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Examples of References

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- (ii) Book
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- (iii) Chapter in book
Adaralegbe, A. (1980). The Nigerian Social Studies programme: retrospect and prospects. In Nigeria Educational Research Council (Ed.) *Social Studies Teaching Issues and Problems*. Benin City: Ethiope Publishing Corporation.

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CIVIC EDUCATION: AN ANTIDOTE FOR PROMOTING A CORRUPT FREE SOCIETY IN AFRICA

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Abstract

Man's quest for just and egalitarian society is global and enduring. This is because a just and incorrupt society is adjudged an avenue for socio-economic development. The world over, corruption is increasingly being seen as a threat to human existence to the extent that some commentators have called for it to be recognized as a crime against humanity (Ilias,2006). This paper opines civic education as a means of teaching the populace about individual rights and responsibilities. Civic education is a subject which exposes the individual to the need for imbibing positive attitude such as patriotism, hard work, honesty, and self-discipline. Civic education has been variously described as an affective School-based disciplined with major emphasis on developing appropriate attitudes and values in the learners that could make them affective and functional citizens in a democratic society. The teaching and learning of civic education can help to promote a corrupt free society in Africa. Recommendations were made among others: government of each African country should create more civic and leadership training for non-governmental agencies so as to involve their youths in civic and leadership training outside school system, teachers who are the implementers of civic curriculum should adopt child center methods so as to equip the students with needed values.

Keywords: Civic Education, Corruption, Youth, Values; Corrupt free society.

Introduction

Corruption is a global phenomenon and no country of the world is totally free of its menacing grip. In recent years, there have been a significant increase in the attention paid to corruption, in part due to series of level of corruption cases in industrialized countries and to an increasing awareness of the cost of corruption throughout the world and due to the political and economic changes which many countries are undergoing (Policy Forum, 1997). Corruption in Africa is a development issue. African countries cannot bear the cost of corruption which impedes development and minimizes the ability of governments to reduce poverty. Effectively addressing corruption in African countries has become a development imperative (Policy Forum, 1997).

Corrupt practices span a wide spectrum, ranging from petty corruption whereby bribes are required before normal bureaucratic procedures are accomplished, to large scale corruption whereby the considerable sum of money is paid in return for preferential treatment or access. Once corruption becomes entrenched, its negative effect multiplies. It induces cynicism because people begin to regard it as the norms (Lawal, 2007). It undermines social values because people find it easier and more lucrative to engage in corruption than to seek legitimate employment. It is difficult according to Falade (2008) to build a nation when the citizens who are the builder of such nation are not having the traits of good citizenship. A veritable tool for citizenship training is education. Education, all over the world is perceived as a life transforming activity, which empowers its receivers to make concrete contributions to the development of a society. The transforming potential of education has informed the adoption of various policies by various governments in its planning and delivery patterns (Mofoluwawo 2012).

In most African countries, Basic Education has been adopted so as to make sure that educational services are provided

to as many that are willing and ready to consume it. The reason is to make sure that skills and knowledge are provided for the young people for their personal development and their societies. Thus the paramount goals of government and non-government agencies in African countries are nation building and nation cannot be built if the lives of her youth who are leaders of tomorrow lack those values and traits of good and effective citizenship. Therefore, in order to create a society where there is unity, tolerance, honesty, cooperation, respect for human dignity and patriotism, there is the need to inculcate in the citizens those traits and values of effective citizenship (Mofoluwawo, 2012). Civic education is a antidote for moulding the youths for the leadership position of African countries.

Civic education remains an important means of teaching the populace about individual rights and what duties and responsibilities the governed and leaders should do. The introduction as subjects to be taught in African schools is expected to further deepen democratic culture and encourage qualitative participation of an average African in the governance process. Civic education curriculum according to Yahya (2013) addresses young Africans in the formative educational years. The content address issues that are important to developing young African people into responsible citizens. In other words, the curriculum enables our young people to imbibe the values, norms, knowledge, actions and activities for sustainable development. Bank (2005) holds that the ideas and values which are rooted in civic education emerged about a century ago as a kind of antidote for solving problems confronting humankind. It was upheld that an adoption or adaptation of the ideals and values intrinsic in civic education could go a long way towards ameliorating the problems arising from man's inhumanity to man (Cobin, 1983; Mezieobi, 1993; Osuagwu & Ogbonaya, 1997; & Kazi; 2004). The paper, therefore, examines civic education as an antidote of creating a corrupt free society in Africa. The paper

intends to give the conceptual clarification of civic education, corruption and how the knowledge of civic education can help to minimize if not totally eradicate corruption in Africa and its attendant problems. The paper would further assess the important elements of civic education and how civic education can promote a corrupt free society. In other words the paper seeks answers certain questions and the questions guide the author's thought process, viz

- (a) What is Civic Education and what are its important elements?
- (b) How is corruption conceptualized?
- (c) Which roles could Civic Education perform if it has to serve as an Antidote to corruption and a promoter of corruption free society in Africa?

Each of the questions is answered in sequence.

(a) What is Civic Education and what are its important elements?

Civic education according to Corbin (1983) is a curriculum instrument which is tailored at bringing about the breaking of barriers among societies for the purpose of increasing the opportunities for individuals and groups to be enable to benefit from social privileges, benefits and asset which may be available to them as members of a given socio-political framework. Osuagwu and Ogbonnaya (1997) visualize civic education as knowledge, skills and values are given to a child or groups of learners with a view to making them functional and responsible individuals capable of contributing to the socio-economic, political and religious development of the state. Civic education in the word of Okam and Lawal (2011) is defined as one of a number of instructional design of examining human life and of organizing our knowledge and experience about the world in which we live; they endorse that it has largely grown out of our attempt to understand and perhaps, control man's social environment and

or the world at large.

Civic education according to Niemi and Junu (1998) is to produce and enrich a politically knowledgeable citizenry, and educates and inspires individuals to be responsible and devoted to the production of good government and the legitimacy of the democratic regime. Citizenship training had long been hankered for and devoted to building a human environment where the new members value and believe in the democratic way of life is based on specific and identifiable moral and ethical behaviours (Dyngneson & Gross, 1991). Also, civic education creates a meaningful position for the individual within society and provides equal opportunity for them to realize their knowledge skills and abilities through different specializations and professional channels.

Civic education is a social science subject dealing with the right and duties of citizens and the way of government. It can also be described as the school subject which studies the way government works and deals with the rights and duties that one has as a citizen in a particular society (Mofoluwawo, 2012). Oxford Advanced Learners Dictionary (2006) opines civic education as the teaching/training of the mind and character of citizens (students) their rights and duties of citizens, the way of government etc. Civic education according to Oladele (2009) is the type of education given to the citizens of a particular country in order to make them be active and functional citizens. It is a subject which exposes the individual to the need for imbibing positive attitudes such as patriotism, peaceful co-existence, hardwork, honesty, mutual respect, love, tolerance and self-discipline.

Effective implementation of civic education provides a philosophical and structural framework in which to base the teaching of skills and strategies that reinforce reasoned decision-making skills, evaluation of information, practical application of civic virtue, and an in-depth understanding of citizenship responsibility (Kidwell, 2005). A USAID study in 2002 discovered

that civic education programmes have an enormous and positive impact on learners in comprehending and practising key aspects of democratic behaviours and attitudes. The report claims that civic education helps students to know and identify public policy and increases their political participation through exploring and studying local problems. "It also leads to more moderate but still significant, differences in participants" knowledge about their political system and about democratic structures and institutions in general, and it also tends to contribute to a greater sense of political efficacy" (USAID, 2002).

According to Rielbergen (N.D), the overall goal of civic education is to promote civic engagement and support democratic and participatory governance. The idea behind civic education is to promote the demand for good governance (and informed and engaged public), as a necessary complement to efforts to improve the practice of good governance. Civic education has been used to address a wide variety of political and governance issues (e.g. corruption, civic apathy or post-conflict reconciliation) as well as important social issues (e.g. domestic violence, drug abuse, and HIV/AIDs).

Civic education according to Jekayinfa, Mofoluwawo & Oladiran (2011) is concerned with three elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities (e.g. the right to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the right and interest of others. Civic skills refer to citizens' ability to analyze, evaluate, take and defend positions on the public issues, and to use their knowledge to participate in civic and political processes (e.g. to monitor government performance, or mobilize other citizens around particular issues). Civic dispositions are defined as the citizens' traits necessary for a democracy (e.g. tolerance, public

spiritedness, civility, critical mindedness and willingness to listen, negotiate and compromise). Civic education issues according to Azebanwan (2010) are real because they actually affect people's lives. They are topical, current today and relevant. The issues are also sensitive because they can affect people at a personal level, especially when family or friends are involved. Civic issues are controversial since people disagree and hold strong opinions about them. The issues are moral; because they relate to what people think is right or wrong, good or bad, important or unimportant.

(b) How is corruption conceptualized?

Corruption is presently one of the major challenges facing the human race. The world over, corruption is increasingly being seen as a threat to human existence to the extent that some commentators have called for it to be recognized as a 'crime against humanity' (Karl Kraus, Australian Satirist 1874-1936). Corruption has indeed been identified as the main obstacle to the realization of good governance, sustainable development and Millennium Development Goals (Transparency International, 2005). It has monumental effects on the political, economic, social and cultural well-being of societies. In Africa, for example, the Commission for Africa identified corruption as a central concern which negatively affects governance and development on the continent (Report of the Commission for Africa, 2005).

Corruption is seen as a social, legal, economic and political concept. The definition focuses on one of several aspects of the phenomenon. Khan (1996) defined corruption as an act which deviates from the formal rules of conduct governing the actions of someone in a position of public authority because of private-regarding – motives such as the wealth power or status. Corruption is the perversion of integrity or state of affairs through bribery, favours or moral depravity. It takes place when at least two parties have interacted to change the structure or processes of society or the behaviour of functionaries in order to produce dishonest, unfaithful and defiled situations. Khan (2004)

further opined that the various approaches to corruption can be placed into five groups, namely: public interest centred, market-centered, public office centered and public opinion centered and legalistic. For the purpose of the paper, corruption is the “use of public office for private gain (Bardhan, 1997).

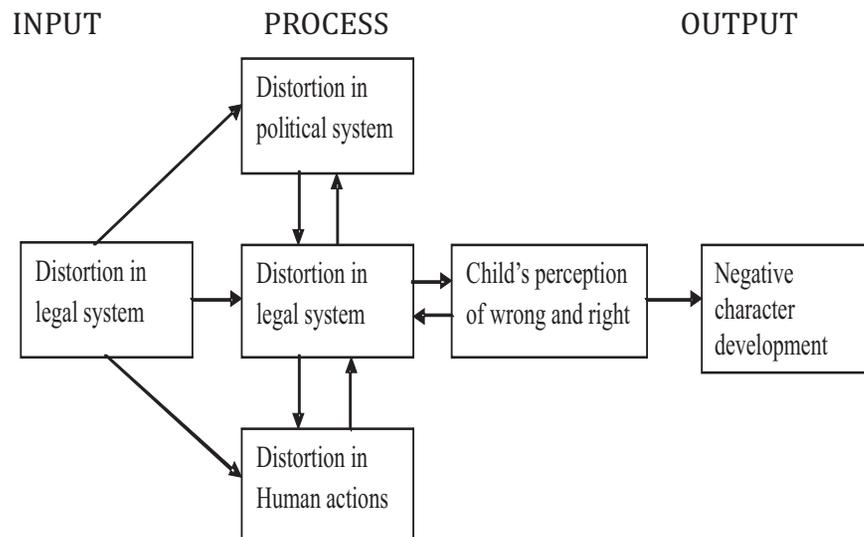
The implications of corruption in African society deny the child access to the good content of moral training. Children and youth can only learn the way of life from the adults or events in their society and since Locke opined, the mind of a child begins as a “white paper, void of all characters, without any ideas” (Locke,1959). It is the society that will provide the child with the content of what to learn as good or bad behaviour. Judging from the level of corruption in Africa, the content of moral training an African child may have access to may be crimes and indiscipline acts that have become entrenched in the culture as a normal way of life. Every child needs a sample of good behaviour before he or she can behave well. The African society is filled with negative experiences. The child as well as youth in Africa witness unpunished acts of examination malpractices, failed political promises, child abuse, insecurity e.t.c Then he grows up to carry out his life in the manner.

Corruption in Africa presents the African child and youths negative role models. African political system promotes the culture of materialism and not industrialism. Many politicians are extremely rich, displaying their ill- gotten wealth without evidence of industrial venturing. The politicians and Chief Executives of government institutions lack a sense of establishing industry, they rather depend on money coming from their mismanaged portfolios (Olorogun, 2009, Ayorinde, Amali & Yusuf (2011). African child is therefore made to understand that political ventures and government headship is all about wealth acquisition and not economic advancement, it is about self-enrichment. He, therefore, sees no reason to be industrious or job creator.

Africa continues to lag behind other continents. The grim

situation of Africa can be summarized in the world of Rwekaza, Fox & Liebenthal (2006) who observed that 'while other regions increased per capita income, raised literacy rates and improved health care, per capital income in Africa was roughly the same in the 1990s as it was at independence in the 1960s. Africa's development has stagnated and declined over the years, with nearly half of the continent's population living on less than a dollar a day (Rwekaza, Fox & Liebenthal; 2006). The state of affairs is mainly attributed to the culture of impunity, corruption and bad governance.

Suffice it to stress that corrupt society is very rich in criminal sub-culture and such society tends to provide a negative learning environment for the youth. A society that has established a pattern of illegality where there is lawlessness and where no legal and socio-economic policy work often exposes the youth to learning criminal skills, deviant values and it provides the youth with criminal models (Haralambos & Heald 1980). The model below illustrates the theoretical implication of socializing the young ones in a disorganized corrupt society.



It can be seen from figure one (1) that corrupt society builds distortion in the political and legal system, and distortion in human actions. Distortion in human actions means citizen's sense of right and wrong actions will become distorted and all the categories of distortion in such corrupt society will impact on the child's perception of wrong and right. The resultant effect of these will be the development of negative character. It should be noted however that such negative character development will bounce back on the society as the child grows, such child will become a source of further corruption to his society and particularly future generation that will learn from him when he becomes an adult.

Corruption is bad, even worse than prostitution. The latter might endanger the morals of an individual; the former invariably endangers the morals of an entire country (Kraus, Australian Satirist, 1874-1936). The consequences of developing negative character in the youth are worst. How then can Africa avert the negative effects of socializing its children to corruption? The following unit of this paper presents how civic education can help to promote a corrupt free society in Africa.

(c) Which roles could Civic Education perform if it has to serve as an Antidote to corruption and a promoter of corruption free society in Africa?

Socialization is a life-long process of transforming a socially unconscious child or a young member of the society to become a conscious functioning member of his society. It is one of the ways of making the child develop the knowledge and sense of value that can make him not to become an alien in his society. To achieve a positive socialization process particularly in a corrupt society like Africa, the concerted importance of teaching and learning of civic education is an antidote.

Civic education as a discipline is geared towards ensuring responsible citizenry. The various aims and objectives of civic education such as inculcating in the child the spirit of self-

discipline, hardworking, cooperation and respect for authority, developing in the child an awareness of desirable attitude to the African countries he/she belong.

The various topics and contents taught in civic education such as values, citizenship, national consciousness and national identity, human rights and rule of law and duties and responsibilities of citizens and the like are supposed to equip an average African child and youth with skills to deal with various social and personal issues including economic life skills. Civic education also promotes and sustains peace and political stability of the nation. In this regard, every citizen would be aware of his basic rights, obligations and responsibility for the growth and development of Africa as a whole.

Through the large scale of civic education, reorientation and guidance, the youth must be made to see their country as larger than themselves and also than their personal selfish interest. This will develop their sense of patriotism. Civic education is well packaged and it embodies sound and all round education for children and adults to live a full and useful life in the society.

Again, civic education is highly indispensable in producing responsible and dynamic citizens who will be conscious of the need for moral uprightness as an important ingredient of nation building that will in turn help to bring back traditional values and virtues such as honesty, obedience, respect, loyalty justice, humility etc that have been eroded in most African countries.

The curriculum of civic education at any level of education is tailored towards ensuring responsible citizenship that will promote a corrupt free society. The reason is that it affords the people the opportunity to know about positive aspects of each African country national life such as faith, unity, peace, and progress, national consciousness, national identity and national security. Civic education equally enables the citizens to know

their civic rights such as right to life, right to fair hearing as well as their duties and obligations and responsibilities like law-abiding, payment of taxes and rates, respect for the right of others, qualities expected of a good and responsible citizens, respect for national symbols and responses to national calls.

Conclusion

Corruption and society is an anathema to crime development. This is because such environment is rich in the culture of crime. African political system, for example, promotes the culture of materialism and not industrialism. Theorists have argued that a life of crime does not result from the pathological personality of individuals rather it results from the structure and culture of society itself. A corrupt society where great importance is attached to success, wealth acquisition, materialism but less importance is attached to the accepted ways of achieving the success and wealth. Exposing children, youth to crime ridden society renews indiscipline acts in the society. The situations of corruption in African society have and can still promote many undiscovered crimes among the youths.

