the finding of the study showed that the use of concept mapping instructional strategy enhances students' academic achievement in EE. The implication of this finding is that if innovative instructional strategy such as concept mapping instructional strategy is used in teaching EE, EE students will understand EE contents properly and as result, their achievement and self-confidence in EE will be enhanced. This will drastically reduce the incidence of relying on corrupt means of passing exams like 'sorting' and 'sex' for marks. Again, the study found out that mode of study has no significant difference in the mean achievement scores of students when taught EE using concept mapping instructional strategy. The implication of the finding is that concept mapping instructional strategy is not mode of study specific. The use of concept mapping instructional strategy will enhance both regular and part-time students' academic achievement in EE.

Recommendation of the Study
Based on the findings of the study, the following recommendations were made;

1) EE teachers should adopt concept mapping instructional strategy in teaching EE concepts. This strategy will help to enhance students' achievement in EE and help reduce corruption in tertiary institutions such as sorting for marks.

2) Government should organize workshop for serving EE teachers to enable them learn how to develop and use concept mapping in teaching EE properly.

References

Birbili, M. (2007). *Mapping Knowledge: Concept Maps in Early Childhood Education*. Retrieved October 4, 2014.

Ebong, E. (2017). Political corruption: Its implication on democracy in Nigeria. *Journal of Multi-Disciplinary Social Discourse* vol. 8(4)167-181

Ezeudu, S. A.; Sampson, M. & Okafor, O. S. (2018). Effect of concept mapping instructional strategy on students' achievement and interest in some value concepts in Upper Basic Education Social Studies: Implication for sustainable development. *International Journal of Studies in Education, 15 (1), 202-212.*

Merlot, S. (2006). Multimedia Educational Resource for Learning and Online Teaching. *Journal of Online Learning and Teaching*. 2 (3) 110 – 121

Ubi, T. (2015). Corruption control in Nigeria: Holistic approach. *Advances in Arts, Social Sciences and Education Research*, 2(1)76-84.

Udeani, U. and Okafor, P. N. (2018). The Effect of Concept Mapping Instructional Strategy on the Biology Achievement of Senior Secondary School Slow Learners. *Journal of Emerging Trends in Educational Research and Policy Studies* (JETERAPS) 3 (2): 137-142

Zollman, D., & Robert, G. (2008). *Teaching and Learning Physics with Interactive Video*. Lincoln, USA. University of Nebraska, Lincoln Press.

Curriculum Implementation through Availability and Utilization of School Libraries: Implications for Corruption-Free Secondary Education in Katsina Education Zone, Katsina State

Nasir Danzaria
*Department of Educational Foundations,
Federal University Dutsinma,
Katsina, Nigeria*
and
Fatima Yusuf Kangiwa
*Faculty of Education,
Bayero University
Kano, Nigeria*

Abstract

The study examines curriculum implementation through the availability and utilization of school libraries and its implications for corruption-free secondary education in Katsina zone. The study was guided by three research questions. A survey design was employed in conducting the study with a population of 26 public secondary schools in katsina zone. A sample of 21 schools was selected out of the total population using simple random sampling. The findings revealed that 8 schools from the zone have functional libraries, out of which only 3 schools have enough materials with inadequate current relevant textbooks. Out of the 8 schools with functional libraries, only 5 have qualified Librarians and only 3 have period allocated for library usage in their time table. The study concluded that there is inadequate number of libraries in schools in Katsina zone. The available ones are not properly utilized. This has implications for curriculum implementation and corruption-free secondary education as the students will not have access to some information in books in the library. The study recommends that the government should provide well equipped libraries for secondary schools in the zone and that school administrators should ensure the inclusion of library periods in their school time table for effective use of the libraries which will enhance curriculum implementation in the schools.

Introduction

School Library is one of the services that should be provided to achieve effectiveness in the teaching and learning processes. Onwubiko and Uzoigwe (2004) as cited in David-Westi and Bassey (2017) defined school library as the learning laboratory of the school equipped with books, magazines, newspapers and audio visual materials, aimed at enhancing effective teaching on the part of

teachers and students. In the Nigerian context, school library is one of the Educational Support Services which are aimed at facilitating the implementation of educational policies, the attainment of policy goals and the promotion of effectiveness of educational system.

The goals of educational services according to FGN (2013) shall be to:

a. Develop, assess and improve the educational programmes;
b. Enhance teaching and improve the competence of teachers;
c. Provide conducive environment for learning;
d. Make learning experiences more meaningful and realistic for children;
e. Make education more cost-effective
f. Promote in-service education;
g. Enhance access to learning;
h. Develop and promote effective use of innovative materials in schools; and
i. Promote partnership with Non-Governmental Organizations (NGOs) and International Development Partners (IDPs) to access resources.

Nicholson and Barlett (1962) as cited in Moruf (2015) expatiated that the main purposes of a school library are to:

a. Encourage the reading habits of the learner;
b. Develop in pupils the ability to learn from books without teachers;
c. Breakdown the rigid divisions which the school timetable often creates between different subjects; and
d. Give social training.

Moruf (2015) posited that the school library assists teaching by storing instructional materials such as textbooks, audio-visual materials, magazines, newspapers, journals and reference materials. It also supports the school curriculum by providing up-to-date information to keep teachers and students abreast of new developments.

David-Westi and Bassey (2017) enumerated some of the importance of school libraries as follows:

a. It is the gateway to knowledge and it plays an important role in building up love for reading;
b. It is an integral part of an educational process;
c. They equips students with long life learning skills and also develops their imagination making them responsible citizens through selecting, acquiring and providing access to appropriate sources of information;
d. They offers books and other resources ranging from print to electronic media for completion of various school projects and assignments, for

acquisition of knowledge about a topic taught in class, also for finding information about a hobby or current events and news etc.

Shaibu (1997) as cited in Itsekor (n.d) opined that a well-stocked, professionally staffed school library will assist individualized learning and improve students/pupils performance throughout the school curriculum. Also Okiy (2006) still cited by Itsekor (n.d), stated that the school library is central to the provision of the right type of information resources that empowers the educational institutions to produce highly resourceful people to impact positively on national development. Bello (2017) outlined some of the educational functions of school libraries as follows;

(a) To reach and serve every student in the school; the average, the gifted, the slow, the shy, and the problem child;

(b) Provide materials of all types and on all subjects, at the various levels of maturity of the students represented in the school, and covering the wide range of demands of the modern curriculum;

(c) provide an ample collection of materials to satisfy the independent reading interest of each child so as to encourage him to broaden his interest;

(d) Supply teachers with materials needed in the instructional programmes for their professional growth; and

(e) To serve as a steppingstone to the use of all community library resources.

Curriculum has been defined variously by different authors. Dada (2019), stated that the curriculum has to do with process (means) and outcome (end). The process (means) is akin with 'class attendance and teacher – student – content encounter', while the outcome (end) has to do with the ultimate results of the process. He argued that these ideas of the curriculum had given rise to so many thinking of what curriculum is. It is based on such ideas that Caswell and Campbell (n.d) as cited in Alvior (2014) defined curriculum as "all experiences children have under the guidance of the teachers."

Curriculum implementation according to Bello (2017), entails putting into practice the officially prescribed courses of study, syllabi and subject, and the process involves helping the learners acquire knowledge, skill or any other experiences included in the curriculum. Curriculum implementation cannot take place without the learner, the learner is central in curriculum implementation, therefore implementation takes places as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes, aiming to enable him/her to function effectively in a society. Okam (2012) as cited in Danzaria (2017) defined curriculum implementation as the actual engagement of students with planned learning opportunities where the teacher adopts the appropriate

teaching methods and resources to guide learning. Curriculum implementation is therefore a critical phase in curriculum cycle where selected techniques and strategies are put in into use through selected tools such as the syllabi and scheme of works, lesson plans and notes, teaching - learning resources, relevant textbooks and other reading resources, and above all general conducive reading environment. It is important to note that the process of development and implementation of curriculum should be seamless and involves major participant such as teachers, school inspectors, examiners, Teacher-librarians, and other staff as well as study representatives (Bello, 2017).

Teacher-Librarian is a professional teacher with a minimum of two years successful classroom experience and additional qualifications in the selection, management and utilization of learning resources, who manages the school library and works with other teachers to design and implement resource based curriculum program. The teacher-librarian is also known as the School Librarian Media Specialist (SLMS) (Bello, 2017).

Eisenberg and Brown (1992) as cited in Bello (2017) indicates the high level of involvement a teacher-librarian has in the school curriculum, the higher the level of involvement, the higher will be the level of achievement of students in reading skills, vocational study skills, with a wider breadth and quality of reading. Teacher-Librarians are qualified to take an active role in curriculum support, design and implementation. Kolade (1986) as cited in Bello (2017) specifically outlined Teacher-Librarian duties in the professional dimensions as:

a. Identifying the information need of the school community;
b. Selecting and developing the required objectives of the school curriculum;
c. Organizing all resource materials;
d. Making available materials both manual and on-line;
e. Teaching the staff and students the basic library skills to promote efficient use of learning resources; and
f. Planning learning activities with teachers.

Corruption according to Brunnelle-Quraishi (2011) as cited in Nwaokugha and Ezeugwu (2017) is derived from the Latin word corruptus which translates as "to break". According to Khan (1996) as cited in Nwaokugha and Ezeugwu (2017), 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 in the curriculum of senior secondary schools may occur as a result of factors that may emanate from the society, parents, students, teachers, school

administrators and government officials. It can take different forms ranging from inability to implement the curriculum properly by the teachers, inability of the government to judiciously provide the necessary materials and resources (both human and capital) for the implementation of the curriculum, diversion of funds mainly kept aside for the implementation of the curriculum among others. Nwaokugha and Ezeugwu (2017) elaborated on some sort of corruption and those behind them: Corruption on the day of first attempt to gain entrance into the gates of pre-primary Ranging from bribes from parents and students, 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, "ghost workers" is another corruption 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 and classroom teachers involvement in corruption in terms of sale of grades, sexual harassment, absenteeism, fragrant abandonment of teaching.

The implications of corruption for free secondary education can be seen from different perspectives, it has a detrimental effects on student's competencies, social equality, fair competition, among others. When the funds meant for secondary education were misappropriated and embezzled, infrastructure and facilities such as school libraries meant to serve as educational services in the promotion of effective teaching and learning may possibly be lacking, and the consequences of these may be complex. Nwaokugha and Ezeugwu (2017) expatiated on some of the implications of corruption in education in Nigeria including secondary education which include:

a. Overcrowded classes that will definitely affect the level of understanding and comprehension of learners as well as the quality of instruction and pedagogical delivery by the teachers.

b. 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.

c. Sound education that can lead to the production of persons whose efforts can lead to national development may elude any state whose teachers are quacks.

d. 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.

e. It leads to poor academic performance which will lead to poor quality of graduates who cannot in any way make any meaningful contributions to the national development of their states.

f. 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.

School Library is one of the services that should be provided to develop, assess and improve the educational programmes, enhance teaching and improve the competence of teachers, provide conducive environment for learning and make learning experiences more meaningful and realistic for children. It is at the heart of the education enterprise and one of the most important educational services. It is expected that states and local governments as well as proprietors of schools shall establish functional libraries in accordance with established standards and actively promote reading culture in all their educational institutions. They shall also provide for the training of Librarians and Library Assistants for library services. It is expected that weekly library periods shall be part of the school curriculum, to aid learning activities. This study was designed to ascertain the level of curriculum implementation via availability and utilization of school libraries at senior secondary schools in Katsina zone.

This study has the following objectives

a. To find out whether there exist functional Libraries at public secondary schools in Katsina zone;

b. To find out the availability of Library materials at public secondary schools in Katsina zone;

c. To determine the extent of utilization of school Libraries at public secondary schools in Katsina zone.

The research questions that guided the study are:

a. Do functional Libraries at public secondary schools in Katsina zone exist?

b. Are there availability of Library materials at public secondary schools in Katsina zone?

c. To what extent are school Libraries at public secondary schools in Katsina zone utilized?

Method

Survey design was employed in conducting the study. The population of the study is 26 public secondary schools in Katsina Zonal Education Quality

Assurance. The sample was selected using simple random sampling from the 26 public secondary schools where 21 principals were selected as sample of the study respectively. A structured questionnaire designed by the researchers in four point Likert scale which seek to obtain information from the principals was used as the research instrument. The questionnaire consist of three sections, section A – Functional library B – Availability of materials C – Utilization of library. Data collected was analysed using percentage.

Result

Table 1: Percentage of Functional Libraries

S/NO	ITEM STATEMENT	A	D
1	My school has a functional Library	8 (38%)	13 (61.5%)
2	My school Library has enough current relevant textbooks	3 (14.2%)	18(85.8%)
3	My school Library has no enough current relevant textbooks	17 (81.3%)	3 (18.7%)
4	My school Library has outdated textbooks	13 (61.8%)	8 (38%)

It can be seen from Table 1 that 62% of the respondents disagree that their schools have a functional library while 38% agree; 86% disagree that they have enough current relevant textbook while 19% agree.

Table 2: Availability of Library Materials

S/NO	ITEM STATEMENT	A	D
1	My school Library has no Library building	9 (42.8%)	12(57%)
2	My school has converted a classroom into Library	7 (33.3%)	14 (66.6%)
3	My school Library has few sitting materials	13(61.6%)	8 (35%)
4	My school Library has enough sitting materials	4 (18.7%)	17 (81%)
5	My school has a proposed building for Library	2 (9.5%)	19 (90.5%)

From Table 2, it can be seen that 57% disagree that they have no library building while 43% agree. 33.3% stated that they concerted a classroom into library, 62% agree that they have few sitting materials in the library.

Table 3: Utilization of school Libraries

S/NO	ITEM STATEMENT	A	D
1	My school has a qualified Librarian	8 (38%)	13 (61.8%)
2	My school has a qualified Assistant Librarian	9 (42.7%)	12 (56.7%)
3	My school has a specific period for Library in the timetable	4 (19%)	17 (80.5%)

It can be seen from Table 3 that 62% disagree that they have a qualified librarian, disagree that they have Assistant Librarian, while 81% disagree that they have a specific period in the time table for library.

Discussion

It can be seen from Table 1 that majority of the schools have no functional libraries, no enough current relevant textbooks and have outdated textbooks and library building, rather some have converted classrooms into library. Some of the schools with library do not have enough sitting materials. The schools have no qualified or assistant librarian, and they do not have any specific period in the time table for library usage.

Conclusion

The study concluded that only few schools in Katsina zone have functional libraries and majority of them do not enough current and relevant textbooks. It was discovered that there were few library buildings and sitting materials in some schools and most of the schools that have library have no qualified Librarian, only 5 schools have qualified Librarians. Most of the schools have no place for library in their school time table, only 3 schools have library periods in the time table meaning that, students have no time for library usage.

Recommendations

1. Government should provide well-constructed and equipped library for proper curriculum implementation;
2. School heads should improvise by converting at least one classroom to a functional library in schools;
3. School administrators should ensure that periods are allocated purposely for library usage which will ensure the full implementation of the curriculum;
4. Government should allocate resources for the maintenance of libraries within the zone and the state at large.

References

Adebayo A. Bello (2017). Educational Role of School Library in Curriculum Implementation for Secondary Schools. *Continental J. Information Technology* Adebayo (2017) 10 (1): 19 – 33. DOI:10.5281/zenodo.10009683

Alvior M.R., (2014). Curriculum Definition from Progressivism Point of View. Retrieved from https://simplyeducate.me/2014/12/11/curriculum-definition- nfrom- n progressivism-point-of-view/

Dada A.A., (2019). Contemporary Trends and Issues in Curriculum. Department Educational Foundations and Curriculum. Faculty of Education, A.B.U Zaria.

Danzaria N., (2017). Factors Hindering the Implementation of the Revised 2012 Islamic Studies Curriculum at Junior Secondary Schools under Katsina Zonal Education Quality Assurance Office. *UMYU Journal of Educational Research.* 7 (2) September, 2017. ISSN 2141-7881. Sunjo A.J Global links ltd.

David-Westi B.T and Bassey M.M., (2017). Advocacy for School Libraries in Nigeria. *International Journal of Scientific Research in Education*, September 2017, Vol. 10(4), 373-378. Retrieved from http://www.ijsre.com/assets/vol.%2C-10(4)-david-west---bassey.pdf

FGN (2013). *National Policy on Education 6th Ed*. NERDC Press, Yaba Lagos Nigeria.

Itsekor V.O., (n.d). The Role of Librarians in the Development of Education in Nigeria-Final Report. Retrieved from https://www.ifla.org/files/assets/library- theory-and-research/Projects/researcher-librarian-report-itsekor.pdf

Moruf H. A., (2015). Students' Utilization of Secondary School Libraries in Akinyele Local Government Area of Oyo State, Nigeria. *Journal of Research & Method in Education (IOSR-JRME)* e-ISSN: 2320–7388 p-ISSN: 2320–737X 5 (3) 60-66. Retrieved from http://www.iosrjournals.org/iosr-jrme/papers/Vol-5%20Issue-3/ Version 1/K05316066.pdf

Nwaokugha D.O and Ezeugwu M.C., (2017). Corruption in the Education Industry in Nigeria: Implications for National Development. *European Journal of Training and Development Studies* 4 (1):1-17, Retrieved from http://www.eajournals.org/wp-content/uploads/Corruption-in-the-Education-Industry-in-Nigeria-Implications-for-National-Development.pdf

Effect of Classroom interaction Patterns, Teachers' Gender and Qualifications on Students Learning Outcomes: A Step towards Planning a Corruption-free School Chemistry Curriculum.

Ogundare , Olusegun Godwin Ph.D

&
Mefun, Fredrick Ebimobowei Ph.D
Nigerian Educational Research and Development Council,
Sheda, P.M.B.91, Garki, Abuja.

Abstract

The study assessed the effects of classroom interaction patterns, teachers' gender and qualifications on students' learning outcomes (achievement and attitude) in school Chemistry in Oyo State, Nigeria. Survey design and classroom observational techniques were adopted. The population was all chemistry teachers and students in Oyo state secondary schools. The sample was randomly selected 18 intact SSS II chemistry classes with 1004 students (449 male and 555 female) and 18 Chemistry teachers (eight male and ten female). Modified Flanders 16-Category Interaction Analysis System (Scott's pi = 0.96), Chemistry Achievement Test (CAT) (r = 0.86) and Students' Attitude to Chemistry Questionnaire (SACQ) (r = 0.89) were used. Two hypotheses were tested. Data were analyzed using Logistic regression at 0.05 level of significance. Results showed that Patterns of classroom interaction showed a significant effect independently on student achievement. Patterns of classroom interaction and teacher gender showed significant effects on students' attitude to learning. Unlike the dominative teaching style, the integrative teaching style improved secondary school students' achievement in and attitude to chemistry in Oyo State. Therefore, chemistry teachers should adopt the integrative teaching style.
Keywords: Pattern of Classroom Interaction, Teacher Gender, Teacher Qualification, Students Learning Outcomes.

Introduction
Chemistry is one of the important science disciplines that is being offered in senior secondary schools in Nigeria. The inclusion of chemistry education in the secondary school curricular is to help secondary school students have a good grasp of fundamentals of chemistry for all round scientific and technological development. Knowledge of chemistry is needed in such professions as nursing, medicine and agriculture. Moreover, a minimum of credit pass at ordinary level of education is needed for candidates seeking admissions into courses such as

medicine, chemical engineering, agriculture and nursing in the Universities and other tertiary levels of education. This underscores the importance of chemistry education. Chemistry education at secondary school level may have little or no effect on nation's quest for technological development and overall scientific knowledge base of students if chemistry curriculum is implemented poorly by the chemistry teachers. Generally, researches such as those of Duffy, Warren and Walsh (2001), Adegoke (2007), Mefun (2018) and Ogundare (2019) on implementation of science curriculum make it clear that fidelity and quality in lesson delivery impact students' acquisition of the lesson content and outcomes. Therefore in this study, efforts were made to assess how teaching and learning activities in chemistry lessons were being conducted by chemistry teachers. Information provided may help to understand how fair or objective is the teacher in dealing with students and the level of freedom the teacher gives to students while the lesson is going on.

The questions that arise now are: How do chemistry teacher utilize the 40 minutes? Do they use the whole allocated time to facilitate or hinder students' learning of chemistry? Do teachers shout on students from poor economic background and give fair hearing to those whose parents give gifts? To what extent is the level of fairness in curriculum implementation process as a whole? There may be some quantum of corruption that characterize classroom environment too. Teachers who are supposed to be role models, may be displaying some level of favoritism or being subjective in awarding scores to students. How can senior secondary school curriculum correct these anomalies if research findings show that they exist? Therefore it is logical to observe what transpires in the classroom in order to suggest the best way chemistry teachers can manage their classrooms to engender higher achievement and positive attitude among their students.

Although some research works have been carried out on teacher-student interaction, some aspects are yet to be properly examined. For example in their study, Isiugo-Abanihe and Longjohn (2005) found that teacher-student talk constituted about 83.5% of the instructional time in a typical science lesson in junior secondary schools in Port Harcourt, Nigeria. Only few were carried out in the subject area of chemistry. Furthermore the works reviewed did not dichotomized pedagogical approaches into Integrative and Dominative. In this study, the observation instrument (Modified Flanders 16 Category Interaction System) used provided succinct sections for teacher talk (dominative) and student-talk (Integrative).

The Flanders system can be used to classify the Pattern of classroom interactions employed by the teacher into integrative versus dominative styles. It

can also be used to calculate the Integrative–Dominative (ID) ratio. Teacher with integrative versus dominative (ID) ratio greater than 1 is classified as having adopted integrative approach in teaching Chemistry, while teacher whose integrative versus dominative (ID) ratio is less than 1 is classified as having adopted dominative approach. Under Flanders' Category system, the integrative approach is characterized by teacher accepting feelings expressed by students, encouraging students to talk during class, accepting ideas suggested by the students, and asking questions from the students while the dominative approach is characterized when teacher lectures, talks continuously, gives command to students, gives directions to students and saying abusive words at the expense of students.

Teacher gender is another factor which seems to affect student learning outcomes. Experience has shown that female teachers tend to teach disciplines like arts, nursing, catering, languages and literature more effectively in terms of instructional delivery while male teachers are proficient in sciences, engineering, and mathematics. Kaplan (2010) and Mack (2010) asserts in their studies that teacher gender dictates style of interaction among teachers and their students. The implication is that, students become more active, act more maturely and have a better performance at a higher level when teacher of same gender teaches them. (Kaplan, 2010; Mack, 2010).Olatoye and Ogunkola (2008) find no significant difference between male and female students' academic achievement in science. However, the role of teacher gender in teaching and learning cannot be ignored. This study assessed how teacher gender affected students' achievement and attitude to learning.

Teacher qualification is a factor that perhaps may have effect on students' achievement especially in chemistry which is one of the variables in this study. Teacher qualifications entails content knowledge, pedagogical skills, teaching qualifications and verbal abilities. Previous studies find conflicting results regarding teacher qualification and achievement. Brewer (2000) Stigler and Hiebert (2007) argue that the more the teacher qualification, the better his teaching effectiveness which subsequently translates to student achievement. Similarly, Adekola (2006) claims that graduate teachers are more efficient and productive than non-graduate teachers in Business studies.

Statement of the Problem
Classroom interaction, the communication between teacher and learners as well as among learners, has been identified as one of the fundamental issues in the planning and presentation of classroom lessons. The possible cognitive and social gains as well as the positive learning outcomes resulting in and from such

interactions within the classroom environment have also been stressed by researchers. Past studies on assessment of classroom climate have documented some information about what transpired in the classroom and the relationships between patterns of teacher-students classroom interaction and learning outcomes (achievement and attitude). However, detailed information on the combined influence of classroom interaction patterns, teacher gender and qualification is yet to be well documented especially with respect to chemistry as a subject.

Specifically, this study assessed the effects of pattern of teacher-student classroom interactions, teachers' gender and qualifications on senior secondary school student learning outcomes in Chemistry. The extent to which the classroom interaction patterns, teachers' gender and qualifications influenced students' achievement in and attitude to chemistry was also assessed.

Hypotheses

1.   Students' high achievement in chemistry can be reliably predicted from measures of classroom interaction patterns, teachers' gender and teacher qualification.
2.   Students' positive attitude to chemistry can be reliably predicted from measures of classroom interaction patterns, teachers' gender and teacher qualification.

Method

Descriptive survey design was used for this study. The choice of this design was due to the fact that this kind of study requires comprehensive and detailed field information about what actually transpires between the teacher and the students. The target population consists of all chemistry teachers and students in Senior Secondary School Two (2) in all public secondary schools in Oyo state. Three schools were randomly selected from each of the six selected local governments to make a total of 18 schools used for the study, with one intact class selected from each school. In all, 18 chemistry teachers (eight male and 10 female) and 1004 students (449 male and 555 female) participated in the study.

Three instruments used include: Modified Flanders 16 Category interaction system (MFCIS), Chemistry Achievement test (CAT) and Chemistry Attitude to the learning of chemistry Questionnaire (SALOCQ). MFCIS was developed by Hough in 1966 and has been used widely in many studies regarding classroom interaction (Amidon and Flanders, 1970; Adegoke, 2013). It consists of two sections; section A gives demographic information of teacher's age, year of teaching experience, qualification and gender as well as number of students in

the class, topic taught and duration. Section B consists of 16 items measuring teacher talk (8 items), students talk (3 items), silence (4 items) and Non-functional (1 items). The clerking was done at intervals of sixty (60) seconds. The reliability index of the observation instrument was determined using Scott's coefficient "pi" method which gave the value of 0.96. In each of the 18 schools, 10 teaching sessions were observed. This means that each of the teachers was observed twice a week. Five weeks were used for observations.

The Chemistry Achievement Test (CAT) was developed by the researcher. The instrument was given to experts in chemistry education for their comments after which it was trial tested and validated using a sample of 100 SS 2 chemistry students from co-educational public schools that were not part of the sample that participated in the study. The reliability index of the CAT was 0.86 (KR-20). The difficulty indices of the items ranged from 0.51 to 0.78. The discriminating indices ranged from 0.18 to 0.21. The table of specification was used to establish the content validity of CAT.

The Students' Attitude to the Learning of Chemistry Questionnaire (SALOCQ) was developed by the researcher. This questionnaire consists of two parts. Part A consists of the bio-data of the respondents, such as name of school, sex, class and age. Part B has items measuring attitude of students to the learning of chemistry. This comprised 30 items using scale of Very true of me (VTM) = 1, Much true of me (MTM) = 2, Fairly true of me (FTM) = 3 and Not true of me (NTM) = 4. Cronbach Alpha was used to determine the reliability of the instrument and the reliability index was 0.89.

Results

In testing the hypotheses, logistic regression was used. Following the fact that predictor variables were categorical in nature and dependent variables were also dichotomized.

Hypothesis 1: Students' high achievement in chemistry can be reliably predicted from measures of classroom interaction patterns, teacher gender, and teacher qualification.

Initial results of the enter method of the logistic regression analysis as provided by the Omnibus Tests for Model Coefficients showed that the overall model is significant when all the three predictor variables (pattern of teacher-student interaction, gender and qualification) were entered $\chi^2 = 10.33$, $df = 3$, N = 1004, p < 0.05.

