

**INFLUENCE OF CORRUPTION ON ATTAINMENT OF QUALITY EDUCATION AND
PUPILS' ABILITY TO DEVELOP SPIRITS OF NATIONAL CONSCIOUSNESS AND
NATIONAL UNITY IN PRIMARY SCHOOLS IN NIGERIA**

BY

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Abstract

The study examines the Influence of Corruption on Attainment of Quality Education and Pupils' Ability to Develop Spirits of National Consciousness and National Unity in Primary Schools in Nigeria. The design for the study was descriptive survey research method. The population of the study consisted of all primary schools in north central Nigeria totaling 53,293. The study adopted stratified random sampling technique to obtain the target public and private primary schools to be used for the study in each state within the north central Nigeria. A sample size of 381 respondents was selected at 95% confidence level and 5% level of precision as determined by Research Advisors table for sample selection (2008). The study used self-developed questionnaire as instrument for data collection. The content, construct and face validity of the questionnaire were ascertained by experts in Social Studies and test and measurement. The data collected from the pilot test was analyzed using Cronbach's alpha (split half method) and the reliability index power stood at 0.91 and 0.96 for teachers and administrators respectively. The study used mean and standard deviation to answer research question posed while independent samples t-test was used to test the null hypothesis at 0.05 alpha. The study found no significant difference in the mean opinion scores of teachers on the impact of corruption on quality education and pupils' ability to attain and develop national consciousness and spirit of national unity in North-Central Zone, Nigeria in relation to location. In the light of the foregoing, the study recommended the need for the government to ensure that educational institutions are being rid of corrupt practices as it has adversely impacted on quality education attainment and pupils' ability to attain and develop national consciousness and spirit of national unity.

Keywords: Corruption, Social studies, Quality education, National consciousness and National unity

Introduction

Education as a concept has been defined severally and differently by many scholars and frontiers some philosophers view it from a Latin word; "educare" meaning; I lead; while others see it as the transmission of something worthwhile to those who have become committed to it. Education is also the process of acculturation through which individuals is helped to attain the development of his potentials and other maximum activation when necessary to achieve self-fulfillments (Okpaga, 2013). Okpaga further explain education as the shaping and motivation of human behaviour in the society. Education includes the door to door academic excellence and encourages the spirit of inquiry and creativity in the teacher. It is also a scientific process by which man studies the world and accumulates knowledge that will lead to useful and intellectual living. Meanwhile it is seen as a means of meeting the needs of the society because of the transmission of knowledge from one generation to another and also encourages the socialization people into the socio-economic and political system.

Education could however be formal or informal and all gives sound knowledge about all aspect of human life (Haruna, 2013). Supporting the above conceptual clarification on concept of education, Ndan and Jarimi (2011) defined education as the aggregate of all the processed by which a person develop abilities, attitudes and other form of behavior of positive value to the society in which he lives. Education therefore empowers an individual's to be useful to themselves and the society at large because it is an instrument that moves human beings to the next level of the ladder of growth and development. In Africa, over the past decade many countries in sub-Sahara Africa like Malawi (1994), Zambia (2002), Tanzania (2001), Uganda (1997), Kenya (1963) including Nigeria (1976) introduced Free Primary Education to revive educational system that has been on the decline and even suffered enrollment after the initial growth after

independence due to several factors like inability of the parents to cope with their responsibilities, environmental factors and corruption.

Many stakeholders in education industry believe that Nigerian education is deficient in her products compared to the goals, design, philosophy and content of the educational system which is geared towards solving national problems for growth and development (Omede, 2012). Education of many country supposed to be the light through which it see and the base of growth and development. This is because without quality education, no country can grow economically, politically, socially, culturally, spiritually, morally, technologically and scientifically. As a result of important role of education, government all over the world have placed high premium on educational development of their various nations. In recognition of the above assertion the United Nations general assembly states in 1948 that every individual has the right to compulsory education at the primary school level (Adagba 2013). Successive government in Nigeria have established policies and programs aimed at achieving policies and programs of Universal Primary Education (UPE) in 1976 during General Olusegun Obasanjo regime .The 6-3-3-4 system of education and Universal Basic Education (UBE) was re-launched in 1999 September 30th by president Olusegun Obasanjo as well (Nder, 2013) all aiming at achieving quality education in Nigeria but it seems that all efforts put in place to achieve those aims is a mirage probably as a result of corruption and poor implementation among others.