Recommendations

In order to promote a corrupt free society in Africa, it is hereby recommended that Radio and television programmes that would emphasize values of honesty, the dignity of labour, respect for elders and authority, self-reliance, accountability and good traits of a citizen should be encouraged to promote a corrupt free society among our youths. Positive attitudes which include open-mindedness, concern for others, respect for others, and their property, loyalty civic responsibility, cooperation and love of learning should be encouraged. The government of each African countries should create more civic and leadership training for non-governmental agencies so as to involve them in civic and leadership training outside the school system. Stable civic programmes are equally needed for people of various segments of

the community. Members of security, armed forces, politicians and civil servants should also be educated through an informal civic education programme. Teachers who are the implementers of the civic curriculum should also adopt a child-centered method so as to equip the students with needed values in such methods.

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TEACHERS' PERCEPTION AND KNOWLEDGE OF CHARACTER EDUCATION CONCEPTS IN SOCIAL STUDIES AND CIVIC EDUCATION IN OSUN STATE, NIGERIA

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Abstract

An emergent issue in the Nigerian education system today is the prevalence of character flaws among school-age children despite the implementation of curricula that emphasize character development. This situation draws attention to how teachers involved in the teaching of these curricula handle it. This study was carried out to examine teachers' perception and knowledge of character education concepts in Social Studies and Civic Education with focus on Osun State. The descriptive survey research design was employed in this study and the target population was Social Studies teachers in Osun State. Purposive sampling technique was used to select Ede zone in Osun state in order to eliminate the issue of coverage while simple random sampling technique was used to select from the four local government areas in Ede zone, 110 secondary schools and 110 Social Studies teachers that made up the study's sample. One research question and one hypothesis guided the study. Data was collected using a questionnaire titled “Social Studies Teachers' Perception and Knowledge of Character Education Questionnaire” (SSTPKCEQ). The instrument was tested for reliability and found reliable. Data was analyzed using simple percentage, mean score, standard deviation, and T-test statistics. Findings from the study showed that the majority of teachers sampled have a positive perception and high knowledge of character education concepts in Social Studies and Civic Education.

The study thus recommended that Social Studies teachers should ensure that a greater emphasis is placed on the practice of character education concepts during teaching and learning in Social Studies classrooms.

Keywords: Active learning, Character Education, Teachers' Perception, Teachers' Knowledge

Introduction

Today's society is replete with students deviating from the expected ways of behaviour and this has been the order of the day for quite a long time. Students now indulge in acts that are devoid of appropriate character manifestation and this has given birth to a high level of indiscipline in schools. There is an increase in juvenile crimes, teenage pregnancy, sexual activities, indecent exposure of body and substance abuse among school-age children despite the existence of subjects like Social Studies and Civic Education that emphasize character development. Lee (2006) asserted that the basic justification for teaching Social Studies is the contribution it can make to an individual's potential for acting wisely and making informed decisions in human affairs in all parts of the world. Similarly, National Education Research and Development Council (NERDC) (2007) maintained that the civic education curriculum was designed to address young Nigerians in their formative years with a view to addressing issues that are important to developing them into responsible citizens. These justifications buttresses Likona's definition (as cited in Ampel, 2009) that character education is that deliberate, proactive action that is carried out to develop good character in or to teach children right from wrong. This further shows that it is not a mistake to have saddled Social Studies and Civic Education with the responsibility of teaching character education concepts.

The above assertions are in agreement with Ajiboye, Adu, and Amosun (2005); National Council for Social Studies - NCSS

(1994 & 2010); Adetoro (2011) and Ige (2013). Nevertheless, the submission of various scholars has been that the problem of character deficit is now an emergent issue in many parts of Nigeria and has found its way into the school system (Ojo, 2008; Afolayan & Afolayan, 2010; Ige, 2013; Ayo-Vaughan, Akhabue & Achiobu, 2017). This trend has put a dent on the achievement of the second aim of Nigerian education, which says - the inculcation of the right type of value and attitudes for the survival of the individual and the Nigerian Society.

Thus, the importance of character education cannot be overemphasized, especially now that countries of the world are clamoring for democratic authorities. There cannot be a democratic society or nation without an informed citizenry that has developed the capacity to learn and to acquire certain basic skills which are essential to the forming of sound social, economic and political judgment. The best way to receive the needed knowledge about the development of a sustainable society is through education. In support of this assertion, Enu and Esu (2011) maintained that schools remain best suited to teach appropriate value transmission. In addition, Amosun and Ayo-Vaughan (2017) in a study on the use of appropriate methods in teaching value-laden concepts in Social Studies and Civic Education reported that active learning strategies of case study and puzzle-based learning are not only effective in enhancing students' achievement but also in developing attitude especially the puzzle-based strategy. This is the reason Social Studies teachers seek to help their learners develop the potentials for acting wisely. The placement of emphasis on how character education concepts in Social Studies and Civic Education are taught has become imperative in order to reverse the ugly trend and recover lost values of our society. This explains why themes on character education are embedded in the Social Studies and Civic Education curricula for Junior Secondary Schools. These themes as presented by NERDC (2007) are People and their

Environment, Social Issues, Problems of National Unity, Integration, Peace and Conflict, Cooperation, Cultism, Corruption, Drug abuse, Drug trafficking among others.

Though, there are various manifestation of character deficits in our society today, Ayo-Vaughan (2016) however queried that, since Social Studies is a dynamic and problem-solving discipline likewise Civic Education which consists of elements such as civic knowledge, civic skills and civic disposition, does that not suggest that a blend of teaching both subjects should result in the manifestation of the right character? Why then is there still the issue of character flaws? Enu and Esu (2011) posited that the way in which these subjects are taught could be responsible for observed character deficits. In the same vein, the report of Dada, Titus and Adu (2016) that majority of the Social Studies teachers are not knowledgeable about the simple concept of integration in Social Studies makes it imperative to examine the perception and knowledge of these teachers on character education concepts in Social Studies and civic education. It thus becomes obvious that the Social Studies teacher plays an integral part in creating and maintaining a viable and worthwhile character in schools through proper placement of emphasis on character education concepts embedded in the Social Studies and Civic Education curriculum.

From the above discourse, it is thus evident that character development has been identified as being important for effective citizenship yet character flaws are being observed among school-age children in most secondary schools today which makes developing strong character traits a difficult task to achieve. The situation becomes more alarming when attention is called to the fact that certain subjects such as Social Studies and Civic Education that emphasize character formation and development are implemented in the school curriculum. There is, therefore, the need to pay a closer look at social studies teachers' perception and knowledge level of character education concepts embedded in the social studies and civic education

curriculum.

Research Question

RQ1: What is the perception of Social Studies teachers' about the teaching of character education concepts in Social Studies and civic education?

Hypothesis

H₀₁: There is no significant difference in the knowledge of character education concepts embedded in social studies and civic education among male and female social studies teachers.

Methodology

The study adopted the descriptive survey research design. This method was adopted because it enables access to a large number of respondents and it also affords the researcher the opportunity to collect data without manipulating any variable of interest in the study. Social studies teachers in both public and private schools in Osun State made up the study's population. Purposive sampling technique was used to select Ede zone in Osun State in order to eliminate the issue of covering the whole of Osun State. Simple random sampling technique was then used to select fifty (50) public schools and sixty (60) private schools from the four Local Government Areas in Ede Zone (Ede North, Ede South, Egbedore, and Ejigbo), Osun State. One hundred and ten (110) Social Studies teachers' were also randomly selected from these schools.

A self-constructed questionnaire tagged "Social Studies Teachers' Perception and Knowledge of Character Education Questionnaire" (SSTPKCEQ) was used to collect data for the study. The instrument had three sections. Section A consisted of personal data of respondents including the name of the school, type of school, sex and academic qualification. Section B however, consisted of fifteen statements on teachers' perception of

character education concepts in Social Studies and Civic Education rated on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). Section C comprised ten multiple choice questions to test the teachers' knowledge of some character education concepts embedded in Social Studies and Civic Education. The SSTPKCEQ was subjected to face and content validity by giving it to two experts in the field of Social Studies and Test and Measurement and their observations were effected in the final draft before administering. The Cronbach alpha analysis was used to test for the reliability of section B of the instrument while Kuder Richardson (KR-21) formula was employed to test the reliability of section C of the instrument. The coefficients of 0.78 and 0.86 respectively were obtained.

The researchers personally visited the sampled schools to seek permission for use and later to administer the instruments. The process of administering the instrument took the researchers two weeks using on the spot approach. Data generated was analyzed using descriptive statistics of mean, standard deviation, and inferential statistics of T-test.

Results

RQ1: What is the perception of social studies teachers about character education concepts in social studies and civic education?

Table 1: Perception of social studies teachers' about the teaching of character education concepts in social studies and civic education

S/N	Statements	SA	A	D	SD	Mean	S.D.
1	Character education will help students to love each other	79 71.8%	30 27.3%	-	1 0.9%	3.70	0.52
2	Character education will develop in learners the spirit of respect for elders as well as constituted authority	65 59.1%	42 38.2%	1 0.9%	2 1.8%	3.55	0.62
3	Character education will help students to promote peace	64 58.2%	42 38.2%	3 2.7%	1 0.9%	3.54	0.60
4	Character education will help students to be self-disciplined citizens	59 53.6%	45 40.9%	5 4.5%	1 0.9%	3.47	0.63
5	Character education will help students to be obedient	52 47.3%	55 50.0%	2 1.8%	1 0.9%	3.44	0.58
6	Character education will produce effective citizenship	54 49.1%	51 46.4%	3 2.7%	2 1.8%	3.43	0.64
7	Character education will enable students to acquire knowledge about responsibilities to their society	43 39.1%	64 58.2%	3 2.7%	-	3.36	0.54
8	Character education will enable students to avoid violence	50 45.5%	53 48.2%	4 3.6%	3 2.7%	3.36	0.69
9	Character education will help students to respect their teacher	42 38.2%	65 59.1%	3 2.7%	-	3.35	0.53
10	Character education will enable students to avoid corruption	45 40.9%	52 47.3%	7 6.4%	6 5.5%	3.24	0.80
11	Character education will help students to know their right as members of the community	32 29.1%	73 66.4%	3 2.7%	2 1.8%	3.23	0.59
12	Social Studies and character education are two sides of the same coin	20 18.2%	81 73.6%	4 3.6%	5 4.5%	3.05	0.63
13	Character education will help students to avoid cheating in examination	23 20.9%	71 64.5%	7 6.4%	9 8.2%	2.98	0.78
14	Character education will encourage students to have no feeling for their needy friends	5 4.5%	6 5.5%	77 70.0%	22 20.0%	1.95	0.66
15	There is no relationship between Social Studies and character education	8 7.3%	9 8.2%	38 34.5%	55 50.0%	1.73	0.90

Weighted Average Mean = 3.15

Table 1 shows that teachers' perception on statements 1- 13 were above the mean score standard of 2.50. Also, the weighted average mean of 3.15 shows clearly that teachers have a positive perception of character education concepts in Social Studies. Statements 14 and 15 which were negatively constructed statements recorded mean scores below the mean score average. This is also a positive result showing that teachers' perception of character education concepts remained positive despite the

diversion statements.

H₀₁: There is no significant difference in the knowledge of character education concepts embedded in social studies and civic education among male and female social studies teachers.

Table 2: Knowledge level of Social Studies teachers about character education concepts

Teachers' Knowledge of Character Education	N	Mean	Std. Dev.	Crit-t	Cal-t.	df	P
Male	55	9.4727	1.1198	1.96	.073	108	.942
Female	55	9.4545	1.4760				

Table 2 shows that there is no significant difference between the knowledge level of male and female Social Studies teachers about character education concepts in social studies (Crit-t = 1.96, Cal.t = .073, df = 108, P > .05 level of significance). Therefore, male and female social studies teachers' knowledge of character education concepts in social studies do not significantly differ. Hence, teachers have a high knowledge of character education concepts embedded in social studies and civic education.

Discussion of Findings

This study examined teachers' perception and knowledge of character education concepts in social studies and civic education. The findings of the study showed that teachers have a good perception and high knowledge of character education concepts embedded in social studies and civic education. This finding is contrary to that of Dada, Titus and Adu (2016) which stated that majority of the social studies teachers are not knowledgeable about the simple concept of integration in social studies and tended to portray that teachers lacked the knowledge of basic concepts in social studies. The probable reason for the disparity in both findings may not be disconnected from the fact

that the current study examined social studies teachers on character education concepts while the study of Dada et. al. examined the teachers on the concept of integration. Thus, it is not sufficient to say that, since social studies teachers were not knowledgeable about the concept of integration, they lacked knowledge of basic concepts in social studies.

However, the findings support the fact that there is a positive relationship between social studies teachers' perception and high knowledge of character education concepts in social studies and civic education. This implies that teachers are aware of the usefulness of placing emphasis on the need to connect character education with learners' development. It then becomes obvious that since teachers have a positive perception and a high knowledge of character education concepts in social studies and civic education, the assertion of Enu and Esu (2011) that the way in which teachers teach subjects that emphasize character education could be responsible for observed character deficits holds ground. Ayo-Vaughan (2017) had also reported that active learning strategies should be explored in teaching social studies because they not only enhance students' achievement but also help in developing attitude especially the puzzle-based learning strategy. Also, that there is no significant difference between the knowledge of male and female Social Studies teachers about character education concepts in Social Studies shows that gender does not impair Social Studies teachers' perception of character education concepts in Social Studies. This finding agrees with Milson (2012) who stated that there is support among Social Studies teacher educators for the themes of contemporary character education.

Conclusion

This study sought to examine the perception and knowledge level of Social Studies teachers on character education concepts in Social Studies and Civic Education. It revealed that the

majority of the teachers sampled have a positive perception and high knowledge of character education concepts in social studies and civic education. This implies that, Social Studies teachers are knowledgeable about character education concepts and have a positive perception of its inclusion and teaching in the classroom.

Recommendations

Based on the findings of the study, the following recommendations were made. Social Studies Teachers should ensure that there is greater emphasis placed on practice of character education concepts during the teaching and learning of character education concepts in Social Studies classrooms as character development is not only about positive perception and adequate knowledge. Also, since recent studies have begun to point to the use of appropriate methods in the teaching of value-laden concepts, Social Studies teachers should explore the use of these active learning strategies in Social Studies classrooms. Academic researchers should carry out more action researches in this regard and sensitization workshops and seminars should be sponsored by school authorities, state and federal governments in order to explore and expose Social Studies teachers to these emerging and innovative strategies.

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TACKLING POLITICAL CORRUPTION IN NIGERIA FOR SUSTAINABLE DEMOCRACY

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Abstract

This paper studied political corruption in relation to the Nigeria nation-state and its role in the delay of sustainable development and democracy. The study dealt with the various facets of corruption ranging from educational, bureaucratic, economic, security outfits, marketplaces, mainstream politics, organisations, electoral practices and political corruption. It further narrows down its contents to political corruption which was seen as the major bane militating against the sustainable development growth and democracy within the Nigerian context. Kpakpin corruption model was used to explain the tripartite combination of pressure that leads to opportunities involved in the action taken by the perpetrators of corruption in any given society. The paper reviewed some steps taken by successive governments irrespective of whether its civilian or military which was mentioned and discussed briefly in the paper. The paper recommended that political education and awareness training should be organised for elected officers to intimate them with ways, doctrines and acts of governance. It further recommended that traditional gods and deities from different cultural heritage should be involved in swearing ceremony of our elected officers. The political benefit, remunerations, salaries and wages should be reviewed downward to reduce the affluence of the politicians.

Keywords: Political Corruption, Kpakpin Corruption Model, Sustainable Development, Democracy.

Introduction

Corruption in Nigeria has been a clog in the wheel of progress in the country if the nightmare or menace is not put to a check. Given this, it can be deduced that the major developmental challenges of the so-called developing countries of the world such as Sub-Saharan Africa, Asia and Latin America. Corruption can also be described as a bane in some developed countries especially in some parts of Europe and America affecting most of the sectors involved in the polity such as corruption on the cultural, political landscape of any society which also involves the socio-economic status of a given society.

Meanwhile, Rotimi, Obasaju, Lawal and IseOlorunkanmi (2013) stated that the inability of some past and present leaders in Nigeria to consolidate and improve on the gains and dividends of democracy in line with sustainable development can be traced or attributed to corruption as well as the embezzlement of public funds and misappropriation. In view of this corruption can be said to have eaten deep into our lifestyle and our economy. Hence, it has found its way into the main body polity of the Nigerian state to the extent that virtually all sectors of the nation's economy stinks and smell with the sores and injuries of corruption. In view of this shortcoming in the Nigerian polity, that prompted Preye and Weleayam (2011) to argue that Nigerians no longer believe that honesty and integrity are no more worthy principles and ethics since one can do very little or nothing at all to gain so much or achieve. Preye and Weleayam (2011) further explained that the high degree of ineptitude and indolence (laziness) in the attitude of Nigerians further confirms the fact that corruption is not a thing of the leadership alone but it involves the followership also. These scholars observed that corruption in Nigeria had reared its ugly head in our various affairs ranging from family affairs, schools at all levels of primary, secondary and tertiary institutions, worship places, bureaucratic organizations, security outfits, marketplaces,

mainstpolitics, village meetings, women organizations, electoral activities, appointments of persons into public offices, the manner and character in which funds are disbursed from the centre to the states and to the local council areas, rigging of elections and so on and so forth.

Erunke (2014) observed that all these types or categories of corruption have over the years constituted themselves into a huge nuisance disturbing the progress, democracy and the development of the Nigerian state. All forms of corruption within the political, economic, judicial, family and educational or bureaucratic could directly or indirectly impede or delay the progress development and the democracy of any named society with Nigeria inclusive where such attitudes are widely tolerated and accommodated into the scheme of things.