For other results, Tables 1, 2 and 3 present the model summary, the final

classification and variables in the equation respectively.

Table 1: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1377.172[a]	.010	.014

Table 1, the model summary includes two different ways of estimating R^2 (percent of variance accounted for) as was done in multiple regression. These "pseudo" R^2 estimates (0.010 and 0.014) indicate that approximately 1.0 % and 1.4 % of the variance in whether or not students' high achievement in chemistry can be predicted from the linear combination of the three predictor variables.

Table 2: Classification Table

Observed			Predicted		
			Percentile Group of achievement		Percentage Correct
			low achievement	High achievement	
Step 1	Percentile Group of achievement	low achievement	289	246	54.0
		High achievement	206	263	56.1
	Overall Percentage				55.0

The classification table indicates how well the combination of the predictor variables predict high achievement. In this study, the emphasis was on predicting, from the three predictors, whether or not students would have high achievement in chemistry. From the classification table, overall, 55% of the participants were predicted correctly. The independent/covariate variables were better at helping in predicting students those who would have high achievement (56.1% correct) than at who would have low achievement (54% correct)

Table 3: Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	PCI	-.406	.133	9.322	1	.002	.666	.513	.865
	GD	.033	.130	.064	1	.801	1.033	.802	1.332
	QA	-.016	.075	.046	1	.829	.984	.850	1.139
	Constant	.457	.371	1.513	1	.219	1.579		

Results in table 3 shows that only pattern of teacher-student classroom interaction (Integrative-Dominative) is significant. The Exp (B) shows that the odds of predicting students' high achievement increases by about 0.67 for every one unit increase in the pattern of PSI. Teacher gender and teacher qualification are not significant.

Hypothesis 2: Students' positive attitude to chemistry can be reliably predicted from measures of classroom interaction patterns, teacher gender, and teacher qualification.

Initial results of the enter method of the logistic regression analysis as provided by the Omnibus Tests for Model Coefficients showed that the overall model is significant when all the three predictor variables (pattern of teacher-student interaction, gender and qualification) are entered $\chi^2 = 11.31, df = 3, N = 1004, p < 0.05$.

For other results, Tables 4, 5 and 6 present the model summary, the final classification and variables in the equation respectively.

Table 4: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1377.172[a]	.011	.015

Table 4, the model summary includes two different ways of estimating R^2 (percent of variance accounted for) as was done in multiple regression. These "pseudo" R^2 estimates (0.011 and 0.015) indicate that approximately 1.1 % and 1.5 % of the variance in whether or not students' positive attitude to chemistry can be predicted from the linear combination of the three predictor variables.

Table 5: Classification Table

Observed			Predicted		
			Percentile Group of attitude		Percentage Correct
			Positive attitude	Negative attitude	
Step 1	Percentile Group of achievement	Positive attitude	224	263	46.0
		Negative attitude	213	303	58.7
	Overall Percentage				52.5

The classification table indicates how well the combination of the predictor variables predict students' positive attitude to chemistry. In this study, the emphasis was on predicting, from the three predictors, whether or not students would have positive attitude to chemistry. From the classification table, overall, 52.5% of the participants were predicted correctly. The independent/covariate variables were better at helping in predicting students those who would have positive attitude (56% correct) than at those who would have negative attitude to chemistry (46% correct)

Table 6: Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	PCI	.392	.133	8.611	1	.003	1.479	1.139	1.921
	GD	.273	.130	4.426	1	.035	1.314	1.019	1.694
	QA	.078	.075	1.090	1	.297	1.081	.934	1.252
	Constant	-1.101	.373	8.697	1	.003	.332		

The Exp (B) shows that the odds of predicting students' high achievement increases by about 1.48 (48%) for every one unit increase in the pattern of TSCI and by about 1.31 (31%) for every one unit increase in teacher gender. From table 6, teacher qualification is not significant. Pattern of classroom interaction and teacher gender are significant.

Discussion of Findings

Results in table 3 shows that in predicting students' high achievement in Chemistry, pattern of teacher-student classroom interaction (Integrative-Dominative) is significant. The results show that when the teacher adopts the integrative method of teaching; students are more likely to have high achievement in chemistry. Teacher gender and teacher qualification are not significant.   This result corroborates the research findings of Adegoke (2007) which showed that students in the integrative group had higher achievement score in mathematics than their colleagues in the dominative group. The significant effect of pattern of teacher-student classroom interaction is explicable considering that when students are given maximum opportunity to participate in teaching and learning processes in the classroom, the student will be able to express their feelings which will facilitate better understanding.

The results also show that when the pattern of teacher-students interaction is dominative, more students tend to have positive attitude to chemistry. This finding corroborates the research findings of Kalu (2015) which reported that a significantly positive relationship exists between interaction pattern and students' post-instructional attitude and low academic task achievement. The significant effect of pattern of teacher-students interaction is explicable considering that when teacher exhibit direct teacher behaviour (lectures, giving direction, giving feedback, criticizes student behaviour) and restrict student participation in classroom, students tend to comport themselves and listen more to teacher explaining to them and therefore exhibit a positive attitude to learning. Similarly the results show that female chemistry teachers are more likely to

engender positive attitude among students in chemistry than male teachers. Teacher qualification is not significant.

Conclusion

Learning could improve if teachers employ integrative style of instruction delivery. Teacher talk predominate the chemistry lessons. Teachers did not allow students freedom in expressing their opinion and thus there was no fair hearing from the students. When pattern of classroom interaction is dominative, more students tend to have positive attitude to chemistry. Female chemistry teachers are more likely to engender positive attitude among students in chemistry than male teachers.

Recommendations

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

1. Chemistry teachers should adopt an integrative approach of instruction delivery for better students' performance.
2. Government should employ more female chemistry teachers to facilitate a better student attitude to learning.
3. Curriculum planners should incorporate a classroom interaction pattern which will put into cognizance learners individual differences such that gaps between low-pace learners and fast learners are bridged.
4. Curriculum planners should develop a curriculum that will ultimately consider the interest of the students, one which gives every student in the class time to express their views and which will not place students from poor socio-economic background at a disadvantage.

References.

Adegoke, B.A (2007). Patterns of Teacher-Pupils interaction in the Classroom and Learning Outcomes in Primary Science. *West African Journal of Education (WAJE), (27), 124 – 134*

Adekola, B.O. (2006). Influence of Teachers qualification, age and gender on Effective teaching of English language. *J.Educ.Focus,* 6: 97-99

Brewer, D.J. (2000). High school Teacher Certification and students' achievement. *Educ. Eval. Policy Anal,* (22), 129 - 145

Duffy, J., Warren, K., and Walsh, M. (2001). Classroom interactions: gender of

teacher, gender of student, and classroom subject-Statistical Data included. *Sex Roles: A journal of Research.* Downloaded from the internet www.findarticles.com/p/articles.

Kaplan, K. (2010). *Female Teacher May Pass on Mathematics Anxiety to Girls, Study Finds.* Los Angeles Times. January, 26.

Kalu, A. (2015). Classroom interaction Patterns Teacher and students characteristics and students' learning outcome in Physics. *Journal of classroom interaction, 39(2): 24-31*

Mack, K. (2010). Study: *Female Teachers Mathematics Anxiety Affects Girl Students.* Chicago Tribune, January, 25.

Isiugo-Abanihe, I.M., & Longjohn, I.T (2005). An observational study of classrooms of science student teachers in Port Harcourt, Nigeria. *West Africa Journal of Education, XXV*, 161-176

Mefun, F.E. (2018). Evaluation of implementation of new senior secondary school mathematics Curriculum in Ondo State, Nigeria.An Unpublished Ph.D thesis.University of Ibadan.

Ogundare, O.G. (2019). Assessment of Classroom interactions and senior secondary school students' learning outcomes in Chemistry in Oyo State, Nigeria. An Unpublished Ph.D thesis. University of Ibadan

Olatoye R. and Ogunkola B.J. (2008). Parental Involvement Interest in Schooling and Academic Achievement of Junior Secondary School Students in Ogun State, Nigeria.*College of Teaching Methods and Styles Journals 4.10: 33-39.*Available at www.Chiteinstitute.com

Stigler, O.S. and Hiebert, A. (2007). Students Evaluation of teaching effectiveness: A structural modeling approach. *Journal of Educational Psychology,* (68), 20-30

Impact of Corruption on Effective Curriculum Implementation in Tertiary Education in Nigeria

Oloruntimehin Dayo
Department of Curriculum and Instruction
Federal College of Education
Okene, Kogi State

Abstract
The paper sees corruption as an unethical practice that is capable of jeopardizing the effective implementation of tertiary education curriculum in Nigeria. The reality of corruption in tertiary education which takes the forms of bribe, inflation of vouchers and fortification of accounts among others were discussed. The implications of corruption on tertiary education were identified to include underfunding, poor welfare of lecturers, incessant industrial action, students' unrest etc. Sensitizing of all categories of workers in the tertiary institutions in Nigeria, proper monitoring of projects, reward for honest workers and punishment for corrupt public officers were recommend as measures for curbing corruption in the Nigeria's tertiary institutions.
Key words: Corruption, curriculum, curriculum implementation/

Introduction

Corruption wherever it exists in a society at whatever level is a condemnable unethical practice that is capable of undermining development. This is possible because corruption in any of its multidimensional forms has terrible consequences that can neutralise and bring to zero point the development aspirations of honest and hardworking individuals and institutions in states. It can cause general disenchantment and instability, making nonsense of state institutions, discouraging foreign direct investments and eroding genuine value system upon which the sustainable development of a people and their state is laid (Nwaokugha & Ezeugwu, 2017). Corruption has in-built devastating and disabling potentials to infest and reconfigure the psyche of the individuals, the state and those entrusted with day to day affairs of the state. It is a scourge that has high profile and epidemic proportion, so pronounced and contagious that its seals and impression can be noticed and felt globally without respect of levels of sophistication. However, corruption in education especially at tertiary institutions is a great disaster because of its devastating effects on national development. According to Onwuka (2009), corruption is the political life of a nation is a tragedy while corruption in the educational sector is a double tragedy. This is because to him, the sector has the capacity to set in motion an

uncontrollable reproductive process of corruption in the larger society and thereby mar the development structures.

Globally, no country is totally free from corruption but its dimension in Nigeria surpasses them all as hardly is there any sector that can be exempted. Describing the magnitude of corruption in Nigeria, Lawal & Tobi (2006) stated that, Nigeria presents a typical case of a country in Africa whose development has been undermined and retarded by menace of corrupt practices. Still on the worrisome trend of corruption in Nigeria, Achebe (1988) remarked that, keeping an average Nigerian from being corrupt is like keeping a goat from eating yam. The situation is so bad that an average Nigerian sees any opportunity to ascend to any public position as a way to amass wealth and impoverish or kill the institution he serves. The various problems engineered by corruption, have converged to thwart the translation of curriculum objectives at every level of education in which tertiary institutions are not exempted.

Conceptual Clarification of Terms

Concept like words means different things to different people. Since most concepts generally lack universal theories, they are interpreted in different ways by different scholars. The concepts examined in this paper are corruption, curriculum and curriculum implementation.

Corruption

Corruption is a universal phenomenon which is viewed and perceived differently by the various societies of the world. According to Ndu (1990), corruption is the behaviour of public official which does not conform to known and publicly acceptable norms and which aims at serving the private interest of those who practice it. This to him involves the exchange of decision for money or material wealth. To Ojiade (2000), corruption is any systematic vice perpetuated by individuals, society or a state in general, were 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 etc become norms upon which the people and the state operate. Iyanda (2012) reports that Nigeria's anti- corruption agency – Economic and Financial Crime Commission (EFCC) defines corruption from economic perceptive as the nonviolence 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. Corruption as a concept maybe elusive to be subjected or pinned down to a single definition, but there is a general agreement that the practice is unethical and therefore condemnable.

Curriculum

Okunloye (2014) defined curriculum as all planned experiences design for and made available to learners for the purpose of achieving some objectives ends, which include knowledge acquisition, skills development and cultivation of right values and attitude and other capacities for personal and social problem solving and effective living under the auspices of schools. In the words of Smith in Nwakile, Sango & Anaza (2014) curriculum is a set or a sequence of potential experiences set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. To him, curriculum is always in every society, a reflection of what the people think, feel, believe and do. Also, Okafor (2003) viewed curriculum as the life wire, the heart of every educational programme and as a vehicle through which the school strives to achieve educational ends. The curriculum as a process embraces the total experience by means which the school educates the young and inexperienced members of the society, for the purpose of becoming rounded persons who can make meaningful contributions to the betterment of their society and the world. The school is not isolated from the society as it continues to strive to improve upon the quality of life in the society. Therefore, curriculum is a continuous process of a conscious insight into the life of the society by school with a view of bringing about improvement (Alabi, Alao & Akinwande, 2017).

Curriculum Implementation

The success of any curriculum is dependent on its effective implementation. What then is curriculum implementation? Curriculum implementation can be described as the open use of a programme throughout the entire school system. It is bringing policy or proposed intention into use. Ogar and Awhen (2015) defined 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 practice or proposal into action. Curriculum implementation is regarded as the bedrock of any curriculum development process (Mezeobi, 2003). For any curriculum plan or innovation to become fully meaningful, it must be adequately implemented. The way the curriculum is implemented will determine the degree of its influence on the society. The case of Nigeria is terribly pathetic as corruption and corrupt practices have negative impact on the curriculum implementation of tertiary institutions. Funds meant for educational development are either embezzled or misappropriated. The result being poor quality of graduates, unpaid teachers, decline in standards, obsolete teaching materials, over staffing etc characterized the education sector (Egbefo, 2012).

The Reality of Curriculum in Tertiary Education

Corruption is real in the education sector. It is the perversion of the expected standard of behaviour by those in authority in educational system for their own personal gain to the detriments of others and the system in its pursuit of quality manpower and national development (Egbefo, 2015). Corruption may therefore dash the hope of the society who look up to education for progressive directions and advancement in the lives of her individual citizens and the collective and general development of the state.

Corruption appears in tertiary education in the following ways:

***Purchases of Irrelevant and Expensive Equipment*:** Some of the loans received from the World Bank and Several International donors towards education in 1990s were used to purchase unnecessary and expensive equipment that could not be properly installed or maintained. Many institutions received irrelevant and useless books and journals and out dated materials that have no relevance (Egbefo, 2012). These were done to create avenues for embezzlement of funds at the expenses of the public who would suffer the woes of poor quality of education.

Bribes: Bribes take place in various forms and practices by different categories of people. It is the most common forms of Corruption in the education sector. Due to this, some scholars have described schools as no longer institution of learning but money exchange department to help students pass examination and admission into higher institutions (Nwokugha & Ezewugwu, 2017). Common sense shows that where students pay for admission before they are admitted into tertiary educational institutions, admission easily becomes the exclusive right of those who can pay but who unfortunately have nothing to offer to the educational industry or to the general society (Danladi, 2018). Heads of institutions and those in-charge of collection of funds use their private or personal accounts for transactions. Money collected for the development of their institutions are diverted for personal use. Private receipts are printed and used for the collection of fees. Illicit gains from kickbacks from contractors and ghost workers are paid into such accounts. By this, the institutions they are supposed to nurture and manage for academic excellence suffer lacks.

Compromise of the Agencies Releasing and Receiving Funds: The tertiary education enjoys massive flow of funds from various governments, donors, individuals, organizations etc. It is regrettable that such funds in most cases could not be properly accounted for because of the high level of conspiracy between the agencies releasing and receiving these funds. Bargains are made on the sharing formula before funds are released and disbursed to the various institutions and

departments.

Inflation of Vouchers: According to Nwaokugha & Ezeugwu (2017), ministries and agencies of government entrusted with overseeing the day affairs of the education industry in the form of procuring necessary equipment and teaching materials, constructing buildings, supplies, easily inflate vouchers and in most cases claim monies when nothing has been supplied or provided. Also capital projects initiated by various arms of the government are not commissioned in the various tertiary institutions because such projects are surrounded and submerged in corruption and corrupt practices.

These fraudulent practices have negative implications on the curriculum implementation of tertiary institutions and the quality of education the learners will be exposed to for the progress of the nation.

Implications of Corruption on the Curriculum Implementation of Tertiary Education

Corruption undermines the curriculum implementation of tertiary institutions in different ways. They include the following:

Under Funding: The success of proper curriculum implementation of tertiary institutions is anchored on adequate finance. Tertiary education generally requires huge sum of money to function properly and lack or inadequate of funds spells doom for the system. Under funding of this sector affects the appropriate quality, academic training of lecturers through seminars, conferences, workshops and capacity building to enable them reach their full potentials. The funds needed to carry out these activities are stocked in foreign private accounts wasting away. According to Okoli as cited by Egbefo (2012), huge sums of money are stocked in foreign banks by some ministers, commissioners of education, and vice-chancellors through money laundering. The looted money could have been used for developmental purposes in the various tertiary institutions in the country. Under this condition, the effective implementation of tertiary education will be a mirage.

Inadequate Equipment and Infrastructural Facilities: Corruption leading to embezzlement and misappropriation of funds meant for tertiary education means that infrastructure and facilities for effective teaching and learning will be lacking and where available, they are either obsolete or grossly inadequate. The consequence is that, lecturers and other facilitators of the curriculum will not be able to teach all the required skills in accordance with the growing technology. Take for instance, ICT facilities are scare commodities to come by in some of the nation's tertiary institutions. Yet the new trend of curriculum requires students to be familiar with computers and make use of them. The country is not so poor that

these facilities could not be made available for use in the tertiary institutions due to corruption they are just not there.

Poor Welfare of Lecturers/Teachers: The teacher in the classroom is the main force or engine room of curriculum implementation. He ensures the implementation of the curriculum according to specifications, decides on the kind of methods, resources and evaluation techniques that are best suitable for a particular lesson. However, the teacher that is a key factor in curriculum implementation suffers before he get his monthly pay and other allowances. According to Nwiyi and Okorie (2014), teachers ate stagnated and denied promotion and those promoted are not implemented in terms of payment of the new salaries and allowances. Since the situation of their counterparts in tertiary situations are not better off, they further stated that, the situation is highly demoralizing and has negative impacts on the implementation of the curriculum in the tertiary institutions as a result of corruption. Teachers/Lecturers who are not adequately motivated cannot be expected to be at their best in the classrooms when the curriculum is to be implemented.

Incessant Industrial Action: *Lecturers* of tertiary institutions sometimes embark on industrial actions to press home their demands. The failure of those in authority who often turn deaf ears to the welfare of lecturers and their refusal to provide the necessary working tools due to corrupt practices often lead to the strike action in the various tertiary institutions. It is so painful when some powerful individuals who turned some of these tertiary institutions into opportunities for fraud, live in affluence, while the welfare packages of lecturers who drive the sector receive no attention. This injustice often triggers strike action which sometimes last for several months thereby disrupting academic activities on the campuses. This does not augur well for the proper implementation of the curriculum at this level of education.

Students' Unrest: Student's unrest orchestrated by corrupt practices in some of the tertiary institutions has been known to have led to their closure. Unrest occurs when the school authority fraudulently hikes fees and lecturer exploit and extort money from students. When there is no transparency and accountability among the agencies responsible for the disbursement of funds meant for the welfare of students, this could lead to protest. Another issue that can lead to unrest at this level of education is the activities of the students' union that promote corrupt practices. The clamour 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 end up affording golden opportunities for students' representative to navigate and ventilate their ways into what they can corruptly make for themselves (Nwaokugha & Ezeugwu, 2017). When this act

back fire, serious riot ensures leading to closure of the affected institution(s). When students are called back, the whole academic activities will now turn to crash programme which at best can only lead to the haphazard implementation of the curriculum.

Conclusion

Corruption jeopardizes meaningful efforts towards progress and should not be allowed to exist in any segment of the society in whatever form talkless of the tertiary education sector, which is the bedrock of social and economic development of the nation. The devastating impact of corruption on the curriculum implementation of tertiary education in Nigeria if not checked, will frustrate the nation's dream of being able to contribute meaningfully to the global economy by the year 2020.

Recommendations

In embarking on a mission that is targeted at curbing corruption in tertiary education in Nigeria, the following suggestions should be given consideration:

- The government should organise seminars for all categories of workers in the nation's tertiary institutions to sensitize them on what constitute corruption.
- There should be proper monitoring of educational projects by the government agencies to ensure completion before payments are made.
- Welfare packages of lecturer in forms of salaries and allowances should be attractive and should be of utmost priority of the government.
- The employment and appointments of lecturer should be on merits and not on connection.
- Financial incentives should be given to workers who have proven records of being honest and transparent.
- The government should establish strong mechanisms upon which corrupt public officers can be disciplined or made to refund what they have corruptly acquired.

References

Achebe, C. (1988). *The trouble with Nigeria*. Enugun: Fourth Dimension publishers.

Alabi, B. M., Alao, I. G. & Akinwande, S. A. (2017). *Foundation of curriculum studies*. Ilorin: Natadex publisher.

Danladi, S. A. (2014). The effects of corruption on the implementation of curriculum at the tertiary institutions in Nigeria. *International Journal of Multidisciplinary Research and Development*. 5 (9), 110-114.

Egbefo, D. O. (2012). Corruption in Nigeria educational system: It's implication in manpower and national development in the age of globalisation. *Journal of Arts and Education.* 6 (2), 149-266.

Iyanda, D. O. (2012). Corruption: Definitions, theories and concepts. J*ournal of Business and Management Review.* 2 (4), 37-45.

Lawal, G. & Tobi, A. (2006). Bureaucratic corruption, good governance and development: The challenges and prospects of institution building in Nigeria. Journal of Applied Sciences Research. 2 (10), 642-649.

Mezeobi, K. O. (2003). *Social studies curriculum.* Owerri: Whyte and Whyte.

Ndu, A. (1990). *Corruption in Nigeria: A critical approach.* Lagos: Unity publishers.

Nwakile, I. C., Sango, A. & Anaza, A. O. (2014). *Introduction to curriculum studies.* Okene: Dele printing press.

Nwaokugha, D. O. & Ezeugwu, M. C. (2017). Corruption in the education industry in Nigeria: Implications for national development. *European Journal of Training and Development Studies.* 4 (1), 1-17.

Nwiyi, G. U. & Okorie, F. S. (2014). Problems militating against curriculum implementation on vocation/technical subject in secondary schools in Nigeria. *African Education Indices.* 7 (11).

Ogar, O. E. & Awhen, O. F. (2015). Teachers' perceived problems of curriculum implementation in tertiary institutions in Cross River State of Nigeria. Journal of Education and practice. 6 (9).

Ojiade, F. (2000). The professional accountant and anti-corruption crusade. ICAN News, July/September.

Okafo, P. N. (2003). *The essentials curriculum.* Owerri: Crown publishers Ltd.

Okunloye, R. W. (2014). Selection and organization of learning experiences. In R. A. Lawal, (eds). Fundamental of curriculum development. Ilorin: Bamitex publishers.

Onwuka, E. M. (2009). Strategies for countering corruption in the educational system: An administrative overview. *International Journal of Forum for African Women Educationists.* 1 (4), 56-63.

School Variables and Academic Performance of Secondary School Students
in Geography in Cross River State, Nigeria

Orim O. Orim[1] & Professor (Mrs.) A. E. O. Esu[2]
Department of Curriculum and Teaching
University of Calabar,
Calabar.

Abstract
This study examined school variables and academic performance of secondary school students
in Geography in Cross River State, Nigeria. The population of the study consisted of 6125 Senior Secondary Two (SSII) Geography students in the 246 government approved secondary schools who registered for the Cross River State mock examination in geography conducted in 2016/2017 academic session. Ex-post facto research design was employed in this study. Stratified sampling procedure was adopted in the selection of forty (40) schools from the study area used for the study.. Simple random sampling was then used for the selection of seven hundred and eighty-three (783) Senior Secondary two (SSII) geography students selected from the forty (40) schools in the three education zones. Two instruments were used for the study; School Quality Questionnaire (SQQ) and Geography Achievement Test (GAT) using geography questions from mock examination 2017. The questionnaire used for data collection was developed by the researcher and presented to three experts in test and measurement for validation. The data collected were analyzed using independent t-test. The finding showed that school climate and class size has significant influence on students' academic performance in Geography. It was recommended that; the school administrators should create a favorable school climate to enhance better teachers' productivity and students' achievement, policy makers and government should ensure that more classrooms are built and number of students in a class should not be greater than 30.

Introduction
The school is a formal learning environment that provides opportunity for the child be educated and acquire various skills for self and societal development. A stimulating school environment enables the teachers to teach a variety of activities with broad-base ideas about what the students are likely to learn or

respond to. This makes it possible for both the teachers and the students to work cooperatively and productively towards attainment of educational goals (Nsa, Offiong, Udo & Ikot, 2014). Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality. Provision of quality secondary education generates the opportunities and benefits of social and economic development. The issue of poor academic performance in examination signifies a critical impediment in any Country since education is a major contributor to economic growth (Eshiwani, 1993). However, a number of factors contribute to the maintenance of quality education in schools. Schools require good leaders to organize the process of teaching and learning to ensure that the mission of the school is achieved by maintaining conducive school climate, manageable class size, adequate instructional facilities, among others (Lydiah&Nasongo, 2009).

School climate is the relationship, felling and the tone that prevail in the school environment, it is agreed that school or organizational climate arises from routine organizational practice that are important to an organization's members, that is defined by members perceptions and influences members' attitudes and behaviour (Odigwe, 2009). The researcher further stated that school climate is a relatively enduring character of a school that is experienced by its participants, that affects their actions, and based on the collective perceptions of behaviour in the school.

According to Mboto (2006) a lesson cannot be effectively delivered in a class that is out of control, this means that effective or adequate learning cannot occur in an uncontrolled classroom climate. Isangedighi (2007) referred to classroom or school climate as the general atmosphere that prevails as teaching and learning process unfolds. That the teacher in the process of teaching is able to manipulate interconnected forces in a classroom setting in order to maintain a good atmosphere and keep his lesson on course, and describes the classroom as a laboratory, workshop or a stage and the teacher as an artist, or technician.

Charles (2000) opined that when pupils experience sense of belonging and supportive relationship with teachers and classmates, they are motivated to participate actively and appropriately in the activities of the classroom. Cohen (2006) also asserted that high quality interpersonal relationship keep teachers motivated to be innovative and inspiring and they keep pupils engaged in

learning. Again, Schein (2004) opined that quality relationship in the school is among the strongest known predictors of both students' academic achievement and teachers' career satisfaction. Positive relationship with colleagues help teachers and other school community members develop and maintain their professional identities, support them through challenging professional and personal experiences, and encourage them to stay in the teaching profession.

Yassie-Mintz (2009) maintained that when students are engaged in the daily events in school, they experience a sense of "voice" and feel as if they are an important part of the school community. Blum (2005) opined that when students feel connected to the school, they are less likely to engage in acts of aggression, victimization and bullying. Students who feel connected and accepted within the school community are more likely to experience academic success and less likely to engage in risky behaviors. School climate can be improved by programmes that involve the entire school community, provide students with a collaborative role in the development, creation and implementation of school norms and provide opportunity to dialogue, problem-solving and build relationships (Greenberg, O'Brien, Zins, Fredericks, Resnik & Elias, 2003).