The goals of achieving universal primary Education (UPE) has been on the international agenda since Universal Declaration of Human Right (UDHR) has affirmed in 1948 that elementary education was to be made freely and compulsory available for all in all nations. The objectives were restated subsequently on many occasions by international treaties and in United Nations conference declaration and commitments. Most of these declaration and commitments are silent about the quality of education to be provided (Abdullahi, 2013). Quality education is a multidimensional concept which should embrace all functions and activities like teaching an academic programmes, research and scholarship, staffing and students, building facilities, equipment, services to the community and academic environment as affirmed by Agih (2011). He explain further that quality education requires both human non material resources and effective teaching and learning therefore central to the development of any nations as a conscious effort to develop the human resources. “Surprisingly, since 1960’s it was only educated people equipped with skills and could catalyze development. Japan, Korea, Thailand, Malaysia and the Asia citizens have maximally applied the theory for development engineering. Sadly however, Nigeria has only paid lip service to human development” (Idumeji, 2007).

Quality education is defined by five elements: the learner’s outside experiences, learning environment, content of education, learning processes, and education outcomes. Learners must be healthy, well-nourished and supported by their families and communities. The learning environment should be safe, healthy and stimulating. Appropriate education content is relevant to the learners and presented in a well-managed classroom. Learning outcomes should meet and promotes participation in society. All five of the factors must be present for learners to receive a quality education. To measure the quality of education, outcomes are examined. Learner’s academic achievements should match their age and grade level and meet national standards. Quality education is essential to real learning and human development which is influenced by factors both inside and outside the classroom, from the availability of proper supplies to the nature of a child’s home environment. In addition to enabling the transfer of knowledge and skills necessary to succeed in a profession and break the cycle of poverty, quality plays a critical role in closing the gender gap in basic education (UNICEF, 2017).

A quality education provides resources and directs policy to ensure that each child enters school healthy and learns about and practices a healthy lifestyle; learns in an environment that is physically and emotionally safe for students and adults; is actively engaged in learning and is connected to the school and broader community; has access to personalized learning and is supported by qualified, caring adults; and is challenged academically and prepared for success in college or further study and for employment and participation in a global environment. A quality education provides the outcomes needed for individuals, communities, and societies to prosper. It allows schools to align and integrate fully with their communities and access a range of services across sectors designed to support the educational development of their students. Quality education is supported by three key pillars: ensuring access to quality teachers; providing use of quality learning tools and professional development; and the establishment of safe and supportive

quality learning environments (Slade, 2017). Quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. The word corruption may mean different thing to different people depending on the belief and perception. Corruption is cheating, inimical, evil and disastrous as it can destabilize all aspect of the Nation's economy. A corrupt society produces corrupt leader and followers; they occupy and establish corrupt institutions and consequently creating a multiple corrupt system (Lewis, 2008). He explain further that corruption is Nigeria's worst enemy as it prevent citizen from enjoying the Natural resources and detrimental to economic growth and National development.

The Philosophy of the revised 9-year basic Education curriculum as stipulated by the Nigerian Educational Research and Development Council (NERDC, 2013) is that every learner who has gone the nine (9) year of Basic Education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and lifelong skills well as the ethical, moral and civic values required for laying a solid foundation for life learning as a basis for scientific and reflective thinking. Since Social Studies is the major theme in the revised edition of Curriculum, it is expected to significantly contribute to the realization of its philosophy and restoration of quality education as an outcome of presidential summit in October 2010. It is expected specifically that teaching and learning experiences to be acquired through Social Studies will enable the learners to achieve the following stated objectives of primary school Social Studies as contained in NERDC 2013 as thus; i.) develop the ability to adapt to a changing environment; ii) develop national consciousness and spirit of national unity iii) develop ethics of citizenship and willingness to contribute to the development of the society and iv) acquire the right type of values and attitudes.