He further explained that corruption could be said to be endemic in Nigeria due to its menace in the political sector of the country and it can be said to be the increase despite several attempts by successive governments in the country to ameliorate the trend. It can be said that the issue of corruption is global and worldwide and it cannot be given a specific meaning or definition. This social vice has become the order of the day and this is very common among young citizens and the old, the politicians as well as the non-politicians, such as the military, para-military and non-military. The trends in the level of corruption in Nigeria can be said to have led to the present social, economic scourge and recession that has suggested different meanings and interpretations by different scholars and their various schools of thought.

Salisu (2000) defined corruption as the misapplication of public funds and resources to private ends. This simply means that corruption implies making use of public funds for private use. This among others includes public officials collecting bribes for issuing permits, licenses for authorizing passage of goods at the sea and airports, passports or visa. Corruption entails awarding

contracts and for enacting regulations designed to create artificial scarcity. Awarding underserved scores or grades to students after examination, availing question papers to students before examination. At times it may come in form of sexual or other forms of gratifications.

World Bank (1996) defined corruption as the “abuse of public power for private benefits.” This can also be described as the abuse of entrusted power for private gains and benefits. Corruption can also be said to involve bribery, smuggling, fraud, illegal payments, money laundering. Drug trafficking, falsification of documents and records, window dressing, false declaration, evasion, underpayment, deceit, forgery, concealment. Aiding and abetting of any kind to the detriment of another person, community, society or nation can also be classified as corruption. (Rotimi, Obasaju, Lawal & Iseolorunkanmi (2013).

Khan (1996), in his submission, defined corruption as an act which deviates from the formal rules of conduct governing the actions of someone in a position of public authority because of private-regarding motives such as wealth, power or status.

Considering the aforementioned nature, meaning and definition of corruption, it can be deduced that corruption is a great problem and a bane to sustainable development. Corruption can be described as a great impediment to democratic principles and ideas. Hence, the need to tackle or proffer ways by which the social menace can be tackled or solved. This is necessary in order to promote our democratic principles and sustain our highly cherished national development and nascent democracy so as to sustain it.

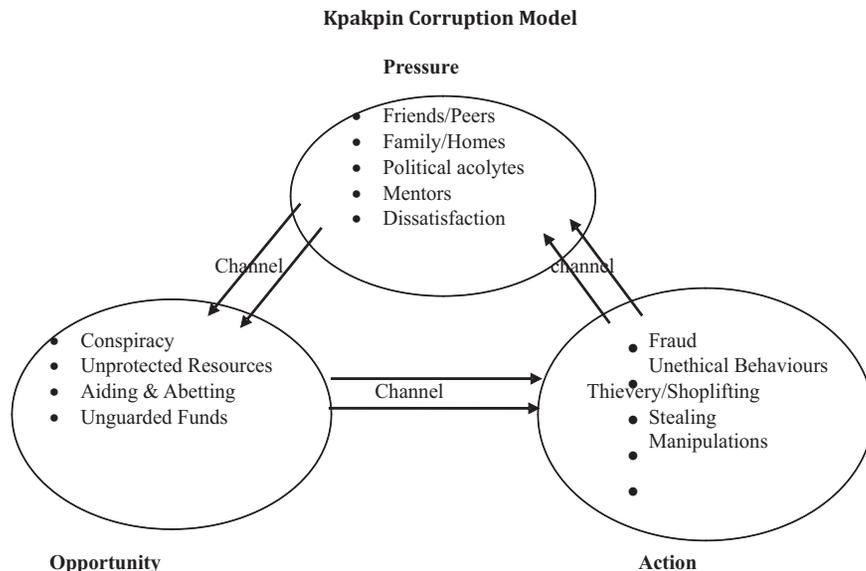
Tackling corruption in Nigeria: Objectives and Theoretical Appraisal

Based on the observations of different authors that have been consulted in the literature earlier in this paper, the

following objectives can be put forward for this paper:

1. To find out how corruption should be tackled to encourage sustainable development and democracy in Nigeria.
2. To suggest ways by which political education and awareness training should be imbibed by Nigerian Politicians before being sworn as elected officers.
3. To encourage transparency, proper accountability and probity among politicians for sustainable democracy.
4. To create awareness among the citizenries in order to campaign against corruption and improve our nascent democracy.

In view of the various literature that has been discussed earlier in this paper, it can be deduced that corruption is a bane that slows down the pace of development in a nation and with particular reference to Nigeria. Corruption is a menace that is also affecting our democracy in Nigeria, especially where people were elected into the various political posts right from the primaries of different political parties up till the final election. In the midst of all the various types of corruption identified so far in the introduction, it can be observed that political corruption predominates and this was due to the selfishness and self-centeredness of our political leaders. The kpakpin corruption model can be used to explain the causes and effects of corruption in any society, Nigeria inclusive. The tripartite combination of pressure, opportunity and action that leads to series of stealing, thievery, manipulations and conspiracy among the various set of people involved in corruption. The corruption model was prepared by Rotimi, Obasaju, Lawal and Iseolorunkanmi (2013) as expressed in the diagram below:



Source: Rotimi, Obasaju, Lawal and Iseolorukanmi (2013)

Kpakpin corruption model revealed that corruption comprises of the trio of pressure, opportunity and action in any named society or environment . The channels through fraud can take place and where corrupt practices can manifests. Hence, corruption or corrupt practices manifest as it was revealed in the introduction of this paper that corruption deals with misapplication of public funds and resources to private ends (Salisu, 2000). The Kpakpin corruption model revealed that pressure from friends, families, politicians, mentors/godfathers as well as dissatisfaction with one's income could create opportunities for corrupt practices due to accessibilities to unprotected resources or/and unguarded funds by the different sectors of the economy of such environments or societies with Nigeria inclusive. These opportunities may prompt an individual to take some illegal actions such as engaging in fraud, unethical behaviours, thievery, stealing and manipulation of figures as revealed by the Kpakpin Corruption Model. The model further revealed that corrupt

practices could be influenced through internal and external forces. It further revealed that the trio channels must come to being and be realised hence the problem of corruption persists in such society. Meanwhile, corruption occurs as a result of uncontrollable pressure giving room for opportunity for an action to be struck for the accomplishment of illegal fame by the perpetrators.

In view of the above interpretation of the Kpakpin corruption model, it can be deduced that corruption can be tackled by discouraging pressure from within and outside of the polity so as not to create undue opportunities for illegal action from every citizen of a named society. Therefore, every sector of the economy must prepare for proper accountability and transparency in their day-to-day running of the various parastatals of the government.(Rotimi et al.2013)

In addition, Rotimi et al.(2013) further stated that funds meant for each sector must be protected and guarded so as to forestall unnecessary temptation from the various parastatals headed by different personnels. Good remunerations should be given to every citizen to be satisfied with their income while the politicians should be made to serve on part-time bases so as to check their affluence.

Erunke(2014) further stated that adequate and careful management of the available resources should be encouraged so as to reduce the level of corruption by public office holders and the politicians. In view of this, it can be offered that those people at the helm of affairs of government i.e. the political elites accounted for the sharing as well as the allocation of values in the society. Corruption in its many facets has been viewed in different perspectives due to the many multiple phases of corrupt practices in the society while the concept of corruption varies.

Erunke (2014) quoting Otite (1986) as cited by Preye et al. (2011) viewed corruption as the pervasion of the integrity of state affairs through bribery, favour or moral depravity. According to Erunke (2014), corruption involves the injection of additional but

improper transactions aimed at changing the moral course of events and altering judgements and positions of trust. It consists of the doer's and the receiver's use of informal, extra-legal or illegal act to facilitate matters. This definition corroborated what has been emphasized in the early part of this paper that the various array of the strands of corruption in Nigeria cut across the political, economic, bureaucratic, judicial or otherwise spheres of the Nigerian life.

Yagboyaju (2005) in his own submission defined the concept of political corruption as any act perpetrated by the political class, civilian or military or a highly placed public official. He stated that political corruption aimed at changing the moral or lawful course of events. This is possible especially when the perpetrator uses such a position of authority for the purpose of personal or group interest. Hence, acquiring wealth, status or power at the expense of public interest.

In view of the above definition of Yagboyaju (2005), it can be observed that political corruption affects national development programme and its sustainability because it was concluded that political corruption involves both the civilians and the military thereby affecting the progress, development and democracy of the Nigerian state.

Tackling corruption in Nigeria: The Way Forward

This paper has tried to study, demonstrates and confirmed that corruption has been a clog in the wheel of sustainable development and democracy in Nigeria with particular emphasis on political corruption which appears to re-enact and reinforce itself in every aspect of the Nigerian facet due to its strategic and important role in making and unmaking of the Nigerian nation-state.

Meanwhile, Erunke (2012) revealed that the fight against corruption in the Nigerian nation-state is being conducted by various successive governments in the country and has been on since the period or era of the military regimes while the present

anti-graft activities in the country has contributed immensely to the various way by which the various successive governments are tackling corruption in Nigeria. This assertion was corroborated by Khan (1996), World Bank (1996), Salisu (2000) and Preye & Weleayam (2011).

Erunke (2014) further explained that the unstoppable spread of corruption has encouraged the emergence of various agencies that are regarded as anti-graft agencies that were established by the government. These agencies have necessitated anti-corruption measures and strategies by successive governments to curb corruption right from its roots. These agencies were established and charged with the sole responsibility of curbing corruption. They were also tailored towards minimizing corruption to the barest minimum.

Economic and Financial Crimes Commission (EFCC) was established in 2004 by the Federal Government to combat financial and economic crimes and was empowered to prevent, investigate, prosecute and penalize financial crimes offenders accordingly. This agency should be given more freedom to prosecute their functions.

- The Independent Corrupt Practices and other Related Offences Commission (ICPC) and the code of conduct Bureau (CCB) should also be empowered to perform their functions accordingly without any interference.
- The introduction of the whistleblowers by the Federal Government should also be intensified while corrupt officers should be apprehended and charged to court for immediate and adequate prosecution without any delay.
- The establishment of special courts on corruption should also be introduced so as to checkmate intending corrupt officers.

Conclusion and Recommendations

The resultant effect of the present prevailing political corruption in line with the write-up in this paper goes against

every condition as well as adherence of social cohesion, stability, democratic sustenance and development. The study entrenches self-seeking attitudes, private regarding and accumulation. In view of the summary written in this paper, the following conclusion and recommendation are at this moment put forward to facilitate sustainable development and improved democratic principles.

The following recommendations are hereby put forward to facilitate sustainable development and democracy.

- The constitution of the Federal Republic of Nigeria should be strictly adhered to in relation to the oath of allegiance to the various elective offices.
- Anti-graft agencies should be strengthened, empowered and should be made autonomous to perform their duties independently.
- Political education and awareness training should be organized for elected officers before their swearing-in ceremony.
- Political benefits, remunerations, salaries and wages of the elected officers should be reviewed downwards.
- Freedom of information bill should be explored and strengthened to take care of the secret deals of elected officers and civil servants.
- Declaration of assets by public and civil service officers should be intensified. This will enhance proper accountability, transparency and probity.

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EVOLVING A CORRUPTIBLE-FREE SOCIETY THROUGH EFFECTIVE TEACHING AND LEARNING OF CIVIC EDUCATION

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Abstract

Corruption is perhaps the biggest challenge facing African Society. It is found in every sector of the society. Events of the recent past and prevalent trend of corruption indicated that African society is on the brink of losing its much cherished sense of nationhood. In order to address this situation, civic education has a special role to play by giving the citizens the necessary background to civic duties and responsibilities to make the society a better place for all. This paper provides insight into the significance of teaching and learning of civic education as a means of evolving corruptible-free society in Africa and particularly in Nigeria. Effective teaching and learning of civic education contribute to an acquisition and sustenance of desirable attributes of effective citizenry which would eliminate corrupt practices from all works of life in the society and ushered, in an accelerated national development. The paper employs analytical approach as its research method and makes use of written records such as books, journals, magazines and newspapers as sources of its information. It was discovered that effective teaching and learning of civic education remains a necessary instrument and powerful weapon for curbing indiscipline and evolving corruptible-free society. Addressing corruption effectively therefore means tackling the underlying causes and putting emphasis on prevention through reforming economic policies and incentives geared towards alleviating poverty. Based on the findings, the paper recommends that effective civic teaching should be given a place of pride in our

national affairs and contemporary society.

Introduction

Corruption is perhaps Africa's biggest challenge. It is clear to every citizen that the level of corruption in the society is high. It is found in all the sectors of the society. Corruption is the dishonest or fraudulent conduct by those in power. It is the illegitimate use of power to benefit a private interest. Corruption is the giving of a bribe to an official so that the truth will not be told. It involves the embezzlement of public fund for personal use and any act which is considered to be criminal according to the law of a particular society. Corruption takes many forms and can be interpreted by many people in many ways. Corruption takes many shapes, starting with embezzlement, bribery, rituals, rigging in elections and so on. In fact, corruption is highest in the political system (Morris, 2011).

The famous international organization on issues of public corruption, Transparency International (TI), sees corruption as the misuse of entrusted power for private gain. Transparency International have made it known in various publications and international broadcast that corruption is a menace in Africa, especially in economic and political scene. On various reviews and literature, Nigeria has been noted as one of the most corrupt countries in the world (Transparency International Report 2010). On this viewpoint, scholars have noted that variables such as poverty, unemployment, insecurity among others are the remote causes of corruption in Africa (Aluko, 2005; Akindele, 2005). Dike (2011) divides corruption into the following forms: Bribery, fraud, embezzlement, extortion, favoritism and nepotism.

Corruption is a global phenomenon. It is not the exclusive preserve of any nation, race or section of the world but transcends national boundaries and frontiers and symbolizes phenomenal universal unwholesomeness politically, Aluko (2009) opines that this menace has led to situations like slow movement of files in offices, police extortion of toll fees, part congestion, queues at

passport offices and petrol stations, ghost workers syndrome, election irregularities among others (Dike, 2005, Ihenacho, 2004, Oliyide and Odeku, 2002 and Oloja 2002 in Aluko, 2009).

Civic education is an effort to create among the citizens a new set of what one may call mores or culturally defining “habits of the heart” which will enhance citizenship, foster a sense of connectedness to a community stretching beyond the schools and ultimately support the practices, basic values and institutions necessary for the democratic process (Clark, 2007).

Civic education is learning for effective participation in democratic and development processes at both local and national levels. It is that aspect of education that prepares people to become responsible citizens. The introduction of civic education in Nigeria was geared towards developing knowledge, skills and attitudes for self-fulfillment, dedication to one's work and allegiance to the nation. It provides citizenship participation and social responsibility (Gele, 1988). Civic education works towards the promotion of attitudinal changes in the life of the citizens, with a resultant effect of creating effective citizens. It is in support of the above that Engel (1977) reveals that the teaching of civic education in school is expected to contribute to an acquisition and sustenance of desirable attributes characteristics of effective citizenry within the democratic society. Because attitudes according to Allport (1966), determine for each individual what he will see and hear, what he will think and what he will do, they play a vital role in controlling our emotional responses to our life situations.

Falade and Adelekan (2010) agree that the rate of corruption and lukewarm attitude towards political process and moral decadence among the citizens are on the increase. Civic values and traits are not being displayed by many youths. In view of the foregoing, it is believed that effective teaching and learning of civic education would eliminate corruption from all walks of life in the society and usher in an accelerated good governance and national development. This paper therefore discusses the

potency of civic education in evolving corrupt free society. The approach is analytical through reviewing available relevant literature and offering some suggestions for effective teaching and learning of civic education.

Conceptual Clarifications

Various attempts have been made by different scholars on definitions of corruption. For instance, Hornby (2001) sees corruption as dishonest or illegal behaviour especially of people in authority. He also sees the concept as the act of making somebody change from moral to immoral standards of behaviour. Relatedly, Marriam-Webster (1990) defines corruption as inducement offered to someone to wrong by improper or unlawful means such as bribery. Dike (2002) views corruption as behaviour that deviates from formal duties of a public servant, a violation of established rules for personal gain and profit. As such, selfishness and perversion of what is morally good is at the centre of corruption. In essence, corruption could be seen as misuse of power for private gains or indirectly from subordination of public goals over those of individual. It is a form of behaviour which is not at par with institutionalized ethics, law, morality and civic virtues.

On the other hand, Civic education has been described variously by different authors in the literature. It can be said to be the kind of education concerned with the process of educating the people on their right and values and the right and duties of the government in the society. Barber (2002) sees civic education as a body of knowledge that provides the competence to participate in democratic countries, through the ability to think critically and act deliberately in a pluralistic world. At the same time, Aderopo (2004) describes civic education as an educational programme that provides the citizenry with knowledge, skills and values necessary for the development of the society. In the same vein, Abisala (2004) concludes that civic education is political education which involves cultivation of virtues, knowledge and

skills necessary for active political participation.

Similarly, in popular speech, scores of definitions of the word 'society' exist and the word has a range of meanings extending far beyond sociology, including history, economics and political science. Sociologists have defined society with two angles (i) In abstract terms, as a network of relationship between people or between groups (ii) in concrete terms, as a collection of people or an organization of persons. The concept, society is as old as man himself. For instance, an earlier social scientist, Hobhouse (1908) defined society as "tissues of relationships" while Macluer (1937) also defined society in it more or less the same term as "web of social relations which is always changing". Refining this definition, Maclver and Charles (1949) define society as a system of usages and procedures of authority and mutual aid, of many groupings and divisions of control of human behaviour and of liberties.

