

IMPACT OF CORRUPTION ON ATTAINMENT OF QUALITY EDUCATION AND PUPILS' ADAPTABILITY TO CHANGING ENVIRONMENT IN PRIMARY SCHOOLS IN NORTH CENTRAL NIGERIA

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Abstract

The study assessed the Impact of Corruption on Attainment of Quality Education and Pupils' Adaptability to Changing Environment in Primary Schools in North Central Nigeria. The study used survey research design. The population of the study consisted of all primary school teachers in North-central Nigeria numbering 53,293 consisting of 27,993 male and 25,300 females. A sample size of 381 at 95% confidence level and 5% precision as determined by research advisors table for sample selection (2006) was selected using Stratified random and purposive sampling techniques. The study used teachers' questionnaire on quality education tagged (TEQQED). The instrument was duly validated by experts for content, as well as constructs validity and has reliability index power of 0.91. The data collected were analyzed using percentage and frequency counts, means and standard deviations and t-test independent samples. The study revealed that, there was no significant difference in the mean opinion score of teachers on impact of corruption on quality education and pupil's ability to attain and adapt to a changing environment in relation to gender. In the light of the foregoing, the study among others recommended the need for the government to fight the scourge of corruption with all decisiveness by ensuring that educational institutions are being rid of corrupt practices through special salary scale introduction and approval for primary school teachers to put in their best so that quality education can be attained at all levels of education in Nigeria.

Keywords: Corruption, Social Studies, Quality Education, Pupils, Adaptability

Introduction

Primary education is the base or basic foundation to all level of education the world over Nigeria inclusive. Primary education is the pillar upon which all levels of education starting from junior secondary to university lies need to be adequately taken care of since the foundation is the basis for the success or failure of any project to be embarked upon. This is due to the fact that, if a building foundation is properly laid, the building can hardly collapse with time, but if the foundation is poorly laid it will easily collapse. Excellent education policies are meaningless without corresponding excellent teachers to see their realization. The above explanation is justified in the 2006 Global Education for all (EFA) celebration with a theme: Every child needs a teacher. The celebration focus on qualified teacher, sizeable class of pupil's teacher ratio, adequate teachers and improved salaries as well as good condition of services to mention just few. There is demanding need that politicians and government officials who call themselves leaders should keep to their pledges made to ensure that every child is not only able to go to school, but is also taught by a qualified teacher in a class not bigger than 40 pupils. From the foregoing it will be possible to achieve all the educational policies of the successive government to achieve quality education and wipe out or face off corruption in our primary school and attained the stated primary educational objectives by improving the welfare of teachers rather than the politicians that have their salary over blotted compared to their

counterparts in other countries. Adeoluwa (2013) opined to at least to the above statement that the remuneration of people in governance was over bloated compared to other workers in Nigeria.

Primary education is preceded after baby class, pre-school, pre-unit or nursery education and eventually lower and upper primary schools which are followed later by secondary education (Abdullahi, 2013). He further explained that in the United States of America (USA), education is very much part of daily lives with more than one in every four aged 3 and older enrolled into school. 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. Nigerian education system at all levels suffer from one problem or the other and part of Nigerian economy is not left out be it in the health, agriculture , military, air force, navy, police, custom, immigration, prisons, aviation, petroleum and many more too numerous to mention. All these challenges we are having in Nigerian society at times have their origin rooted in shallow primary educational attainment. Nigerians had not at any time been fully satisfied with the performance of its education in meeting national needs before and after independence. Though an effort by some educationist to remodel the nation's educational system began before independence (Gusan 2008). The effort became more emphasized in 1969 during the national curriculum conference held in Lagos leading to the called the emergence of a document on education called the National policy on education printed first in 1977 (Yusuf and Yusuf 2000). The document spelt's out clearly the philosophy, goals, design and content of Nigerian educational system at various levels. Quality assurance in education is a unit in educational institution that enhances teacher's productivity and quality in educational attainment in all levels of education through proper monitoring and supervision.

Surprisingly, it is becoming increasingly clearer to many stake holders in education industry 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 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 ascontained

in NERDC 2013 as thus; Develop the ability to adapt to a changing environment; Develop national consciousness and spirit of national unity; Develop ethics of citizenship and willingness to contribute to the development of the society and 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.

The problem of this study therefore hinges on the determination of the extent to which corruption has impact on quality education and attainment of primary school Social Studies objectives in North Central Geo -Political zone.