The attainment of the above stated objectives of primary school Social Studies can lead to a change of attitude and behaviors of learners through recruitment of adequate qualified teachers, proper monitoring and supervision of teachers, quality control and assurance, adequate provision of conducive learning environment, adequate provision of teaching and learning materials, adequate allocation of fund, as well as payment of salary and allowances of teachers as at when due as motivation to ensures quality can lead to the achievement of the aforementioned stated objectives. Motivational factors such as conducive learning environment, learning materials, allocation of funds and regular payment of salaries are bye-products of availability of resources and priority. It is against this backdrop that this study examines the Influence of Corruption on Attainment of Quality Education and Pupils' Ability to Develop Spirits of National Consciousness and National Unity in Primary Schools in Nigeria

Objective of the Study

- i. To find out teachers opinion on impact of corruption on quality education and attainment of pupils ability to develop national consciousness and spirit of national unity in Primary School in North Central, Nigeria in relation to location;

Research Question

- i. What is the difference in the mean opinion of teachers on impact of corruption on quality education and pupil's ability to attain and develop national consciousness and spirit of national unity in North-Central Nigeria in relation to location?

Null Hypothesis

HO₁: – There is no significant difference in the mean opinion score of teachers on impact of corruption on quality education and pupil's ability to attain and develop national consciousness and spirit of national unity in North Central Zone Nigeria in relation to location;

Methodology

The design for the study was descriptive survey research method. The design is selected because of its high degree of representativeness and the ease with which a researcher could obtain views of the respondents or participants opinion (Scherish, 2009). The population of the study consisted of all primary schools in North central Nigeria comprising of Benue, Kogi, Kwara, Niger, Nassarawa and Plateau State totaling 53,293. Therefore, the study adopted stratified random sampling technique to obtain the target public and private primary schools to be used for the study in each state within the north central Nigeria. A sample size of

381 respondents was selected from the total population of 53,293 respondents at 95% confidence level and 5% level of precision as determined by Research Advisors table for sample selection (2008).

This study used self-developed questionnaire as instrument for data collection. The content, construct and face validity of the questionnaire were ascertained by experts in Social Studies and test and measurement. The data collected from the pilot test was analyzed using Cronbach's alpha (split half method). The reliability index power of the instrument stood at 0.91 was found for teachers' questionnaire and 0.96 for administrators respectively. This reliability index confirms the suitability of the instrument for the research. This is because the higher the coefficient, (i.e. the closer to one whole number) the better (Achor & Ejigbo, 2010). Descriptive statistic like simple percentage, mean and standard deviation were used to answer research question while independent samples t-test was used to test the null hypothesis at 0.05 alpha.

Results

Research Question

What is the difference in the mean opinion scores of teachers on the impact of corruption on quality education and pupils' ability to attain and develop national consciousness and spirit of national unity in North-Central Nigeria in relation to location?

Table 1: Means and Standard Deviations on Impact of Corruption on Quality Education and Pupils' Ability to Attain and Develop National Consciousness and Spirit of National Unity in North-Central Nigeria in Relation to Location

Location	N	Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		
					Mean Difference	Lower	Upper
Rural	168	95.5800	7.78038	1.10031	2.55902	-0.28891	5.40696
Urban	213	93.0210	9.11002	.76182			
Total	381						

Table 1 presents teachers' opinion on the impact of corruption on quality education and pupils' ability to attain and develop national consciousness and spirit of national unity in North-Central Nigeria in relation to location. The mean score for rural teachers was (M=95.5800, SD=7.78038) which was higher than that of urban teachers (M=93.0210, SD=9.11002). The mean difference was 2.55902 in favor of the rural teachers. The 95% confidence interval of the difference was from -0.28891 to 5.40696. Therefore, there was a difference in teachers' opinion on the impact of corruption on quality education and pupil's ability to attain and develop national consciousness and spirit of national unity in North-Central Nigeria in relation to location.