Talcott parsons Encyclopedia of Social Sciences wrote: "Society may be regarded as the most general term referring to the whole complex of relations of man to his fellows." The four types of society include: (i) Tribal Society (ii) Agrarian Society (iii) Industrial Society (iv) Post-industrial Society. According to Lenski (1995) some of the important characteristics of society are: likeness, differences, inter-dependence, co-operation and conflict, network or web of social relationships, permanency, abstract, dynamic, comprehensive culture, something more than mere collection of individuals, accommodation and assimilation. The main functions of the society are: provision for satisfaction of basic needs; socialization; inter-dependence; social control; goals attainment; replacement; division of labour; a system of role allocation; a system of communication; a system of production and a system of distribution (Mitchell, 1997).

Corruption and Society (Theory, Causes and Effects)

This study dwells on Emile Durkheim and Merton Happened anomie theory. Anomie means normlessness. The

main thrust of the anomie theory is that in contemporary societies, traditional norms and standards become diluted, without being replaced with new ones. However, scholars have argued that a society in which there is an exceptionally strong emphasis upon specific goals (to become rich or wealthy) without a corresponding institutional means or procedures, will inevitably lead to a situation of "anomie" or normlessness. Anomie occurs as soon as there are no clear standards to guide behaviour in a specified area of social life. In these conditions, people feel at a complete loss and worried; a state of 'normlessness' sets in and people begins to do whatever they like.

In Nigeria context, the core value and moral prerequisites for a healthy society as acknowledged by Ademilokun and Mbiti in Aluko (2005) seems to be utterly misplaced in the country. Today, virtues like honesty, integrity, conscientiousness, good name and reputation are declining. In Nigeria today, what matter most is one's worth in terms of material acquisition. Presently, a large number of Nigerians are said to be corrupt. We have lost our sense of values and all and sundry is now oriented positively to corruption. Moreover, currently in Nigeria, overwhelming emphasis on being successful which means to be wealthy, to engage in flamboyant lifestyle and conspicuous consumption, possession of expensive cars, expensive land and buildings, make huge donation at public fund raising, to be highly educated and to wield political power are all that matter most even when these are obtained at the detriment of the society (Obah-Akpowoghaha, 2013).

Causes and Effects of Corruption in Nigerian Society

Pervasive and chronic poverty, extreme levels of material deprivation and severe inequalities in the distribution of resources have been advanced as major determinants of corruption in the African countries (Aluko, 2005). Many regions of the world have made significant advancements in economic and human development during the past 40 years. Yet Africa has

remained essentially poor and severely deprived. Evidence shows that Africa is today the poorest region of the world (Oko, 2009 and World Bank, 2003). John Ayodele in his paper presented at a workshop organized by the Faculty of Social Sciences, University of Lagos tagged Democracy, Good governance and corruption in Nigeria reported by Onongha (2007) says that corruption can be blamed on poverty, greed and an insatiable appetite of people to accumulate wealth. Greed indeed is a major helping hand for the menace called corruption. Wood in Onongha (2007) describes greed as an inappropriate attitude toward things of values built on the mistaken judgments that my well being is tied to the sum of my possession. Greed, He continues, can take the form of acquisitiveness being inordinately concerned with amassing goods. Doubtless, Onongha goes further, this phenomenon is evident in the lives of many African leaders as they assume offices. Services to their country or community fades into the background while self serving become the ultimate pursuit to which they themselves indefatigably.

In Nigeria today, corruption has been manifested through the following ways: looted funds and wealth kept secretly abroad, misappropriation of public funds, money laundering, gratification, abuse of office and nepotism. In Africa in general, Onimode (2001) attributed corruption in Africa to the following issues: opportunity to engage in corruption with impunity, dictatorship and lack of democracy; weakness of the past colonial state; poor law enforcement, insecurity and high risk, greed and materialism; cultural and moral decay.

A number of things cause corruption, and among them are: Greed, poor youth empowerment, poverty, unemployment among others. The negative consequences of corruption are many, and among them are: poor investment, rise in poverty, poor national development and national crises and many more. Events of the recent past have indicated that African society is on the brink of losing its much cherished sense of nationhood. The

prevalent trend of corruption and indiscipline are some of the manifestations of negative values in African society.

Moreover, corruption poses a serious development challenge in the political realm, it undermines democracy and good governance by flouting or ever subverting formal processes. Corruption in elections and in legislative bodies reduces accountability and distorts representation in policy making; corruption in the judiciary comprises the rule of law and corruption in public and private administration results in the unfair and inefficient provision of services. More generally, corruption erodes the institutional capacity of government as procedures are disregarded, resources are siphoned, public offices are sold. Thus, corruption undermines the legitimacy of government and democratic values of trust and tolerance (Aiyede, 2008).

Corruption also contributes to the problem of mass poverty in Nigeria in particular and Africa in general. It has rendered millions of Nigerians and Africans unemployed and uneducated. Indeed, the poverty profile of Africans appears to be worsening. It is also a truism that mass poverty has been a breeding ground for all forms of extremism in Nigeria and Africa (Obadan, 2001). Corruption leads to decaying infrastructure, inadequate medical services, falling educational standards, mismanagement of foreign aids and loans, bloated imported bills and public expenditure, reduces production capacity. It also leads to distortion of the economy through waste and misallocation of resources and worsens the debt situation in any country (Atoyebi and Mobolaji, 2004). Another consequence of corruption in the nation's development is that it accelerates capital flight from the country. Swiss bank vaults reportedly hold large sums of Nigerian money deposited by corrupt public officials.

There is no disputing the fact that endemic corruption in Nigeria poses devastating consequences in all ramifications on national development (social, economic, political and cultural). According to Ibrahim (2003), public corruption has become one

of the main reasons for the development of poverty and underdevelopment of the country's economy. It has been a stumbling block to the people enjoying the economic and social fruits of democracy. Empirical evidence from a number of researchers Bello-Imam (2004) shows that corruption contributes immensely to inhibition of economic performance. Consequently, it negatively affects investment and economic growth, which is antithetical to national development. So, if corruption discourages investment, limits economic growth and alters the composition of government, spending, it unconsciously hinders future economic growth and development.

Effective Teaching and Learning of Civic Education and Corruptible-Free Society: An Interplay

The building of responsible citizens among the young ones requires effective civic education programme. Civic education is a body of knowledge which provides information and learning experience to equip and empower citizens to participate in democratic process. This therefore entails provision for character building, socialization of thoughts and inculcation of societal values in the individuals for the betterment of the society. This form of education can be formal when it is classroom tailored and informal when it is geared towards achieving the societal goals outside the school system (Abisala, 2004). The idea behind teaching of civic education is to promote the demand for good governance and responsible citizenry. This will therefore address a wide range of political and governance issues (e.g. corruption, political apathy, conflict reconciliation) as well as important social issues: domestic violence, drug abuse, cultism etc.

Teaching of civic education has a special role to play by providing the citizens the necessary background to civic duties and responsibilities to make the society a better place for all.

Civic education therefore is necessary in every aspect of human development especially where traditional values and virtues govern the conduct of individuals. Civic education transcends beyond the formal setting and go as far as the informal setting of the families, communities, house of worship, workplaces, civil organization, awareness on disadvantaged groups, on social and political rights as well as leadership training (Butts, 2009).

Teaching of civic education is an effective tool against corruption, mismanagement of national resources, tribalism, electoral malpractice and other elements of bad governance. Civic education creates room for proper monitoring of governmental activities with the sole aim of ensuring performance in leadership roles. Thus, according to Civic Education Report (2010) it is a critical and effective empowerment tool for promoting citizens participation in democratic and developmental processes. Civic education is an effective measure to revolutionize and re-orientate every citizen, young or adult, male or female, literate or illiterate, the rich or poor, to become a corrupt free individual.

Osuagwu and Ogbonaya (2007) visualize teaching of civic education as knowledge, skills and values given to learners with a view to making them functional and responsible individuals capable of contributing to the socio-economic political and religious developments of the state. Civic education is the process of imparting knowledge, virtues, norms, values, attitudes and acceptable manner of conduct and behavior into the citizens of a community or nation aimed at building a strong and corrupt free society.

Effective teaching of civic education comprises the following three components as stipulated in the Civic Education Report (2010) thus: Civic Knowledge: This is concerned with content or what citizens ought to know; the subject matter. It involves citizens understanding their political and civic context, knowing the social and economic rights as well as their political and civic rights and understanding the roles, rights and

responsibilities of citizenship. Civic Skills: This involves citizens acquiring the ability to explain, analyze, interact, evaluate, defend a position and monitor processes and outcome. It also involves using knowledge for informed participation in civic and political processes. Civic Dispositions: This refers to developing confidence to be able to participate in civil life, assuming the roles, rights and responsibilities usually associated with citizenship in a democratic system, being open, tolerant and responsible in exercising their rights and responsibilities. These components of civic education are geared towards producing responsible citizens which in turn evolve corrupt-free society.

The two aspects of teaching civic education include: Civic Rights - These can be summarize as all that the citizens enjoy from the government such as provision of social amenities, creation of employment for all citizens, provision of medical services, protection of lives and properties as well as provision of educational opportunities for the citizens. Civic Responsibilities- This connotes prompt performance of certain functions by the citizens in respect for the constitutional provision and the smooth running of government affairs such as participation in government programmes like voting during election, protection of government properties, payment of taxes and other dues, obeying governmental rules and reporting criminal activities. These aspects of civic education are essential ingredients for evolving corrupt – free society.

The centre-piece of teaching civic education provides a variety of value-concepts which include cultivation of social attitudes and values such as cooperation, participation, interdependence, honesty, open-mindedness, integrity, diligence, trustworthiness and obedience. Other values which derive from this centre-piece of civic education include: rationality, needs and interests, interaction, adaptation, loyalty, patriotism, critical thinking necessary for evolving corrupt free society. Thus, Boateng (2014) endorses that the essence of

teaching civic education is premised on the following value-dimensions and orientations, namely: (a) the need for instituting democratic values in the country (b) the issue of creating adequate and functional political literacy among citizens (c) the vitality in sensitizing citizens to the functions and obligations of government (d) an endorsement of the production of responsible, well informed and self reliant citizens and (e) a need for inculcation of right values and attitudes for the development of individuals towards evolving a corrupt free society. These values, perspectives, knowledge and skills in civic matters make responsible and effective civic participation possible. Fostering these qualities constitutes the mission of civic education.

Similarly, one of the objectives of teaching civic education is the inculcation of right type of values and attitude in the citizens for the growth of the society. Civic education teaches value system in the society. Conversely, negative values such as stealing, dishonesty, inconsistency are discouraged in civic education. The main objective and importance of civic education is to play its inherent role of inculcating positive core values that relate to ethical questions which are capable of impressing on learner's mind basic national issues and patriotic zeal (Ezeaku, 2011). Likewise, the contents of civic education address issues that are important to developing young ones into responsible citizens. At the same time the themes of civic education such as values, national consciousness and national identity, human rights and rule of law, duties and obligations of citizens are believed to equip the citizens with the skills required for an informed and effective leadership needed to evolve good governance and corrupt free society. (Babalola, 2012). In line with the above, Kazi (2004) observes that commitment to values-dimensions of civic education such as trustworthiness, integrity and loyalty constitute the pillars of strength for building a great nation that is free of corrupt practices.

Conclusion and Recommendations

Corruption is a menace that has seriously constrained African development. It has even reached a crisis point in Africa. In view of this, several attempts have been made by the past and present governments to reduce it, but little successes have been recorded. Although, it may be difficult to completely wipe out corruption, experience has shown that purposeful and focused action can significantly reduce it. Some of the causes of corruption are known. Addressing corruption therefore effectively means tackling these underlying causes. Major emphasis must also be put on prevention-that is, on reforming economic policies, institutions and incentives, geared towards alleviating poverty.

It is recommended that anti-corruption programmes should target appropriate administrative, financial and economic reforms that would minimize the opportunities for corruption. It should also aim at capacity building that can strengthen the institutions, the media, watch dog agencies and the judiciary that raise public awareness about corrupt behavior and its implications. There is need to strengthen agencies of confidence behaviour. Ensuring rule of law and prompt administration of justice. Review and ensure the independence of some key policy institutions such as the Economic and Financial Crime Commission (EFCC) Independent Corrupt Practices and other Related Offences Commission (ICPC), Independent National Electoral Commission (INEC) to help reduce corruption. The anti-corruption agencies should be made to be more functional and effective in the fight against corruption. Enactment of stringent anti-graft laws that will make the prosecution of corrupt officials more effective and efficient. Efforts should be made to improve enforcement of anti-corruption legislations using the police and special watchdog agencies. There is need for moral rebirth which can be done through organizing a comprehensive and enduring programmes aimed at inculcating moral education in the citizens.

A continuous effort by both the government and the people to imbibe the right attitude and desired behaviour needs to be promoted. There must be an independent judicial system that is impartial and informed, fearless to pass judgements that may be contrary to the interests of the government.

Severe punishments should be meted appropriately to those convicted of corrupt offences. This would deter others from engaging in corrupt practices. Civic education should be given a place of pride in our national affairs. The building of civic education centres is necessary in different communities, where people will have the chance of participating in civic programmes, through seminars and conferences organized by resource persons on a regular basis for the purpose of public enlightenment. Civic and leadership training programmes should not be limited to the schools system.

Non-governmental organizations should be involved in civic and leadership training, particularly outside the school system. Through civic education, national standards could be set and adhere to, for the purpose of discipline and public order in the scheme of things. Civic education must be included in the school curriculum at all levels to equip the citizens for adult responsibilities in a planned manner. There is the need for the government to organize a re-orientation programme from local government level on the implication of corruption on the society at large and the need to change our value system most especially embracing sudden millionaires without questioning the sources of their money.

Attitude towards frauds in the society should be changed. The source of everyone's wealth must be declared for verification without exception. Banks must be compelled to regularly file returns on all unusual lodgments and withdrawals for investigation. A vigorous media campaign for moral rectitude must be embarked upon. A national social security scheme to protect citizens from the uncertainties of life and prevent fraudulent acquisitions of wealth must be introduced. The

immunity clause for governors and political office holders hinders the fight against corruption and constitutional amendment seems to be the way out of the problem. This means that immunity clause, should be expunged from the constitution.

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UNEMPLOYMENT AND ECONOMIC GROWTH IN NIGERIA

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Abstract

This study investigated the effect of unemployment on the economic growth of Nigeria using annual time series data from 1986 to 2017. The ordinary least square showed that unemployment has negative effect on economic growth. The economic situation shows a high growth rate and a high unemployment level as seen from the country's over dependence on oil as its major source of revenue. A few proportion of the country labour force is captured in this sector thereby promoting the nation with its high unemployment growth. The nation is characterized with high level of unemployment alongside with economic growth. Gross mismanagement of national resources in the nation also leads to misappropriation of funds and wasteful spending. Thus Okun's law does not hold for Nigeria. The theoretical proposition of the Okun's law is that a negative relationship exists between unemployment rate and economic growth. This study intends to test the validity of Okun's law in Nigeria. In order to examine the relationship between unemployment rate and economic growth, ordinary least square (OLS) test were employed to determine both the short run and long run relationships among the variables employed in the study. Empirical findings show that there is both the short and the long run relationship between unemployment rate and output growth in Nigeria. Based on the findings of the study, the following recommendations proffered: Government should formulate effective unemployment policies and programmes that will absorb the unemployed youth especially into the sector of the economy, there should be more investment in agricultural sector which today

is the largest employer of labour in Nigeria.

Keywords: Unemployment; Economic growth; output growth; labour force.

Introduction

Unemployment is a very serious issue in Africa (Vande Moortele 1991 and Rama, 1998 and particularly in Nigeria (Oladeji, 1994, Umo, 1996). The need to avert the negative effects of unemployment has made the tackling of unemployment problem to feature very prominently in the development objective of many developing countries. In the study of unemployment in Africa, Okonkwo (2005) identified three causes of unemployment; the educational system, the choice of technology which can be either be labour intensive or capital intensive and inadequate attention to agriculture. The use of machines to replace work done by labour and computerization has contributed to these social problems. More so, lack of educational qualification and skills to have access to credit and capital is also a major factor.

One peculiar feature of the unemployment problem in Nigeria is that it was more endemic in the early 1980s than any other period. It becomes an acute problem in Nigeria, immediately after independence. The major factor contributing to low standard of living in underdeveloped countries is their relative inadequate on advanced nations. Unemployment rate is given by the proportion of the labour force that is employed divided by the total number of the labour force. The total labour force was projected at 61,249,485 in 2007 indicating an increase of 3.9%. total employment in 2007 stood at 52,326,923 compared with 50,886,836 in 2006. This represents an annual increase of 2.8%. The labour force consists of the number of the people aged 18 and more, who are employed (i.e. those who do not have jobs but are actively looking, for work). Individuals who do not fall into either of these groups such as retired people and discouraged workers

are not included in the calculation of labour force.

The International Labour Organization (I.L.O) defines unemployment as the proportion of the labour force which was available for work but did not work for at least one hour in the week proceeding the survey period. National Bureau of Statistics (NBS) Nigeria defines unemployment as the proportion of the labour force that is available for work but did not work for at least 37 hours in the week proceeding the survey period. Unemployment, according to Lipsey (1963:456) brings out economic waste and cause human suffering.