Cohen, McCabe, Michelli and Pickeral (2009) conceived school climate as the character and quality of life within a school and refers not only to the physical environment but also the whole school experience. The school improvement process has also been identified as an important dimension of school climate (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013). A sustained positive school climate promotes student social, mental, emotional development, behavioral and learning outcome, while guaranteeing physical and social safety (Loukas & Robinson, 2004). Positive school climate can also reduce teacher burnout, promote teacher retention and can also enhance parent-school partnerships (Cohen, McCabe, Michelli & Pickeral, 2009). McNeely, Nonnmaker and Blum (2002) opined that school climate in terms of connectedness or sense of belonging describes the quality of the social relationship within the school: the extent to which a student feels like he/she belongs at school and feels cared for by the school, and is associated with highest academic achievement, good attendance, social relationships, and increased mental and emotional wellbeing of students.

Lester and Cross (2015) studied the relationship between students' mental and emotional wellbeing and factors related to school climate focusing on safety, social relationships and school connectedness, during the last year of their primary schooling and their first two years of secondary school. Data were

collected using a self-completion questionnaire from 1800 students. Multilevel modeling was used to determine the strongest school climate predictor of students' mental wellbeing at each time. The result revealed feeling safe at school to be the strongest factor for student wellbeing in the first year in secondary school, in the second year, peer support was the strongest protective factor while feeling safe at school, feeling connected and having support from peers were predictive of emotional wellbeing. It was recommended that school policies promoting safety, encouraging and enabling connectedness are important variables during the first years of secondary school and should be implemented. In this study, school climate is considered important in the actualization of the educational goals and objectives. Teachers, students, administrators and other staff members work effectively in a conducive school climate or environment where members relate effectively and cordially. The opposite of this can cause conflict which cannot ensure the achievement of the set goals.

More so, Wadi (2015) studied the influence of school climate and teachers' commitment on pupils' academic achievement in Rivers East Education Zone, Rivers State. Survey research design was used and stratified random sampling was adopted to select a sample of 220 primary five teachers and 660 primary five pupils in public primary schools in the area. School climate index, teachers' commitment questionnaire (SCITCQ) and pupils' achievement test were used for data collection. Data were analyzed using one way analysis of variance (ANOVA) at 0.05 level of significance. The result revealed that school climate and teachers' commitment have influence on pupils' academic achievement. It was recommended that school climate centre be established in all public schools in the area and teachers should be encouraged to remain committed to the profession.

Class size to this study is the number of students assigned or allocated to a particular class. Many public secondary and primary schools in Cross River State has uncontrollable number of students in a class. Most students distract others; prevent others from seeing the front and many other activities that cannot help them achieve the desired instructional objective. The nature of classroom environment plays a major role in promoting learning, effective relationship, and determination of role behavior (Okeke, 2007). The arrangement and population of students in a class have significant impact on teaching and learning. A teacher is expected to show good knowledge of his students and give individual assistance to them during teaching and learning process. The ability of a teacher to recognize his students and render individual assistance depends largely on the class size (Okeke, 2007). Adeniji (2004) observed that good classroom

arrangement and manageable students' population encourage adequate acquisition of desirable behaviors and attitude, development of creative thoughts, student's interrelationship, positive learning and learner centered methods of teaching.

In a study by Kemi (2009) on the influence of class size on teachers' performance, with a sample of 500 teachers from 20 secondary schools in Lagos state, independent t-test was used to test the hypotheses at 0.05 alpha level of significance. It was revealed that small class size strengthens interpersonal relationship and sense of commitment. Again, that small class improves educational efficacy and discipline among students of secondary schools. While Olatunde (2010) studied class size and students' mathematics achievement of senior secondary schools in Southern Nigeria. The researcher adopted the descriptive survey design and simple percentage was used in analyzing data, 1750 senior secondary school students and 123 mathematics teachers were selected from two secondary schools in each of the senatorial districts in southwestern part of Nigeria. The result showed that the performance of students in large classes was very low (23%) compared to those students in smaller classes (64%). It recommended that policy makers and government should ensure that more classrooms are built and number of students in a class should not be greater than 30.

Again, Obara (2015) investigated the influence of learning environment and student variables on academic achievement of year two undergraduate students in education courses in university of Port-Harcourt and Rivers state university of science and technology. On learning environment, the study examined teacher quality, instructional resources and class size and on students' variables, the study considered study habits, attitude, achievement, motivation and gender. Ex-post facto design was adopted with a sample of 1418 students selected through stratified and simple random sampling technique. Learning environment and student variables questionnaire (LESVQ) and core education courses achievement test (CECAT) were used for data collection. Pearson product moment correlation, independent t-test and regression analysis were employed to analyze data at 0.05 level of significance. The result showed a positive correlation between student academic achievement in education courses and teacher quality, instructional resources and study habits. There was no significant influence of class size and gender on students' academic achievement in education courses. Improvement in teacher quality through regular financial support to academic staff to attend conferences, workshops, seminars and in-service training were recommended among others.

Finn (2005) opined that when class size becomes overwhelming, teachers spend much time dealing with interactions not related to teaching and learning objectives. Zahorick (2006) studied the influence of class size in the teaching of mathematics concepts among 12th grade children in England and found significant gain in achievement in favor of small class size. That small class size is associated with high quality activities and better students-teacher relationship than large class size. Asiyai (2005) also opined that overcrowded classrooms and poor sitting arrangements are major obstacles to learning. In a study carried out by Goodlad (2008) on the effect of class size on pupils' learning of numerical skills in Derwentside district, Durban, it was observed that the ratio of pupils in a class significantly influence acquisition of numerical skills. Pupils in less populated classrooms were found to learn numerical skills faster than their counterparts in highly populated classrooms. Rodney and Hamilton (2006) observed that students in less crowded classrooms show superior gain in test because of adequate attention students received from teachers as well as effective student-student interactions.

Statement of the problem
Secondary school students' poor academic performance in Geography has been a long problem in Cross River State. The situation gets worse as the years goes by. Secondary schools have been affected by this situation as some teachers in public secondary schools go to work when they like, some turn the school into market places where goods are sold, some schools are overcrowded, while in some schools; the management does not carry teachers along, among other issues. Studies have been conducted to find lasting solutions to this ugly situation. Some researchers had attributed this problem to poor incentives system from the government, lack of effective internal and external supervision of schools, while some linked poor academic performance of students to teachers' variables in terms of accomplishing the teaching task, negative attitude to students and work; and poor teaching resources/instructional materials available to teachers, general conditions of infrastructure among other factors in public secondary schools in Nigeria. Government, in respond to various recommendations made, had in recent times reviewed teachers incentive packages, intensified school supervision by government officials. Nevertheless, the problem still persists. Based on this problem, the researchers seek to find out the influence of school variables on secondary school students' academic performance in geography in Cross River State, Nigeria.
Purpose of the study

This study is to find out the influence of school variables on secondary school students' academic performance in geography in Cross River State, Nigeria. Specifically, this study seeks to;

1. Determine the influence of school climate on secondary school students' academic performance in geography.
2. Determine the influence of class size on secondary school students' academic performance in geography.

Research hypotheses

1. There is no significant influence of school climate on students' academic performance in geography.
2. Class size has no significant influence on students' academic performance in geography

Method

The Ex-post facto research design was employed in this study. The population of the study consisted of 6125 Senior Secondary Two (SSII) Geography students in the 246 government approved secondary schools who registered for the Cross River State mock examination in geography conducted in 2016/2017 academic session. Stratified sampling procedure was adopted in the selection of forty (40) schools used for the study. The education zones in the state were assigned strata since the numbers of schools in the zone were not equal. Simple random sampling was then used for the selection of seven hundred and eighty-three (783) Senior Secondary two (SSII) geography students from the forty (40) schools in the three education zones. The researcher used two instruments for the study; School Quality Questionnaire (SQQ) and Geography Achievement Test (GAT) using geography questions from mock examination 2017. The questionnaire used for data collection was developed by the researcher and presented to the two supervisors and three experts in test and measurement for validation. The data collected were analyzed with the use of independent-test analysis. The result is presented in the tables below.

Result

Hypothesis one

There is no significant influence of school climate on students' academic performance in geography. The independent variable in this hypothesis is school climate (conducive and not conducive); while the dependent variable is students' academic performance. To test this hypothesis, students' academic performance from conducive and not conducive school climate were compared using independent t-test. The result of the analysis is presented in Table 1.

TABLE 1: Independent t test of the influence of school climate on students' academic performance (N=783)

School climate	N	X	SD	t-value	Sig.
Conducive	472	37.59	2.85		
				7.06*	.000
Not conducive	311	35.80	4.22		

* Significant at .05 level, critical t=1.96, df = 781.

The result in Table 1 revealed that the calculated t-value of 7.06 is highest than the critical t-value of 1.96 at 0.05 level of significance with 781 of degree of freedom. With this result the null hypothesis that school climate has no significant influence on students' academic performance was rejected. This implies that school climate has a significant influence on students' academic performance.

Hypothesis two

Class size has no significant influence on students' academic performance. The independent variable in this hypothesis is class size (small and large); while the dependent variable is students' academic performance. To test this hypothesis, students' academic performance from small and large class size were compared using independent t-test The result of the analysis is presented in

TABLE 2: Independent t test of the influence of class size on students' academic performance (N=783)

class size	N	X	SD	t-value	Sig.
Small	465	37.60	2.87		
				7.01*	.000
Large	318	35.83	4.18		

* Significant at .05 level, critical t=1.96, df = 781.

The result in Table 2 revealed that the calculated t-value of 7.01 is higher than the critical t-value of 1.96 at 0.05 level of significance with 781 of degree as freedom. With this result the null hypothesis that Class size has no significant influence on students' academic performance was rejected. This implies that Class size has significant influence on students' academic performance.

Discussion

The result of hypothesis one indicated that, school climate have a significant influence on students' academic performance. The finding of this study agrees with opinion of American Institute for Research (2007) that stated that positive

school climate is associated with well managed classrooms, high and clearly stated expectations concerning individual responsibility, feeling safe at school, teachers and other supporting staff that consistently acknowledge students and fairly address their behavior. On school climate, MacNeil, Prater and Busch (2009) suggested that principals can enhance student learning by developing goals that are accepted and supported by the staff and by implementing structures that support individuals to tolerate stress and maintain stability while responding to the demands of the school environment. If school climate reflects the daily school experiences of the educational community, a collaborative environment where all members feel supported and cared for will lead to better teaching and learning and better student academic achievement.

The result of the hypothesis two indicated that, class size significantly influence students' academic performance. The findings are in line with the view of Schwartz (2003) who stated that small class size can result in greater in-depth coverage of subject matter by the teacher and enhanced learning and stronger encouragement in students. Class size from all indications actually has significant influence on the teachers' and students' performance in the teaching and learning process. This is because most teachers find it difficult to control a large number of students, some are afraid to teach in a class that has a large population. The influence of class size is both on teachers and students in the teaching and learning environment. Lindsey (2002) also maintained that small classes are associated with stronger parental commitment and highest rate of involvement. Garbarino and Asp (2000) maintained that there is remarkable consistency among the research studies that have been reported on class size as it affects students' academic achievement and discipline; small classes are better.

Conclusion
Based on the results of the study school climate and class size significantly influenced to students' academic performance in geography.

Recommendations
Based on the findings, it is recommended that;
1. School climate centre be established in all public schools in the area and teachers should be encouraged to remain committed to the profession.
2. School administrators should create a favorable school climate to enhance better teachers' productivity and students' achievement.
3. Policy makers and government should ensure that more classrooms are built and number of students in a class should not be greater than 30.

References

Adeniji, P.O. (2004). Classroom practices and its implications for students' achievement in schools. *Journal of Curriculum studies* vol. 2 (2) 33-39.

American Institute for Research (2007). *School climate and connectedness and students' achievement*. Retrieved from http://www.transcampus.org/JORINDV8Dec2010/journalsv8No2Dec201035.html.

Asiyai, O. (2005). The effect of school size on students' academic achievement in social studies. *Multidisciplinary journal of research and development*. Vol. 5 (2) 73-79.

Blum, R.W. (2005). A case for school connectedness. *Educational leadership*. Vol. 62 (7) 16-20.

Charles, C.M. (2000). *The synergetic classroom: Joyful teaching and gentle discipline*. New York: London.

Cohen, J. (2006). School climate research summary, *school brief*, 1 (1), 1-7.

Cohen, J., McCabe, L., Michelli, N. & Pickeral, T. (2009). School climate: Research, policy, practice and teacher education. *The teachers college record*. 111 (1). 180-213.

Eshiwani, G.S. (1993). Factors influencing performance among primary and secondary school pupils in Western Kenya Province.A policy study. Kenyatta University: Bureau of Educational Research.

Finn, J.D. (2005). Answers and questions about class size. A statewide experiments. *American educational research journal*. 27, 557-577.

Garbarino, J. & Asp, C.E. (2000). *Successful schools and competent students.* Lexington. M.A. Lexington Books.

Goodlad, A.A. (2008). Do schools make a difference? *American economic review*, 96, 439-446.\

Greenberg, M.T., Weissberg, R.P., O'Brien, M.U. Zins, J.E.Fredericks, L., Resnik, H. & Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional and academic learning. *American Psychologist*. 58 (6/7) 466-474.

Isangedighi, A.J. (2007). *Child psychology: Development and education*. Calabar: Eti Nwa Associates.

Kemi, O. (2009). *Students' attitude towards authority and discipline.* Unpublished M. Ed thesis, Department of Curriculum and Teaching, University of Ibadan.

Lester, L. & Cross, D. (2015). *The relationship between school climate and mental and emotional wellbeing over the transition from primary to*

s e c o n d a r y   s c h o o l .   R e t r i e v e d   f r o m http://www.ncbi.nlm.nih.gov/pmc/articles/pmc4615665/.

Lydia, L.M., &Nasongo, J.W. (2009).Role of the headteacher in academic achievement in secondary schools in Vihiga District, Kenya.*Current Research Journal of Social Sciences* 1(3), 84-92, Available online at: http://maxwellsci.co/print/crjss/(3)84-92.pdf

Lindsay, P. (2002). The effect of high school size on student educational evaluation and policy analysis. *International Journal of Education.* 4 (1), 57-65

Loukas, A. & Robinson, S. (2004). Examining the moderating role of perceived school climate in early adolescent adjustment. *Journal of research on adolescence.* 14 (2) 209-233.

MacNeil, A.J. Prater, D.L. & Busch, S. (2009). The effects of school culture and climate on student achievement. *International journal of leadership in education.* 12 (1) 72-84.

Mboto, F.A. (2006). Classroom management. A paper presented at teacher training and re-training programme at College of Education Akamkpa, Cross River State.

McNeely, C., Nonnmaker, J. & Blum, J. (2002). Promoting school connectedness: evidence from the National Longitudinal Study of Adolescent Health, *Journal of school health.* 72 (4) 138-147.

Nsa, S. O., Offiong, A. A., Udo, M. F. & Ikot, A. S. (2014). School Environmental Variables and Students Academic Performance in Agricultural Science. *International Journal of Business and Social Science 5(8/1); 163-167.*

Obara, J.K. (2015). Learning environment, student variables and academic achievement of second year students in selected education courses in university in rivers state, Nigeria. Unpublished Ph.D. dissertation, university of Calabar.

Odigwe, F.N. (2009). School quality assurance indicators and school effectiveness in public secondary schools in Anambra State, Nigeria. Unpublished M.Ed. thesis, University of Calabar, Calabar.

Okeke, C.N. (2007). Strategies for improving the quality of integrated science education in Nigeria. *Journal of research and development.* vol. 8 (5) 125-129.

Olatunde, L.P.(2010). Class size and students' mathematics achievement of senior secondary schools in Southwestern Nigeria. *Medwell Journals of social sciences.* vol. 5 (2) 108-112.

175

Rodney, D. & Hamilton, W.S. (2006). Effect of cooperative learning method on affective outcomes of students. *Journal of research and development*. 15 (4) 241-252.

Schein, E.H. (2004). *Organizational climate and culture*. San Francisco: Jessey-Bass.

Schwartz, S. (2003). *Supervision of instruction*. New York: Harper and Row Publishers.

Thapa, A., Cohen, J., Guffey, S. & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of educational research.* 83 (3) 357-385.

Wadi, W.B. (2015). School climate, teachers' commitment and pupils' academic achievement in public primary schools in Rivers east education zone, Rivers state, Nigeria. Unpublished M.Ed. thesis, University of Calabar

.Yassie-Mintz, E. (2009). *Charting the path from engagement to achievement: a report on the 2009 High school survey of student engagement in India.* Ceep edu/hssse publication. India.

Zahorick, K. (2006). Building capacity for education reform: *A focus on teacher education and practice vol*. 6 (3) 215-222.

Influence of Corruption In Tertiary Education on Students' Attitude to Learning in Imo State

Dr. Joy N. Oruwari
And
Dr. P.I. Ajeka
And
Dr. R. Urenyere.
Department of Curriculum and Instruction,
Alvan Ikoku Federal College of Education,
Owerri

Abstract

The study examined the influence of tertiary education corruption on students' attitude to learning in Imo State. Two research questions and two hypotheses guided the study. The design of this study is a correlation design which involved simple linear approach. The population of the study consists of a total of 52,613 students from public tertiary institutions in Imo State. The sample size was made up of 398 year three students from the tertiary institutions. Purposive, proportionate and cluster sampling techniques were used. Two instruments were used in this study: two rating scales: Tertiary Education Corruption Scale (TECS) 10 items with and Students' Attitude to Learning Scale (SALS) with 14 items. The research instruments were validated by specialist in curriculum studies and educational evaluation. The reliability of the instruments were obtained using Cronbach alpha with indices of 0.81 and 0.86 for TECS and SALS respectively. Pearson "r" statistic was used to answer the research questions while t-test significance of simple linear correlation statistics was used to test the hypotheses at $p<0.05$ level of significance. It was revealed among others that tertiary education corruption negatively influence students' attitude to studies and also that tertiary education corruption negatively influence students' attitude to academic commitments. It was recommended that functional quality assurance centres should be more proactive in their duties by ensuring that every form of corrupt practices are minimized in tertiary institutions.

Introduction

Corruption in Education refers to corruption that is perpetrated within the educational institutions. Ezeani (2005) defines it simply "as abuse or perversion within the educational system". Osipian (2012), sees it is "the abuse of authority for material gain". In this study, however, the concept can be defined as the abandonment of expected standards of behaviour by staff and students' personnel

as well as other educational authorities in and outside our tertiary institutions with the aim of getting undeserved advantages in the form of personal or material gains. The abandonment of expected standards of behaviour, to a large extent, indicates absence of moral behaviour, poor ethical orientations, degradation of an individual's ethical sense, or what Ajanaku (2006) referred to as integrity deficit or failure among the personnel at the helm of affairs in our tertiary institutions as well as some students' personnel. It shows the extent the academic elites, the staff personnel and students get involved in illegal and immoral practices all of which contravenes the rules and regulations governing the institutions.

The following forms of corruption are identified by Okobi cited by Agbo, 2018 to be common in most tertiary institutions in Nigeria: examination malpractice, admission racketeering, hostel profiteering, extortion of the students, abuse of office, sorting, forgery of certificates and statements of results, sexual harassment and immorality, embezzlement of funds, "godfatherism", corruption in recruitment and promotion of staff, placing government's or management's machinery at the disposal of a particular student to win election during students' politics in the campus. Others forms of corruption in schools include: writing a good remark (confidential report) for a student (or a staff) that does not deserve it, contracts inflation and variation, lobbying to be posted to juicy departments, lobbying to be put in juicy committees, lobbying to be given more courses and larger classes, sycophancy, favouritism, bribery, absenteeism, truancy, poor attitude to work, padding of salaries, making "gifts" to persons in authority so as to take some personal advantages, violation of rules and policies for personal gains; kickbacks, nepotism (giving unfair advantages to your relatives, friends, political benefactors if you are in a position of authority or power), etc.

Mohammed and Waheed (2011) defined attitude 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 persuade 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". It is a kind of force that propels somebody to gain the goal set before him. Also Instructional resources which are exposed to students during teaching and learning arouse the interest of learners. The resources may be adequate yet the disposition of the

students and their preparedness may be lacking. Some students may be committed while the lesson is going on while others may lack commitment. This lack of commitment may be in the form of lack of concentration and involvement. In fact when a child fails to apply the correct skills in painting, the student was not concentrating. When such a student is asked some questions which others in the same class might answer correctly and the particular student looks blank, it means that something is obstructing learning from taking place.

Corruption is capable of sapping the development potentials of not only the institutions but the entire nation. Specifically, corruption in the education sector has the potential of eclipsing any meaningful educational policies and programmes. Again, it stunts pertinent variables necessary for educational development, including multiplier effects, by rendering impotent the very structures, institutions and human resources that are designed to facilitate growth (Acho, 2017). The researcher therefore wants to find out the influence of corruption in tertiary education on students' attitude to learning?

The general purpose of this study is to ascertain the influence of corruption in tertiary education on students' attitude to learning. Specifically, the study ascertained the:
1. coefficient of relationship between corruption in tertiary education and students' attitude to studies, and
2. coefficient of relationship between corruption in tertiary education and students' attitude to academic commitments.

The following research questions were posed to guide the study:
1. What is the coefficient of relationship between corruption in tertiary education and students' attitude to studies?
2. What is the coefficient of relationship between corruption in tertiary education and students' attitude to academic commitments?

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

Ho$_1$: The coefficient of relationship between corruption in tertiary education and students' attitude to studies is not significant.

Ho$_2$: The coefficient of relationship between corruption in tertiary education and students' attitude to academic commitments is not significant.

Method

The design of this study is a correlation design which involved simple linear approach. The population of the study consists of a total of 52,613 students from public tertiary institutions in Imo State. The sample size was made up of 398 year

three students from the tertiary institutions. Purposive, proportionate and cluster sampling techniques were used. Two instruments were used in this study: two rating scales: Tertiary Education Corruption Scale (TECS) 10 items with and Students' Attitude to Learning Scale (SALS) with 14 items. These instruments were rated by the students regarding the issues on ground. The instruments were prepared along a 4-point scale response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted as 4, 3, 2 and 1 point(s) respectively. The research instruments were validated by specialist in curriculum studies and educational evaluation. The reliability of the instruments were obtained using Cronbach alpha with indices of 0.81 and 0.86 for TECS and SALS respectively. Pearson "r" statistic was used to answer the research questions while t-test significance of simple linear correlation statistics was used to test the hypotheses at $p<0.05$ level of significance.

Results

RQ_1: What is the coefficient of relationship between corruption in tertiary corruption and students' attitude to studies?

Table 1: Relationship between tertiary education corruption and students' attitude to studies

V	n		SS	SP	S^2	Cov.	r	Remarks
X	398	8881	14851.741		37.410			
				-1185.543		-2.986	**-0.11**	**Very Low, Negative**
Y	398	9022	7288.221		18.358			**Relationship**

Magnitude of Relationship = Very Low
Direction of Relationship = Negative
Percentage Coefficient of Determination = 1.21%

      In table 1, the coefficient of relationship between corruption in tertiary education and students' attitude to studies and its associated explanations were presented. The coefficient of -0.11 indicates that the coefficient of relationship between tertiary education corruption and students' attitude to studies is negatively very low. This indicates that corruption in tertiary education negatively influence students' attitude to studies.

Ho_1: The coefficient of relationship between tertiary education corruption and students' attitude to studies is not significant.

Table 2: Test for the relationship between corruption in tertiary education and students' attitude to studies

V	n	$\sum$	r		df	t_{cal}	t_{tab}	Decision
X	398	8881						
			-0.11	0.05	396	**2.282**	1.96	**Reject H_0**
Y	398	9022						

In table 2, the significant test of the coefficient of relationship between tertiary education corruption and students' attitude to studies was presented. The result gave the degree of freedom as 396; the t-calculated value of 2.282 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 accepted the null hypothesis; thus concluding that the very low negative coefficient of relationship between discipline without stress approach and students' cohabitation is not significant.

RQ$_2$: What is the coefficient of relationship between corruption in tertiary education and students' attitude to academic commitments?

Table 3: Relationship between tertiary education corruption and students' attitude to academic commitments

V	n	$\sum$	SS	SP	S^2	Cov.	r	Remarks
X	398	8881	14851.741		37.410			
				-581.065		-1.464	**-0.05**	**Very Low, Negative**
Y	398	8718	9666.372		24.349			**Relationship**

Magnitude of Relationship = Very Low
Direction of Relationship = Negative
Percentage Coefficient of Determination = 0.25%

In table 3, the coefficient of relationship between tertiary education corruption and students' attitude to academic commitments and its associated explanations were presented. The coefficient of -0.05 indicates that the coefficient of relationship between tertiary education corruption and students' attitude to academic commitments is negatively very low. This indicates that tertiary education corruption negatively influence students' attitude to academic commitments.

Ho$_2$: The coefficient of relationship between tertiary education corruption and students' attitude to academic commitments is not significant.

Table 4: Test for the relationship between corruption in tertiary education and attitude to academic commitments

V	n	$\sum$	r	α	df	t$_{cal}$	t$_{tab}$	Decision
X	398	8881						
			-0.05	0.05	396	**0.966**	1.96	**Accept H$_0$**
Y	398	8718						

In table 4, the significant test of the coefficient of relationship between tertiary education corruption and students' attitude to academic commitments was presented. The result gave the degree of freedom as 396; the t-calculated value of 0.966 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 corruption in tertiary education and students' attitude to academic commitments is not significant.

Discussion of Findings

It was revealed in this study that the coefficient of relationship between corruption in tertiary education and students' attitude to learning is negatively very low and significant. This indicates that tertiary education corruption negatively influence students' attitude to learning. That is to say that as tertiary education corruption increases, students' attitude to learning decreases. In agreement with this finding, Acho (2007) indicated that corruption in tertiary education stunts pertinent variables necessary for educational development, including multiplier effects, by rendering impotent the very structures, institutions and human resources that are designed to facilitate growth.

It was also revealed in this study that the coefficient of relationship between tertiary education corruption and students' attitude to academic commitments is negatively very low and not significant. This indicates that tertiary education corruption negatively influence students' attitude to academic commitments. That is to say that tertiary education corruption affects students' attitude to academic commitments negatively. The abandonment of expected standards of behaviour, to a large extent, indicates absence of moral behaviour, poor ethical orientations, degradation of an individual's ethical sense, or what Ajanaku (2006) referred to as integrity deficit or failure among the personnel at the helm of affairs in our tertiary institutions as well as some students' personnel.

Conclusion

Based on the findings of this study, the researcher concluded that tertiary education corruption negatively influence students' attitude to studies and also that tertiary education corruption negatively influence students' attitude to academic commitments.

Recommendations

1. Functional quality assurance centres should be more proactive in their duties by ensuring that every form of corrupt practices are minimized in tertiary institutions.
2. The tertiary institutions' administrators should ensure that they do not give in to corrupt practices since they are negatively related to the students' attitude to learning.

References

Acho, O. (2012, February 16). EECC and Nigeria's economic development. *Daily Sun Newspaper*.