Objective of the Study

- i. To investigate teachers opinions on impact of corruption on quality education and attainment of pupils ability to adapt to a changing environment in Primary School in North-Central Zone, Nigeria in relation to gender;

Research Question

- i. What is the difference between the mean opinion of teachers on impact of corruption on quality education and attainment of pupils' ability to adapt to the changing environment in North-Central Nigeria in relation to gender?

Research Hypothesis

- i. There is no significant difference between the mean opinions of teachers on impact of corruption on quality education and pupil's ability to attain and adapt to a changing environment in North Central Zone Nigeria in relation to gender;

Methodology

The researcher used descriptive survey research method as the most suitable for the study. This is because survey can be used to designate any research activity in which the investigator gathers data from a large population for the purpose of examining the characteristics, opinion or intentions of that population. A descriptive survey 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. 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 (2006). This study used self-developed questionnaire as instrument for data collection. The content, construct and face validity were ascertained by experts. The data collected from the pilot test was analyzed using Cronbach's alpha (split half method). The reliability index power of 0.91 was found for teachers questionnaire and 0.96 was found for administrator's questionnaire. 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. Descriptive statistic like simple percentage, mean and standard deviation were used to answer research question. Independent samples t-test was used to test the null hypothesis at 0.05 alpha.

Results

Research Question One: What is the difference in the mean scores of teacher's opinion on impact of corruption on quality education and attainment of pupil's ability to adapt to the changing environment in North-Central Nigeria in relation to gender?

Table 1: Means and Standard deviations on impact of corruption on quality education and attainment of pupil's ability to adapt to the changing environment in North-Central Nigeria in relation to gender

Gender	N	Mean	SD	Std. Error Mean	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Male	202	94.0061	8.47701	.65993	2.22035	-1.33751	5.77820
Female	179	91.7857	10.69911	2.02194			
Total	381						

Table 1 presents the lecturers' the mean scores of teacher's opinion on impact of corruption on quality education and attainment of pupil's ability to adapt to the changing environment in North-Central Nigeria in relation to gender. The mean score for male teachers was (M=94.0061, SD=8.47701) which was higher than that of female (M=91.7857, SD=10.69911). The mean difference was 2.22035 in favor of male teachers. The 95% confidence interval of the difference was from -1.33751 to 5.77820. Therefore, there was a difference in the mean scores of teacher's opinion on impact of corruption on quality education and attainment of pupil's ability to adapt to the changing environment in North-Central Nigeria in relation to gender.

Null Hypothesis One: 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 adapt to a changing environment in North Central Zone Nigeria in relation to gender;

Table 2: Summary of independent samples t-test of teachers on impact of corruption on quality education and pupil's ability to attain and adapt to a changing environment in North Central Zone Nigeria in relation to gender

Gender	N	Mean	SD	t	Df	p
Male	202	94.0061	8.47701	1.231	379	.220
Female	179	91.7857	10.69911			
Total	381					

Table 2 presents the teachers' mean scores on impact of corruption on quality education and pupil's ability to attain and adapt to a changing environment in North-Central Zone Nigeria in relation to gender. This was because the mean score for male teachers was (M=94.0061, SD=8.47701) which was higher than that of female (M=91.7857, SD=10.69911). The mean difference was 2.22035 in favor of male teachers. The 95% confidence interval of the difference was from -1.33751 to 5.77820. The analysis provide that t (379) =1.231, p=0.220; the null hypothesis which stated no significant difference was retained. Therefore, there was no significant difference in the mean opinion score of teachers on impact of corruption on quality education and pupil's ability to attain and adapt to a changing environment in North Central Zone Nigeria in relation to gender.

Discussion

There was no significant difference in the mean opinion score of teachers on impact of corruption on quality education and pupil's ability to attain and adapt to a changing environment in North Central Zone Nigeria in relation to gender. In line with the analysis and views of Oyebola, Idu (2012) equally corroborate

the idea that the primary aim of social study 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 and 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 a new 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 serve the needs, learning and aspiration of the citizens particularly the younger and upcoming generations.

Conclusion

Based on the outcome, it is concluded that corruption has impact on quality education and pupil's ability to attain and adapt to a changing environment.

Recommendations

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

1. There is the need for the government to fight the scourge of corruption tooth and nail as it has impacted on the quality education attainment and pupil's ability to attain and adapt to a changing environment

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