Unemployment is as a result of the inability to develop and utilize the nation's manpower sources effectively, especially in the rural sector Dayomi(1992) and Osinubi(2006). The socio-economic effect of unemployment include fall in national output, increase rural-urban migration, waste of human resources, high rate of dependency ratio, poverty depression, frustration, all sorts of immoral acts and criminal behavior like robbery, prostitution, etc. The socio-effect of unemployment brings to limelight the need to proffer possible solutions to salvage our nation Nigeria. In Nigeria, the ability and willingness to work is not sufficient. It is necessary for the employed, to be registered with an employment, bureau in order to be recognized as unemployed. The unregistered unemployment are part of the labour force and are therefore technically unemployed. Unemployment data are obtained in Nigeria through labour force sample survey.

The International Labour Organization (I.L.O), realize the short-comings of the labour survey as it affects developing economies such a Nigeria, with a large informal sector, has encouraged a review of the methodology to incorporate further disaggregation of respondents' responses to bring out the true rate of unemployment. In order to establish the type of unemployment existing in an economy, economists have classified unemployment as 'frictional, seasonal, structural or cyclical unemployment'.

Nigeria has been experiencing high level of unemployment and inflation partly because of inefficiencies in policies implementation and the existing conflict between those two major macro-economic variables. This situation has recently been compounded by the increasing unemployment of professionals such as bankers, doctors and engineers. The toll is within the productive segment of the Nigeria population unemployment and underemployment have been one of the major problems that the Nigerian economy has being facing because a high rate of unemployment and underemployment, a large public sector, low wage and poor working conditions characterize the labour market in Nigeria. All of which have combined to engender a less than cordial industrial relations in the formal labour market.

The problem of unemployment started to manifest precipatory the introduction of the Naira exchange rate and the inability of most industries to import the raw materials required to sustain their output levels. A major consequence of the rapid depreciation of the Naira was the sharp rise in the general price level, leading to a weakening purchasing power of wage earners and declining aggregate demand. Consequently, industries started to accumulate unintended inventors and as natural economic agents, then manufacturing firms started to rationalize their work force. In the public sector, an embargo was placed on employment and with the simultaneous rapid expansion in the educational sector, new entrants into the labour market increased beyond the absorptive capacity of the economy. Thus, the objective of the government is to achieve 'full employment', but it failed to materialize. Many people were frustrated by lack of employment opportunities they increase those without work and those who have jobs but want to work longer hours or more intensively, a considerable size of utility and underutilized labour abounds in Nigeria and which aim to be brought into the circle.

This shows that Nigeria's unemployment problem has become chronic and intractable and should be a matter of utmost national concern. Government uses employment and wages

policies in measuring government revenue and influence in the labour market, either as a specific objective in itself or as a means of achieving some other national objectives. The main objective of this study is to find out the impact of unemployment on economic growth in Nigeria; also to assess the trends, structure and causes of unemployment in Nigeria and determining the relationship between unemployment and economic growth in Nigeria.

Literature Review

Teboho (2013) study the effect of unemployment on GDP in South Africa. The study makes use of time series data covering period 1980 to 2011. It was found that there is no causality between unemployment and economic growth. The study encourages all policies of economic growth to be implemented with the idea that growth will reduce unemployment in the South African economy. Revoredo-Giha Leat and Renwick (2012) studied the relationship between output and unemployment in Scotland. Their study was influenced by a decline in Scottish labour market conditions. The finding of their study shows that the differences in the composition of the economy of rural and urban areas lead to a strong relationship between growth and employment in urban areas.

In another study conducted by Maria (2012) the study find out the relationship between unemployment and economic growth in Peru and Lima for the period of 1992 to 2012 using Ordinary Least Square (OLS) techniques. The results confirmed a negative relationship between unemployment and economic growth. Qazi (2011) got negative relationship between unemployment and economic growth of Pakistan. The result confirmed with Okun law. Okun's law states that if unemployment moves above from normal point by one percent, GDP growth falls by two percent and vice-versa. It is estimated that real GDP and unemployment has direct relationship. The range of the study covers 1980 to 2008. Econometric models

were used to ascertain the relationship between unemployment and economic growth. Meidani and Zabihi (2011) studied the dynamic effect of unemployment rate on GDP in Iran. The study covered the period 1971 to 2006, using Auto-regressive Distribution Lag (ARDL). The results of ARDL long run coefficients revealed that unemployment rate is statistically significant in determining GDP in long run. Based on the results of short run and long run, unemployment is positively related with GDP.

Rigas (2011) examined whether the Okun's law continues to be valid in today's economic environment. Their study uses data with regard to the unemployment and GDP of three countries, Greece, France, and Spain. From the findings the study concludes that the reaction of GDP to change in unemployment and, more generally to Okun's coefficient differ substantially among three countries. Furthermore, based on the causality findings, a two way causal relation between GDP and rate of unemployment does not exist for any of the three countries.

Kreishan (2011) used annual data covering the period 1970 to 2008, to ascertain the relationship between unemployment and economic growth of Jordan. The empirical results revealed that Okun's law has not been confirmed for Jordan, Thus, it can be suggested that lack of economic growth does not explain the unemployment problem of Jordan. Therefore, economic policies related to demand management would not have an important effect in reducing unemployment rate. Accordingly, implementation of economic policies oriented to structural change and reform in labour market would be more appropriate by policy makers in Jordan. The result of this study is in line with other studies in Arab countries.

Noor and Ghani (2007) engaged in a study to examine the relationship between output and unemployment in Malaysia during 1970 to 2004. Their study applied basic econometric analysis of testing stationary using ADF and Phillip-Perron test. The result confirmed that there is a negative relationship between unemployment and economic growth. The coefficient of the

regression result is -1.75 and it is significant at 1% level. It means that a 1% decline in unemployment will increase GDP by 1.75%. Furthermore, they confirmed that there is a two-way causality between unemployment and GDP in Malaysian economy.

Caraiani (2006) uses regression analysis in order to derive Okun's coefficient for the period 1970-2004. The result shows that there is a consistency with regards to employment and unemployment cyclical behavior irrespective of the frequency. The study further indicates that Korean labour market is of the heaviest regulated among the developed countries. The author suggested that the rationale for a labour market reform, in terms of making hiring and firing to be much more flexible. Prachowny (1993) extends the previous approaches by taking into account some of the factors that were neglected in the previous estimates of Okun's coefficient. When he runs a regression between the output gap and the unemployment gap, he finds much smaller values for the impact of a 1% unemployment reduction upon the output growth than in the case of Okun's law. In Nigeria, there have been a lot of studies that examined unemployment and economic growth nexus. For instance, Abiodun and Fatai (2013) found positive relationship between unemployment and economic growth of Nigeria which covers the period 1980 to 2008. Using Engel Granger and Co integration test and Ordinary Least Square (OLS) techniques.

Obadan and Odusola (2005) discovered that unemployment and growth are inversely related. They also discovered that growth response to unemployment varied among sectors of the economy. For example, employer in industrial sector use less labour to accomplish high volume of production thereby leading to unemployment. From the study reviewed above, it appears that there seems to be more empirical evidence of a negative relationship between unemployment and GDP in both developed and emerging economies.

(Mohsenia and Jouzaryan, 2016 investigated the relationship between inflation, unemployment and economic

growth in Iran for the period 1996-2012. The results of the study revealed both in short and long-run, a negative effect of inflation and unemployment on economic growth. They concluded that policy makers could attempt to control inflation and reduce unemployment in order to achieve sustainable economic growth. Banda, (2016) alluded that an increase in the growth rates of GDP is expected to increase employment levels thus reducing unemployment. This is a widely accepted economic theory, which is well documented through the theoretical proposition relating output and unemployment which is known as Okun's law. (Banda, 2016) argues that Okun's Law describes one of the famous empirical relationships of output (GDP) and unemployment in macroeconomic theory and thus has been found to hold for several countries mainly developed countries. Banda (2016) investigated the relationship between unemployment and economic in South Africa for the period between 1994 and 2012. The findings from Johansen co-integration revealed that there is a long run relationship among the variables. The result further showed that there is a positive relationship between GDP and unemployment in South Africa.

Theoretical Framework

In its most basic form, Okun's law investigates the statistical relationship between a country's unemployment rate and the growth rate of its economy. The economics research arm of the Federal Reserve Bank of St. Louis explains that Okun's law "is intended to tell us how much of a country's gross domestic product (GDP) may be lost when the unemployment rate is above its natural rate" It goes on to explain that "the logic behind Okun's law is simple. Output depends on the amount of labor used in the production process, so there is a positive relationship between output and employment. Total employment equals the labor force minus the unemployed, so there is a negative relationship between output and unemployment (conditional on the labor

force)."

Yale professor and economist, Arthur Okun, first published his findings on the subject in the early 1960s, which have since come to be known as his "law." Okun's Law is, in essence, a rule of thumb to explain and analyze the relationship between jobs and growth. A talk from Ben Bernanke perhaps most succinctly summarizes Okun's law basic concepts: "That rule of thumb describes the observed relationship between changes in the unemployment rate and the growth rate of real gross domestic product (GDP). Okun noted that, because of ongoing increases in the size of the labor force and in the level of productivity, real GDP growth close to the rate of growth of its potential is normally required, just to hold the unemployment rate steady. To reduce the unemployment rate, therefore, the economy must grow at a pace above its potential.

More specifically, according to currently accepted versions of Okun's law, to achieve a 1 percentage point decline in the unemployment rate in the course of a year, real GDP must grow approximately 2 percentage points faster than the rate of growth of potential GDP over that period. So, for illustration, if the potential rate of GDP growth is 2%, Okun's law says that GDP must grow at about a 4% rate for one year to achieve a 1 percentage point reduction in the rate of unemployment."

Okun(1962) was the first economist who studied the empirical relationship between unemployment and economic growth. He postulated that a 1% increase in the growth rate above the trend rate of growth would lead only to 0.3% in the reduction of unemployment. Reversing the causality a 1% increase in unemployment will mean roughly more than 3% loss in GDP growth. This relationship implies that the rate of GDP growth must be equal to its potential growth just to keep the unemployment rate constant. To reduce unemployment, therefore, the rate of GDP growth must be above the growth rate of potential output.

Methodology

Model Specifications

Atan (2013), Abdullahi and Abdulsalam (2016) *Model Specification* Okun's law is used as a theoretical basis to explain the relationship between unemployment and economic growth. It explained that there is a negative relationship between unemployment and economic growth. This study adopts Ogunleye (2017) type model, which is shown below:

$$Y = \beta_0 + \beta_1 U_t + \beta_2 \Delta U_t + \epsilon_t \dots\dots\dots (1)$$

Where Y is the trend output, U is the unemployment rate.

The above model is modified as follows:

$$GDP = \beta_1 + \beta_2 \text{unemp} + \epsilon_t \dots\dots\dots (2)$$

Where GDP= real Gross Domestic Product, Unemp= unemployment rate and ϵ_t = error term.

For statistical reason the above model is logged, as shown below:

$$LGDP = \beta_1 + \beta_2 L\text{unemp} + \epsilon_t \dots\dots\dots (3)$$

The A-Priori Expectations

The a priori criteria or expectation are determined by the principle of economic theory and refers to the sign and size of the parameters of economic relationship. Thus, the likely economic relationship between the variables under study is follow:

$$\frac{dRGDP}{dUEMP} > 0 \dots\dots\dots (i)$$

Data Presentation and Interpretation of Results

Data Presentation

Data Analysis

Dependent Variable: LOGRGDP

Method: Least Squares

Date: 08/17/18 Time: 13:28

Sample: 1986 2017

Included observations: 32

Variable	Coefficient	t	Std. Error	t-Statistic	Prob.
LOGUNEMP	-0.025745	0.049091	-0.524435	0.6038	
C	5.367493	1.041648	5.152883	0.0000	
R-squared	0.009084	Mean dependent var		4.954688	
Adjusted R-squared	-0.023946	S.D. dependent var		3.813886	
S.E. of regression	3.859280	Akaike info criterion		5.599300	
Sum squared resid	446.8213	Schwarz criterion		5.690908	
Log likelihood	-87.58880	Hannan-Quinn criter.		5.629665	
F-statistic	0.275032	Durbin-Watson stat		0.914733	
Prob(F-statistic)	0.603830				

Source: E-Views 9

Interpretation of the Model

From the result above, there is a negative and insignificant relationship between unemployment (Unemp) and gross domestic product (GDP) in Nigeria. This means that increase in unemployment (Unemp) will lead to decrease in gross domestic product (GDP).

Statistical Tools are used as evaluation techniques, these are; standard error, F-statistics, co-efficient of determination and adjusted co-efficient of determination. The rule of thumb guiding standard error is that for statistical significance to be attained the standard error of parameter must be less than half of the parameter estimate. The standard error of parameter $b_0(1.041648)$ is lesser than half of the parameter estimate of $b_0(1/2 * 5.367493 = 2.656732)$. Therefore, it is statistically significant and we accept the alternative hypothesis and reject the null hypothesis. The standard error of parameter $b_1(0.049091)$ is greater than half of the parameter estimate of $b_1(1/2 * -0.025745 = -0.013061)$. Therefore, it is not statistical significant and we accept the null hypothesis and reject the alternative hypothesis.

F-statistics is used to test the joint significance of the explained variable and explanatory variable. Therefore, from the analysis above, F-statistics (0.275032) is lesser than F-statistics (0.603830), this implies that we accept the null hypothesis. There is no overall statistical significance of the explained variable and explanatory variable.

Co-efficient of determination is used to test the measure of goodness of fit of the model. There is 0.9 % dispersion of variation between Gross Domestic Product (GDP), unemployment (Unemp) and there is a positive relationship amongst them; the remaining 89.1 % are other factors affecting gross domestic product (GDP), apart from unemployment (Unemp). The result of the R-square is low.

Adjusted co-efficient of determination is used to test the overall measure of goodness of fit of the model. There is -2.4%

overall dispersion of variation between gross domestic product (GDP), unemployment (Unemp) and there is a positive relationship amongst them; the remaining 98.6% are other factors affecting gross domestic product (GDP), apart from unemployment (Unemp). The result of the Adjusted R-square is likewise low.

We use the Durbin-Watson to test the presence or absence of auto serial correlation. Therefore, Durbin-Watson estimated value (0.914733) is lesser than two (2). This implies that the Durbin-Watson statistics is lesser than Durbin-Watson upper limit.

Discussion of Findings

The result of this study showed that there is a negative and insignificant relationship between unemployment (Unemp) and gross domestic product (GDP) in Nigeria.

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Adjusted co-efficient of determination is used to test the overall measure of goodness of fit of the model. There is -2.4% overall dispersion of variation between gross domestic product (GDP), unemployment (Unemp) and there is a positive relationship amongst them; the remaining 98.6% are other factors affecting gross domestic product (GDP), apart from unemployment

(Unemp) The result of the Adjusted R-square is likewise low. We use the Durbin-Watson to test the presence or absence of auto serial correlation. Therefore, Durbin-Watson estimated value (0.914733) is less than two (2). This implies that the Durbin-Watson statistics is less than Durbin-Watson upper limit. From our result, GDP is taken as a proxy to economic growth. The findings have shown that there is negative and insignificant relationship between unemployment and economic growth. In light of the above therefore, some economic interpretation can be made. The negative relationship that exists between unemployment and GDP implies that for any increase in the rate of unemployment there is economic loss in terms of total output that unemployed could have produced if employed.

There was a negative and significant relationship between economic growth rates and unemployment in Nigeria during the years under review, suggesting that increase in unemployment rate reduces the rate of economic growth in the country. The results found a negative non-linear relationship between unemployment and economic growth rate which corroborated Rafindadi (2012). This result is consistent with the Okun's law that increase in unemployment may reduce growth rate of output but by more than proportionate increase in unemployment. This result is consistent with the a priori expectation of the research work..

The fact that unemployment does not impact significantly on economic growth could be because though efforts have been made to reduce unemployment, the employed work force do not contribute enough to the GDP growth. This could be because of lack of the necessary skills and training. Again, there is high incidence of ghost workers in the economy. Though they are counted among the employed citizens, they end up not adding a single quarter to the output of Nigeria, because they are 'ghosts' that work. Again, in Nigeria, we see people who have reached the retirement age, but they don't want to pave way for younger

population to get employed. Given that they are already old, they don't contribute anything reasonable towards the GDP of Nigeria.

The findings of this research is in line with the findings of Teboho (2013), Iyoha (2002), Obadan and Odusola (2005), Zaleha et al (2007), Baker (1997), Downess (1998), that there is negative relationship between unemployment and economic growth. On the other hand, the findings are in contrast with that of Abiodun and Basiru O. Fatai (2013), Arewa and Nwakanma (2012), that there is positive relationship between unemployment and economic growth.

Conclusions

This study investigated the effect of unemployment on the economic growth of Nigeria using annual time series data from 1986 to 2017. The OLS showed that unemployment has negative effect on economic growth. The economic situation is such that indicates a high growth rate and a high unemployment level as seen from the country's over dependence on oil as its major source of revenue. A few proportion of the country labour force is captured in this sector thereby promoting the nation with its high unemployment growth. The nation is characterized with high level of unemployment alongside with economic growth. Gross mismanagement of national resources in the nation also leads to misappropriation of funds and wasteful spending. Thus Okun's law does not hold for Nigeria. The results obtained in this study are in conformity with the one conducted by Arewa and Nwakanma (2012). These findings have significant implications for development programmes and policies introduced by the government of Nigeria which does not aim at declining unemployment rates but increasing growth rates. It was clearly seen that while unemployment was increasing, the economy was equally growing. This is as a result of over-dependence on oil as a major source of revenue to the nation.

