

THE EFFECT OF CORRUPTION ON CURRICULUM IMPLEMENTATION IN NIGERIA

TUPELE-EBI ENAI OYADONGHAN PhD.

DEPARTMENT OF CURRICULUM STUDIES, ISAAC JASPER BORO COLLEGE OF EDUCATION,
SAGBAMA, BAYELSA STATE

AND

TAMUNODIENYE MBA PhD.

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY
IGNATIUS AJURU UNIVERSITY OF EDUCATION, PORT HARCOURT,
RIVERS STATE

Abstract

Curriculum is the bed rock of education; it specifies the methods, instructional instruments and the pedagogy of transferring knowledge from the teacher to the learner. When a curriculum is poorly implemented, the educational system will fail, and its policies and objectives will not be achieved. The poor educational system of Nigeria, characterized by lack of instructional materials, academic manpower and adequate infrastructural facilities for learning informs the educational doom currently facing the nation. Many scholars have associated this to poor educational policies and implementation. However, this study takes a critical look at the effect of the national problem of corruption on the implementation of curriculum in Nigeria, considering it as the root cause of the decay in the educational system of the nation. Primary data was collected with a questionnaire and distributed to two institutions of higher learning in Bayelsa State. Using the statistical package of social sciences (SPSS), a regression and correlation coefficient analysis was conducted to test the hypotheses. The results indicated an increase on the rate of corruption will lead to a more than average corresponding reduction on curriculum implementation. It is therefore recommended that financial accountability should be strongly entrenched in our educational systems.

Key Words: *Corruption, Accountability Curriculum, Implementation, Higher Education, Learning and Teaching*

Introduction

Education is the bed rock for nation building and economic development. Curriculum is the driving tool of every educational system. A critical evaluation of the educational system of the western world shows that it promotes skill acquisition and job creation. The educational system of Nigeria fails to create skills for self-sustenance and self-employment. This problem is not just on the educational system as a whole which has many explanatory variables but on the curriculum which is the core element of education.

Curriculum has a vital role to play in putting a nation on the right track to economic development, self-dependence and

job creation. When the curriculum of an educational system fails due to the numerous challenges of corruption and poor governance on its process of implementation, then the entire nation will begin to experience economic stagnation cost such as increase in unemployment, inflation rate, youth restiveness and other socio-economic crises as in Nigeria (Okeke, 2007).

A curriculum is guided by the basis of learning theories and the pedagogy of learning and teaching, the desired change in behavior, the knowledge content and the process of evaluation. Hence, a curriculum involves plans and designs. These plans and designs arise from curriculum innovations

based on changes in the needs of society. The reason is that society is an important part of education. The expected changes in the behavior of learners are to make a positive impact on the society. Hence, educational and curriculum innovations are based on what is needed by the society and how new skills can be developed to satisfy these needs through different learning experiences and content.

Femi-Adeoye (2012) said curriculum implementation is the effective and successful execution of planned curriculum to achieve desired results. Curriculum implementation is the practical process of putting into use a planned curriculum. This process involves multifarious activities of translating a complex curriculum conception in the form of a design into a new pattern of practical actions usable and realizable in a teaching learning process. It entails series of activities, implementations, plans, dissemination of ideas, capital commitments by governments and other curriculum agencies and effective monitoring and administration of the process from the point of evaluation to innovation, design and implementation (Femi-Adeoyo 2012).

A very crucial aspect of curriculum practice is the issue or process of implementation which involves a number of activities ending in the classroom. Implementing a curriculum does not only focus on the actual use of it, but also on the attitudes of those who have responsibility to implement it (Femi-Adeoye 2012). Those attitudinal dispositions are particularly important in the educational system. It involves the attitudes and dispositions of the teachers, principals, school environment, the society, the government and even the parents.

Bennie and Newstead (2015) concluded in their studies that poor

curriculum implementation affects the educational system of a nation negatively. They provided that teachers, parents and the government constitute challenges to effective curriculum implementation. Teachers and educational administrators have a role in the process of curriculum implementation.

Factors responsible for curriculum implementation in Nigeria are:

- a. The teacher who has the primary role of translating the objectives of the curriculum into reality for evaluation.
- b. The process of planning a curriculum determines the instructional materials and the pedagogy of teaching. These materials are predetermined before the implementation stage, so when the specified materials are not provided, then the process of implementation becomes a problem.
- c. Another issue is environment for teaching and learning. The environment determines the learner's psychological stage at a point in time to be able to achieve the expected change in behavior from the learning experience. The teacher is also affected by the environment which has a direct link with performance in classroom management. A situation where the government fails to provide the right environment, then curriculum implementation will become a big problem (Dambe, Moorad and Afemikhe, 2008). Corruption in the educational system often reflects on contract value inflation, financial misappropriation, financial mismanagement and poor accountability.

In the developed economies, education is a key instrument for nation

building, economic development, technological advancement and economic growth. This fact is what had been informing the advance economies to sustain a vibrant and strong educational system. Among the developing nations, the poor educational system had been seen as a major reason for poor economic development and technological advancement (Robert-Okah 2017).