Agbo, G. C. (2018). Educational corruption in tertiary institutions in Nigeria: Implications for global peace, development and progress in the 21ST century. *IMT International Journal of the Arts and Sciences, 2*(1), 1-10

Ajanaku, J. B. (2006). Integrity and Workput. In I. E. Nwosu and O. C. Eneh (Ed.), *Managing job ethics and productivity in Nigerian Universities.* Enugu: Precision Publishers Ltd.

Ezeani, E. (2005). *Education in Nigeria: Problems, dilemmas and perspectives*. London: Veritas Human Publishers.

Gbore, L.O. & Daramola C.A (2013): Relative Contributions of Selected Teachers' Variables and Students' Attitudes toward Academic Achievement in Biology among Senior Secondary Schools Students in Ondo State, Nigeria.

Mohamed, L. & Waheed, H. (2011). Secondary students' attitude towards mathematics in a selected school of Maldives. *International Journal of Humanities and Social Science, 1*(15), 277-278.

Osipian, A. I. (2012). Education corruption, reform and growth: Case of post-Soviet Russia. *Journal of Eurasian Studies, 3*(1), 20-29.

Princeton, V.A. (2010). Definition of interest. Worldnetwel.princeton.edu/pel/webwn. Retrieved on 2011 from http://www.sharoon303.blogspot.com/2011/09

Corruption in Curriculum Implementation: A Bane to Secondary School Goal Attainment in Nigeria

Sani Abubakar Sadiq
Department of Educational Foundations and Curriculum
Ahmadu Bello University Zaria
and
Halilu Rabiu
Department of Geography
Zamfara state College of Arts Science, Gusau

Abstract
The paper also discussed corruption in curriculum implementation as a bane to secondary school goal attainment. Relevant literature were reviewed such as concepts of curriculum, curriculum implementation, corruption, types of corruption, objective of secondary school education, nature of corruption in curriculum implementation, effect of corruption, corruption in secondary education Therefore, the writers suggested the way forward on how corruption in curriculum implementation in secondary school will be addressed such as Government at all levels should provide additional funds to education for effective curriculum implementation, because the sector is greatly drawn back by the lack of finance because workshops and seminars that are necessary to sensitize teachers and educationist across the country cost a lot of money, the role of civil society may be akin to being partners with government in the implementation and monitoring of anti-corruption in educational sectors.
Key words: Curriculum, curriculum implementation, corruption, secondary school, goal attainment.

Introduction

Corruption has crept into virtually all aspects of the country's economy and 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. 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. 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 sectors have tremendous capacity to set in motion an uncontrollable reproductive process of corruption in the larger society and thereby mare the development structures.

The paper discusses the concept of curriculum, corruption and the nature of corruption in curriculum implementation. The paper is of relevance in the sense that it provides explanations on the meaning of corruption, causes and features. It also provides relevant information on the effect of corruption in education more especially at secondary school level.

Concept of curriculum

Curriculum has been defined by different authors, educationists and researchers in different ways. Nehru (2015) defined curriculum by combining various elements to describe curriculum as follows:

a.   All learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school; (John Kerr)

b.   Outlines the skills, performances, attitudes and values pupils are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials and the planned sequence that will be used to help pupils attain the outcomes;

c.   The total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies) and other aspects like norms and values, which relate to the way the school is organized;

d.   The aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades and

e.   Curriculum can refer to the entire programme provided by classroom, school, district, state or country. A classroom is assigned sections of curriculum as defined by the school.

According to Yusuf (2012), curriculum is a planned programme of learning opportunities aimed at achieving broad goals and related objectives adding that it could be viewed from different dimensions. Firstly, it is an arrangement of materials of instruction, extending over a considerable period of time and

planned for a specific group of students/pupils. Secondly, it is the interchange between students, faculty and subject matter. Lastly, it is the subject matter taught to students; - a sequence of experiences set up by the school to discipline students in a group; a means to facilitate the growth of students and the planned engagement outcomes. She further opined that curriculum is the art and science of what is planned for and done in and outside the school for the purpose of effective teaching and learning. Okorafor (2003) as cited by Danladi (2018) 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. From the above definitions, one can see curriculum as it considered to be those things we wish our children to learn that will make their life useful to themselves and the society at large under the guidance of the teachers.

Concept of curriculum implementation
The curriculum implementation is not what is done to the teacher but what is done by the teacher. He is the key person in the classroom, what he does or does not do, have tremendous influence in the life of the learner. He is, therefore, the implementer of the curriculum. For the curriculum implementation process to be effective, the use of a variety of instructional methods and wise and skillful use of various curriculum materials are very necessary. According to Guga and Bawa (2012), curriculum implementation means actualization, concretization, making real the planned curriculum. It is the actual use of the curriculum plan. It is the critical phase in cycles of planning and delivering a curriculum. Curriculum implementation focuses on both the actual use of the curriculum and the attitude of those who implement it. This is particularly important where there is very little supervision on the activities of teachers, as in the case of Nigerian public schools. The attitude of those who implement determines the extent and quality of implementation. 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.

Goals of Secondary Education

Secondary education is the kind of education children receive after a successful completion of Basic Education and before the tertiary education. The main objectives of secondary school education as stated in the National Policy on Education NPE (FRN, 2013) are to prepare the children for useful living within the society and for higher education. The objectives of secondary education are to:

a. Provide holders of Basic Education Certificate and Junior Arabic and Islamic Certificate Examination with opportunity of education of higher level, irrespective of gender, social status, religious or ethnic background;

b. offer diversified curriculum to cater for differences in talents, disposition, opportunities and future roles;

c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;

d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;

e. develop and promote Nigerian languages, art and culture in the context of worlds cultural heritage;

f. inspire students with a desire for self-improvement and achievement of excellence;

g. foster patriotism, national unity and security education with emphases on common ties in spite of our diversity; and

h. raise morally upright and well-adjusted individual who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (p. 17).

The above objectives can only be realized if there is full implementation of curriculum without corruption of any kind, by providing the relevant and adequate instructional resources with the aid of qualified teachers.

Concept of corruption

Different authors have different definitions of corruption, Ngwakwe (2009) in Iyanda (2012) 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" (pp. 37-45). According to Begovic (2005) as cited by Danladi (2018) 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 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 under-developed 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 secondary schools in Nigeria.

Types of corruption

In the African countries, most people see corruption in more practical terms: theft of public resources, embezzlement of public funds, illegal appropriation of public property, nepotism, favoring relatives and mates in the distribution of public goods, employment in the public sector, abuse of one's office in an effort to generate benefits for the office holders, and his family, capricious and selective enforcement of government laws and regulations in an effort to benefit the office holder; differential treatment of private enterprises in the expectations of a bribe from the entrepreneur whose business is enjoying preferential or favorable treatment, and illegal taxation of economic activity with benefits accruing to the bureaucrat (Harsch, 1993) in (Danladi, 2018). Nye argued that: 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 astrictive relationship rather than merit); and misappropriation, illegal appropriation of public resources for private regarding uses) (Nye, 1967).

Nature of corruption in curriculum implementation

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. Meanwhile, Nwiyi and Okorie (2014) noted that teachers are stagnated and denied promotion, hence some spend nearly eight years without promotion and those promoted are not implemented in terms of payment of the new salaries and allowances. This situation is highly demoralizing and has negative impacts on the implementation of the curriculum as a result of corruption, people in charge sitting on other people's progress and sufferings. Most of the equipment, tools and workshop facilities in the schools are either broken down, damaged or dilapidated and they are not replaced or renovated. While the primary 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 schools because of lack of adequate instructional materials and ineffective teaching method as factors responsible for poor implementation of curriculum. Therefore, the result implies that without the availability of functional infrastructure in the school, the skilled–based curriculum will not be effectively implemented in Nigeria and the youths would lack skills and economic empowerment.

Corruption in Secondary Education

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 teachers are no longer free to impart a body of academic knowledge to their students (Lambert and Morgan, 2009). Durojaiye (2017) opined that corruption is everywhere in Nigeria and it is the major cause of poverty. It is associated with lower levels of economic development, slower economic growth and conflicts from educational institutions to other sectors. Corruption is a vice 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, giving the so called "egunje" a local parlance for bribes, being favoured at the expense of a more qualified and experienced colleague, nepotism or giving favours in exchange for gratifications in some secondary schools, a student cannot pass examinations without bribing the teacher and teacher not completing the curriculum in order to give room for bribing, how about parents buying instructional materials, examination papers for their children in advance? Perhaps, the most obvious schools where we see the manifestation of corruption in full glare in our everyday life is in secondary schools, denying the motion that teachers in particular are agentive in the curriculum-making process and need to be able to draw on 'the subjects' their intellectual work.

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 countries, 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 the 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. Although the government introduced tuition fees to cushion the dwindling resources, 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 implementation.

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. Policy makers often vary from policy implementers, hence, this gaps becomes a problem in the course of implementation.

Effect of Corruption

Corruption has so many effects from different angles, the concept of corruption has adverse effect on our educational, social and economic development and also in building a veritable nation especially in diversion of development resources for private gain; misallocation of talent; loss of value tax revenue of the nation; negative impact on quality of infrastructure and private services; retardation of economic growth. Oyinloha (2009) in Nwankwo and Nweke, (2016) the extent loss corruption has brought on African countries in commonwealth meeting in London on June 12, 2002; it alleged that African countries have lost about 140 billion US dollars to corruption alone. Tanzi (1998) in Nwankwo and Nweke, (2016), provides a useful summary of the adverse effects of corruption quantified in recent studies. These include:

   a. reducing investment and hence growth, by increasing costs and uncertainty;
   b. reducing spending on health and education, because these expenditures do not lend themselves easily to corrupt practices on the part of those who control the budget strings;
   c.   reducing spending on operations and maintenance for reasons similar to the point above;
   d. Increasing public investment because public projects are easier to manipulate by public officials and private bidders;
   e. reducing the productivity of public investment and infrastructure;
   f. reducing tax revenues due to corrupt tax and customs administration;
   g. reducing direct foreign investment because corruption acts as a tax - the less predictable the level of corruption (the higher its variance), the greater its impact on foreign investment. A higher variance makes corruption act like an unpredictable and random tax; and
   h. bribes accepted for enrolling a child in a school (usually at the school proprietor level).

The effect of corruption on educational system is stated in a statement made by Nicholas (2001) at a European Commission (EC) meeting to support Nigeria's anti-poverty efforts. He was reported to have said, "Nigeria has enough money to tackle its poverty challenges. If the government can win this battle against corruption and mismanagement, the money will start to turn into functioning public schools system, health services and water supply, thus laying the foundation to eradicate poverty (Nicholas, 2001) in (Dike, 2007).

The way forward

1. The heads of schools should ensure proper management and utilization of the available resources in the school for effective implementation of the curriculum.
2. Fighting corruption agencies should ensure transparency and accountability to all funds that are allocated to education sector.
3. Secondary school teachers should be employed based on qualification not on connection, because a lot of unqualified teachers wandering over our secondary schools because of Corruption, Nepotism and Politics influence.
4. Incentive should be offered to teachers that shows honesty, diligence and commitment to their duties.
5. Government at all levels should put more concern to secondary education by making sure that all funds allotted to this sector are properly utilized.
6. There should be opportunities for teacher training and retraining to upgrade the knowledge of Nigerian teachers.
7. Government at levels should provide additional funds to education for effective curriculum implementation, because the sector 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.
8. The role of civil society may be akin to being partners with government in the implementation and monitoring of anti-corruption in educational sectors.
9. Infrastructure, instructional resources and Curriculum should be improved, because we cannot have a good educational system or effective curriculum implementation without infrastructure.
10. Economic and Financial Crimes Commission (EFCC) and other anti-corruption agencies in Nigeria should collaborate with local agencies to investigate all financial crimes including illegal spending of funds that are earmarked for purchasing of educational resources and training of teachers for curriculum implementation in secondary schools in Nigeria

Conclusion

Corruption in the secondary education 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.

References

Akindele, I. & Fasakin, M.O. (2014). Constraints to Education Development and Way Forward. In Nigeria: European Journal of Academic Essays, 1(10). Retrieved from euroessays.ng. on 02/09/2019.

Arthur, E.(2016). Problems and Prospects of Curriculum Implementation in Nigeria. Retrieved from https://infoguidenigeria.com. on 28/08/2019.

Danladi, S. A. (2018). The Effects of Corruption on the Implementation of Curriculum at the Tertiary Institutions in Nigeria. International Journal of Multidisciplinary Research and Development 5(9), retrieved from https://www.google.com, on 29/08/2019.

Dike, V. E. (2007). Tackling Corruption through Character and Moral Education. Nigerian Village Square. Retrieved from http://www.nigeriavillagesquare.com. on 07/08/2019.

Durojaiye, F. (2017). Corruption and Education in Nigeria. Retrieved from sunnewsonline.com. on 28/08/2019.

Federal Republic of Nigeria (2013). National Policy on Education. Lagos, NERDC Publishers.

Guga, A. & Bawa, M. R., (2012). Curriculum Innovation and Implementation, Zaria, Kareem and Guga Publishers.

Guga, A. & Bawa, M. R., (2015). Curriculum and Instruction. Zaria, Kareem & Guga Publishers.

Iyanda, D.O. (2012). Corruption: Definitions, Theories and Concepts. Arabian Journal of Business and Management Review (OMAN Chapter) 2 (4) Nov. 37-45

Lambert D, Morgan J. (2000) Corrupting the Curriculum? The Case of Geography: London review of education, 7(2). Retrieved from www.ingentacooect.com. on 05/08/2019.

Mkandawire, S. B. (2010). Challenges of curriculum implementation in learning institutions. Retrieved from https://site we.wordpress.com. on 19/08/2019.

Nehru, R. S. (2015). Principles of Curriculum. New Delhi, A. P. H. Publishing

Company.

Nwankwo, B. C. & Nweke P. O. (2016). Effects of Corruption on Educational System: A Focus on Private Secondary Schools in Nsukka Zone. Global Journal of Human-Social Science: A Arts & Humanities – Psychology 16(5). Retrieved from Douglas chrome-extension://mhjfbmdgcfjbbpaeojofohoefgiehjai/index.html. on 07/08/2019.

Nwiyi, G.U. & Okorie, F. S.(2014) Problems Militating Against Curriculum Implementation on Vocational/ Technical Subjects in Secondary Schools in Nigeria: African Education Indices 7(1). Retrieved from www.glob alacademicgroup.com. 12/08/2019.

Nye, J. (1967). Corruption and Political Development: A Good Benefits Analysis. American political sciences review.

Ogar, O. E. & Awhen O. F. (2015). Teachers Perceived Problems of Curriculum Implementation in Tertiary Institutions in Cross River State of Nigeria: Journal of Education and practice, 6(19). Retrieved from www.iisite.org. on 05/08/2019.

Onwuka, E. Mary (2009). Strategies for Countering Corruption in the Educational System: An
Administrative overview. International Journal of Forum for African Women Educationalists Nigeria 1(4).

Yusuf, H. O. (2012). Fundamentals of Curriculum and Instruction: Kaduna, Published by Joyce Graphic Printers and Publishers.

Analysis of Islamic Studies Curriculum Contents aimed at preventing Corruption amongst Senior Secondary School Students in Nigeria

Sani UMAR
Adamu ABDULLAHI
Department of Curriculum and Instructional Technology
Annur College of Education
Ungogo, PMB 2708 Kano State
and
Dr. Abdullahi Muhammad AMINU
Department of Arts and Social Science Education
Ahmadu Bello University Zaria

Abstract
Corruption can be defined as "the behaviour of persons entrusted with public or private responsibilities who neglect their duties to achieve unjustified benefits". Measures to prevent corruption in the field of education most especially in secondary school level are geared in particular to enhancing the quantity, quality and efficiency of the education system, and of course access to religious education. Islamic Studies as a subject being taught in The Nigerian Secondary Schools if properly teach will convert corruption to the lowest level. Though it is difficult to introduce people to the issue of corruption and the need to fight it, if the immediate environment in which they are educating is itself corrupt. The aim of this paper is to analyze the contents of Islamic Studies curriculum as relates to fighting corruption in Nigeria Senior Secondary Schools. The method adopted was that the contents analysis. The paper discusses that the contents of the curriculum is actually geared towards fighting corruption and all forms of immorality in respect of the youth. It also discovered that the stakeholders partake in corrupt practices, then the paper concluded that corruption could be addressed. It also recommended proper teaching of Islamic Studies Contents correctly in schools as a way forward for curbing the menace.
Keywords: *Islamic Studies, analysis, aims and objectives contents/syllable, Preventing, Corruption, Nigeria.*

Introduction

Corruption in secondary school education in Nigeria deserves attention for many reasons particularly because of its negative impact on the society. Corruption can be defined as "the behavior of persons entrusted with public or private responsibilities, who neglect their duties to achieve unjustified benefits".

Measures to prevent corruption in the field of education are geared toward religious teaching, Islamic studies in Nigerian context will particularly enhancing the quantity, quality and efficiency of the education system, and of course access to sound education. Education is a fundamental human right and a driver of personal, social and economic development of a Country. Corruption in Secondary Schools may take multiple forms and permeate all areas of the system. Corruption can be found at macro and micro level in the education sector. So-called "grand corruption" involving large sums is found essentially in the field of procurement (school buildings, textbook production, etc.), while "petty corruption" is found in the other areas.

The Islamic studies curriculum has been prepared to reflect the above broad concern, so as to inculcate true and balanced values in the young Nigerians at the age when their mental and moral development is at a formative stage. The inner stability so obtained and guiding principles so learned will help them to stand firm in the midst of the cross-current of ideas and rapid social change which are features of our age. More fundamentally, the inclusion of Islamic studies as one of the subjects offered in secondary schools is an indication of relevance of the subject in Nigerian education system. In addition, government and public emphasise on moral and discipline during recruitment exercises in public service, private and non-governmental organizations are justifications of the relevance of Islamic studies for individual and national development. Islamic studies can be defined as the totality of learning experiences, which centered on the relationship between man and his creator and between man and his fellow men, (Federal Republic of Nigeria, 2014)

This paper therefore, analyzed the content of Islamic Studies Senior Secondary School curriculum in Nigerian Schools, it explain various forms of corruption in the country and the Islamic teaching against it, with the view of finding out whether it addresses corrupt practices amongst the Senior Secondary Schools Students.

Views of Scholars on Corruption

Corruption as a term is uncertain and indeed devoid of any strait jacket definition. It depends on who is defining and from what perspective. What is corruption? If you are a typical Nigerian, you would define it as government officials looting our treasury. One could view; everything starts and ends in government offices. It will surprise you that almost everybody is campaigning against corruption in Nigeria? We are all waging a war against corruption. The main reason Nigeria is not making progress we say authoritatively is that those in government are just stealing public money. Corruption in Nigeria is not the exclusive preserve of politicians, civil servants, and captains of industry. Among

the "common people" there is an instinctive honing of stealing skills. Having been tutored and mentored on petty stealing from probably the age of five, Nigerians naturally explode when they occupy positions of authority at any level either in private or public sector. They join the bandwagon of selfish leaders after suddenly finding themselves in the corridor of power Rather than use their positions to repair its ills; they conform to the enrichment craze. Okolo and Raymond (2014) defined corruption as the involvement in illegal, dishonest, or wicked behaviour which is destructive of the moral fabric of society. The concept "Corruption" like many other concepts in social sciences has no settled meaning. This means that there is no straight backed definition, or generally accepted, or encompassing definition for the term corruption. However, certain definitional attempts have been proffered by different scholars. The UNDP Anti-Corruption Practice Note of 2004, referring back to a policy paper approved by the Executive Committee in 1998, defines corruption as: "the misuse of public power, office or authority for private benefit through bribery, extortion, influence peddling, nepotism, fraud, speed money or embezzlement. Although corruption is often considered a sin of government and public servants, it also prevails in the private sector United Nations Development Programmed (UNDP, 2010). More recently, UNDP began to use the broader definition of corruption to accommodate corruption in the private education sector. For this reason, the concept Corruption is now commonly defined as the 'misuse of entrusted power for private gain' (UNDP) Primer on Corruption and Development, 2008 Transparency International (2010) uses a simple definition to broadly cover its overall work as: "the abuse of entrusted power for private gain". Both of these definitions are adequate in relation to the happenings in senior secondary schools.

Corruption in the public education sectors takes many forms. For example corruption in the public/private secondary schools is defined as the systematic use of public office for private benefit whose impact is significant on access, quality or equity in education (Hallak and Poisson, 2002). The World Bank (2000) settled on a straightforward definition of corruption as the abuse of public office for private gain. This definition is not new rather was chosen because it is concise and broad enough to include most forms of corruption that the Bank encounters, as well as being widely used in the literature of other researchers (Ghukasyan, 2003; Bajracharya, 2003; Altinyelken, 2004; Anderson, 2005; and Aluko, 2008). Public secondary schools are also involved in corruption when a principal or teacher accepts, solicits, or extorts a bribe from the students or parents. It is also abused when Secondary schools proprietors or teachers also actively offer bribes to circumvent education policies and

processes for competitive advantage and profit. Public schools can be abused for personal benefit even if bribery does not occur, through patronage and or nepotism. Of course, this should not be taken to mean that corruption cannot occur at other levels or its effects are only major in private secondary schools. Some parents also intend to send their children to private schools primarily to enable their children obtain excellent results and on the other hand support examination malpractices which have in turn degraded the quality and standard of education in Nigeria.

Forms of Corruption in Public/Private Secondary Schools in Nigeria
According to Nwankwo and Nweka (2016) Corruption can take place in Nigerian secondary schools in the following forms:

Parents' Corrupt Practices: This form of corruption is been manipulated by parent and thereby using all various unorthodox means such as given out money toinfluence their children's admission during any External Examination such as: JS1 Entrance Examination, Senior Secondary Examination Intake (SS1 Class),during Senior School Certificate Examinations (WAEC, NECO, GCE, A 'Level Examinations).

Students' Corrupt Practices: This is a situation by which students uses money to influence their teachers, invigilators or supervisors while some female students uses sex to influence their school principal or proprietor to enable them have access to expo-materials into the hall or using hired machinery that will assist them with a duplicate of their documents with money.

Examination Councils' Corrupt Practices: This form of corruption practice involves both the invigilators, supervisors, syndicates or examination officers especially during the external examinations ganging up with the proprietors to mobilize the students raise some fund for their transportations so as to allocate them what they refer as extra-time. Oyinlola (2009), postulated that the parents also upgrade JAMB score, which is very critical for admission into the university in Nigeria, syndicates now, route candidates to particular centers with the gain of cheating. It has also been observed relatedly that there are some expensive coaching centers which now charge exorbitant fees with the view of guarantying a minimum score of 300 in the candidate's UTME score or Post-UTME Examinations, which is being orchestrated by coaching centers through aiding and abetting of cheating in JAMB examination with the connivance of JAMB officials.

Teachers Corrupt Practices: This form of corrupt practice is dominant in the private schools even in the private university system. Lazy and incompetent students now result to sorting (finding ways of purchasing high and unmerited

mark from unpatriotic teachers/lecturers in order to enhance their grades in their final examination. Teachers/Lecturers and students print fake receipts, which they use in collecting school fees (Oyinlola, 2009).

David (2002), cited other forms of corrupt practices in Secondary Schools educational sectors such as: ghost teachers, diversion of school fees by the bursar or principals, inflation of school enrollment data, imposition of unauthorized fees on the students, diversion scholarship allocated to the schools or to the students, diversion of monies in revolving textbook fund and diversion of community/parents contributions or supports to the school. Katharina (2004) in his opinion postulated forms of corruption as bribery; nepotism and embezzlement are similar to those found in other sectors.

Amundsen (2000) suggested five main forms of corruption, namely: embezzlement; bribery; fraud; extortion; and favouritism. He defines these various terms as follows:

Embezzlement: This involves the theft of public resources by public officials. One example in the education sector is the use of PTA funds aimed at school developmental projects or construction for private secondary school library;

Bribery: This involved payment (in money or in kind) given or taken in a corrupt relationship to be employed as a teacher or when such person does not have the appropriate credentials to be engaged into the system but been employed as a teacher;

Fraud: This has to do with economic crime that involves some kind of trickery, swindling or deceit. One manifestation in the education sector is the producing of extra-result or statement of result issued by the

Extortion: money and other resources extracted by the use of coercion, violence or threats to use force. There may be fewer examples of violence or threats to use violence in the education sector compared to other sectors. However, sexual harassment of pupils by the teachers or the obligation for parents to pay illegal or unauthorized fees if they want their child to be admitted to school; and

Favouritism: This has to do with mechanism of power abuse implying 'privatization' and a highly biased selling of school resources or equipment. This includes cases of nepotism, where a public officer gives the priority to his or her family members or friends. There are many examples of favouritism in the educational field, including the recruitment of administrators based on their committee of friends, associations or family friend (Amundsen, 2000).

From the discussion so far, we see that corruption has many forms and types. All these, need serious attention in other to convert it. Secondary School Education if taught appropriately to the young ones and if their minds and hearts are

disabused of corruption they will grow up knowing what is right and wrong and knowing their social responsibilities and limitations..

Islamic Studies Curriculum

Islamic studies is an instrument or plan that aims at giving the students a clear, through understanding of Islamic teachings, moral behavior and Islamic etiquette. It focuses on the development of an integrated personality that will fit into every aspect of life. This means that Islamic education is universal and relevant to all aspect of human life. That is, there is no separation between religious and secular knowledge. (Suraju, 2017).

Views of Scholars on Islamic Studies

There are various views of authorities on Islamic studies. Some see it from the sociological point of view, some view it from the historical perspective while some prefer to view it from the Shari'ah view point. Hussaini and Asharaf (1979) asserted that it refers to the process involving three references: the individual, the society, and the whole content of reality both material and spiritual which play a dominant role in determining the nature and destiny of man and the society. This was further analyzed by Khusro (1979). He sees Islamic studies as that thing which aims at the balance growth of the total personality of man through the training of his spirit, intellect, rational and body senses. Sharifi (1980) that Islamic studies is the creation of good and righteous sense of the term, build up to structure his earthy life according to the Shariah and employ it to sub-serve his faith. This was rightly summarized by Sharifi (1980) who defined Islamic studies as a system of solving all problems by giving the spirit (heart) its supreme position in the body system. In addition, the concept of Islamic studies refers to the process of learning Ibada, how to worship and practice it for the betterment of one self and the society here and in the hereafter.

Aims and Objective of Islamic Studies Education

The primary aim of Islamic studies is to give the world a knowledge and wisdom which gives standard of value and judgment that apply to all spheres and activities of human life. This was further buttressed by Islamic scholars like Imam Ghazali. He believed that unless the philosophy succeed in broadening its range of application and in giving Islamic concept for all branches of knowledge, it will not be able to satisfy new generation and save them from invasion of divided purposes of any paralyzing doubles. Thus, Islamic studies objectives are divided into what is referred to as individual objectives and social objective.

Baloch (1978) prefers the subject to be called individual education and social education. To him the individual education aims at familiarizing and socializing the individual with the following objectives:-

   i.   His relation to another creation

   ii. His individual responsibility in life

  iii. His responsibilities towards human communities.

  iv. His social relationship

   v. His relationship to the universe and universal phenomena and exploration of natural laws in order to utilize and explore them.

  vi. His makers' creative wisdom apparent in his creation.