Recommendations

Based on the results of this study, Nigerian government in previous time had put in place policies and programmes which are meant to combat this canker worm, but they have not yielded up to expectation because of corruption, lack of continuity, poor funding, etc.

Based on the findings of the study, the following recommendations proffered:

- i. Formulation of effective unemployment policies and programmes that will absorb the unemployed youth especially into the informal sector of the economy.
- ii. Investment in agricultural development should be given priority.
- iii Availability of loan for young school leavers through Bank of Industry, Bank of Agriculture, National Directorate of Employment (NDE), etc.
- iv Total overhauling of the educational sector towards self-sustenance.
- v Diversification of the economy from the mono cultural economy of over dependence on oil.

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TEACHERS' PERCEPTION OF SOCIAL STUDIES AND CIVIC EDUCATION AS INSTRUMENTS FOR STRENGTHENING THE EFCC IN ERADICATION OF CORRUPT PRACTICES IN NIGERIA

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Abstract

Corruption has undoubtedly eaten deep into the fabric of the Nigerian society. It is an endemic that has been more or less embedded as a culture that poses threat to the Nigerian's quest for political and socio-economic development. Social studies and civic education are capable of eradicating corruption through the inculcation of the right types of values, norms, attitude and behaviour that can help in correcting the attitude of corruption in Nigeria. However, this study examined teacher's perception of social studies and civic education in strengthening the EFCC for corruption eradication in contemporary Nigeria society. Survey research design was adopted. Three research questions and three hypotheses were posed to guide the investigation. Stratified random sampling techniques was applied in selection of 260 respondents as the sample but 220 was used for analysis while structured questionnaire which was designed in likert form was used for data collection since all the respondents were literate and also to save time. The analysis of data was carried out with graphs, charts and tables while the hypotheses were tested with chi-square (X^2) statistics. The result revealed among others that teachers can use social studies to strengthening the EFCC for corruption eradication. After the conclusion, the following recommendations among others were made; school management, religious organisation, non-governmental organization and the entire citizenry must stand up against corruption and complement government efforts in anti-

corruption crusade.

Keywords: Strengthening, EFCC, Corruption, Eradication, Civic Education.

Introduction

Social studies education in Nigeria is geared towards producing individuals who will not only possess the capabilities to solve their problems but also contribute to solve the societal problems. As opined by Okam (2009), the purpose of social studies education is to prepare citizens who will perpetuate and improve their society. This could only be achieved the child is equipped with enabling cognitive affective and psychomotor dimension of social studies education which is to introduce the students to the mode of critical thinking involved in decision making and problems solving. That is the reason why many scholars viewed social studies education as a discipline that focussed on helping students to acquire skills and value that will enable them to recognise and solve human problems through carefully analysis and sound decision making (Haruna and Liman, 2013). As a functional discipline according to Haruna and Liman (2013), the learner is helped through exposure to learning experience, acquisition of skill and attitudes that will equip one to face challenges of life either individually or in a group. This means that social studies education focuses on man as the central figure and its roles to maintain social ability and social reconstruction.

Civic education according to Adediran, Lijadu and Olugbuyi (2016) is embedded in social studies education has been termed as the process by which a public is made aware of social and political right and responsibilities as well as principles and practices of action. Civic education is intended to build and heightened awareness of the gaps between law and practice. It can provide a link between education and action, empowering actions with the tools, skills and attitude necessary to influence change, strengthening the citizen's movement and influence

(Ijeoma, 2007). Civic education is therefore the knowledge, information, aspiration, expectation a nation gives to its citizens to know their right and duties.

The EFCC was created and empowered to prevent, investigate and prosecute economic and financial crimes as entailed in the banks and other financial institution (BOF) Act 1991, Act 1995, the failed banks (recovery of debts) and financial malpractices in banks, Act 1994, the advance fee fraud and other fraud related offences Act 1995, the economic and financial crime commission Act 2004 and the money laundering and prohibition Act 2004.

Agara and Olasinmoye (2009) enunciated that the EFCC is expected to actualize good governance and actualize through diverse strategies viz: Promulgation of law against graft-independent corrupt practices and other related offences commission (ICPC) Act economic and financial crime commission (EFCC) Act, and money laundering (prohibition) Act 2004; Strengthening of anti-corruption and other economic crimes institutions for effective law enforcement; Prosecution and conviction of high ranking administrative officials; Tracing, seizing and confiscating of all stolen properties; Institution of the due process mechanism in public sector procurements; Privatization of failing public institutions and creating an enabling environment for effective private-public partnership; Monthly publication of distributable revenue from the federation account to the different tiers of government; and institution of transparencies in the oil and gas sector through the work of the extractive industries transparency initiative (NETI).

Agbo (2003) said that with the strategies enumerated above, the EFCC is confined with the power to investigate, prevents and prosecute offenders who engage in money laundering, embezzlement, bribery, looting and any form of corrupt practices like illegal arms deals, smuggling, human trafficking, child labour, illegal oil bunkering, illegal mining, tax

evasion, and foreign exchange. Malpractices which includes counterfeiting of currency, theft of government property, and piracy open market abuse, dumping of toxic waste, and prohibited good (section 40, EFCC establishment Act 2004). The commission is also responsible for identifying, tracing, freezing, confiscating or seizing proceeds derived from terrorist activities. Furthermore, Ribadu (2006) submitted that in addition to other laws relating to economic and financial crimes, EFCC has been empowered to enforce all the pre-1999 anti-corruption and anti-money laundering laws. Punishment prescribed in the EFCC establishment Act ranges from combination of payment of fine for feature of assets and five years imprisonment depending in the nature and gravity of the offence, conviction for terrorist financing and terrorist activities attracts life imprisonment.

These are some of the strategies and activities of EFCC in eradicating corrupt practices in Nigeria. Ejike (2012) explained that a total asset worth, 755, 924, 635, 69 was received and forfeited to various victims of crimes which included government agencies and departments private individuals and organizations. This is in addition to the recovery of over \$170 million between 2010 and 2012 made through settlements. Also in the first quarter of 2013, the commissioner recorded 33 convictions, 5 of the convictions were on illegal transportation of foreign currency contrary to the money laundering (prohibition) Act. The sum of \$144, 214, 5 and #2,705,000.00 were ordered forfeited to the federal government of Nigeria treasuring. The remaining 28 were for offences of obtaining money by false pretence, forgery, illegal dealing on petroleum product.

In the same period EFCC collaborated with metropolitan police in the investigation, conviction and sentencing of Mr James Ibori, a former Governor of Delta State by the Crown Court in South-work, London on February 27, 2012 to 13 years imprisonment for money laundering and fraud. Also, the former Managing Director of Intercontinental Bank Plc, Mr. Ereastus Akingbola was prosecuted before the Royal Commercial Court in

London on July 31, 2012 in which the court ordered the forfeiture of approximately #165 billion in favour of Access bank plc.

Ejike (2012) revealed that the EFCC played a vital role in the prosecution of cases providing the UK with critical assistance during the course of the investigation. The EFCC's partnership with U.K authorities in these cases represents best practices in International Corporation as provided by the United Nations convention against corruption (UNCAC).

The Criminal Prosecution of top Politically Exposed Persons (CPEP) also centime to receive attention of the commission. This is consisted with its top-down approach to combating corruption. To this end, 5 former state governors and a former speaker of house of representative including a cabinet minister were charged to court between 2005 and 2012 for corrupt practices bordering on contract fraud and/ or abuse of office.

In January 2012, some dishonest of marketers of petroleum products swindled the federal government of over #1.7 trillion under the Petroleum Support Fund (PSF) Scheme. This sheer magnitude of the monumental fraud and faded national protests led by labour unions and civil society organization against the federal government's proposal to completely remove the fuel subsidy scheme. According to Baruwa and Adediran (2014) EFCC has so far investigated and arraigned 13 companies including their management staff and directors in court with sum of #12.4 billion involved. The commission has been able to recover over #3million from all the indication about the strategies and activities of EFCC and its partners. Nigeria was delisted from the infamous lists of non-cooperative nations in the fight against corruption and money laundering by the financial act task force (FETF).

Social studies has been described as societal interdisciplinary problem solving, interactive, informative, and

integrated subject that is capable of strengthening EFCC to eradicate corrupt practices in Nigeria, social studies education is therefore essentially meant to produce society devoid of selfishness, callousness, greedy, violence, lopsidedness, cheating, embezzlement, resources mismanagement and other social vices that are antithetic to the communal living and peaceful co-existence of human society (Adediran & Ojetunde, 2016). Seeing the way and manner corruption has eaten deep into the fabric of Nigerian society, the interdisciplinary nature of social studies education can be best way of teaching people on how to handle public fund. Social studies and civic education are thus programmes which seem to be uniquely assignation with citizenship. They are programmes of general education for young people focusing on the study of human, society, institution and relationship with nature and with one another (Yusuf 2005). As programmes of general education, social studies and civic education therefore prepare the young people to function as effective citizen who will love their own country at heart so as not to jeopardise the development and progress of their nations. With that in mind, either leaders or followers may not embezzle the country's treasury for the down fall of their nation. In the same vein, Haruna and Liman (2013), view social studies and civic education as programmes of study that a society use to instil in people, the knowledge, attributes, values, and skills that will make them to be patriot to their country.

Oladimeji (2017) examined corruption and economic recession: the need for civic learning, he advocated that national values of honesty, obedience, hard work, tolerance and faith are germane to stabilizing national life. These values according to him are important for determining the development and progress of a nation. The values regulate the life of the nation and project good image for the country. However, these values are now eroding, resulting into various social, political and economic vices. Corruption is one of these societal vices of the 21st century.

One of the problems facing most Third World, developing countries, including Nigeria today, is corruption. Thus, to a large extent corruption affects development. Currently, Nigerians are facing financial crisis and this has been attributed to mass unemployment and general loss of confidence in the government. The study therefore aims at analyzing the potentials of civic learning for combating current social, political and eroded value system in Nigeria. Ajitoni and Omoniyi (2017) examined value education: essential tool for socio-political and economic development in Nigeria. Their paper discussed that the neglect of ethical values, which should form the substratum of any good education, has led to ineffectual, decadent, and poor learning. The duty of every society is to pass on the values enshrined in its scriptures and philosophical text to each generation, in order, that the spirit of its culture lives on. Findings showed that a society with no required values cannot witness peace, growth and development. The paper therefore recommends the core values of democracy which promotes a secure physical, emotional and political loves within the society. There is need for a widespread renewal of individual commitment to an active life of principle and societal values like truth, right action, hope, peace and non-violence means of getting things done.

Meroyi, Sotoyinbo and Ajobiewe (2017) carried out a study on civic learning in Nigeria: the logical thinking approach to social and political challenges. The paper examined the issue of civic learning and how its essence can be achieved through logical thinking to bring about desired peace and progress in the society. The paper posts that logical reasoning is essential in demonstrating civic attitudes and that experiential learning is a necessary component by which this can be achieved in learners. Adediran, Lijadu and Olugbuyi (2017) examined teacher's assessment of civic learning as instrument for achieving national economic empowerment and development strategy in Ogun State. The population of the study consists of 2,899 Social Studies teachers at the Secondary Schools levels in Ogun State, Nigeria.

The simple random sampling technique was used to select 365 teachers for the study. The responses to the questionnaire were used to answer research question and test the formulated hypotheses. The result of the study indicates that civic learning is yet to be inculcated in pupils and also like fully qualified teachers in the schools, also more than half of the sampled populations tend to have positive rating of the adequacy of their knowledge of civic learning as instruments for achieving NEEDS in Ogun State. The paper recommends that, the stakeholders in Social Studies should create awareness on the teaching of civic learning through seminars, conferences and workshops. Thus, social studies and civic education lay Nigeria hope of producing effective citizens and forming a cohesive society that devoid of corrupt practices among the people. This study therefore examines teacher's perception on social studies and civic education in strengthening the EFCC for corruption eradication on the contemporary Nigerian society.

Objectives of the study

The objectives of this study are to:

- i. Examine the lecturers' perception of social studies in strengthening EFCC for corruption eradication
- ii. Examine the positive impact of teachers' perception of social studies in strengthening EFCC for corruption eradication
- iii. Find out if teachers perception off social studies and civic education can strengthen EFCC for corruption eradication in Nigeria

Research Questions

- i. What is the perception of teachers of social studies in strengthening EFCC in eradicating corruption in Nigeria?
- ii. What positive impact of teacher's perception of social studies in strengthening EFCC for eradicating corruption in Nigeria

- iii. Can teacher's perception of social studies strengthening EFCC eradicate corruption in Nigeria?

Methodology

The research design used for this study was survey since a sample of the study population who were mainly teachers teaching social studies and civic education in secondary schools. Population of the study focused on teachers both male and female in the Odeda local government area of Ogun state. Since they were directly involved, 260 respondents were selected using stratified random sampling method but only 220 questionnaire were used for analyses due to attrition and achiforship. The instrument used for data collection was the questionnaire. The questionnaire was validated by the measurement and evaluation, lecturers from the Olabisi Onabanjo University, Ago Iwoye in Ogun State and administered by the researchers with the help of three (3) research assistants. The data generated were analyzed using percentage statistical tool.

Data Presentation, Analysis, Interpretation of Results and Discussion

Research Question 1: What is the perception of teachers of social studies in strengthening EFCC in eradicating corruption in Nigeria?

Table 1 : Perception of Teachers of Social Studies in strengthening EFCC in eradicating Corruption in Nigeria

S/N	Items	Agree	UD	Disagree	Total
1	Teachers teach students about moral, values, skills that they need to be of good citizen	112 (50.9%)	20 (9.1%)	88 (40.%)	220 (100%)
2	Government pays teachers well for their services to humanity	96 (43.6%)	18 (8.2%)	106 (48.2%)	220 (100%)
3	What teacher receive as training equip them well for the services they offer to people	144 (65.5%)	17 (7.7%)	59 (26.8%)	220 (100%)

Item 1 in table 1 shows that 112 (50.9%) of the respondents agreed that teachers' teach student about moral, value, skill that need to be of good citizen, 20 (9.1%) were undecided about the matter while 88 (40. %). Similarly, item 1 in the same table revealed that 96 (43.6%) of the respondents agreed that Ogun state government pays teachers well for their services to humanity, 18 (8.2%) were indifferent while 106 (48.2%) disagreed with the assertion. Item 3 indicated that 144 (65.5%) agreed that what teachers receive as training equip them well for the services they offer while 17 (7.7%) were undecided about the matter and 59 (26.8%) vehemently with the claims.

Research Question 2: What positive impact of teacher's perception of social studies in strengthening EFCC for eradicating corruption in Nigeria?

Table 2: Impact of Teacher's Perception of Social Studies in strengthening EFCC for Eradicating Corruption in Nigeria

S/N	Items	Agree	UD	Disagree	Total
4	Welfare packages provided for teachers in Ogun state can enhance high performance	98 (44.5%)	21 (9.5%)	101 (45.9%)	220 (100%)
5	Opportunities given to teachers in Ogun state are enough to help improve the teaching of social studies and civic education to strengthening the EFCC	87 (39.5%)	16 (7.3%)	117 (53.2%)	220 (100%)
6	Teachers in Ogun state cannot rely on the reward offered them alone for social studies teaching efficiency	148 (67.3%)	22 (10.0%)	50 (22.7%)	220 (100%)

From item 2 in table 2, 98 (44.5%) respondents agreed that welfare packages provided for teachers in Ogun state can enhance high performance. 21 (9.5%) remained undecided while 101 (45.9%) of the respondents disagreed with the comment. Item 5 revealed that 87 (39.5%) respondents agreed that opportunities given to teachers in Ogun state are enough to help improve the teaching of social studies and civic education to strengthening the EFCC. 16 (7.3%) were undecided while 117 (53.2%) of the respondents disagreed completely with the

claims. Furthermore, 148 (67.3%) of the respondents who reacted to items 6, agreed that teachers in Ogun state cannot rely on the reward offered them alone for teaching social studies efficiency while 22 (10.0%) took to undecided response pattern, 50 (22.7%) disagreed with assertion.

Research Question 3: Can teacher's perception of social studies strengthen EFCC to eradicate corruption in Nigeria?

Table 3: Teacher's Perception of Social Studies in strengthening EFCC to eradicate corruption in Nigeria

S/N	Items	Agree	UD	Disagree	Total
7	Teaching social studies in strengthening EFCC to eradicate corruption in Nigeria	126 (57.3%)	23 (10.5%)	71 (32.3%)	220 (100%)
8	I enjoy teaching social studies so as to teach students to be of good character	86 (39.1%)	32 (14.5%)	102 (46.4%)	220 (100%)
9	If the government fail to make teaching of social studies more conditions attractive, I shall still continue to teach it for better improvement on students character	145 (65.9%)	14 (6.4%)	61 (27.7%)	220 (100%)

Item 3 in table 3 above, show that 126 (57.3%) of the respondents agreed teaching social studies will help in strengthening EFCC to eradicate corruption in Nigeria. 23 (10.5%) were undecided about the matter while 1 (32.2%) disagreed. From item 8 in the same table, it was established that 86 (39.1%) agreed that they enjoy teaching social studies and civic education as to teach students to be of good character. 32 (14.5%) remained undecided while 102 (46.4%) disagreed. Finally, 145 (65.9%) respondents who answered item 9, agreed that if the government fails to make the teaching of social studies and civic education more attractive, they would still continue to teach them for better improvement on students characters. 14 (6.4%) of the respondents could not take any reasonable decision while 61 (27.7%) teachers disagreed with the submission.