To remedy this national crises, Nigeria had under gone several educational and curriculum reforms, leading to different educational systems ranging from the 6-5-4 system; 6-3-3-4 system, and the current 9-3-4 system. Presently the Nigerian educational experts are clamoring for an introduction of a new multifaceted university education curriculum, which involves the addition of skill acquisition (alternative curriculum) to the existing curriculum of different disciplines of study at the first degree level (Agina-Obu 2018).

The research problem is the negative effect of corruption on the ability of third world countries like Nigeria to utilize the educational curriculum as an instrument for solving social economic problems such as unemployment and economic growth. The problem of poor curriculum implementation as occasioned by corruption and poor governance has translated to incompetent manpower development by the educational system, unemployment and inadequate job creation for its citizens. In recent times, more than 20.9 million Nigerian youths are given as unemployed.

Literature Review

Curriculum Implementation

A Curriculum is a statement of hypotheses; a document containing what ought to be achieved if followed. The process of testing to achieve the desired

objectives is the implementation stage of a Curriculum process (Dada 2000). Meaning that implementation is the end stage of a curriculum process. However, since it is a continuous process, evaluation and re-evaluation of the curriculum will lead to a new curriculum process.

The implementation process of a curriculum involves carrying out the proposals in the curriculum through teaching and learning. The curriculum will provide the required teaching activities and materials for teaching. Teachers need a good understanding of the curriculum process, content and activities. In turn, teachers will be required to undergo regular training and practice through workshops, conferences and in-service training at all levels. Sufficient teaching and instructional materials need to be provided (Kolawole and Oyadonghan 2014). Unfortunately this aspect has a very big challenge in the Nigeria context. Since most institutions of higher learning are owned and funded by the government, educational politics and governance issues involving supervision, control and funding critically affects the implementation of curriculum in Nigeria (Dada 2000, Anyanwu et al, 2017)).

Educational stakeholders such as the teachers, students and government with school administrators have roles to play in ensuring effective implementation of the curriculum for the attainment of desirable outcomes of the educational programmes (Adegbite 2018). Talking about the school administrators roles in curriculum implementation, Adegbite (2018) said the school administrator functions as curriculum manager, responsible for the formulation of the school philosophy, mission, objectives and program. Evaluate the qualification of academic personnel, report on the extent of implementation of a given curriculum, and

determine the level of implementation. Determine the availability of teaching materials and student's performance from one level to the other.

The government is also an agent of curriculum implementation. The government is represented by the ministry of education at all levels. They have mandatory and regulatory powers over the implementation of the curriculum. This mandatory obligation includes the acquisition of materials,

Corruption and curriculum implementation

Corruption has bedeviled the Nigerian education such that it does not only affect the governance but also the other stakeholders in the educational system. Corruption affects the following elements in the process of curriculum implementation (Agomoh and Adewale, 2008).

1. The students- students had refused to attend classes for lectures and tutorials and participate in assignments and team work. What gives them such courage is the believe that lecturers can be bribed to get grades.
2. Students also cheat in examinations. One factor that encourages cheating is the inadequate class room space and other facilities. Another factor is the shortage of lecturers, leading them to reduce the standard of examination questions and proper evaluation of student performance.
3. Unemployment. One major problem with curriculum implementation is lack of teachers and lecturers. Institutions seek for adjunct and temporary staff to cover up their academic manpower deficiency. Deceiving themselves and the society with insufficient manpower, leading to poor curriculum implementation.

provision of good learning environment and facilities, hiring of the required manpower and staff motivation.

The physical facilities are necessary for effective learning and teaching activities. However, government sincerity to provide these services requires honesty and objectivity. These principles of moral value had been eroded from among the Nigeria political class due to the epidemic of corruption.

4. Politics in education: university education had been highly politicized in Nigeria. The consequences are that facilities are provided for schools on political grounds and not on need, regionalization and ethnicity, religion and tribal affiliation of the candidates are considered as better qualifications than knowledge and skills (Okundaye, 2003).
5. Poor funding- Universities and other higher institutions seek for financial autonomy. The reason for this financial autonomy is the inadequate funding from government. The greatest problem is the current wave of all states and federal governments wanting to withdraw total funding of the educational system in Nigeria. (Robert-Okah 2017, Asuru 2015).

Methodology

The research design adopted in this study is descriptive survey. This design is used to enable the researchers to collect primary data from a wide population. The population for the study is drawn from all institutions of higher learning in Bayelsa state, which is made up of three universities, two polytechnics, and one college of education, school of nursing, college of health technology and an institute of tourism.

Out of these institutions, only the Niger Delta University (NDU), Federal University Otuoke (FUO) and the Isaac Jasper

Boro College of Education that has faculty of education and teach curriculum as either a discipline or a course of study. For this reason the sample size is purposefully selected from NDU and IJBOE. With the help of a well-structured questionnaire ranked from strongly agreed, agreed, disagreed to strongly disagreed, and adopting the likert modified 4 points scale. The questionnaire was subjected to research experts in curriculum studies for content validity and reliability test.