While the social education aims at the following objectives:

   i.   Building a society as good pious and Allah fearing individual where social justice prevails

   ii. Building a society where tolerance, brotherhood, love, mercy, goodness and righteousness are predominant.

  iii. Building a society based as mutual consultation and the maximum exportation of the individuals intellectual capacities.

  iv. Building a society where individual enjoy freedom of thought and are competent to take responsibilities.

   v. Building a society where individuals can live an ideal, pure and happy life.

In fact, the revised National Policy on education recognizes education as an instrument per excellence for affecting national development. Thus Nigeria, acknowledged the major social problems with which the society is bedeviled has found it compelling to use education to combat this problems. Consequently, moral and religious subjects such as Islamic Studies where introduced into the secondary schools curriculum Federal Government of Nigeria (2014).

The goals and objectives of Islamic studies in Nigerian Senior Secondary Schools education system according to Nigeria Educational Research Development Council (2007) are as follows:

1.   Recognition of Allah as creator and sustainer of the universe and the sole source of values;

2.   Cultivation of the sense of gratitude to Allah and submission to His guidance and moral law, both in our worship of him and in our behavior towards our fellow-men;

3.   Awakening of the faculty of intellect and reasoning in accordance with the Qur'anic injunctions: "will you not use your reason?" And "will you not ponder and reflect?" (Q2:44).

4.   Encouragement on the pursuit of useful knowledge in accordance with the saying of the prophet Muhammad (peace be upon him): "the search of knowledge is a duty for every Muslim" and the application of such knowledge for the benefit of humanity in the field of science, technology,

medicine. Attainment of balanced development of the individual and community by giving due weight to the physical, social, intellectual, moral and spiritual needs of man;

5.   Realization of human right, equality and brotherhood, with emphasis on practical means of achieving social solidarity and ethnic harmony in place of greed and selfishness;

6.   Awakening in the heart, the consciousness of the presence of Allah as a witness of all our actions, thoughts and behavior, acting as a restraint on wrong doing, whether public or private and as an incentive to good behavior.

Education in the Islamic sense produces a cultured, well-behaved, considerate, reasonable and God-fearing man or woman-in other words a disciplined person. Every branch of Islamic studies has specific contribution to make in the emergence of disciplined persons, which is why moral education cannot be detached from Islamic education. The purpose of Islamic education is not to fill the pupil's head with facts but to prepare him for a life of purity and sincerity. This total commitment to character-building based on the ideals of Islamic ethics is the highest goal of Islamic education. (Al-Attas, 1979)

An Overview of Corruption in Islam

Corruption could be defined as; changing beneficial thing or condition to harm, Annihilating useful and beneficial things or conditions, causing disorder in the Society in anyway or by any means, perpetrating crime or offences inimical to people's well-being peace or security, abandoning education, Beatifying evil or rejecting goodness and virtues, oppression and tyranny, etc.(Salihu, 2017).

Islamic Teachings against Corruption and Fraud

Islam does not approve fraud in all its forms and dimensions. It is totally condemned and has been categorized under grave sins in Islam. These are sins that have been greatly abhorred and its perpetrators have been condemned as wicked miscreants. *"O ye who believe! Eat up not your property among yourselves in vanities: But let there be amongst you traffic and trade by mutual good-will: Nor kill (or destroy) yourselves: for verily Allah hath been to you most merciful" (Q4:29).*

Prophet Muhammad (Peace be upon him) said: "Any (human) flash that developed from fraud but (hell) fire more fitting for it" (Reported by Imam Ahmad Hadith No. 14032).

Some of the various levels and forms of fraud and corruption prohibited in Islam have been presented by Al-Jaza'iri (1976) in Saihu (2017) as follows:

i.   To present a fake item to a person as an original one.

ii.   To reveal some good part of a commodity and hide it's bad or corrupt side.

   iii.   To make false expressions to a person in any form of dealings in a bid to make him regard you as true.

   iv.   To try to corrupt a person's wealth, wife, son, servant, friend by treacherous means..

All these are aspects of fraud and corruption condemned in Islam. There are other ways of presenting the teachings of Islam against fraud. (Salihu, 2017)

Corruption and Fraud at Interpersonal and Intergroup Levels

Islam prohibits fraudulent behaviours against one another. It enjoins that in our dealings with our friends, spouses and business partners, and or with our leaders or followers as the case may be, we should guard against fraud. Truthfulness, honesty and mutual trust should guide our relationships. The Prophet (S.A.W.) says, it is only a hypocrite that lies, deceives, betrays trust and fails his promises. (Reported by Bukhari and Muslim).In another saying, the Prophet (S.A.W.) says, "Allah is the third party in any partnership or association between two persons, as long as one does not betray the other. If that happens Allah stays clear of it."

Islamic Framework of Fighting Corruption in the Society

Islam presents a comprehensive and effective framework of fighting corruption. This is based on the Islamic worldview as well as its definition of the role of the individual and the society. This can be explained in the following way.

a) Belief in Allah and in Divine Judgment as the Cornerstone in Fighting Corruption

In Islam the fight against corruption begins from one's belief in Allah, his responsibility towards Him and His creatures and Devine accountability against and about all that. The consequence of partaking in corrupt act therefore does not end with worldly reckoning but it transcends to then Great Beyond. This is very clear from the following hadiths of the Prophet (S.A.W)"Whatever we assign to a public worker and conceals (takes away) a needle or something above it is fraud (Ghulul) and shall definitely come with it on the Day of Judgment" (Reported by Muslim Hadith No. 3524).

b) The Position and Role of the Individual, the Society and the State in Fighting Corruption

Islam does not leave any gap in the fight against corruption in the society. It defines the position of the individual, the society and the leadership (the state) in the society, just as it also assigns role to all the three. To each according to its position and from each according to its capability and mandate. It is therefore, wrong to always look up to the leaders alone or blame them whenever issues of immorality or corruption are discussed. It must however, be stated that although Individuals and the society in general are expected to play their role in fighting

immorality and corruption, such expectations and obligations are much higher and greater on the leadership (the state). There is interface in the role of the individual, the society and the state, but the bottom line is that each particular segment will be held accountable on its particular role and as it relates to the other on the Day of Judgment.

Islamic Values relating to the individual necessary in fighting Corruption
The Relationship between Faith (IMAN), Piety (TAQWA) and Moral Responsibility
The teachings of Islam against corruption and fraud begin from its injunctions on morality and all sorts of virtuous conducts. The epitome of morality in Islam is righteousness in conduct and uprightness in character. These lie at the root and also at the center of Islamic faith and message. The Prophet of Islam (Muhammad, S.A.W.) demonstrated to us the fundamental position of righteous conducts in Islam when he says that, "Lo! I have been sent to fulfill and perfect (the teaching and practice) of virtuous conduct" (Reported by Bukhari in Adabul Mufrad, Hadith No. 273).

The fore-most of the righteous conducts which Islam enjoins Muslims to possess are trustworthiness, honesty, truthfulness and probity. These are so much important in the teachings of Islam to the extent that in almost all the descriptions of true and faithful believers in the Qur'an they feature prominently. For example, while describing the real believers who are successful, Allah says they are:"Those who are faithfully true to their Amanat (all the duties which Allah has ordained, honesty, moral responsibility and trusts) and to their covenants". (Qur'an, 23:8).

Nature of Islamic Studies contents/Scheme in Senior Secondary Schools in Nigeria
According to Lemu (1993) The Islamic Studies scheme of Work for Senior Secondary Schools (SSI-III) in Nigeria was divided into three sections; each section is further sub-divided into parts. Section I Hidayah (Guidance) contains; Qur'an, Tahdhib (moral Education) and Hadith. Section II which is Fiqh (Jurisprudence); sub divided into Tauhid (Oneness of Alah) and Ibadat (worship) and Section III Tarikh (Historical development of Islam) comprises; Sirah, Islamic Political System lastly Islamic Economic System. Looking into the above contents Islamic Studies aimed at producing responsible beings.

Conclusion
From the foregoing, it can be seen that Islam has really made conducts of honesty, trustworthiness and probity part and parcel of faith. This means that, Muslim Students are guided by their faiths in discharging their obligations and in

keeping their trust. They believes that Allah shall call them to account for all their deeds and deals and that nothing of this is hidden from God. A system of accountability and public trust built upon this kind of faith is more enduring, sincere and potent in guiding people's actions in both public and private services. No good and practicing Muslim therefore, will ever be corrupt, dishonest, fraudulent and deceitful which are concepts taught in SS II. They will recall and believes that keeping their trust and being honest in all their affairs at home and in public life is an important aspect of worship to Allah. It is therefore, important to instill the fear of God in the minds of students if at all we really want to fight fraud and corruption amongst our teenagers most especially those who have being proceeding towards adulthood who are the leaders of tomorrow.

Recommendations

1)   Government and other responsible bodies should emphasizes the teaching of religion as a basic at all levels of education in Secondary Schools.
2)   The role of religious scholars may be akin to being partners with the government in the implementation of curriculum contents in the schools.
3)   The state Ministry of Education and policy makers should provide additional guidelines and policies to school heads to ensure proper selection of sound minded personalities are employed to teach religions in schools.
4)   The religious and moral education should be encourage and links with other areas of curriculum to provide learners with deeper more enjoyable and active experience that will contribute much to the development of responsible citizens.

References

Al-Attas, S. N. (1979), *Aims and Objectives of Islamic Education,* L o n d o n : Hodder and Stroughton Federal Republic of Nigeria (2014).National Policy on Education (Revised). Lagos: Federal Government Press.

Al-Bukhari. (1989). *Sahih Bukhari. Translation*. Kuala Lumpur: Victory Agencies.

Amundsen, I. (2000*). Corruption, definition and concepts*. Bergen: Chr. Michelson Institute.

Bajracharya, H.R. 2003.*Teachers' Codes of Practice. Country Report on Nepal*. Paper prepared as part of the IIEP's   project on Ethics and Corruption in Education.

Baloch N.A (1978) *Education in Mecca*. Jeddah: Hodders and Stoughton

David, U. E. (2006). The Struggle against Corruption in Nigeria: The Role of the National Anti- Corruption Commission (ICPC) under the Fourth Republic. Retrieve on 11[th]of April, 2017 from

Ghukasyan, G. (2003) Protection of Applicants' Rights through Increasing Public Awareness on Costs of Corruption during Admission Exams in the Armenian Higher Educational Institutions, Yerevan

Hallak, J. a. Poisson, M. (2002). "Ethics and Corruption in Education: Results from the *Expert Workshop Held at IIEP", Paris, France,* UNESCO

Hambal, A.M. (2012). "Musnad Imamu Ahmad Bin Hambal: Daru Al-Hadith Al-Qahira Egypt.

Hussain and Ashraf (1980) Islamic Education a means towards self-Actualization in Al-Afendi and Baloch (ed). Jeddah: Hodder and Stoughton

Katharina L. O. (2004). *Preventing Corruption in the Education System: A Practical Guide.* Federal Ministry for Economic Cooperation and Development. Retrieved, September 20, 2014, from: www.gtz.de/governance

Khusro A.M (1979) *Fundamental of Behavioural Research3rded. York: Hol. Newt Rimehat Winson.*

Lemu, A.B. (1993) *Islamic Studies for Senior Secondary Schools Book1-3. Lagos, Nigeria. Islamic Publication Bureau.*

Nigerian Educational Research and Development Council (2009). *Senior Secondary School Curriculum: Islamic Studies for SSS 1–3.* Abuja: NERDC

Nwankwo, B.C & Nwanka, P.O (2016) Effects of Corruption on Education System: A Focus on Private secondary Schools in Nsukka Zone. *Global Journal of Human Social Science: Arts and Humanities-Psychology Global Journal inc. (USA)*

Okolo, P.O & Raymond, A.O (2014) Corruption in Nigeria: The Possible Way out. *Global Journal of Human Social Science Political Science Vol.VI Issue 7 version. Global Journal inc. (USA)*

Oyinola, O. A. (2011). Corruption Eradication in Nigeria: An Appraisal. Library, Philosophy and Practice. Retrieved on 29th May, 2017 from https://soapboxie.com/worldpolitics/Corruption-in-Nigeria

Salihu, S. (2017). The Role of Muslim Leaders in Converting C0rruption Nigeria: *A Lecture Presented at the Annual Conference of the Jama'atu Nasrul Islam at the Conference Hall of the JNI National Conference*, Kaduna State

Sharifi, M.M. (1980), *Islamic and Educational Studies*, Lahore: Ashraf Dar.

Suraju, S.B. (2017), *Curriculum Integration and Islamic Studies in Nigeria*: Problems and prospects.

Transparency International and African Education Watch (2010), 'Goo

governance lessons for Anticorruption'. *(Lessons from Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda).*

United Nation Development Programme (2010) UNDP Framework on Corruption and Development: Anti- corruption Guidance Note. Retrieved, September 15, 2014, from: http://www.undp.ro/publications/anti-corruption

World Bank (2000). *Anticorruption in Transition: A contribution to the policy debate.* Washington DC: World Bank.\

Yusuf, A. (1978). *The Holy Qur'an: Text, Translation and Commentary.* Washington D.C: Islamic Centre.

Irregularities in the Implementation of Civic Education Curriculum in Public Senior Secondary School in Kaduna State, Nigeria

Jummai Andil Garba (Ph.D.)
Kaduna State College of Education
Gidan-Waya, Kafanchan
and
Soretire Kabiru Adisa
Department of Educational Foundations and Curriculum
Ahmadu Bello University, Zaria.

Abstract

The unmet goals that warranted disarticulation of civic education from social studies curriculum has not in any way been addressed by the implementation of the new civic education curriculum in Nigeria Basic and Post-Basic education. This study investigated irregularities that account for none-applicability of learnt contents of civic education in the larger society. Specifically, the study examined irregularities characterized by supply of civic education teaching staff and irregularities characterized in the implementation of civic education in the classroom. The study used mixed method design; participant observation led to collection of quantitative data using questionnaire. The first phase of the study was participant observation where teachers and students were observed to underpin irregularities in the implementation of civic education curriculum contents. The researchers' observations were integrated into questionnaire for confirmatory opinion from the observed Civic education classes. Ten Senior secondary schools were randomly selected in Zaria Education Zone of Kaduna State out of 43 senior secondary schools in the Zone for observation. 20 SSII students were randomly selected from each of the sampled schools making a total of 200 students for the second phase of the study. In each of the school used, two-month participant observation was conducted by the researchers. From the observation, thirteen items questionnaire of 4 points Likert scale was designed covering irregularities observed in the classroom implementation civic education. Academic profiles of civic education teachers were collected from the office of principals in each of the schools used. The instrument was validated and the analysis of pilot testing data yield 0.76 reliability index using Cronbach Alpha. Data elicited from the participant observation was sorted and categorized into themes. These themes were transformed into questionnaire. Data from the questionnaire were analyzed using descriptive statistics of mean and standard deviation. The study found that majority of the teachers teaching civic education are not social studies specialist as recommended by the National Policy on

Education; the civic education curriculum implementation is dominated by teacher centered learning and there are irregularities of skipping lesson periods, jumping of the curriculum contents among other. The study, therefore, recommended that civic education teachers at senior secondary school level should be specialists who have bachelor's degree in social studies education; there should be regular supervision of teaching staff to minimize irregularities in the area of absenteeism and skipping of civic education topic among others.

Introduction

Education all over the world has been acknowledged as most powerful tool for societal development. This has made countries of the world to see investing in education sector as mandatory, though, unlike other sectors, the return of such investment is not immediate but in the nearest future. The evidence that such investment has yielded expected returns are measurable in the competency of workforce, the peaceful coexistence among the members of the society, technological advancement and the overall national development index. The nature educational investment returns are shaped by both internal and external known and confounding factors. One of such factors is what characterized the process of implementing societal curricula.

The curriculum has always been the avenue through which socio-political expectations of the society are translated into injectable knowledge, attitudes, values and skills in learners that is capable of triggering societal desirable overt behaviours (Idowu, 2017). Curriculum implementation is the translation of what has been documented theoretically into practical terms. Curriculum implementation is multifarious activities of translating a complex curriculum conception in the form of design or plan into new patterns of practical action, usable and realizable in a teaching learning milieu (Babalola in Ezechukwu, & Amadi, 2015). These involved all the planned and unplanned activities that set curriculum into action for the achievement of the goals for which the curriculum was designed. That is, putting theory into practice in such a way that the overt outcome is noticeable in the behaviours of the learners in and out of school setting. Implementation of civic education in Nigeria school is optimistically believed by both government and curriculum planners that the programme will play a vital role in educating students to become active, reflective and patriotic citizens. Possession of these dispositions are fundamental to working democracy as it enables citizens to engage in issues civically, socially, and politically (Idowu, 2017).

Huge amount of money was re-invested by Nigeria government in order to

disarticulate civic education curriculum from social studies curriculum as the latter was no longer adequate in producing effective citizens who are not deficient in 3hs (Head, heart and hand). It is, therefore, expected that the implementation of new civic education at basic and post-basic education level will equalize the chance of being exposed to curriculum contents that teaches what it takes to be an effective citizen. The citizen that known their rights, how to protect such rights, know their responsibilities to the government and the government to them, citizen who are imbibed with values that promote national integration and development. The civic education implementation in Nigerian schools has not yield this expected returns in the lives of Nigerians who have been exposed to the curriculum content of civic education (Okeahialam, 2013; Idowu, 2015). Though, external examinations such as WAEC and NECO (2014-2019; six set of Secondary school graduates) show that Nigerian students who sat for civic education examinations have adequate knowledge of civic education and their performance is above average. These performance is not anchored with overt change of behaviour in learners that the investors (government and parents) could count on as indictor of educational investment returns. The unmet goals that warranted disarticulation of civic education from social studies curriculum is yet to be addressed by the implementation of the new civic education in Nigeria Basic and Post-Basic education level. The root causes of non-applicability of learnt content of civic education has been associated with several casual factors that are of internal and external to the school environment (Okeahialam, 2013; Idowu, 2015, Idowu, 2017; Ali, Hayatu & Badau, 2015). None of these study have seen the problem from irregularities that may characterize the implementation process of civic education in Nigeria Senior Secondary schools. It is on the basis of this, the present study investigates various form of irregularities that may account for inapplicability of civic education learnt content in the larger society. Based on this, the study investigate irregularities characterized by supply of civic education teaching staff and irregularities characterized in classroom implementation of civic education curriculum.
The study raised two questions which include:
1. What are the irregularities in the supply of civic education teaching staff?
2. What are the irregularities in the classroom implementation of civic education curriculum?

These questions, therefore, will be answered by comparing the ideal situation of implementing civic education curriculum and the observed situation in Zaria education zone of Kaduna State.
School is a prestigious institution that the society largely depends on for rebranding other institutions in accordance with societal needs and expectation.

Citizen refined by the school system have better opportunities in life, higher lifetime earnings, social mobility and they are expected to be effective citizen. The institution, therefore, is expected to be particularly exemplary, and schooling to be fair. However, the reality at hand is far from expectation in many parts of the world. People involved in education systems from the uppermost echelons right down to the school level are engaging in irregularities at some stage (Meier, 2004).

The irregularities in curriculum implementation at classroom level are of different forms. Among these irregularities is the selling of the front rows in overcrowded classrooms, monetary demand from parents for students' exercise books to be corrected and "the only way a child could complete the curriculum in an examination year was through private tuition with the same teacher" (Meier, 2004, pp.1). Bennet (2001) found that the result of inspection exercise is not determined by the Inspector's observation but nature of hospitality offers him/her by school authority and further stressed that headmasters' posts are often sold highest officials in the Ministry of Education. School based irregularities includes bribe of school authority and/or teachers by parents to ensure access, good grades and graduation, (Meier, 2005).

Nwaokugha and Ezeugwu (2017) reported that some classroom teachers in Nigeria are not exempted from the orgy of irregularities and corrupt practices in schools. According to them, the classroom teacher's unique forms of irregularities in the process of implementing school curriculum are grade inflation, sexual harassment, absenteeism and fragrant abandonment of teaching. Students are also forced systematically into private tutorial organized by teachers who deliberately abandoned classroom hours for private lesson hours. The private tutorial/lesson are not free but attracted exorbitant charges. Learners who refuse to be part of such private tutoring are frustrated in addition to being singled out for unmerited victimization (Kirya, 2019). Kirya (2019) explored irregularities pertaining to primary and secondary education to include cheating and other academic violations; bribery, nepotism, and favouritism in school admissions, teacher appointments; teacher absenteeism; and exploitation of school children for sex or unpaid labour.

World Bank (2012) reported the cases of irregularities in school. These irregularities include recruitment of teachers on the basis of nepotism, favouritism, bribes, or sexual favours. Teachers are found to conduct private business during teaching hours, often to make ends meet. Absenteeism, a form of 'quiet corruption' is also found to be rampant in developing nation schools. Teachers on the public payroll offer private tutoring outside school hours to pupils. This can reduce teachers' motivation in ordinary classes and reserve

compulsory topics for the private sessions, to the detriment of pupils who do not or cannot pay. Teacher absenteeism is another widespread irregularity in many countries (Chaudhury, Rogers & Hammer, 2004). A World Bank study found that absenteeism was as high as 45% in Mozambique and 15% in Kenya. However, even some teachers who were present at school did not carry out their duties (Bold et al, 2017).

From the review literature, it is clearly shows that the prestigious status of school in the societies has become more tarnished as a result of irregular practices by teachers who are the main curriculum implementers. When teachers engage in the aforementioned irregular practices that defiles meritocracy, honesty and fairness; student will definitely believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery. When students come to this realization, it is doubtable if what they learnt in civic education will be considered useful or applicable in the societal context.

Method

The design for this study is mixed method design. Mixed method design is a type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration. Specifically, the study used QUALQUAN (equal-status sequential design) (Schoonenboom & Johnson, 2017). Participant observation led to collection of quantitative data using questionnaire. The first phase of the study is participant observation where teachers and students were observed to underpinned irregularities in the implementation process of civic education curriculum contents. Participant observation allows the researchers to see what civic education teachers do and to compare what they do with what they say they do (Laitinen, Kaunonen & Åstedt-Kurki, 2014). The second phase of the study involved integration of researchers' observations (field Notes) into questionnaire for confirmatory opinion from the observed Civic education classes. Ten Senior secondary schools were randomly selected in Zaria Education zone of Kaduna State out of 43 senior secondary in the zone for participant observation. 20 SSII students were randomly selected from each of the school used making a total of 200 students for the second phase of the study. In each of the schools used, two-month participant observation was conducted by the researchers. The civic education class of SSII students was used, both teacher and students were observed once in a week. From the observation, thirteen items questionnaire was designed using Likert scale of four points; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire covered irregularities observed in the content implementation and assessment of learnt content of civic education. The

instrument was validated and pilot tested using 30 SSII students from one of the Senior Secondary school in Zaria Education Zone which was not among the schools used. The data collected from pilot study was analyzed using Cronbach alpha and reliability index of 0.76 was obtained. Additionally, academic profile of civic education teaching staff was collected from principal's office of the participated schools. Data elicited from the participant observation was sorted and categorized into precise themes. These themes were transformed into questionnaire. The collected data via questionnaire were analyzed using descriptive statistics of mean and standard deviation.

Results and Discussion

The purpose of this study was to underpin irregularities in the implementation of civic education curriculum which could be the factors responsible for inapplicability of civic education knowledge and skills in the larger society as reported by previous studies. The first question the study raised is whether irregularities exist in the supplies of civic education teacher at senior secondary school level in the area of study. The minimum qualification for teaching civic education at senior secondary level is bachelor's degree in social studies education as stated in Civic education curriculum. This implies that any teacher that does not have this qualification and is teaching civic education at senior secondary school level is seen by this study as irregular supply. From the data collected from school authorities, 9 out of the 25 teachers are of regular supply while 16 teachers are of irregular supply. Majority of these irregularly supplied teachers have obtained bachelor's degree in other fields such as political science, international studies, sociology etc. Some of them have also obtained post-graduate diploma in education. There is also special case of civic education teachers whose qualification is in micro-biology but assigned to teach civic education as result of shortage of teachers.

Table 1: Academic Qualification of Civic Education Teachers Qualification Frequency PGDE B.Ed. Social Studies9-B.Sc. Political Science 52B.Sc. International Studies 21B.Sc. Sociology 43HND Office Technology 1-B.Sc. Public Administration 2-B.Sc. Micro Biology 1-

From the data in Table 1, it is obvious that majority of the teachers implementing civic education curriculum content in the study area are of irregular supply.

Second question raised by the study is to know whether irregularities exist in the implementation of civic education curriculum in classrooms. The data collected for this study are of two form. The data from the researchers' observations and the questionnaire. The emerged precise themes of irregularities through sorting and categorization of observations data are the following:

1. Predominance of teacher centered teaching strategies

2. skipping of topics,
3. skipping of lesson period due to absenteeism,
4. assignment of responsibility of note writing on chalkboard/marker-board to student.
5. Inabilities to link civic education content to societal context by giving concrete example
6. Copying note for students from textbook
7. Domination of civic education lesson with vernacular speaking
8. Focus on students considered to be intelligence
9. None utilization of inquiry teaching method
10. None utilization of both digital and traditional instructional materials
11. Assessment of civic education is limited to recalling
12. Incompetency in formative evaluation technique
13. Continuous assessment is not continuous

These emerging themes were reconfirmed via the opinion of the students after being transformed into questionnaire items. The students' opinion is thus presented in table 2. As shown in table 2 three out of the 13 items were contrary to student's opinion. Majority of the students strongly agreed that their teachers linked civic education concept to the society by giving a concrete example from the society while explaining civic education concepts. This is contrary to the researcher's observation. Secondly, students also disagreed that their civic education teachers do copy note directly on blackboard from civic education textbook. Students also disagreed that civic education examination and Continuous assessment are cheap because they were always asked to 'define concept' and 'list something' contrary to researches' observation and conclusion that assessment of civic education is limited to recalling. Different from these three themes, the student's opinion confirmed that all the researcher observation is valid.