Null Hypothesis

There is no significant difference in the mean opinion scores of teachers on impact of corruption on quality education and pupils' ability to attain and develop national consciousness and spirit of national unity in North Central Zone Nigeria in relation to location;

Table 2: Summary of Independent Samples t-test of Teachers on Impact of Corruption on Quality Education and Pupil's Ability to Attain and Develop National Consciousness and Spirit of National Unity in North Central Zone Nigeria in Relation to Location

Location	N	Mean	SD	t	Df	P
Rural	168	95.5800	7.78038	1.772	191	.078
Urban	213	93.0210	9.11002			
Total	381					

Table 2 presents the mean scores of teachers on impact of corruption on quality education and pupils' ability to attain and develop national consciousness and spirit of national unity in North Central Zone Nigeria in relation to location. The mean score for rural teachers was (M=95.5800, SD=7.78038) which was higher than that of urban teachers (M=93.0210, SD=9.11002). The mean difference was 2.55902 in favor of the rural teachers. The 95% confidence interval of the difference was from -0.28891 to 5.40696. The statistic shows that $t(379) = 1.772$, $p = 0.078$; the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference in the mean opinion score of teachers on the impact of corruption on quality education and pupil's ability to attain and develop national consciousness and spirit of national unity in North-Central Zone Nigeria in relation to location.

Discussion

There was no significant difference in the mean opinion score of teachers on the impact of corruption on quality education and pupil's ability to attain and develop national consciousness and spirit of national unity in North-Central Zone Nigeria in relation to location. The mean score for rural teachers was ($M=95.5800$, $SD=7.78038$) which was higher than that of urban teachers ($M=93.0210$, $SD=9.11002$). The statistic shows that $t(379) = 1.772$, $p=0.078$. In line with the analysis and views of Oyebola, Idu (2012) equally corroborate the idea that the primary aim of Social Studies is to help young people make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society in an independent world. Social studies is also perceived as an integrated study of political economic, cultural, and environmental aspect of society which deals with the past, present and future events. Social Studies is a programme of study, which a society uses to instill in students the knowledge, skills attitude and actions it considers important concerning the relationship human beings have with each other, their world and themselves (Zaria & Bulya, 2007). In support of all the definitions above, Ali (2015) agrees that social studies, political, economic and spiritual being responsible and responsive to nature in all ramifications. The introduction of social studies as anew discipline in Nigerian schools coupled with the different ideas of persons, professional studies educators and non-professionals associated with social studies education have led to overdose definitions of social studies (Mezieobi, Fabura & Mezieobi, 2008).

It is generally accepted according to Ndan and Jarimi (2011) that it is one thing to accept a new educational system and another thing to evoke on good programme that would serves the needs, learning and aspiration of the citizens particularly the younger and upcoming generations. Osakwe (2012) opined that Social Studies is geared towards providing young ones with the opportunity to nurture the virtues of self-realization, better human relationships, national unity social and political advancement as well as scientific and technological development. It fosters new and integrated approaches at resolving societal and environmental issues for national development. The introduction of social studies into Nigerian school curriculum cannot be overemphasized due to the fact that it infuses in the young one the love of the country thereby fostering national unity that is essential to our development as a nation (Abubakar, 2013). In a related development, Ali (2015) noted that high rate of unemployment, poverty, hunger and insecurity that have engulfed the entire strata of economic and political terrain as a result of deliberate human greed, inordinate ambition of leaders and "winners take all" approach is outcome of corrupt practices by Nigerians. Supporting the above view, Moji (2017) stated that, there is no crime in attaining riches'/wealth but let your riches/wealth impact positively in the life of the masses and justifies your richness positively.

Conclusion

Based on the outcome, it is concluded that corruption has impact on quality education and pupil's ability to attain and develop national consciousness and spirit of national unity.

Recommendations

From the outcome of this study, it is recommended that:

1. There is the need for the government to ensure that educational institutions are being rid of corrupt practices as it has adversely impacted on quality education attainment and pupil's ability to attain and develop national consciousness and spirit of national unity.

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