Discussion of findings

This study was set to examine the impact of social studies in strengthening EFCC to eradicate corrupt practices in Nigeria contemporary society. The study meant to discuss among other whether social studies can strengthen EFCC in stopping corrupt practice in Nigeria. The teacher is responding to the question, make people to understand the social studies is a subject that can instil good behaviour in students, so that when they grow up, they will be of good character. This will extend to the larger society. Many teachers agreed positively that social studies as a societal and interactive subject can help improve the good way in which people understand social studies as a better subject that can inculcate moral, value, norms and other virtues that can make people think of better ways of making society a better place to live devoid of corrupt practices.

According to all the question items being answered by the teachers, most of them were in agreement that social studies can strengthen EFCC to eradicate corrupt practices in the society. This was in agreement with Haruna and Liman (2013), who said that social studies and civic education as supportive subject that can strengthen EFCC in eradicating corruption. It was also in supported of Adediran and Ojetunde (2016) that social studies and civic education can serve as problem solving subjects that can help in solving societal problems through the effort of EFCC.

Conclusion

This study investigated the impact of social studies and civic education in strengthening EFCC for better performance in eradicating corruption in the society. The study posited that the school management and policy makers can assist in the improvement of teaching of social studies and civic education in order to instil good character into the students for good behaviour in the nearest future. This study, so far has agreed that the teaching of social studies and civic education devoid of

corruption in the current balance in students attitudes in performance of eradicating corrupt practices in the society. for better improvement of a society devoid of corruption. This can be achieved if everybody joins hand together to support EFCC for better performance of eradication of corrupt practices in the society.

The study revealed that social studies and civic education are capable of reduction if not eradicating of corrupt practices through the inculcation of the right types of values, norms and attitude in the citizenry.

Recommendations

In line with the findings, the following recommendations were made:

1. Government should improve on the teaching of social studies in all school system
2. Everybody in the society should see EFCC as their friend and not their enemy
3. Government should support EFCC in eradicating corrupt practice in the contemporary Nigerian society.
4. Students should adhere to the teaching of social studies by teachers for better behaviour in the society.
5. Government should support the EFCC financially for better performance.

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**CAUSES AND EFFECTS OF CORRUPT PRACTICES IN
SECONDARY SCHOOLS AS PERCEIVED BY STAKEHOLDERS IN
KWARA STATE**

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Abstract

Corruption has permeated almost all facets of human endeavours with no exception to the educational sector in which secondary schools are integral parts of the sector. This paper assessed causes and effects of corrupt practices in secondary schools in Kwara State. The study mainly examined the forms, causes, effects and preventive measures of tackling corrupt practices in secondary schools and human society. The population of the study was comprised of all secondary school students, teachers and parents in the state. Sample for this study consisted 115 respondents selected through a stratified random sampling technique. Forty-five students, 40 teachers and 30 parents were sampled using stratified sampling technique. Descriptive survey design was employed and a questionnaire titled Causes and Effects of Corrupt practices in Secondary Schools Questionnaire (CECSSQ) with a reliability index of 0.78 was used for data collection. Four research questions were raised and answered using mean and standard deviation. The result of the study showed that parents, teachers and students agreed that parents involved in giving out money to influence their children results; illegal deduction of staff salaries and illegal additional charges on school fees are the prominent forms of corrupt practices in secondary schools. The prominent causes of corrupt practices in the secondary schools are lack of students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices. More so, poor remunerations which do induce teachers to collect bribe from students. Corrupt practices have effects on academic standard, qualitative education and facilities in

the schools. Based on these findings, it was recommended among other that more emphasis should be given to moral education and character development in secondary schools in the country.

Keywords: Corrupt practices; Causes and Effects; Stakeholders' perception, Secondary schools

Introduction

Education is the act of impacting or acquiring general knowledge, developing the power of reasoning and judgment and preparing individuals for matured life. It is a systematic process through which a child or an adult acquires knowledge, experiences and relevant skills which will make them fit to the society they belong. Education is the process of training and developing in learners the knowledge, skill, moral values and character through formal schooling, teaching and training. It is a life-long process which encompasses the acquisition and development of desirable behaviour, skills and attitude in individuals that will make them a responsible and contribute positively to the development of the Society. It is a process of shaping or modification of behaviour of an individual for adequate adjustment in the society.

Corruption is derived from the Latin word "corrupt us" which means to abuse or destroy. From this perspective, "corruption is a state of being or becoming decayed, spoiling or deteriorating (Babatunde, 2014). It is the deliberate violation for gainful ends of standard of conduct legally, professionally or even ethically established in private and public affairs. Those gains may be in cash or kind made for the violation of the integrity of an institution and involve the subversion of quality and capacity of the institution.

Despite all these values, morals, behaviour modification that individuals are taught through education, corruption still find its way into the educational system. Corruption as a social

problem varies from one school to another, ministry to ministry, place to place, time to time, culture to culture and with the level of economic development (Aluko, 2008). Corrupt practices are global phenomenon that affects many secondary schools in Nigeria. Corrupt practices are one of the major causes of examination malpractices in schools today. It occurs at all levels of education both directly and indirectly. All over Nigeria, the preponderance of corrupt practices especially in schools is very high and rampant. This is because corrupt practices undermine every aspect of the educational system among which are, political development, economic development, social development and to mention few. It should be emphasized here that it is not just only in secondary schools or educational sector that corrupt practices are found; they are equally noticeable in other sectors virtually, every human society (Samson, 2012). Corrupt practices lead to an extent whereby the common man will look at the trend and say, if the rich could do this, then my own child must survive too. So they emulate the rich even if they do not have the money. The total effect is what is being experienced today and the ministry of education and the policymakers are not really helping matters concerning the issue of the ongoing level of corrupt practices not only in secondary schools or educational sector but also in ministries in the country.

Today, some schools are now being contracted by special centres or government official examiners to help deliver the candidates with excellent results. On the other hand, as a result of unemployment in the country, unqualified teachers are being employed to teach in secondary schools. For instance, a person who read Chemistry or Geology is employed to teach Economics without little or no knowledge or background of the subject to be taught. These challenges have made teaching not to be recognized as a profession like every other discipline such as Medicine, Law, Pharmacy or Engineering. Also, most people handle education with levity, thinking that once there is money, many things can be

achieved without education such as a shortcut for good results for their children (Samson, 2012). Teacher Registration Council of Nigeria (TRCN) put some measures in place to standardize and professionalized the teaching but much has to be done by other stakeholders to enhance the profession. These measures include certification of teachers, regulation of whom to be teachers and examining the incoming teachers for proper induction. More so, David (2002) observed that the effect or cost of corrupt practices is the waste of financial resources as well as talent being misallocated due to educational benefits being awarded on the basis of bribery rather than merit. To understand the level corrupt practices in the sector, it is necessary for the stakeholders to provide answers to these questions: What type of human resource do we have in schools today? Who are the management and operators of schools in Nigeria? What qualifies one as a teacher? Many more questions like these are left unanswered. To provide reasonable answers to these questions show better it is for the educational system.

Corrupt practices are the systematic use of public office for private benefit (Hallak and Poisson, 2005). In the secondary schools they take many forms. Many of the stakeholders who are to act against corrupt practices in schools are involved in the practices. Parents, students, teachers and examination bodies among others (Nwankwo and Nweke (2016). Parents' Corrupt Practice is a form of corrupt practice manipulated by parents and thereby using all various unorthodox means such as giving out money to influence their children's admission during any External Examinations such as JSS1 Entrance Examination, Senior Secondary Examination Intake (SS1 Class), Junior School Certificate Examination (JSCE) or during Senior School Certificate Examinations (WAEC, NECO, GCE, A-Level Examinations).

Students' Corrupt Practice is a situation by which students use money to influence their teachers, invigilators or supervisors while some female students use sex to influence

their school principal or lecturer to enable them have access to expo-materials in the hall or use hired machinery that will assist them with a duplicate of their documents with money. Teachers' Corrupt Practices is dominant in the private schools and 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 in order to enhance their grades in their final examination. And such students will then say they have gone to school and having what they do not work for. Teachers and students print fake receipts, which they use in collecting school fees (Oyinlola, 2009). Another form of corrupt practices is in a situation where an underpaid teacher, in order to make ends meet, charges students a "paper fee" for them to take the end of year national examination. Students must pass this test in order to progress to the next grade (David, 2002).

Examination Councils' Corrupt Practices: Supervisors, invigilators, syndicates or examination officers are the ones involved in this form of corrupt practices especially during external examinations conniving with the proprietors to mobilise the students to raise fund for their benefits so as to allocate them what they refer to as extra-time. Oyinlola (2009) postulated that the parents also upgrade JAMB scores, which is very critical for admission into the tertiary institutions in Nigeria, syndicates now route candidates to particular centres with the gain of cheating. It has also been observed that there are some expensive tutorial centres which now charge extortionate 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 the tutorial centres through aiding of cheating in JAMB examination with the connivance of JAMB officials.

Other common forms of corrupt practices in Secondary Schools as illustrated by David (2002) include sales of school instructional materials and other teaching aids to the black market especially among the science teachers, principals and

bursars, collecting of undue money for continuous assessment and inter-exams grades, collecting money for change of grade or producing fake result, selling admissions without entrance examinations, creating the necessity for private lesson to the student and charging compulsory fees and Teachers' persistent absenteeism in order to accommodate other income outside their normal assigned duties, ghost teachers, diversion of school fees by the bursar or principals, inflation of school enrolment data, imposition of unauthorized fees on the students, diversion of scholarship allocated to the schools or to the students, diversion of money in involving textbook funds and diversion of community/parents contributions or supports to the school.

The causes of corrupt practices are intertwined. It is no gainsaying that the causes bring about the effects. The major causes of corrupt practices therefore include; Poverty: Extreme poverty is a global challenge. It is observed in all parts of the world including developed economies. As poverty continues to pervade our society, people result in corrupt acts to eke out a better living. When parents are poor or not able to meet their basic needs, they may engage in corrupt practices and use their poor condition as an excuse.

Babatope (2008) highlights some causes which includes weak government institutions, Poor remuneration and pay incentives, lack of openness and transparency in public and private service, absence of key anti-corrupt practices tools, culture and acceptance of corrupt practices by the populace; absence of effective political financing, ethnic and religious difference and resource scramble. Low wage remuneration: The Teaching Profession has not been seen as a very credible profession in Nigeria. And due to this, teaching staff and other educational workers have been poorly paid over the years. However, in their zeal for a better standard of living they may be compelled to use official positions to collect bribes as a way of making ends meet.

Stakeholders' views of Corrupt practices: The way people

perceive corrupt practices determines to a large extent whether they will get themselves involved in it or not. In our society today, so many parents, teachers and students see nothing wrong in indulging in corrupt practices. In fact, they see corrupt practices as a means to an end. This study has shown that this distorted perception is a contributing factor to the immense spread of corrupt practices in secondary schools.

It is a common knowledge that corrupt practices have adverse effects on social and economic development. Corrupt practices produce or aggravate disasters such as oppressive administrations with the use of repression to perpetrate themselves in power in order to loot the national wealth. Such administration invariably precipitates or aggravate and perpetuate various inhuman conditions in society such as gross violations of human rights, socio-economic and scientific backwardness, mass poverty and illiteracy, high unemployment rates, lack of access to adequate and qualitative education, housing, health care, transportation, and communication, urban chaos and rural decay, intra and inter communal conflicts and mutual destruction. It is therefore evident, that sustainable development and democracy cannot be realized in a society where the culture of corrupt practices thrives.

Corrupt practices in secondary schools have corrosive effects on academic performance of students. Notwithstanding, the most direct and in some ways the most inconsequential, effect or cost of corrupt practices as cited by David (2002) is the waste of the financial resources that get misdirected. More effects are experienced when children unable to afford bribes are denied access to schooling or examinations, talent is misallocated due to educational promotion being awarded on the basis of bribery rather than merit, and a generation of children come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery.

Furthermore, the key effects of corrupt practices on

educational sector include; lack of infrastructural development, looting of educational funds, reduction in the quality of education, undue increase in the cost of education, poor state of academic standard, increasing lack of professionalism and ethical standards in the secondary schools and institutions of higher education, mushrooming of private educational institution, lack of moral consideration in the educational sector.

One of the major ways by which the Nigerian Ministries of Education, Examination bodies and other stakeholders in the sectors can tackle corrupt practices in the educational sector is character and moral education. Dike (2007) postulated that character and moral education should be made compulsory in Nigerian school and it should become law based. Good character and moral education would help the young ones to develop good judgment, integrity, trustworthiness, and other essential virtues.

Lickona (2004) is of the opinion that if the young ones are properly educated and if their minds and hearts are disabused of corrupt practices, they will grow up knowing what is right and wrong, and knowing their social responsibilities and limitations. The absence of good moral character could be the cause of greed, selfishness and corrupt practices among educational stakeholders. It is not obvious to say that the Nigerian System of Education can tackle corrupt practices through managing and strictly supervising schools' morality and integrity and mould them to be honest and trustworthy in their service delivery in the nation.

Purpose of the Study

This research aimed at examining causes and effects of corrupt practices in the educational system as well as a way out with a conscientious focus on secondary schools in Kwara State. It is therefore concerned with investigating the inter-relationship that exist between educational stakeholders and the roles they play in eradicating corrupt practices in secondary schools in the

state.

Research Questions

The following resources questions are put in place to guide the study.

- 1) What are the forms of corrupt practices in secondary schools?
- 2) What are causes of corrupt practices in secondary schools?
- 3) What are effects of corrupt practices on secondary schools?
- 4) What are the measures of tackling corrupt practices in secondary schools?

Methodology

This study adopted descriptive survey research design. This is necessary to be able to explain the concepts and elements of corrupt practices based on information gathered. The study was conducted in Kwara State. The population was comprised of all upper basic Social Studies teachers, students and parents in the state. Three hundred and fifteen respondents were selected through a stratified random sampling technique; one hundred and five students, 120 teachers and 90 parents were sampled using stratified sampling technique. A questionnaire titled "Causes and Effects of Corrupt Practices in Secondary Schools Questionnaire" (*CECPSSQ*) was used for data collection. The questionnaire was divided into two sections. Section A dealt with demographic characteristics of the respondents while section B contained items on forms, causes and effects of corrupt practices in Secondary Schools and was based on a four point Likert scale of Strongly Agreed (SA) 4, Agreed (A) 3, Disagreed (2), and Strongly Disagreed (1). To validate the instrument, copies of the questionnaire were given to two experts in Test Construction in the Department of Social Sciences Education, University of Ilorin to ensure content and face validity. Its reliability was established using test-retest technique and a reliability index of 0.78 was obtained. The researchers administered the questionnaire on the respondents

with the help of other school administrators in selected schools. The one hundred and fifteen (315) copies of the questionnaire that were distributed were returned. Mean and Standard deviation were used to answer all research questions.

Results

Research Question 1: What are the forms of corrupt practices in Secondary Schools?

Table 1: Mean and Standard Deviation on the Forms of Corrupt Practices in Kwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	Students' involvement in examination malpractices	315	3.03	.96	1 st
2	Teachers' collection of bribe from students and parents	315	2.72	1.00	2 nd
3	Parents giving out money to influence their children's results	315	2.64	1.01	5 th
4	Unauthorized selling of school properties for personal gain	315	2.54	1.00	6 th
5	Illegal deduction of Staff Salaries	315	2.66	.94	4 th
6	Illegal additional charges on School Fees	315	2.71	.92	3 rd

Table 1 showed the results of mean ranking on each item on the forms of corrupt practices in secondary schools. Items 1 which stated that "Students' involvement in examination malpractices" was ranked 1st with mean score of 3.03 and standard deviation 0.96. Item 2 which stated that "Teachers' collection of bribe from students and parents" ranked 2nd with mean score of 2.72 and standard deviation of 1.00. Item 6 which stated that "Illegal additional charges on School Fees" ranked 3rd with mean score of 2.71 and standard deviation of 0.92. These are the major forms of corrupt practices in secondary schools. However, the least of all the identified forms of corrupt practices in secondary schools is item 4 which stated that "Unauthorized selling of school properties for personal gain" ranked 6th with mean score of 2.54 and standard deviation of 1.00.

Research Question 2: What are the causes of corrupt practices in Secondary Schools?

Table 2 : Mean and Standard Deviation on the Causes of Corrupt Practices in Kwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	Lack of effective measures put in place to curb corrupt practices.	315	3.08	.94	1 st
2	Poor wage remuneration induces Teachers to collect bribe from students.	315	2.94	.84	3 rd
3	Parent acute wish for their wards school progress predispose them to corrupt practices. .	315	2.61	.87	6 th
4	Unemployment promotes the unjust employment of unqualified teachers.	315	2.77	.92	5 th
5	Poverty makes educational stakeholders indulge in corrupt practices.	315	2.78	1.07	4 th
6	Students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices.	315	3.12	.90	2 nd

Table 2 showed the results of ranked means on items on the causes of corrupt practices in secondary schools. Items 1 which stated that "Lack of effective measures put in place to curb corrupt practices" was ranked 1st with mean score of 3.08 and standard deviation 0.94. Item 6 which stated that "Students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices" ranked 2nd with mean score of 3.12 and standard deviation of 0.90. Item 3 which stated that "Poor wage remuneration induces Teachers to collect bribe from students" ranked 3rd with mean score of 2.94 and standard deviation of 0.84. These are the prominent causes of corrupt practices in secondary schools. However, the least of all the identified items on causes of corrupt practices in secondary schools is item 3 which stated that "Parent acute wish for their wards school progress predispose them to corrupt practices" ranked 6th with mean score of 2.61 and standard deviation of 0.87.