Table 1: Confirmatory opinion by SSII students on observed irregularities in civic education content implementation

S/N	Items	Mean	ST.D	Rating	Confirmatory
1.	In my class, students participate in civic education lesson through:				
	a. Answering of questions raised by teacher	2.34	1.32	D	Confirmed
	b. Expression of personal opinion on issues being discussed	1.67	0.83	D	Confirmed
	c. Listening to what teachers is saying	3.53	0.73	SA	Confirmed
	d. Role playing in a drama	1.21	1.17	SD	Confirmed
	e. Debating	1.41	0.94	SD	Confirmed
	f. Presentation	1.34	1.43	SD	Confirmed
	g. Discussion of findings of individual/group inquiry project	1.23	0.90	SD	Confirmed

2	Last term, I was taught danger of political apathy, democracy and national development, International declaration of human right	2.32	0.34	D	Confirmed
3.	My civic education teacher is always in the classroom for lesson during civic education period	2.42	1.32	D	Confirmed
4.	My civic education teacher usually give his note to one of the student to copy on the blackboard for the entire class to copy	3.52	0.83	SA	Confirmed
5.	My civic education teacher usually explain civic education topic by given practical example from the society	3.56	0.73	SA	Unconfirmed
6.	My civic education teacher usually cop ies note from civic education textbook on blackboard for students to copy	2.1	0.17	D	Unconfirmed
7.	I usually enjoy civic education class because my civic education teacher do use Hausa language throughout civic education class	2.58	0.94	A	Confirmed
8.	All students in civic education class are treated equally, there is no special students that usually get civic education teacher's attention	2.34	1.33	D	Confirmed
9.	My civic education teacher usually give s assignment that required students to find information for classroom discussion	1.82	0.91	D	Confirmed
10.	My civic education teacher do use other learning resources like poster, drawing on paper, image on computer etc. in explaining civic education concepts	1.25	1.32	SD	Confirmed
11.	Civic education questions are very cheap because we always ask to define concepts and list something	1.32	0.83	SD	Unconfirmed
12.	I do write civic education test more than one time before examination	1.23	0.73	SD	Confirmed
13.	Only few students usually answer civic education questions while lesson is going on	3.67	0.65	SA	Confirmed

n=173 **keys: SA:** Strongly Agree; **A:** Agree; **D:** Disagree; **SD:** Strongly Disagree. **Confirmed:** Correspond to Observation; **Unconfirmed:** Contrary to observation

Discussion

The study found that there are irregularities of various forms that are preventing applicability of civic education in the larger society. These include unqualified civic education teachers, predominance of teacher centered teaching strategies, skipping of topics, skipping of lesson period due to absenteeism. The study also

found that civic education teachers do assign the responsibility of note writing on chalkboard/marker-board to student and civic education lesson is usually dominated by vernacular speaking. Teacher also shows favoritism by focusing attention on students considered to be intelligence. Inquiry teaching method are not being used by civic education teachers. Furthermore, both digital and traditional instructional materials are not being used in civic education classes. The civic education teachers under study are incompetent in formative evaluation technique as they most often got answers only from few students considered to be intelligent rather than carry all the student along. The findings of this study are in line with Nwaokugha and Ezeugwu (2017), Kirya (2019), World Bank (2012) who specifically found fragrant abandonment of teaching, favouritism in teacher appointments; teacher absenteeism; and exploitation of students for unpaid labour like coping note on board for fellow students to copy.

Deviation from the ideal learning environment for civic education can be costly than we think as classroom teachers. Civic education curriculum is loaded with knowledge, skills and dispositions that learner at senior secondary school level ought to come across in an ideal manner, but when the reverse is the case, the tendency of applying knowledge of civic education in the larger society is questionable. Students critical thinking potential for rational decision making ought to be developed in the process of civic education curriculum implementation via oral presentation, debating, dramatization, researching and elicitation of personal views on social issue among other. The observed and confirmed predominance teaching approach in the schools under study was passive learning where teacher is the centre of learning while learners are passive receivers. Inadequacies of this teaching approach has been elucidated in precious studies (Idowu, 2017, Obebe, Muazu, & Ambassador-Brikins, Koledoye, 2016), which they further suggested that civic education teachers should endevour to make civic education classroom an interactive one so that knowledge acquired can be put into practice right from classroom.

The teacher conduct in the classroom is the most enduring channel for learning. When teacher conduct in the classroom is characterized by irregular practices such as absenteeism, late coming to the class, favoritism, unfair assessment of students, undemocratic classroom discussion, skipping of topics among others; our students will grow to belief that effort and merit do not count and that one can become successful through manipulation, favoritism and bribery. When students come to this realization, it is doubtable if what they learnt in civic education will be considered useful or applicable in the societal context.

Conclusion

There are various forms of irregularities identifiable in the civic education curriculum implementation process which could account for none applicability of values learnt from civic education in the larger society by the secondary school graduates. These irregularities are in both civic education content delivery and assessment. If these irregularities are not dealt with, corruption free senior secondary education will remain a dream.

Recommendations
From the findings of this study, the following recommendations were made:
  a. Civic education teachers at senior secondary school level should be specialists who have obtain bachelor's degree in social studies education
  b. There should be regular supervision of teaching staff to minimize irregularities in the area of absenteeism and skipping of civic education topic,
  c. Training workshop should be organized for civic education teachers on students' center learning approaches and techniques for conducting formative evolution of civic education lesson.
  d. Its only when our classes are free of irregularities unleashed by this study that we can have a corruption free senior secondary education.

References

Ali, M. A., Hayatu G. I., Badau, K. M. (2017). Assessment of the Implementation of Civic Education in Secondary Schools in Adamawa State, Nigeria. *Journal of Education and Literature*. 3(4),141-146

Bennett, N. (2001). "Corruption in Education Systems in Developing Countries: What is it Doing to the Young", Paper presented at the 10th International Anti-Corruption Conference, Prague, Czech Republic.

Bold, T., Filmer, D., Martin, G., Molina, E., Rockmore, C., Stacy, B., and Wane, W. (2017). What do teachers know and do? Does it matter? Evidence from primary schools in Africa. *Policy Research Working Paper 7956.* Washington, DC: World Bank.

Chaudhury, N., Rogers, H., Hammer, J. (2004). Measuring and Understanding Provider Absence in Health and Education. Unpublished.

Ezechukwu, I. R. & Amadi, V. C. (2015). Implementation of marketing curriculum programme in senior secondary schools in Orlu Education zone in Imo state. *Knowledge Review.* 33(2), 1-9

Idowu S. O. (2017). From social studies to civic education: The challenges of curriculum Implementation in Nigeria. *Nigerian Journal of Social Studies* 20(2), 211-228.

Idowu, S. O. (2015). *Implementation of the Nigerian Civic Education Curriculum to develop Effective Citizenship in Young Learners: Stakeholders Perspectives*. A thesis submitted for the degree of Doctor of Philosophy, College of Business, Arts and Social Sciences, Department of Education, Brunel University, London.

Johnson, R. Burke, and Larry B. Christensen. (2017). *Educational research: Quantitative, qualitative, and mixed approaches*. 6th Edition. Los Angeles: Sage.

Kirya, M. (2019). *Education sector corruption: How to assess it and ways to address it. Norway:* Chr. Michelsen Institute (CMI). U4issue (5).

Laitinen H, Kaunonen M, Åstedt-Kurki P (2014) Methodological tools for the collection and analysis of participant observation data using grounded theory. *Nurse Researcher*. 22(2), 10-15.

Meier B. (2004), *Corruption in the Education Sector: An Introduction.* Berlin. Transparency International.

Meier B. and Griffin, M. (2005). *Stealing the Future: Corruption in the Classroom.* Berlin: Transparency International.

Nwaokugha, D. O. & Ezeugwu, M. C. (2017). Corruption in the Education Industry in Nigeria: Implications For national development. *European Journal of Training and Development Studies*. 4(11,), 1-17.

Obebe, B. J., Muazu F. J., Ambassador-Brikins, H. O. C., & Koledoye, S. O. (2009). Basic Civic Education: Teacher's Guide. UBE Edition: Longman.

Okeahialam, U. K. (2013). An analysis of the effectiveness of secondary school civic education on the attainment of national objectives in Nigeria. A doctorate thesis submitted to University of Colorado, Colorado Springs.

World Bank (2012). *Education in Sub-Saharan Africa: A Comparative Analysis.* Washington, D.C.: World Bank.

Integrating Anti-Corruption Education into the Secondary School Civic Education Curriculum in Nigeria

Ogbonna, Ik. Matthias[1]
Godwin, O. Opaluwa
Department Of Curriculum and Educational Technology,
Kogi State College Of Education,
Ankpa
and
Igbokwe, Uche L. (Ph.D)[1]
[1]*Department of Arts Education,*
University Of Nigeria, Nsukka

Abstract
This study was conducted to investigate the integration of anti-corruption education into the secondary school Civic Education curriculum. The study was carried out because of the alarming rate of corruption and corrupt practices in Nigerian schools. The study adopted descriptive research design of the survey type. The population consisted of 97 Civic Education teachers from 57 public secondary schools in Nsukka Education Zone. The entire population was used for the study. A researcher-designed questionnaire titled Integration of Anti-corruption in the Secondary School Civic Education Questionnaire (IACSSCEQ) was used for data collection. The instrument was validated while reliability test conducted yielded 0.74 coefficients. Data obtained were analyzed using mean and standard deviation. From the findings of the study, recommendations were proffered which include that Civic education curriculum should be expanded and enriched to include anti-corruption themes.
Key words: Education, Curriculum, Corruption, Anti-corruption and Civic education

Introduction

Education is regarded as an instrument of change and national development. In Nigeria, it is considered to be the corner-stone for development as it forms the basis for literacy, skill acquisition, technological advancement and ability to harness human and material resources towards the achievement of societal goals (Federal Republic of Nigeria, FRN, 2013). Education simply describes the total process of human learning by which knowledge is imparted, valuable skills developed and faculties trained (Ugwuanyi, 2003). This implies that education is also an activity that preserves, develops and transmits the culture of a people from

one generation to another. Through education values that are worthwhile for a community are transmitted. One can say that education and society are inseparable. Society equips education with the values to be transmitted while education exposes each generation of young people to the existing beliefs, norms and values of their culture (Pitsoe, 2013).

In Nigeria, the goals of education as articulated in the National Policy on Education are carried out at different levels of formal education (basic, post-basic/senior secondary school and tertiary) through the instrument of the curriculum. Curriculum is regarded as the life wire and the heart of every educational programme. It is an embodiment of all the knowledge, skills and attitudes which a society, through her schools, imparts to her citizens (Danladi, 2018). Curriculum as an educational programme is made up of three major components namely: programme of studies, programme of activities, and programme of guidance. These components represent contents, activities and related experiences/guidance activities given to learners by teachers through the auspices of the schools (Tanner & Tanner, 1980). Thus, curriculum is the blue-print or instrument by which the school seeks to translate the hope and values of the society in which it operates into concrete reality.

Nigeria as a nation recognizes education as a tool for social cohesion and development. As such, the education system has seen many reviews, all aimed at strengthening the system in order to achieve its goals. Though some remarkable progress has been made through various educational reforms in Nigeria such as the introduction of the 6:3:3:4 and the 9:3:4 systems, the country still has not recorded much developmental progress. The educational landscape is still fuzzy as the products of the school's do not justify the faith reposed in the system. Many reasons have been given for the failure of the education system in Nigeria. Some of these are related to funding, poor government policies, ethnic and religious interferences etc. But of all these factors, corruption seems to be the greatest factor that has impeded educational development in Nigeria.

Corruption and Corrupt Practices in secondary Schools in Nigeria

Corruption is one of the major problems facing many countries, more especially, developing countries today. Corruption is derived from the Latin word "corruptus" which means "to break or destroy". Literally, corruption means a break away or departure from morality, ethics and civic virtues. Corruption includes the abuse or misuse of public office or entrusted power for private gains (United Nations Global Programme against Corruption (GPAC) 2012; Transparency International, 2013; World Bank, 2000). In this definition, corruption is linked to wrongdoings by those in special positions of trust. It also incorporates any act that deviates from those rules and regulations that govern the

behaviour and actions of any one in a position of authority especially actions that turn such privilege into avenues for personally and privately amassing wealth, power and authority (Ojiade, 2016). Corruption is a multi-dimensional concept, and as such there is no one fits all definition of it. Any definition of corruption is plausible depending on the perspective (political, economic, socio-cultural, moral, educational and general dimensions or perspectives) one may be operating from. In this paper, corruption generally is seen as a condemnable, criminal, immoral/unethical behaviour in the society. It involves behaviours that deviate from acceptable norms and values of the society. It can be perpetuated by any person, in public or private sector whether in a position of authority or not. The most important thing is that corrupt acts or behaviour run contrary to the value system of the society and has many consequences on the society and its citizens.

Corruption is a universal phenomenon. It does not restrict itself to borders or geographical territories, political regime or sector of the economy. Corruption and corrupt practices are common denominators that most countries of the world share in common (UNGPAC, 2012). However, it is more pronounced and contagious in developing nations such as Nigeria. According to Abdulraheem, Muinat, Abdulganiy and Idayat (2018) corruption manifests in Nigeria in the following ways; 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 pervasion of justice, hoarding and smuggling, illegal acquisition of public assets, and frightening degree of electoral fraud and budget paddling etc.

Nigeria has been consistently rated as one of the most corrupt nations in the world since 2001 by Transparency International Corruption Perception Index (TICPI). Nigeria scored 27 points out of 100 on the 2018 Corruption Perceptions Index reported by Transparency International. Nigeria's latest placement indicates that the country has not made progress in its fight against graft, despite claims by the government that it is making headway. Nigeria is an example of a country whose development has been undermined and retarded by the menace of corrupt practices. Some scholars had long written that corruption is a culture in Nigeria (Nwaokugha, Nyewusira and Nyewusira, 2013; Iyanda, 2012) and the truth of the claim that corruption is a culture in Nigeria can be attested to by the remark of Achebe (1983) that "keeping an average Nigerian from being corrupt is like keeping a goat from eating yam". Corruption enjoys a lot of patronage from

across all strata or layers of the society so much so 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. 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 as failures. The position that corruption is a culture in Nigeria is also forcefully and realistically highlighted by Ajie and Wokekoro (2012) when they wrote 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". This statement portrays Nigeria as a corrupt infested society.

One of the worrisome trends in the discussion of corruption in Nigeria is the fact that no sector of the economy can be said to be free from the evil of corruption including education. The educational system in Nigeria is highly affected by the impact of corruption and a major threat to the successful achievement of national goals of education (Hallack & Poisson, 2007). Educational corruption includes abandonment of expected standards of behaviour by staff and students among other educational authorities in and outside of schools. The abandonment of expected standards of behaviour, to a large extent, indicates absence of moral behaviour, poor ethical orientations, degradation of an individual's ethical sense, and deviation from the value system of the society. Danladi (2018) noted that corruption seems to have come to stay in our educational institutions because the codes of conducts in these institutions are no more being followed. This can explain why examination malpractices and other forms of corruption such as poor supervision by the school board, extortion of illegal money from students, sexual harassment of female students by teachers, poor attitude to work, giving unmerited scores to students, forcing students to buy irrelevant/ un-recommended textbooks, lateness to school, truancy/leaving school before closing, extortion of money/materials from female students, bribing of teachers to pass examinations, indecent dressing to school and so many other vices are on the increase and becoming norms in secondary schools in Nigeria. In a study conducted by Whawo (2015) in secondary schools in Delta state, drug abuse/smoking of weeds by students with teachers, lobbying to be posted to juicy schools, sycophancy, favouritism, bribery, absenteeism, truancy, poor attitude to work, padding of salaries, giving "gifts" to principals by both teachers and students for personal advantages, violation of rules and policies for personal gains, nepotism were discovered to be common among teachers and students. As noted by Kanno (2004), the quest for false protection and perpetuation of secret

cult in most schools has become the reality of the environment.

Corruption in Nigeria and especially in the educational institutions has far reaching consequences on the quality of education as well as the society at large. According to Ajayi (2015) the apparent lack of interest in studying among secondary school students with its attendant poor performance in external examinations (WAEC and NECO) and the evil of cultism, rioting and destruction of school properties are all outcomes of corruption. To this, Odunayo and Olujuwon (2010) noted that corruption is capable of sapping the development potentials of all institutions in entire nation. Educational corruption in schools in Nigeria affects standard of education. For instance, examination malpractice, sorting, sale of marks for cash or kind, etc., have adverse effects on the manner in which educational practices are run and practiced; it reduces standards and quality of education in the society as illiterate graduates are produced (Edinyang & Usang, 2012).

Various successive governments in Nigeria have tried to stem the tide of corruption at all levels with different approaches ranging from establishment of code of conduct bureau as enforcement, public complaints commission, war against indiscipline, and the various judicial administrative tribunals of inquiry into mismanagement of public funds by public officers, establishment of the Independent Corrupt Practices Commission (ICPC) and the Economic and Financial Crime Commission (EFCC). All these efforts have not been able to combat corruption. Corruption is multidimensional and law mechanisms are not enough to eradicate it. As Abdulraheem, Muinat, Abdulganiy and Idayat (2018) put it, one of the mistakes of corruption eradication efforts of successive governments in Nigeria is that little or no attention has been given to preventive measures through education. Education has the potential to equip people with the right values of the society. According to Tirana (2012), the formal education sector can play a role in meeting the need for corruption prevention as a preventive strategy.

Anti-Corruption Education
Anti-corruption education is an anti-corruption strategy that aims at realizing corrupt free society through education. It is based on the belief that educational institutions are the best place to disseminate and implant worthwhile values of the society. Anti-corruption education is meant to equip the young generation with right values that will form their character against corruption. According to Danladi (2018), anti-corruption education intends to instill and disseminate anti-corruption values to the young members of the society (students), so they can understand early that corruption is contrary to legal norms or religious norms. It

centers on reforming the character of students against corruption. Accordingly, Enyioka, Aminigo and Osaat (2018) opined that anti-corruption education is a conscious and deliberate effort to create the critical learning process towards the anti-corruption values. In the process, it is not just a medium for the transfer of knowledge, but reformation of students' character on anti-corruption values.

The goal of anti-corruption education as explained by Wibowo and Puspito, (2011) is to create a young generation that is morally good and has anti-corruptive behaviour i.e. to build an exemplary character that children do not engage in corruption early. The goals and objectives of Anti-corruption education are well summarized in Education against Corruption Manual for Teachers in Albania as edited by Tirana (2012). These can be applied in Nigeria.
The objectives are:

1. Knowledge of the phenomenon of corruption: its essence, causes and effects;

2. Promotion and development of intolerant attitudes towards corruption;

3. Education of voluntarism to fight corruption

4. Education of values such as respect for democratic values, interest in everything that is taking place, honesty, responsibility for own and others' actions and behaviour, continuous self-improvement, and enrichment of knowledge and social and cultural skills, etc.

5. Strengthening of skills such as:

Skill to communicate, find, process, and transmit information;

Critical thinking and problem solving skills;

Skill to plan and organize activities;

Skill to manage time, and financial and other resources;

Skill to think and act creatively;

Skill to take initiatives to be independent, and take responsibility for one's actions;

Skill to cooperate and resolve conflicts in a peaceful and constructive manner;

Skill to take part in the social life of the school and community, etc. (Pg.16)

Drawing from the above, the target of anti-corruption education is the young population who are still in school and who in a relatively short time will replace the current generation of leaders.

Anti-corruption education can be achieved in secondary schools in Nigeria in diverse ways. First, it can be made a cross-cutting subject like English language

and Mathematics but because there are already so many subjects in the secondary school curriculum and students are already complaining of curriculum overload, it will not be good to increase the number of school subjects by making anti-corruption education a separate subject. Secondly, it can be incorporated into Civic education curriculum. This is because, Civic education as a core subject in senior secondary schools in Nigeria emphasizes formation of character through civic awareness and responsibilities. The anti-corruption education values and civic education values can be aligned together. Thirdly, it can be part of the cross- and extra-curricular activities, which can take place in classrooms, schools, - and communities through civic campaigns, conferences, youth activities, seminars etc.

Civic Education Curriculum and the Teaching of Anti-corruption Education

Civic education curriculum is one of the subjects offered in senior secondary schools in Nigeria. It was introduced as one of the compulsory cross-cutting core subjects. Others are English Language, General Mathematics and one Trade subject with entrepreneurship studies (Federal Republic of Nigeria, 2013). Civic education instills durable values, attitudes; skills and knowledge into individuals to enable them participate actively in democratic processes and contribute meaningfully to the development of the society (Nwaubani & Azuh, 2014). As such, civic education is meant to prepare people of a country, particularly the youths to carry out their roles as citizens. Ozumba and Eteny (1999) in a similar vein, described civic education as the totality of learning, instruction, equipping, which a citizen needs to be able to play his/her role, discharge his/her responsibilities, know his/her rights, understand his/her country- the constitution, the politics, the religious, the ethos and ideas that make the national geopolitical entity. The definition of Ozumba and Eteny (1999) summarized what constituted Civic education as was carried out through the framework of social studies curriculum before it was finally made a body of knowledge to be taught as its own subject in secondary schools in Nigeria.

The goals and objectives of Civic Education for secondary schools according to Nigerian Educational Research and Development Council (NERDC, 2009) are to:

i. Develop and transform the Nigeria youths into effective and responsible citizens by making them law-abiding.

ii. Create awareness of one's rights, duties and obligations as citizens of this great nation and also to appreciate the rights of other citizens, and

iii. Help the young people to acquire a sense of loyalty, honesty, discipline, courage, dedication, respect, patriotism, hard work.

iv. Inculcate in students, the spirit of nationalism and desirable habits, values and attitudes.

These aforementioned goals vividly reflect the various components and themes of Civic education. Civic education has three basic themes. The first is the national ethics, discipline, rights and obligations which deal with values, human rights, law and order etc. The second is the emerging issues in the society like cultism, HIV/AIDS etc. The last theme is the Governmental system and processes which deal with structure and functions of government, democracy, rule of law and national development etc. The themes are all arranged in such a way as to enable students to understand the importance of citizenship in the society, explain the structure, functions and responsibilities of government to the people, identify some of the emerging issues in the society; understand the rights, duties and obligations of citizens to government and society and finally appreciate democratic values and strive to uphold them.

A critical review of the themes covered by the current civic education curriculum in Nigeria as shown above, show that Civic Education can be used to develop anti-corruption education more than other subjects. According to Abdulraheem, Muinat, Abdulganiy and Idayat (2018), Civic education curriculum by the nature of its contents and methods has the potentials to address some of the anti-corruption values. Civic education curriculum is centered on value reorientation of the citizens and value education is the essences of anti-corruption education (Gandamana, 2014). As pointed out by Komalasari and Saripudin (2015), the anti-corruption education and civic education basically have the same essence and purposes. The essence and the purposes have a common treat as a conscious effort (education) done to teach the students to be cognitive, effectively, and psychometrically intelligent. This is done as one of the efforts to build the national character. Thus, secondary school civic education curriculum can be expanded a little to accommodate basic anti-corruption contents without distorting and overloading the curriculum. Integration of anti-corruption education and civic education will thus, provide a special way of making civic education curriculum in Nigeria more contributive in reforming the character of Nigerian students against corruption (Danladi, 2018).

Aligning the contents of anti-corruption education with the secondary school civic education curriculum will make the implementation easier. This is because

by the similarity of both contents, the civic education teachers can easily integrate the contents of anti-corruption education and successfully implement them in civic education classroom. Already, civic education teachers have knowledge of the subject matter (knowledge of civic matters including some of the anti-corruption education contents) teaching and communication skills based on their training. These will help them to interpret and translate the anti-corruption education contents into syllabus, scheme of work and lessons to be delivered to students in the classroom. It will also help teachers to determine and use appropriate strategies and materials to teach anti-corruption education contents in Civic education curriculum.

Civic education teachers can also use instructional methods applicable to civic education in the implementation anti-corruption education contents since both are similar but contextual teaching and learning method can be more effective. This method is effective because it assumes that learning process will occur completely if the students can find the meaningful correlation between abstract thinking and practical application in real context. In such learning experience, fact, concept, principle and procedure as subject material are internalized through discovering, enforcing, inter-correlation and integrating processes (Maryono, 2016). Contextual learning is coordination between subject material (content) and intellectual skill that should be had by students in condition and situation that are appropriate with students' cognitive psychology and learners' environment (Blanchard, 2001). The components of contextual learning according to Blanchard (2001) include self-regulated learning; collaborative and cooperative learning strategies, inquiring learning, debates, role playing; and using authentic assessment. In addition, flip classroom method can also be appropriate. Flip classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content outside of the classroom. In flip classroom, students collaborate in online discussion, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor. Teachers can effectively use this strategy to get students discover the causes of corruption from their parents/guardians at home and come to discuss their findings in the classroom. In this case, the teacher will facilitate the lesson, scaffolds and mentors the learners rather than dispensing knowledge as in old instructional practices (Swanda & Nadiro, 2019).

The integration of anti-corruption education into Civic education curriculum also requires the use of appropriate instructional resources. The auditory, visual, audio-visual, multimedia and ICT tools which are used for the implementation of

civic education curriculum in secondary school can as well be used implementation of the contents of anti-corruption education in Civic education lessons. As pointed out by Maryono (2016), corruption and other social issues can be visualized with media text, images and video. Other learning resources that can be used are textbooks, worksheets, workbooks and library. The use of appropriate instructional strategies and media will facilitate the development of anti-corruption skills or skills vital for corrupt free-society e.g. skills that promote understanding and communication, collaborative skills, listening, understanding different perspectives, problem solving, critical thinking, decision making, conflict resolution and social responsibility.

Drawing from the above, Civic education curriculum may be the most suitable subject for the integration of anti-corruption education in the secondary school curriculum since there are already so many subject at that level and making it a separate subject will amount to curriculum overload. This paper, therefore, sets out to survey Civic education teachers' perceptions as to how anti-corruption education can be integrated into the present secondary school Civic education curriculum To achieve this purpose two research questions were posed to guide the study.

1.   What anti-corruption themes can be integrated into the Civic education curriculum?

2.   What strategies can Civic Education teachers use to incorporate anti-corruption contents into the Civic Education curriculum?

Method
The descriptive survey design was adopted for the study, which sought to collect data on the opinions of Civic education teachers on the integration of Anti-corruption education in the secondary school Civic education curriculum. The population consisted of 97 Civic education teachers from 57 public secondary schools in Nsukka Education Zone. The total population was used for the study, but only 95 completed and re-turned the questionnaires. A researcher-designed questionnaire titled Integration of Anti-corruption in the Secondary School Civic education Questionnaire (IACSSCEQ) was used for data collection. The questionnaire was of sections A and B. Section A sought to find out anti-corruption themes that teachers feel can be incorporated into the Civic education curriculum Section B dwelt on the strategies for integrating anti-corruption education in Civic education curriculum. The instrument was structured in line with the four-point Likert rating scale of Strongly Agree = 3.50 – 4.00, Agree =

2.50 – 3.49, Disagree = 1.50 – 1.49 and Strongly Disagree = 0.00 – 1.49. The instrument was validated by two specialists in Social Science Education and one from Measurement and Evaluation unit of Science Education of the University of Nigeria, Nsukka. Suggestions made by these experts were incorporated in modifying the instrument. The internal consistency of the instrument was determined using the Cronbach alpha method, yielding reliability coefficient of 0.75 and 0.70 respectively. Data obtained were analyzed using means and standard deviation.

Results

Results are presented based on the research questions.

Table 1: Mean and standard deviation of anti-corruption themes that can be integrated into the Civic education curriculum.