Ten lecturers from NDU and ten from IJBOE were randomly and purposefully selected including the deans and heads of departments of the faculty and school of education. Two curriculum experts in NDU were also included among the ten lecturers. Copies of the questionnaire were distributed and retrieved by hand. The statistical package for social sciences (SPSS) was used to run the regression analysis and the descriptive statistics of the variables

Results and Discussion

Corruption has no significant effect on curriculum implementation in higher institutions in Bayelsa State

Table 1. least square Regression Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.141 ^a	.020	-.260	17.09396	.020	.071	2	7	.932	.560

a. Predictors: (Constant), corruption, governance

b. Dependent Variable: implementation

From table 1 above, the regression of the model expressing the effect of corruption on curriculum implementation is 0.141, the R square is 0.020 and the adjusted R square is -0.260. as a model the net effect of the explanatory variables on the dependent variable is negative by 26%. A

change in curriculum implementation is negatively influence by corruption by 26%. However the change in R square is 20% and with a Durbin-Watson of less than 1 (0.932) or approximately 1 indicates that this study cannot be generalized for future forecasting.

Table 2 ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41.476	2	20.738	.071	.932 ^a
	Residual	2045.424	7	292.203		
	Total	2086.900	9			

a. Predictors: (Constant), corruption

b. Dependent Variable: implementation

From table 2 above, the F statistics of the model is 0.071 which is more than

0.05 proving that the model is not best fit for the study.

Table 3. Coefficients of the variables in hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	31.439	22.278		1.411	.201	-21.240	84.117
corrupt	-.033	.488	-.028	-.067	.948	-1.187	1.121

a. Dependent Variable: implementation

From table 3 above, the unstandardized beta value of coefficient of corruption has a negative effect on curriculum implementation at -0.033, indicating that a 1% increase in corruption will lead to a 3% reduction in curriculum implementation in the state tertiary institutions. At a t value of -0.067 and a negative lower bound of -1.187 and a positive upper bound of 1.121 at 95% confidence interval, the effect of corruption on curriculum implementation is negative.

Conclusion and Recommendation

This study had revealed that corruption has a negative effect on curriculum implementation. The results also show that corruption has affected the efforts of government so much that it no longer carries out its responsibilities leading to a less than acceptable range of curriculum implementation among tertiary institutions in Bayelsa State.

Government should improve on its effort in fighting corruption; intensify the process of school supervision and monitoring and financial accountability. Encourage the use of available instructional materials in the teaching learning process and ensure compliance with educational policies and curriculum innovations. These steps will help the process of curriculum implementation to improve.

References

Agina-Obu T.N. (2018) The Nigerian socio-cultural milieu and school

curricular offerings: the need for integration and synergy between town and gown. An inaugural lecture presented at the Ignatius Ajuru University of education (11). Port Harcourt.

Agomoh C.C & Adewale G.J. (2008). An investigation of the child-friendly environmental status of primary schools in terms of nature of classroom. African journal of educational research 12(1) 94-103

Ahmend H.O. (2017). Towards effective implementation of the new Senior Secondary education curriculum. The roles of stakeholders. Nigerian journal of curriculum studies 24 (special edition); 1-13

Anyanwu O.G, Obie J, Ule J & Agunguan CN. (2017). A reflection on implementation of business education curriculum at the tertiary level. Towards the attainment of national development. Nigerian journal of curriculum studies 24 (special edition); 324-334

Asuru V.A. (2015). Education and national development in Nigeria. Journal of social sciences; 13(1), 89-99

- Bennie K and Newstead K (2015) Obstacles to implementing a new curriculum. Malati; Bellville.
- Clarke N A. and Stow S B (2006). What is the Curriculum Development Process. Charter School Monthly June 2006
- Dada A (2000) Curriculum development, implementation and change. Ibadan; centre for external studies, University of Ibadan
- Dambe M.R, Moorad F.R, & Afemikhe O.A (2008). Resource availability, utilization and academic achievement in Botswana. African journal of educational research. 12(1) 87-93
- Dewey J. (1963) Experience and education. New York; Collier books.
- Femi-Adeoye K.O. (2012). Curriculum implementation: In Curriculum studies for schools and colleges (Reviewed By Olaniran A.O. and Adepoju O.A.) Oyo; Odumatt press and publishers.
- Hoare O. R (2007). A case study of governance of higher education in Belize: Implications for finance and curricula in higher education. Scholar commms; University of South Florida. Graduate theses and dissertation
- Kolawole O and Oyadonghan T.E. (2014) Curriculum and instruction volume one. Ibadan; 100/10publications.
- Okeke B.S. (2007). Politics of education. The Nigerian experience. Awka; Doone ptinting & publishers
- Okundaye E.S (2003). Curriculum issues in technology education; focus on democratic Nigeria. Lagos; Rothmed International Limited.
- Robert-Okah (2017). Education and national development in Nigeira. The underlying assumption and pratical realities. Journal of education and society. 7(1); 30-39
- Van Vught F. (1993), Patterns of governance in higher education concepts and trends. (report No.ED-93/WS-18), Paris Franch: UNESCO.