S/N	Item statement	Mean	Standard deviation	Verdict
1	Concept of corruption.	3.51	.620	Strongly Agree
2	Forms and Manifestations of corruption in Nigeria.	3.55	446	Strongly Agree
3	Causes of Corruption.	3.68	.626	Strongly Agree
4	Consequences of corruption (Social, Economic, Political etc).	3.61	.564	Strongly Agree
5	Anti-corruption policies and agencies. (EFCC, ICPC etc) i.e. The roles of EFCC and ICPC in fighting corruption in Nigeria.	3.19	.521	Agree
6	Financial accountability and transparency.	3.57	.618	Strongly Agree
7	Honesty and honest dealings.	3.12	.688	Agree
8	Hard work, earnest behaviour in completing tasks and appointments.	3.54	.776	Strongly Agree
9	Respect for laws and legislations.	3.24	.546	Agree
10	Self discipline and compliance to regulations.	3.10	.746	Agree
11	Independent attitude and behaviour to complete a given task without depending on others.	3.31	.560	Agree
12	Democracy and respect for human right.	3.51	654	Strongly Agree
13	Social responsibility.	3.61	.566	Strongly Agree
14	Communication skills/processes.			
15	Courage in dealing with problems and fighting social evils.	3.09	.637	Agree

16	Justice (Sound moral judgment).	3.15	.566	Agree
17	Faithfulness in completing tasks.	3.98	0.16	Strongly Agree
18	Abstaining from drug abuse and trafficking.	3.27	.61	Agree
19	Electoral Malpractices.	3.21	.722	Agree
20	Examination Malpractices.	3.27	463	Agree
21	Working under minimal supervision.	3.55	446	Strongly Agree
22	Respect for moral and civic values.	3.19	.527	Agree

Table 1 shows the mean responses of Civic education teachers on the anti-corruption themes that should be incorporated into Civic education curriculum. Data on the Table shows that Civic education teachers agreed to the incorporation of all anti-corruption themes, 1-22, into the Civic education curriculum. They strongly agreed with item 1,2,3,4,6,8,12,13,16 and 21 (Concept of corruption, Forms and Manifestations of corruption in Nigeria, Causes of Corruption, Consequences of corruption, Financial accountability and transparency, Hard work, earnest behaviour in completing tasks and appointments, Faithfulness in completing tasks, and Working under minimal supervision respectively.

Table 2: Mean and standard deviation of strategies that can be effectively used to incorporate anti-corruption themes into the Civic education curriculum

S/N	Item statement	Mean	Standard deviation	Verdict
1	Effective planning of lessons with involvement of students.	3.34	.539	Agree
2	Effective utilization of teaching aids and anti -corruption materials.	3.29	.537	Agree
3	Encourage students to think critically about some of the consequences of their actions.	3.26	.568	Agree
4	Set up group or whole class discussions on different anti -corruption topics.	3.57	.712	Strongly Agree
5	Give assignments that involve students in co -operative planning and execution.	2.29	.537	Agree
6	Incorporate the use of ICT tools in teaching anti-corruption topics.	3.52	.531	Strongly Agree
7.	Use democratic principles in organizing students into small groups.	3.33	.521	Agree
8	Expose learners through discussions, workshops and seminars on anti-corruption themes.	3.50	.800	Strongly Agree
9	Introduce Anti-corruption club in the classroom.	3.60	.540	Strongly Agree
10	Provide opportunities for students to express their opinions on corruption in Nigeria.	3.63	.595	Strongly Agree

11	Be patient with students with learning disabilities.	3.28	.615	Agree
12	Be fair in allocation of marks.	2.57	.467	Agree
13	Be friendly but firm.	2.99	.834	Agree
14	Be a role model.	3.29	.577	Agree
15	Be considerate in the frequency and level of difficulty of assignments given to students.	2.94	.807	Agree
16	Encourage student feedback.	3.16	.662	Agree
17	Discuss classroom problems honestly with students.	3.22	.798	Agree
18	Elicit active commitment and participation of students.	2.51	.704	Agree
19	Involve students in classroom management so as to decrease indiscipline.	3.16	.766	Agree
20	Encourage self-assessment techniques.	2.63	1.932	Agree
21	Use problem solving techniques.	2.87	.741	Agree
22	Teach effective communication and listening skills.	2.15	.750	Disagree

Table 2 shows that respondents agreed with most of the strategies listed. They agreed strongly with item 4 (set up group or whole class discussions on different anti-corruption topics.); item 8 (incorporate the use of ICT tools in teaching anti-corruption topics); item 9 (introduce Anti-corruption club in the classroom) and item 10 (provide opportunities for students to express their opinions on corruption in Nigeria) They, however, disagreed with item 19 (encourage dialogue in resolving issues in the classroom); item 22 (Teach effective communication and listening skills).

Discussion

The findings of the study generally revealed that there is need for proper integration of anti-corruption education into the secondary school Civic education curriculum. This will enable learners at early stage of their life to acquire and imbibe desirable habits, values and attitude against corruption. When the behaviours and character of students have been form against corruption, they will exhibit and put into practice democratic and civic values which include: honesty, integrity, responsibility, accountability and transparency, justice, faithfulness, courage, respect for rule of laws and obedience to constituted authority etc. This has been indicated in Table 1 which examined various anti-corruption themes that should be integrated into the secondary school Civic education curriculum. The findings agree with the work of Maryono (2016), who pointed out nine key values that form the character of learners against corruption as: a) honesty-effort to be honest in thought, word and deed; b) awareness, attitude and empathy behaviour, giving helps to others; c) independence, attitude and behaviour to accompany the task without depending on others; d) discipline, orderly behaviour and compliance to the regulations and decided agreements; e)

responsibility, attitude and behaviour to complete rights and obligations under existing provisions so it does not cause harm to others and the society; f) hard work, earnest behaviour in completing tasks and appointments; g) simplicity, saving behaviour, using anything in moderation with regard to efficiency and effectiveness; h) courage, self-confident attitude in dealing with problems in fighting good things; and i) justice, giving a judge and objective and proportionate, fair based on truth. These values will form the civic stance of students against corruption. Anti-corruption education is value oriented. This is in accordance with Pitsoe (2013) position that anti-corruption education is a conscious and deliberate effort to realize the learning process critical of the anti-corruption values. As such, educators have a huge responsibility in planning, designing and implementing a curriculum which will ensure that citizens acquire and imbibe desirable habits, values and attitude against corruption at early stage of their life. The curriculum should, therefore cover both academic skills and social interaction skills so as to provide all round education that will properly equip students with values that society needs.

Civic education curriculum can be used to achieve anti-corruption. Instead of advocating the addition of a separate subject on anti-corruption education to the curriculum, the existing curriculum should be enriched to accommodate changes that society desires. This curriculum enrichment accordingly must have informed the intention of the makers of the secondary school Civic education curriculum. Curriculum enrichment should focus more on rethinking and expanding objectives, methods materials and content to reflect changing values, instead of overloading the curriculum. Thus, Civic education teachers as shown in Table 2 identified some of the strategies for incorporating anti-corruption education into Civic education curriculum. These strategies include: setting up group or whole class discussions on different anti-corruption topics, incorporating the use of ICT tools in teaching anti-corruption topics, introducing Anti-corruption club in the classroom, providing opportunities for students to express their with opinions on corruption. The finding agree with the findings of Gandamana (2014) who earlier identified adoption of effective instructional technologies and teaching methodologies for effective integration of anti-corruption education across the curriculum.

Conclusion
The study examined the possibility of integrating anti-corruption themes into secondary school Civic education curriculum. The primary aim of anti-

corruption education should be to enable learners acquire and imbibe desirable habits, values and attitude against corruption. The effective implementation of anti-corruption themes in Civic education teachers through co-operative and collaborative learning strategies with appropriate instructional resources can help to achieve corruption-free secondary school education and the society at large.

Recommendations

1. The Civic education curriculum should be expanded and enriched to include anti-corruption themes such as concept of corruption, forms and manifestations of corruption in Nigeria, causes of corruption, consequences of corruption, financial accountability and transparency, hard work, faithfulness in completing tasks amongst many others.

2. Civic education teachers should be especially trained and retrained to use strategies that will enable them successfully incorporate anti-corruption themes into their teaching.

3. Anti-corruption talks should be organized regularly in schools by anti-corruption agencies and commissions (EFCC, ICPC). This will buttress the anti-corruption fight by re-enforcing the lessons and also take the education or knowledge to the larger society.

4. Anti-corruption clubs and societies should be formed in all the schools. The club and society will give the students room for more involvement through expression of their views and observations and other actions which take the fight further.

References

Abdulraheem, A., Muinat, B. Abdulganiy, A and Idayat, N. (2018). Teachers' perception of civic education as a measure of curbing corruption in Nigeria. *Kampala International University Journal of Social Humanities*, 3(1), 61-68.

Achebe C. (1983). *The problem with Nigeria*. Enugu: Fourth Dimesion

Publishing Co. Ltd.

Ajayi, A. O (2015). Towards effective teaching and learning of history in Nigerian secondary schools. *International Journal of Recent Research in Social Sciences and Humanities (IJRRSSH)*, 2(2)137-142. Available at: www.paperpublications.org

Ajie, H. A. and Wokekoro, O. E. (2012). The impact of corruption on sustainable economic growth and development in Nigeria. *International Journal of Economic Development Research and Investment.* 3 (1), 1-10.

Blanchard, A., (2001). *Contextual teaching and learning educational services*. Horizons Electronic Lesson Plans Resources.

Danladi, S.A. (2018). The effects of corruption on the implementation of curriculum at the tertiary institutions in Nigeria. *International Journal of Multidisciplinary Research and Development*, 5(9), 110-114

Douglas, O. and Ezeugwu, C. (2017). Corruption in the education industry in Nigeria: Implementations for national development. *European Journal of Training and Development Studies*, 4(1), 1-17.

Edinyang, S.D and Usang, E.E (2012). The role of Social studies education in stemming corruption for national transformation in Nigeria. *British Journal of Arts and Social Sciences,* 2046(9),101-103.

Federal Republic of Nigeria. (2013). *National policy on education*. Yaba, Nigeria: NERDC Press.

Gandamana, A. (2014). The implementation of anti-corruption education through habituation and learning civics to build student's character (descriptive study in SMP 1 Cianjur, West Java).

Hallack J. and Poisson M. 2007. *Corrupt schools, Corrupt universities: What can be done?* Paris: International Institute for Educational Planning.

Iyanda, D.O. (2012) Corruption: Definitions, theories and concepts. *In Arabian Journal of Business and Management Review*, 2 (4), 37-45.

Johnson, E.B., (2002). *Contextual Teaching and Learning: What It Is and Why It's Here to Stay.* Corwin Press, Thousand Oaks.

Kanno, T.N. (2004). Changing values in Nigerian society and curriculum implications in Oderinde, B.B & Ekpo, O. (Eds) *Values Education*. Lagos: Nigerian Academy of Education.

Komalasari, K and Saripudin, D. (2015). Integration of anti-corruption education in school's activities. *American Journal of Applied Sciences*, 12 (6), 445.451

Maryono, S.P. (2016). The policy of Anti-corruption education and personal motivation in the development of educational institutions in Indonesia.

The Social Sciences, 11(8), 1498-1509.

Nigerian Educational Research and Development Council (2009). *Senior Secondary School Curriculum: Civic Education* for SSS 1–3. Abuja: NERDC press.

Nwaokugha, D.O., Nyewusira, B.N. and Nyewusira, C (2013). Education and corruption in Nigeria: A historical and philosophical analysis. *Journal of Educational Review* 6 (2), 195-200

Nwaubani, O. and Azuh, D. (2014). The adequacy of civic contents in the basic education social studies curricula for effective citizenship training of Nigerian youths. *International Journal of Educational Research* 4(1), 35-46.

Odunayo, W. and Olujuwon, T. (2010). Corrupt practices and educational values attainment in Nigeria society. *European Journal of Social Sciences*, 16(1) 64-70.

Ojiade, F. (2016). The professional accountant and anti-corruption crusade. In *ICAN News* July/September.

Oyetade, E.M and Oladiran, M.A. (2012). Developing knowledge and attitudes of civic education in students for sustainable development. A case study of Lagos State Nigeria. *International Journal of Humanities and Social Science* 13 (2), 34-30.

Ozumba,G.O, and Eteny, F.(1999). Concept of citizenship. In Ozumba, G.O; Eteny, F.O; and Okon, M (eds.) *Citizenship education*. Aba.

Pitsoe, V. J. (2013). Values education as a social instrument for reducing corruption, poverty and inequality. *Mediterranean Journal of Social Sciences*, 4(13), 745-749.

Swanda, M and Nadiro, U (2019). The importance of anti-corruption education teaching materials for the young generation. *Journal of Physics*. DOI:10.1088/1742-6596/953/1/012167

Tanner, D. & L. Tanner, (1980). *Curriculum Development: Theory into practice*. New York: Macmillan Publishing Co. Ltd.

Tirana, (2012). *Education against corruption: A Manual for teachers.* Project against Corruption in Albania (PACA).

Transparency International (2013). Introduction to the Global Corruption Report: Education. In G. Sweeney, K. Despota and S. Lindner (eds) *Global Corruption Report: Education*, New \York, Routledge

Ugwuanyi, J.C. (2003). Teachers' preparation in Nigeria: Projections and challenges. *Multidisciplinary journal of research development.* 2,120-121.

United Nation Global Programme against Corruption (2012). An outline for action. United Nations Interregional Crime and Justice Research Institute, Vienna.

Whawo, D. D. (2015). Identifiable Corrupt Practices among Staff and Students of Secondary Schools in Delta State of Nigeria. International Journal of Secondary Education, 3(5): 50-54

Wibowo, Aryo P. dan Puspito, Nanang T. (2011). Peranan Mahasiswa dalam Pencegahan Korupsi Dalam Pendidikan Anti Korupsi untuk Perguruan Tinggi/ Anti Korupsi. Jakarta: Kemendikbud.

World Bank (2000). *Anti-corruption in transition. A contribution to the policy debate*. World Bank Washington DC.

CITIZENSHIP EDUCATION AS CORRELATES TO PROMOTION OF CORRUPTION FREE SOCIETY IN NIGERIA

By
Usman Mujittaba
Department of Curriculum and Instructional Technology
Annur College of Education Kano, Nigeria
usmanmujitaba@gmail.com
&
Ibrahim Ishaq Muhammad
Department of Curriculum and Instructional Technology
Annur College of Education Kano, Nigeria
Ibrahimisiaku440@gmail.com

ABSTRACT
This paper examined the relationship between citizenship education and the promotion of corruption-free society in Nigeria. Relevant literature ware reviewed such a concept of citizenship education, objectives of citizenship education in Nigeria. Also, concept of corruption was discussed as well as nature of corruption in Nigeria, effect of corruption in Nigeria, role of citizenship education in preventing corruption in Nigeria. Also, the paper give some recommendations in which citizenship education will be used in promotion of corruption-free society in Nigeria.
Keywords: Citizenship, Education, Correlation, Promotion, Corruption and Society

Introduction

Education is a tool of national development to every ideal society or nation in the world. Children go to schools at their younger age in order to develop positive character, sense of belonging and patriotism. Education is not all about literacy and numeracy, but development of positive character in the child and producing an active citizen as one of the aims of education in Nigeria. That is why national policy on education provides social studies and citizenship education at primary, secondary and tertiary education curriculum as one of the tools to achieve the national goals (Umar, 2013).

Despite the effort of government in the educational sectors toward the development and producing active citizen in the nation, corruption on the other hand cripples that effort as it has become an order of the day. Corruption gradually is becoming an inbuilt nature of many Nigerians. This is associated with excessive love of material gain without hardworking as youths dream to

become rich overnight. They are eager to enjoy luxurious life. Abdullahi, (2016) revealed that corruption has found its way into all human endeavour. For example, Churches and Mosque are designed purposely to teach morality, but it remains very unfortunate because Imams and pastors are found involved in such undesirable practices. It is generally believed that corruption has become a virus that militates the effort made by government towards realizing its dreams. It makes you surprised today as younger children and adolescent are familiar with different modes of corruption right from schools. It is commonly found in our schools that students of younger age collaborate to cheat during internal and external examinations. This is a serious menace to the proper upbringing of such younger generations. Thus, instead of creation of sound mind to the younger ones, the school is about to become a garden where messed fruits are harvested.

Citizenship education otherwise called civic education encourages the preparation of young people for their roles and responsibilities as citizens and in particular, the role of education (through schooling, teaching and learning) in that preparatory process. Citizenship education programmes often promote active citizenship as a way of building social capital and social solidarity and thereby providing the grounds by which divisions, especially within plural societies, can be healed. The scope of citizenship education encompasses citizenship, civics, social societies social studies, life skills and moral education. It also incorporates curriculum subjects and options like history, geography, economics, law, politics, environmental studies, values education, religious studies, languages, human rights and sciences (Adelusi 2013).

Furthermore, citizenship education is taking place at all levels of education. In Nigeria primary school children are learning the norm and culture of the country through civic education as a drive to sharpen the mind of the younger children so that they can grow up with positive attitude. In secondary education the same civic education has become a core curriculum in which every adolescent must study it as one of school subject for the sole aim of understanding the norms and values of his country. Similarly, at tertiary level students learnt it in their general courses. One purpose of including this curriculum at all educational levels in Nigeria is to address corruption issue in the nation, as corruption is becoming norm of the nation.

This paper will, therefore, examine the relationship between citizenship education and corruption-free society. And also suggest how citizenship education will be used in preventing corruption in Nigeria and make a Nigeria free corrupt society.

Concept of citizenship education.

Citizenship education refers to teaching and learning of norms, values and skills

that a country considered it necessary for the sustenance of a country's well-being. Aibangbe, (2006) in Mu'azu (2011), perceived citizenship education as the means in a sovereign state whereby citizens or individuals become socially and politically aware and integrated into the social setting. It is also a means; through which an individual acquires social skills and competences, become socially sensitive and actively participate in the matters of the nation for extreme output and development.

According to Osakwu (1993), in Adelusi (2013) citizenship education conveys to the learners the body of knowledge, set of values and behavioural orientation that are considered vital and necessary for the sustenance and well-being of the people. To Iyamu (1999), citizenship education is the conscious effort to inculcate in the youth, a set of values and attitude contingent on the need and problems of the society. It is a set of practices and activities aimed at making young people and adults better equipped `to participate actively in democratic life by assuming and exercising their rights and responsibilities in society. Edgar (2014) in Abdullahi (2016) define citizenship education as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning their society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state. Knowledge of the nation's institutions, and also an awareness that the rule of law applies to social and human relationships, obviously form part of any citizenship education course. Usman, (2017), perceived Citizenship education as an education that concerned about what it takes to be a citizen of a country, the person's responsibilities in the society, limitations and the fundamental rights that he or she is supposed to enjoy as is contained in the constitution. (Lar, (1999), in Usman (2017). Citizenship emphasizes how to prepare the individuals for social responsibility which will enable them to live a useful life in the society that they may find themselves in the future. (Enem, (2007). Citizenship education can be viewed as the type of education that is concerned about character moulding and development of good behaviour by the citizens for positive contribution in the development of their society.

For Okam (1998), in Usman, (2017) "Citizenship education has to do with leading the individual to find excitement and motivation in the process of social living." Citizenship education is about the production of citizens who are aware of the human and political issues at stake in their country or nation and "also aware of the inconsistencies in human ideals and their actual behavior. He further explains that, on the whole, citizenship education is a veritable tool through which political socialization is acquired by the citizens. Political socialization means the way in which political values are acquired and how the political culture

is transmitted from one generation to another.

Objectives of citizenship education in Nigeria

One of the objectives of citizenship education in Nigeria is to socialize children against juvenile delinquency, disrespect for elders and all sharp practices that often metamorphose into full-blown crimes. Our youths have acquired international notoriety for money greediness that is why some times they involve in so many crimes such as drugs trafficking and addiction, child trafficking, swindling and advance free fraud. For the home-based, the temporary social ills that, plague the nation include armed robbery, indolence, truancy, smuggling, dishonesty, and the most recent and dangerous are kidnapping and suicide bombing. Those in higher institutions pride themselves in cultism, robbery, violence, gross indiscipline, examination malpractice, and campus unrests. There has been public outcry over unemployment against the government, but it has been observed that those who have gained one employment or the other demonstrate unprecedented truancy and ingratitude towards their government employers. The magnitude of dishonesty, embezzlement of public funds, looting government treasuries, diverting public fund and materials to private use, have become an order of the day in our society (Nenna 2013).

To address the above problems in Nigeria, government need to emphasize objectives of citizenship education at all level of education. The objectives are to:

1. Acquiring and learning to use the skill, dispositions, knowledge and values which prepare learners to be competent and responsible citizens throughout their lives;
2. Attaining the Millennium Development Goals and the need to implement the critical element of National Economic Empowerment and Development Strategies;
3. Creating awareness on the provisions of the Nigerian constitution and the need for democracy;
4. Creating adequate and functional political literates among Nigerians;
5. Sensitizing Nigerians on the functions and obligations of government;
6. Inculcating in the child the spirit of self-discipline, hard work, cooperation and respect for authority;
7. Promoting the understanding of the inter-relationship between man/woman, the government and the society;
8. Highlighting the structure of government, its functions and the responsibilities of government to the people and vice-versa;
9. Enhancing the teaching and learning of emerging issues;
10. Inculcating in students their duties and obligations to society (NERDC, 2007).

The above objectives centrally target on the training and educating the young Nigerians to become legally and politically oriented. Also, to enable them to utilize their potentialities towards becoming self-reliant, active citizens, morally sound and contribute their quota towards national development.

Concept of corruption

Corruption has been defined by various scholars across the globe. Razaq, Bamidele & Felix (2014), Odunga (2000). sees it as any form of dishonesty, mismanagement, earning something that you are not worthy of it, embezzlement, looting public fund, examination malpractice, favouritism, nepotism, diverting public fund for selfish interest etc.

Corruption is a worldwide phenomenon which has been with societies throughout history. It has caused political and economic instability in societies depending on the scale. It has led to social conflict and violence as competing group vie for state power which is the source of distribution of resources and other amenities in the society (Odunuga 2000). To Razaq, Bamidele and Felix (2014) corruption through an immoral act is brought about because of inequality which exists in the position an individual occupies in the society as such according to him corruption is brought about by the immoral pursuit of wealth, power and so on. According to Kalu and Yemi Osinbayo, (1999) in Razaq et. Al (2014), corruption is the conscious and well-planned act by persons or group of persons to appropriate by unlawful means the wealth of another person. It is also the act of turning power and authority into ready cash. From another perspective the acquiescence that corruption can also be viewed as the diversion of resources from the betterment of the community. Albeit, it includes not only bribery or treasury looting but also the deliberate bending of the system.

Furthermore, the United Nations Development Programme (UNDP, 2008) defined corruption as a misuse of entrusted power for private gain through bribery, extortion, nepotism, or embezzlement. Transparency International (2010) defines corruption in a simple way as abuse of entrusted power for private benefit. Also, Grunner (1999), Ojaide (2000) in Ngwube & Okolie (2013) defines corruption as systematic vice in an individual, society or a nation which reflects favouritism, nepotism, tribalism, undue enrichment or accumulation of illegal wealth, abuse of office, power position and derivation of undue gains and benefits. Corruption also includes bribery, smuggling, fraud, money laundering, illegal payments, drugs trafficking, falsification of documents and records, window dressing, false declaration, tax evasion of any kind to the detriment of another person, community, society or nation. Again, Transparency International (TI) (2008) defined Corruption as the misuse of entrusted power for private gains. TI went further to distinguish between "according to the rules" Corruption and

"against the rule" Corruption. Facilitation of payments where a bribe is paid to receive preferential treatment for something that the bribe receiver is required to do by law. On the other hand, is a bribe paid to obtain services the bribe receiver is prohibited from providing.

Nature of Corruption in Nigeria

Many Nigerians cannot live without practising corruption as it becoming blood parts of the Nigerians life. Every sector in Nigeria is associated with corruption practices Aliyu (2011). He continues that Nigerians developed corruption attitude right from the grassroots as younger ones witnessed corruption practices from their elders within their community. In Nigerians' community, selfish interest is very common amongst the members. The attitude that we display in our community are mostly negative that is why the younger generation starts to develop negative attitudes and corrupt behaviour. If family and community produce negative leadership there is possibility for members to remain corrupt. For instance, when choosing schools, many parents are not after quality education for their child, rather they looking for having colorful result by all means.

Henceforth, the Nigerian educational sector was totally crippled by corruption as the system are underfunded or the fund allotted to education is diverted somewhere for selfish interest, this resulted in low quality education. Teachers that, are employed to teach in either primary or secondary schools are not qualified to teach. Most of the primary and secondary schools' classrooms are dilapidated. The class are congested which is contrary to the student's teacher ratio suggested by the National Policy on Education (2014). A class that is supposed to contain 35 students now has about 250 students. Some teachers neglect their duties. In some schools' teachers are not showing concern on students' attendance because the common culture of register roll call is neglected. There is also the problem of working materials. Students are asked to bring some needed materials like, chalk, detergent, and brooms to school which is unjust. While government allotted fund to supply all necessary materials that will be used in running public schools but due to corruption, some few peoples diverted fund to their pocket. Hence, politicians influence teacher's recruitment process. Qualified and competent teachers are denied employment. Personal interest is prioritizing which resulted in the appointment of quack and unqualified ones. While qualified ones are left behind.

Effects of corruption in Nigeria

Corruption has a serious effect in Nigeria as it is crippling all the effort of realizing the national goals and achieve National Development. The cost of corruption can be classified into 5 such as political, educational, social,

economic, religious, and environmental.

On the political front, corruption constitutes a major obstacle to democracy and the rule of law. In a democratic system, offices and institution lose their legitimacy when they are misused for private advantage. This is harmful to our democracy. Our democracy and political leadership cannot develop in a corrupt climate. (Ngwube & Okoli, 2013).

Economically, corruption leads to the depletion of our national wealth. It has led to the use of scarce public resources to finance uneconomic high-profile projects such as power plants, pipelines that cost billions whereas if these were channeled towards building schools, hospitals and roads or the supply of electricity and water to rural areas which are basic needs of life. This has hindered the development of fair market structures which has led to the loss jobs and also affects investment. (Ngwube & Okoli, 2013).

On the social ladder, people have lost their trust in the political system. In its institutions and leadership, they have developed non chalent attitude and general apathy towards government policies resulting in a weak civil society. This also makes society to have no choice but to be involved in so many corruption practices. For instance, youth are been used in any kind of criminal activities such as robbery, kidnapping, pickpocketing, burglary, political vanguard, phone snatchers, etc.

Environmental degradation is yet another consequence of corrupt systems. The non-enforcement of environmental regulations and legislation has led to the pollution of the environment in Nigeria. Careless exploitation of Natural resources from oil and minerals by domestic and international agents hassled to ravaged natural environments affecting the health of her citizens. Most environmental devastating project are given preference in funding because they are easy target for siphoning of public funds into private pockets.

From education site, the hope and future of the country relied on the educational output if the results are negative there is no more hope in realizing national goals. The sector was crippled by corruption as many have the view that money will only give you an educational certificate, not effort.

Religiously Nigeria is one of the most religious countries in the world where Islam and Christianity are the two powerful religions in the country. But some of the Imams and Priests have abandoned the teaching of the Holy Books and

preaching was based on their personal interest or their organizational interest. This resulted into disunity among Nigerians and at times ignites religious intolerance that caused serious harm to national security.

Role of citizenship education in preventing Corruption in Nigeria

One of the aims of re-introducing civic education in Nigeria is to teach citizens about the norms and values of the nation, promote civic competencies and active participation in democracy. Citizenship education can play a vital role in preventing corruption in Nigeria. Mu'azu (2011) and Adelusi (2013), suggested the following ways:

1. Citizenship education teaches the student to become law-abiding citizens and participate effectively in the growth and development of society in a legitimate way.
2. Respecting and showing high regard and consideration to constituted authority, one's self, other people as well as property and community.
3. Citizenship education can be a tool that will expose students with the dangers of engaging themselves in any kind of election Malpractice.
4. Trustworthiness and genuineness by refusing to lie, deceive, steal, and by exhibiting honour and integrity in one's dealings.
5. Importance of participation in community affairs and respecting the individual's views, values, ethnicity and beliefs.
6. Understanding the importance of global, national, local and civil problems.
7. Fully understand the function of all the 3 tiers and 3 arms of government in Nigeria.
8. Knowing the duty and obligation of every citizen.
9. Encourage in one's effort and distancing self from collecting something that you are not worthy of it or giving something in order to gain something that does not belong to you.
10. Distancing self from any kind of cheating during school life and after.

Conclusion

In conclusion, the above concept explains corruption and its danger in Nigerian society. The nature of corruption in Nigeria may seem to be normal for peoples in their society but it has a negative impact on nation-building. Corruption is all about any wrongdoing for self-interest or out of law. Also, the concept of citizenship education otherwise civic education, the objectives of civic education and it is role in curbing corruption in Nigerian society. And again, the recommendation has been made base on what this paper discussed above. One of the recommendations is to enrich civic education curriculum with so many concepts and types of corruption that we are associated with. Employ qualified

teachers that will handle civic education in our public schools.

Recommendations

Based on the foregoing discussion, the paper suggested the followings:

1. Government and educational stakeholders must ensure good conducive environment in which students learn and develop positive behaviour, without a well conducive environment the objectives of citizenship education will never be achieved.

2. The teachers that will handle citizenship education must be qualified and competent. If the instructor is not qualified the knowledge will not reach the students properly.

3. Adequate instructional materials should be provided for teachers to be used.

4. Head of teachers should encourage the teachers in inviting the resource persons to come and give their deliberation more especially on corruption issues.

5. National Educational Research and development council (NERDC) should enrich civic education curriculum with more corruption content in many different forms which will help students more in becoming familiar with corruption, its types and will have ability to distance themselves from any form of corruption.

REFERENCES

Abdullahi T. U. (2016). Citizenship for effective citizen: a guide for colleges of education. Kano, Aljaid Publishing Company.

Adelusi O.P. (2013) What is Citizenship education? Retrieve from: http://olufemiadelusi.blogspot.com/2013/10/what-is-citizenship-education.html

Enem, F. O. (2007). *Fundamental of social studies for school and colleges.* Abuja: Tonem Publicity and Publications Ltd.

Florence. A. N. (2013). Citizenship Education in Nigeria: for the young, or the old? Academic journal of inter-disciplinary studies Vol. 2 No 10.

Lar, T. D. (1999). Citizenship education. In Ololobou, Y. P. S., Jacob S., & Ndazhaga. J. (Ed.) *Dimensions of social studies, pp.219-233)* Jos: WHIS Printing Press.

Muazu, F. J., (2011). *Issues in citizenship education.* In kadiri, Y., Ololobou, C. O., Ahmad, T. S. & Zuru, A. G., (Eds). *Issues and Insightis on Citizenship Education in Nigeria.* Kano, Jeleyemi Graphics & General Enterprises.

N.P.E, (2014). National Policy on education 6TH edition.

NERDC. (2007) Nigerian Educational Research, and Development Council.

Odunuga, S. (2000). The Impact of Corruption and Organized Crime on Nigerian Economy and Economic Development. In Ibrahim, L and Odekunle, F (Eds) *Fighting Corruption and organized crime in Nigeria: challenges for new millennium, Ibadan: Spectrum Books limited.*

Okolie C.& Ngube A. (2013) The Role of The Economic and Financial Crimes Commission in The Fight Against Corruption in Nigeria. *A Journal of Studies in Social Sciences Volume* 4, Number 1 2013, 92-107

Rasaq O. G., Bamidele, R. & Taiwo, Felix, T. O. (2014). Socio-Political and Economic Impacts of Corruption in Nigeria. *International Journal for Innovation Education and Research*,.2(01)

Transparency International and African Education Watch (2010). Good governance lessons for anti-corruption. (Lessons from Ghana, Madagascar, Morocco, Niger Senegal, Sierra Leone and Uganda). *Global Journal of Human-Social Science, 16*(5), 58-67.

Umar M. M. (2013). Citizenship Education as a tool for nation building. A paper presented at International Conference for social sciences Teachers of Nigerian Colleges of Education at Kano, Nigeria.

UNDP (2008). Primer on corruption and development: Anti-corruption intervention for poverty reduction, realization of MDGs and promoting sustainable development New York democratic governance group, Bureaucratic for Development Policy.

Usman K. U. (2017). Citizenship Education as Panacea for political stability in Nigeria. An International Multi-Disciplinary Journal, Bashir-Dar, Ethiopia. Vol. 11

Teachers' opinion on corruption and corrupt practices in basic education system: causes, consequences and remediation through the curriculum

Vera Idaresit Akpan
Dr. Udodirim Angela Igwe
Dr. Jane O. Okafor
Department of Adult and Continuing Education,
Michael Okpara University of Agriculture, Umudike,
Abia State, Nigeria.

Abstract

The purpose of this paper was to find out teachers' opinion on corruption and corrupt practices in basic education; the causes and consequences on the society. The area of study was Abia state in Nigeria. The population of the study comprised all the 2,534 UBE teachers in Abia State. Three research questions were posed to guide the study. Purposive sampling was used to select the teachers used for the study. The sample used for the study was 100 teachers. The instrument for data collection was a one y researcher developed questionnaire which was validated by three lecturers. A reliability coefficient index of 0.86 was obtained. Out of 100 copies of the questionnaire given out to respondents, 91 were properly filled and returned. Data collected were analyzed using simple percentage. The study revealed that corruption and corrupt practices exist at the basic education level. Some of the causes were traced to: lack of proper teaching/learning, inadequate and irregular payment of teachers' salaries, large classes and lack of effective monitoring. The study also showed that corruption and corrupt practices in basic education can affect the society by reducing the rate of pupil/student academic performance, bastardizing the quality of education, threatening the attainment of sustainable development goals and so on. It was recommended that anti-corruption education should be included in the curriculum of all basic schools and made compulsory in teacher education institutions. Teaching methods on anti-corruption and corrupt practices should be student centered, pragmatic and project driven. Such teaching methods as case studies, discussion, excursion, think-pair-share, debate and other collaborative teaching methods were recommended for the teaching of anti-corruption lessons.

Introduction

Issues of corruption and corrupt practices have begun to be of public interest due to its incriminating consequences on the development of the society. Ogunfunmilakin (2015) attest that there is no country without some corruption

level based on the survey of some world anti-corruption organizations like the Transparency International. Transparency International is a worldwide organization waging war against the incidence of corruption in all corners of the world with its international secretariat at Berlin (Transparency International, 2012).

Education is one of the pillars that secure a nations' development and the foundation is laid at the basic education level. Basic Education (also referred to as Universal Basic Education) is a programme of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, designed by the Federal Government for Nigerian children within the age bracket of six (6) and fifteen (15). It covers three years lower basic (primary 1-3), middle basic (primary 4-6), making it six (6) years Primary Education and three years upper basic (JS 1-3) for three (3) years of Junior Secondary Education. The goals of UBE are realized through the implementation of the curriculum.

Curriculum is simply defined as all the learning students actually receive as a result of whole educational services (Mang, 2016). Whole educational services refer to the planned and unplanned/unintended outcomes of the school curriculum, teaching approaches, co-curricular activities and the learning environment (Mkandawire, 2013). In other words curriculum is planned and developed based on national goals and individual/societal needs. Curriculum is therefore, all that is done in the school to enable students acquire knowledge and skills that will enable them live independent honest lives who contribute meaningfully to the development of their society. The Federal Government of Nigeria (FRN, 2014) states that education is an instrument for national development and social change hence vital for the promotion of a progressive and united Nigeria. Education therefore has to be qualitative, comprehensive, functional and relevant to the needs of the society.

From the intentions stated in the National Policy of Education (FRN (2014), it can be simply stated said that the curriculum is a tool for solving national problems and attaining desired goals. Curriculum is used in schools, to teach and perpetuate acceptable norms. In this instance therefore, one wonders how curriculum can be used to dismantle corruption and corrupt practices in basic education.

Often people see corruption as a problem involving theft, embezzlement of funds or other misappropriation of state property, nepotism and the granting of favours to personal acquaintances, and the abuse of public authority and position to exact

payments and privileges (Plessis, 2014). Doig and Theobald (2000) define corruption as the abuse of public authority for private profit. Ogunfunmilakin (2015) sees corrupt practices as accepting money for granting contract, transgressing certain conducts for personal interest, using bribery to obtain legislative support, utilization of public property for private use, neglecting illegal activities and using filibuster to delay justice process, tax evaluation fraud, among other types of corruption practices. Merriam–Webster's online dictionary defines corruption as "impairment of integrity, virtue, or moral principle and secondly as a departure from the original or from what is pure or correct". This definition refers to attitudes that encourage negative lifestyles which beget dishonesty, truancy and lack of commitment in an individual. To align with basic education, one would define corruption as impairment of integrity, virtue, or moral principle among pupils, students, teachers and staff of basic school. It is doing what is not correct in the course of knowledge acquisition to the detriment of national education goals. Corruption in education is an important issue to be addressed because as Hallak and Poisson (2005) posit that educational corruption affects not only the volume of educational services but also equity in education and public confidence in educational systems. The Nigerian educational system is responsible for guiding the nation to its desired haven in the area of socio–political, economic, cultural, religion, scientific and technological advancement. However, the goal seems unrealistic owing to the fact that education, which serves as means to an end, is being inflicted by corruption and corrupt practices (Ogunfunmilakin, 2015). Heyneman (2004) asserts that corrupt practices in a school system is the lack of equal educational opportunity, equitable distribution of school materials and curricula, fair/transparent criteria for selection of students for higher education, fair judgment of institutions based on stipulated standard for quality assurance, professional standards of conduct by educational managers/administrators in both public and private educational institutions.

Corrupt practices connote a repeated performance that could lead to proficiency. Corrupt practices continue uninterrupted in schools during admissions, examinations, awards of grades and certificates to students and other class of persons. Corrupt practices are also seen among the teaching and administrative staff during employments, appointments and promotions. Parents boost the practice by giving unnecessary token (bribes) to school staff and teachers in order to buy favour in any form for their children. These parents patronize special examination centres for terminal examinations like the Basic School certificates for JS3 students when laxity is condoned and examination malpractice is no offence. Ogunfunmilakin (2015) lamented that in the school system today,

corruption takes various forms such as sale of sub-standard text materials, examination fraud and malpractice, admission and certificate robbery, school finance and funding policy that jettison school objective and goal for political and personal reasons, utilization of substandard educational facilitates and resources and inflating contract in the process of rebuilding and rehabilitating schools. Nwaokugha and Ezeugwu (2017) attest that basic school pupils are exposed to corruption right from on the day of their first attempt to gain entrance into the gates of pre-primary education and remains through the other tiers of the education system. As they affirmed 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" (P. 6).

Idakwoji (2016) in a study on "Introducing anti-corruption education in Nigerian schools' curriculum" came up with the following strategies:

> a) Inclusion of anti-corruption education in the curriculum of all Nigerian Schools.
> b) Implementing the curriculum containing anti-corruption education with dispatch.
> c) Sustained monitoring and evaluation of the implementation of the curriculum.
> d) Formation of invigorating anti-corruption clubs and societies in all the schools.
> e) Organizing regular anti-corruption talks in the schools.
> h) Mandating religious and moral education lectures and lessons to emphasize on the ills of corruption (p.154).

The purpose of this paper was to find out teachers' opinion on corruption in basic education, the causes, consequences and remediation through the curriculum. The specific objectives were to find out from UBE teachers: if corruption and corrupt practices exist in basic schools, causes of corruption in basic education and possible consequences of corruption in basic education on the society.
The following research questions were posed to guide the study:

1. What are the indices of corruption and corrupt practices in basic schools?

2. What are the causes of corruption and corrupt practices in basic

education?

3. What are the consequences of corruption and corrupt practices in basic education on the society?

The study adopted a survey research design. This design was suitable because it gave room for a large number of teachers to be reached for their opinion. Osuala (2008) submits that survey design is appropriate for studies dealing with people's opinion, attitudes, beliefs and motivations.

The area of study was Abia in Nigeria. The population of the study consisted of all the UBE teachers in Abia State. The population of the teachers is 2,534 (Federal Ministry of Education, [FME], 2016). Convenience sampling was used to select the teachers used for the study. This was because at the time of study, schools were on long vacation but the teachers had a conference in Umuahia which so many of them attended. Hence the researcher found them available and used them to collect data for the study. The sample used for the study was 100 teachers. The attendance register was used to ensure that all the seventeen local government areas were represented in the study.

The instrument for data collection was the researcher made questionnaire based on the purpose of the study and research questions. This questionnaire was given to two lecturers for face validity, one of them was from the department of Curriculum and Instruction and the other from Science Education, both in Michael Okpara University of Agriculture, Umudike. To test the validity of the instrument, the questionnaire was first administered to 20 teachers outside the study area who were not a part of the respondents for the actual study. The reliability of the instrument was then calculated using Cronbach Alpha's reliability coefficient and the coefficient index of 0.86 showed that the instrument was reliable. The questionnaire was then used to collect data from teachers on the forms of corruption and corrupt practices, their causes and consequences on the society. The distribution and collection of the copies of the questionnaire was done by the researcher. Out of the one hundred copies of questionnaire that were distributed, 91 were properly filled and returned. That gave 91% return rate. Data collected were collated and analyzed using percentage.

Results and Discussion

Research Question 1:

What are the indices of corruption and corrupt practices in basic schools?

Table 1: Identification of corruption and corrupt practices in basic schools

s/n	Items	YES		NO	
		No	%	No	%
1	Basic education **pupils** sometimes involve in examination malpractice.	70	77	21	23

2	Basic education **students** sometimes involve in examination malpractice.	73	80	18	20
3	Basic education **pupils** sometimes give incentives to teachers to gain favour.	59	65	32	35
4	Basic education **students** sometimes give incentives to teachers to gain favour.	64	70	27	30
5	Basic school teachers sometimes practice nepotism and favouritism.	58	64	33	36
6	Teachers sometimes supply answers to students during examinations.	55	60	36	40
7	Teachers often condone indiscipline from pupils/students because of their (students) background.	46	51	45	49
8	Teachers often play truancy and absenteeism in basic schools.	55	60	36	40
9	Teachers' truancy and absenteeism is corrupt practice.	88	98	3	2
10	Parents often give tokens and gifts to teachers to buy favour from them for their children	64	70	27	30

Table 1 shows teachers' attestation to the different forms of corruption and corrupt practices that exist in basic schools; 77% of the teachers accepted that basic pupils and students involve in examination malpractice, while more than 65 and 70% teachers accepted that pupils and students respectively, often give incentives to teachers to gain favour. Other forms of corrupt practices observed include Nepotism (64%), teachers sometimes supply answers to students during examinations (60%), truancy by teachers (60%).

This finding supports the findings of Hallack and Poisson (2005), Cárdenas (2006) Reinikka and Svensson (2005), Plessis (2014) and Ogunfunmilakin (2015), that corruption abound in education and basic education is inclusive. It also supports the findings of Banerjee and Duflo (2006), Reinikka and Svensson (2004) that teacher absenteeism is one of the most common corrupt practices observed in education. Okunola, Odeleye and Odeleye (2008) affirm that even parents abet their children's cheating spree in public examinations. Corruption exists at local, national and international levels in every sector of a nation's economy. Nwaokugha and Ezeugwu (2017) attest that Corruption by its nature is universal and does not restrict itself to borders or geographical territories. One may also add that corruption and corrupt practices are not restricted to a particular section of the society or sector of the economy.

Research Question 2:

What are the causes of corruption and corrupt practices in basic education?

Table 2: Causes of corruption and corrupt practices in basic schools

s/n	Items	YES		NO	
		No	%	No	%
1	Lack of proper teaching/learning.	67	74	24	26
2	Lack of instructional materials.	73	80	18	20
3	Lack of infrastructure and facilities (equipment, laboratories etc).	70	77	21	23
4	Lack of incentives to teachers.	82	90	9	10
5	Inadequate and prompt payment of teachers' salaries.	79	87	12	13
6	Large classes.	73	80	18	20
7	Inadequate teaching and administrative staff.	73	80	18	20
8	Lack of effective monitoring.	82	90	9	10
9	Over emphasis on certificate acquisition.	79	87	12	13
10	Undisciplined and corrupt parents.	85	93	6	7
11	Corrupt administrative practice.	79	87	12	13
12	High cost of living.	73	80	18	20
13	Misappropriation of education funds.	79	87	12	13

Data in Table 2 shows teachers' opinion on the causes of corrupt practices in basic education: 74% of the teachers traced the causes of corruption at this level of education to be the lack of proper teaching/learning, 80% to instructional materials, infrastructure and facilities like equipment, laboratory facilities and others, 90% to inadequate and prompt payment of teachers' salaries, 87% to inadequate teaching and administrative staff and so on.

These findings align with the observations of Nwaokugha and Ezeugwu (2017) that lack of proper teaching and learning lead to   sales of grades. Okunola, Odeleye and Odeleye (2008) submitted in their study that overcrowded classes, high teacher-pupil ratios, and few other factors are major inducers of the culture of malpractice during examinations. Ogunfunmilakin (2015) also noted that proper teaching/learning in the schools and lack of proper monitoring and supervision of educational project by government official enhance corruption.

Odunayo and Olujuwon (2010) also observed and lamented that the quest to pass examinations at all cost due to emphasis laid on certificates (rather than skills or life-long learning) had made students not to imbibe honesty and integrity in their

conduct in schools. This promotes the sales of grades and certificates by persons and institutions to desperate seekers of appointments and positions. The findings of of this study equally collaborates that of Nwaokugha and Ezeugwu (2017) that most parents in Nigeria directly induce teachers and management of schools through gifts and other incentives to grant unmerited favour to their sons, daughters and wards.

Research question 3:

What are the possible consequences of corruption and corrupt practices in basic education on the society?

Table 3: Consequences of corruption and corrupt practices in basic schools on the society

s/n	Items	YES		NO	
		No	%	No	%
1	Reduce the rate of pupil/student academic performance.	82	90	9	10
2	Bastardize the quality of education.	85	93	6	7
3	Produce citizens that cannot defend themselves.	88	98	3	2
4	Threaten the attainment of sustainable development goals.	76	84	15	16
5	Result to slow or substandard technology.	81	89	10	11

Data in Table 3 shows the opinion of teachers on the consequences corruption could have on the students and the society at large; 90% accepted that corruption and corrupt practices reduce the rate of students' academic performance, bastardize or reduce the quality of education (93%), make schools to produce citizens that cannot defend their certificates (98%), and threatens the attainment of sustainable development goals (84%)..

This study agrees with the findings of Nwaokugha and Ezeugwu (2017) that the larger society pays for it especially when through corruption and corrupt practices education places people in positions and professions they are not fit for. This is why at the long run one sees people with professional certificates who are still novice in their profession. Ogunfunmilakin (2015) expressed despondency when he said that corruption and corrupt practices in the school system constitute a grave threat to the attainment of sustainable development through education. Abdu-Raheem, (2016), remarks that when teachers or administrators of UBE funds engage in corrupt practice, funds meant for the provision of instructional materials and laboratory facilities will be diverted, making the teaching and learning process a drudgery. Reinikka and Svensson (2004) mention that

mismanagement of public resources may limit the number and quality of available educational materials, food programs, or scholarships for populations in need.

Summary of findings
The study revealed that basic pupils/students involve in examination malpractice, give incentives to teachers to gain favour. It also revealed that basic school teachers often practice nepotism and favouritism, sometimes supply answers to students during examinations, and condone indiscipline from pupils/students because of their (students) background. The study again revealed that parents often give tokens and gifts to parents to buy favour for their children. It was also seen that teachers often play truancy and absenteeism in basic schools and this was accepted as a corrupt practice.

Causes of corruption and corrupt practices at the basic education level were traced to lack of: proper teaching/learning, instructional materials, infrastructure and facilities (equipment, laboratories etc), effective monitoring and lack of incentives to teachers. Inadequate and prompt payment of teachers' salaries, large classes, inadequate teaching and administrative staff were seen as a part of the causes of corruption and corrupt practices in basic schools. Others were over emphasis on certificate acquisition, undisciplined and corrupt parents, corrupt administrative practice, high cost of living and misappropriation of education funds

Consequences of corruption and corrupt practices in basic education on the society were foreseen as: reducing the rate of pupil/student academic performance, bastardizing the quality of education, producing citizens that cannot defend themselves, threatening the attainment of sustainable development goals, leading to slow or substandard technology.

When students are taught anti-corruption lessons the awareness of their rights and interests, equips them with the ability and power to cope with the pressure of giving and receiving bribes. If the objectives are achieved, they become insurmountable obstacles against corruption. Truex (2011) established that social norms and practices contribute to corruption acceptance. He added that, education being the key driver of social norms will therefore be a key element in turning attitudes from corruption acceptance to corruption rejection. There are suggestions on how to employ the tools of curriculum to banish corruption and corrupt practices in our society.

Recommendations
It is necessary that schools debunk corruption acceptance and the social

misperceptions upon which it thrives.

- Anti-corruption education should be included in teacher education curriculum to disorientate student teachers from the corrupt culture of the society. Teachers on the job should have a mindset that is intrinsically corruption-free to enable them teach by examples especially for the benefit of basic school learners who are still young and are motivated by actions than mere talks. Teachers and all other staff in the school should live corruption-free lives so that they could boldly teach, correct and guide students on anti-corruption living.

- To successfully fight corruption, the younger generation has to be given a new culture that will alter the corruption acceptance level in the society. Teachers should ensure that corruption-related problems and concerns are co-opted into classroom discussions during every lesson and classroom interaction such that students begin to loath corruption. It will help them to know that corruption is a choice and also empower them to choose not to be corrupt.

- There is an urgent need to have anti-corruption as a subject in basic education. To make this realistic, a manual for teachers should be prepared by curriculum development agencies with the assistance of relevant anti-corruption bodies. The purpose of the manual will be to provide teachers with the lesson content, teaching methods, projects and activities they need in order to introduce learning issues related to the students' education against corruption and corrupt practices.

- Teaching methods on anti-corruption and corrupt practices should be student centered, pragmatic and project driven. Such teaching methods as case studies, discussion, excursion, think-pair-share, debate and other collaborative teaching methods which allow students to rub minds together in order to discover basic truth should be used. When students are guided to discover knowledge by themselves they become well-armed to defend it and to live for it. Anti-corruption lessons should not be lecture delivery in nature but collaborative and interactive so that real life situations could be cross examined for students to discover by themselves the ills of corruption and then the way out.

Conclusion

Corruption in basic education is a deviation from what is expected of the school system. Beginning from truancy and absenteeism of teachers to examination malpractices by students, corruption abounds in basic education. The causes have

been traced to some societal inclinations which are incriminating and suicidal to national development goals. The crave for acquisition of certificate without the qualifying knowledge has led to a lot of discrepancies and hazards. To tackle the menace of corruption, the fight has to start from basic education where the younger generation begins to gather knowledge for right and wrong values. Anti-corruption should be included as a core subject in basic education enhanced with projects and practical sessions for students. Well-articulated teachers' manual will serve as a guide and teachers should teach by examples. To prepare the teachers for this role, teacher education curriculum should have anti-corruption as one of its core content as a tool with which to equip the teachers intrinsically and professionally. By getting the younger generation loath corruption using various school curricular, the society stands a chance of being corruption free with the passage of time.

References

Abdu-Raheem, B. O. (2016). Effects of instructional materials on secondary schools students' academic achievement in Social studies in Ekiti state, Nigeria. *World Journal of Education,* 6(1), 32-39.

Banerjee, A. & Duflo, E. (2006). Addressing absence. *The Journal of Economic Perspectives* 20(1), 117–32.

Cárdenas, S. (2006). Corruption in Education: A Review of the Literature Thesis. Retrieved from https://www.researchgate.net/publication/264275109.

Doig, A &Theobald, R (2000) Corruption and democratization. Portland: Frank cass.

Federal Republic of Nigeria (2014). *National Policy on Education*. Lagos: NERDC Press.

Federal Ministry of Education (2016). *Nigeria education indicators*. Abuja: FME Press.

Hallack, J. &Poisson, M (2005) Ethics and Corruption in Education: An Overview: *Journal of Education for International Development*, 2(1), 1 – 16 Retrieved from http://equip123.net/JEID/articles/1/1-3.pdf

Heyneman, S.P. (2004). Education and Corruption. *International Journal of Educational Development 24*(6) 637-6488. London: Elsiever Ltd.

Idakwoji, S. B. (2016). Introducing Anti-Corruption Education in Nigerian Schools Curriculum. *American International Journal of Research in Humanities, Arts and Social Sciences, 15*(2), 150-156.

Mang, O. O. (2016). The concept of curriculum implementation. In T. N. Kanno, V. A. Obasi & S. O.A. Obih, *Contemporary issues in curriculum*

implementation and methods. Owerri: Hysab Printers & Publishers.

Merriam, G. & Merriam, C. (1831) *Merriam Webster's online dictionary* https://www.merriam-webster.com/

Mkandawire, S. B. (2013). *Impediments to curriculum implementation in learning institutions.* Lubaka: Image Publishers.

Nwaokugha, D. G. & Ezeugwu, M. C. (2017). Corruption in the education industry in Nigeria: Implications for national development. *European Journal of Training and Development Studies, 4*(1), 1-17.

Odunayo, W. & Olujuwon, T. (2010). Corrupt practices and educational values attainment in Nigeria society. *European Journal of Social Sciences, 16*(1), 64-74.

Ogunfunmilakin, I. (2015). Socio - Economic Implication of Corruption and Corrupt Practice on Nigerian Educational System. *IISTE Journal of Developing Country Studies, 5*(16), 31-39.

Okunola, O.M., Odeleye, O.A. & Odeleye, D.A. (2008). Stemming examination malpractices and enhancing examinations integrity. *West African Journal of Management and Liberal Studies, 2* (1) 119-128.

Osuala E. C. (2008). *Introduction to research methodology*. Onitsha: Africana-Feb Publishers.

Plessis, P. (2014). Corruption in Education – Stealing the Future. *Mediterranean Journal of Social Sciences, 5*(23), 1308-1316. Doi:10.5901/mjss.2014.v5n23p1308.

Reinikka, R. & Svensson, J. (2005). Fighting Corruption to Improve Schooling: Evidence from a Newspaper Campaign in Uganda. *Journal of the European Economic Association,3*(2/3), 259–267.

Transparency International (2012) Corruption Perceptions Index 2012. Retrieved from www.transparency.org

Truex, Rory. 2011. Corruption, Attitudes, and Education: Survey Evidence from Nepal. *World Development 39*(7): 1133-1142.