Research Question 3: What are the effects of corrupt practices in Secondary school?

Table 3: Mean and Standard Deviation on the Effects of Corrupt Practices in Kwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	Corrupt practices is responsible for the poor state of academic standard.	315	3.00	.98	5 th
2	Inadequate access to apt and qualitative education is a result of corrupt practices.	315	2.82	.90	6 th
3	Talent is misallocated due to educational benefits being awarded on the basis of bribery rather merits.	315	3.11	.86	3 rd
4	Students' reliance on examination malpractices makes them academically weak.	315	3.07	.95	4 th
5	Educational funds are misappropriated as a result of corrupt practices.	315	3.28	.79	1 st
6	Poor state of educational facilities is a result of corrupt practices.	315	3.16	.84	2 nd

Table 3 showed the results of ranked means on the items under effects of corrupt practices in secondary schools. Item 5 which stated that "Educational funds are misappropriated as a result of corrupt practices" was ranked 1st with mean score of 3.28 and standard deviation 0.79. Item 6 which stated that "Poor state of educational facilities is a result of corrupt practices" ranked 2nd with mean score of 3.16 and standard deviation of 0.84. Item 3 which stated that "Talent is misallocated due to educational benefits being awarded on the basis of bribery rather merits" ranked 3rd with mean score of 3.11 and standard deviation of 0.86. These are the prominent effects of corrupt practices in secondary schools. However, the least of all the identified items on effects of corrupt practices in secondary schools is item 2 which stated that "Inadequate access to apt and qualitative education is a result of corrupt practices" ranked 6th with mean score of 2.82 and standard deviation of 0.90.

Research Question 4: What are the measures of tackling corrupt practices in Secondary Schools?

Table 4: Mean and Standard Deviation on the Measures of tackling Corrupt Practices of Corrupt practices in Kwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	More emphasis should be laid on moral education and character development.	315	3.25	.78	2 nd
2	Students should be properly engaged in academic programs and activities to eliminate their tendency of indulging in corrupt practices.	315	3.08	.86	3 rd
3	Government through the Ministry of Education should ensure that outright punishment is spelt out and given to anyone caught in the act of corrupt practices.	315	3.06	.90	4 th
4	The Ministry of Education and Proprietors of Schools should ensure that proper orientation programs and seminars are being organized to educate students and other stakeholders to become better and corrupt practices-free citizens.	315	3.19	.77	5 th
5	The Ministry of Education should take up an efficient supervisory role of all activities in secondary schools.	315	3.17	.76	6 th
6	Parents, teachers and religious leaders should throw much enlightenment on corrupt practices and its cancerous effects on education.	315	3.27	.79	1 st

Table 4 showed the results of ranked means on items on the measures of tackling corrupt practices in secondary schools. Item 6 which stated that "Parents, teachers and religious leaders should throw much enlightenment on corrupt practices and its cancerous effects on education" was ranked 1st with mean score of 3.27 and standard deviation 0.79. Item 1 which stated that "More emphasis should be laid on moral education and character development" ranked 2nd with mean score of 3.25 and standard deviation of 0.78. Item 2 which stated that "Students should be properly engaged in academic programs and activities to eliminate their tendency of indulging in corrupt practices" ranked 3rd with mean score of 3.08 and standard deviation of 0.86. These are the prominent measures of tackling corrupt practices in secondary schools. However, the least of all the identified items on measures of tackling corrupt practices in secondary schools is item 5 which stated that "The Ministry of Education should take up an efficient supervisory role of all activities in secondary schools"

ranked 6th with mean score of 3.17 and standard deviation of 0.76.

Discussion of Findings

This study is on causes and effects of corrupt practices in secondary schools as perceived by stakeholders in Kwara State and provided some findings. Findings of this study revealed that the major form of corrupt practices in secondary schools are students' involvement in examination malpractices, teachers' collection of bribe from students and parents and illegal additional charges on school fees. This finding corroborated the study of Nwankwo and Nweke (2016) who discovered that students influence their teachers, invigilators or supervisors to enable them have access to "expo-materials". It also supported the findings of Oyinlola (2009) who reported that parents register the children at special centre with exorbitant charges purposely to cheat during examinations and David (2002) who included sales of school instructional materials and other teaching aids to the black market especially among the science teachers, principals and bursars, collecting of undue money for continuous assessment and inter-exams grades, collecting money for change of grade or producing fake result, selling admissions without entrance examinations as forms of corrupt practices in schools.

Finding of this study also revealed that lack of effective measures put in place to curb corrupt practices, students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices and poor remuneration induces teachers to collect bribe from students are most prominent causes of corrupt practices in secondary schools. This finding supported the findings of Babatope (2008) who highlighted weak government institutions, poor remuneration and pay incentives, lack of openness and transparency, absence of key anti-corrupt practices tools, culture and acceptance of corrupt

practices by the populace as causes of corrupt practices in schools.

Finding of this study also showed that corrupt practices has negative effect on funding of education, education facilities in schools and standard of students' academic performance. This finding supported findings of David (2002) who reported that the effect of corrupt practices is the waste of financial resources as well as talent being misallocated due to educational benefits being awarded on the basis of bribery rather than merit.

In this study, the finding also revealed that parents, teachers and religious leaders need to enlighten other people on corrupt practices and its cancerous effect on education. Moral education should be given priority in the education system. The finding of the study is in line with the findings of Dike (2007) who postulated that character and moral education should be made compulsory in school and through good character and moral education the society would help the young ones develop good judgment, integrity, trustworthiness, and other essential virtues.

Conclusion

Based on the findings of this study, it can be concluded that corrupt practices are social problems that affect educational institutions in which secondary school cannot be left out. Corrupt practices are one of the major causes of examination malpractices in schools today. Students' involvement in examination malpractices, teachers' collection of bribe from students and parents and illegal additional charges on school fees are major forms of corrupt practices in secondary schools. Also lack of effective measures put in place to curb corrupt practices, students' poor attitude towards learning and reading predisposes students to cheat and engage in corrupt practices. More so, poor remuneration which do induce teachers to collect bribe from students are most prominent causes of corrupt practices in secondary schools.

The study also revealed that corrupt practices have

negative effect on funding of education, education facilities in schools and students' academic performance. As measures to tackle corrupt practices in schools, parents, teachers and religious leaders should enlighten other people on corrupt practices and its cancerous effect on education, more emphasis should be given to moral education and character development and students should be properly engaged in academic programmes and activities to eliminate their tendency of engaging in examination malpractices.

Recommendations

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

- i. Schools administrators and Ministry of Education should improve on standard of conducting examination in secondary schools.
- ii. All stakeholders in education should take appropriate steps against illegal additional charges on school fees in secondary schools.
- iii. Government at all levels should discourage poor remuneration of teachers which normally induce collection of bribe from students and parents in secondary schools.
- iv. Teachers and students should be encouraged to join anti-corrupt practices club in secondary schools purposely to develop in them right attitudes and values.
- v. Parents, teachers and religious leaders should join hand in curbing corrupt practices in schools, at home and their places of worship.

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PERCEIVED CORRUPTION IN NIGERIA'S EDUCATION SECTOR AND THE WAY FORWARD

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Abstract

The fight against corruption is not complete if there is no deliberate effort to address the menace of corruption in Nigeria's education sector since the sector provides the manpower need of other sectors of the society. The paper explained how corruption manifests at various levels. Some of the factors considered to be responsible for corruption in the education sector include weak institutional accountability, weak staff oversight, lack of whistle-blowing culture, poor remuneration for teachers, among others. The effects of corruption Nigeria's education sector as examined include poor national image, unemployment, deterioration and loss of ethical values. The paper recommended among others, that all cases of corruption in the sector should be punished promptly, government should demonstrate strong political will to fight corruption at all levels of education in Nigeria and the creation of awareness through various avenues on the dangers of corruption in the education sector in order to win public support in the fight against corruption in the sector. The paper concluded that if Nigeria would get it right in the fight against corruption, as well as to lay a solid foundation for the future, there is need to address corruption in Nigeria's education sector.

Keywords: Corruption, Education, Education sector, Nigeria

Introduction

Education is the life wire of every nation and an instrument for national development and nation-building. This

could be why United Nation Educational Scientific and Cultural Organization (UNESCO) recommended that a minimum of 26% of the nation's budget should be allocated to education. On the part of individuals, education is considered very significant, as it is seen as the key to a better future, providing the tools that people need to sustain their livelihood, live with dignity and contribute to society. It is a means of empowerment and an instrument for upward social mobility of individual from one social class to the other. Furthermore, education is also a means through which valuable skills, attitudes, knowledge and acceptable values are transmitted to the younger members of every society so that they can be useful to themselves and the society at large. Suffice to add that the education sector plays a significant role in preparing individuals to fit into other social institutions of the society such as the economy, law, polity, religion and others. It then presupposes that the quality of education inculcated into the learners will go a long way to determine what happens in other sectors of the society.

Furthermore, Meier (2004) reiterated the strategic importance of education for development as a public good, that it does not only build a country's leadership but also citizens' ethical attitudes and behaviours. Meier, therefore, added that the education sector is expected to be particularly exemplary, and schooling to be fair. However, the expectation of Meier seems to be far from reality as the education sector seems to have been affected by corruption at different levels. The present administration in Nigeria when it came on board in 2015, had fought against corruption as a cardinal agenda, but because corruption has eaten deep into the fabric of the Nigerian society including the education sector, the anti-corruption fight is being made less successful. Torulgha as cited in Udenka & Iwuamadi (n.d.) reiterated that the war on corruption cannot be won without making a determined effort to purge the educational sector of the psychosocial beast called corruption. Even though

corruption is endemic, and its effect is seen in the larger society from the damage it is causing, the real damage to a society occurs when entire generations of youth are mis-educated by example to believe that personal success comes not through merit and hard work, but through favouritism, bribery and fraud. Since the human resources that function in different sectors of the economy, polity, law and even religion are the products of education, the quality of training received as well as the values inculcated through formal education would go a long way in determining the level of corruption in the society and how successful the fight against corruption would be.

Lawal (2007) describes corruption as "a systematic vice in an individual, society or a nation which reflects favouritism, nepotism, tribalism, sectionalism, undue enrichment, amassing of wealth, abuse of office, power, position and derivation of undue gains and benefits" (p.3). Generally, corruption covers a broad spectrum of activities ranging from fraud (theft through misrepresentation), embezzlement (misappropriation of corporate or public funds) to bribery (payments made in order to gain an advantage or to avoid a disadvantage).

Corruption in the education sector affects more people than corruption in other sectors, both in rural and urban areas basically because schools are the breeding grounds for future generations (Aduda, 2009). This implies that corruption in the education sector is a pointer to corruption in other sectors of the society since the education sector produces different categories of workers across different sectors of the society. In addition, since education is a tool for development in any society, and corruption seems to have found its way into the education sector to the extent that the place which ought to be an agent of purifying and sharpening the minds of the next generation to become useful members of Nigerian society has now turned to a training ground for corrupt individuals (Noko, 2016 p.1). This paper therefore, will attempt to answer questions with regards to how corruption in the education sector manifests, what the likely

factors responsible for corruption in the sector are, and the effects of corruption in the education sector as well as proffering the way out.

The manifestation of Corruption in the Education Sector

As far as corruption in the education sector is concerned, it is an open secret that there is no exception to the level of education not affected. The trend starts from the basic primary school to the university level, the peak of academic levels in the citadel of learning. It is important to note that corruption does not only manifest among teachers and the learners, but teachers, school administrators, parents, students and all stakeholders are involved in these ills which have prevented supposed efforts at curbing them from yielding the desired result (Udenka & Iwuamadi, n.d.). The manifestation of corruption in the education sector will be considered at five different levels. These are policy level, administration/ministry level, school administration/management level, service delivery level and students/parents level.

At the policy level, it was observed that corruption may affect the allocation of resources to the education sector and reduce both the level and effectiveness of public spending for education services, thereby seriously undermining education outcomes (Meier, 2004 & Azfar et al. as cited in Chene, 2012). Meier further re-emphasized that decision-making at the policy level can be biased along ethnic lines and can go as far as political blackmail. It is obvious that policy decisions which affect the resources that should accrue to education sector across different geographical lines are majorly driven by corruption and sentiments along ethnic and political lines, and not based on the needs and equal access to all the citizens. Suffice to add that the establishment and location of many educational institutions of learning across Nigeria in some cases are based on parochial sentiments and interest which was exacerbated by corruption,

either to further the political interest of the political class or to pay back to a particular society for their support without giving consideration to the needs of other places.

Also, at the administration and ministry level, Meier (2004) revealed that grand corruption takes place through diversion of funds associated with procurement, construction, and of the funds intended for allocation to lower levels of the system. In addition, Chene (2012) disclosed that education-related procurement is also highly vulnerable to risks of diversion, leakages, and biased decision making in contracts award processes. It is an open secret that contracts for the procurement of school materials in many instances are not subjected to thorough bidding process but a matter of giving to contractors that are close to "the power that is" which often result into poor quality of delivery which affects the education sector. Moreover, Chapman in the United States Agency for International Development (USAID) (2007) identified the common forms of corruption at the central ministry level to include:

Kickback on construction and supply contracts; favouritism in hiring, appointments, and promotions decision; diversion of funds from government accounts; diversion of funds from international assistance funds; ghost teachers and employees; requiring payment for services that should be provided free; withholding needed approval and signatures to extort bribes (e.g. gifts, favors, outright payments); directing the location of construction and services to locations that offer opportunities for gain by oneself, family, or friends; requiring the use of materials as a way of creating a market for items on which oneself, family or friends hold an import or production monopoly (P.10).

These are common practices among some staffs of the ministry of education in Nigeria occasioned by corruption in the system which affect the educational sector. In fact, materials that are to be distributed free of charge to schools are sold out to

private schools while some officers require a 'tip' before such materials are released to the beneficiaries. Other forms of corruption at the ministry and administrative level which were identified by Meier (2004) include recruitment of unqualified personnel, allocation of teachers to schools where they are not needed while other schools may lack teachers, allocation of salaries to ghost teachers, promotion of friends or perhaps colleagues without regard to the qualifications of the candidates, among others. In addition, the personal experience and observation of the researcher revealed that many schools in the rural areas lack adequate teachers while schools within towns and cities are overpopulated with staff. Suffice to add that the supervisory functions of the supervisors are not very much felt in the rural areas in many schools which attest to corruption at the administrative and ministry level.

Also, the school administrative level is not left out of corruption and corrupt tendencies. UNESCO (2007) observed that administrators in schools may also have direct access to school finances and the possibility to use them for personal gain. Meier (2004) also confirmed that diversion of money and school supplies at the administrative level of the school, in addition to other forms of corruption in teacher recruitment and promotion which contributes to the low quality of public teaching is very common within the education sector. Besides, corruption also occurs in the disbursement of loans and scholarship schemes in many higher institutions of learning; while those that are close to the corridors of power within the school enjoy scholarship, conference sponsorship and other incentives, other staff of the same institution are denied such privilege for no obvious reasons.

Furthermore, another level where corruption has been noticed is at the service delivery level which is at the level of teaching and learning. This had been observed by Meier (2004), USAID (2007), Transparency International (2011), Chene

(2012), Transparency International (2013) and Noko (2016) to include aspect of siphoning of school supplies and textbooks to markets, selling of test scores and course grades, selling change of grades, selling advance information about examination, selling admissions, creating the necessity for private tutoring, teachers' persistent absenteeism to accommodate other income producing work, misuse of school property for private purpose, use of students as unpaid labour for their private purpose, demand for sexual favours from students, fraud in academic performance, turning of deaf ear to corruption as well as corrupt tendencies, acceptance of favours by teachers for normal services, textbook racketeering, among others.

Students and parents as well are not left out of corruption, as some parents go outside the norm to secure admission for their children in some schools and for some choice courses in institutions of learning. It was observed that families found ways by-hook or crook, including bribery and taking advantage of relationships to make sure their children were admitted to favoured schools. Uzochukwu (2017) corroborated that some students are in the university not by merit, but through a kind of bribery called sorting, which simply refers to the art of inducing a teacher with money in order to gain an undue advantage (marks) from him or her. Some students can successfully pass an examination without attending a class by bribing their way all through. These affect the quality of many graduates from institutions of learning in Nigeria since the results of such people are not always the product of their brain work.

Factors responsible for Corruption in the Education Sector

There are so many factors that one can attribute corruption in the education sector to. These factors as revealed by Meier (2004), Lawal (2007), Transparency International (2011), Saraf and Jain (2012), as well as Imhonopi and Ugochukwu (2013) include: weak institutional accountability, where many

educational institutions lack accountability which engenders lack of transparency in the system. Besides the normal audit which takes place periodically, many heads of educational institutions often fail to account for funds, especially the Internally Generated Revenue (IGR) that accrues to their institution. This often encourages corruption in the education sector as some heads of such institutions often time are less bothered to account for the nitty-gritty of how the IGR is expended.

Secondly, weak staff oversight as well as lack of supervision and sanctions are other factors responsible for corruption in the education sector. When the head of any educational institution exhibits an element of weakness as well as laissez-faire attitude to transparency in the system, the subordinates are either consciously or unconsciously encouraged to tow the path of corruption in whatever form. In addition, the general apathy of leadership in any educational sub-sector, as well as institutions, is a call to corruption as there is no fear of being caught as well as being sanctioned appropriately by the leadership.

Furthermore, delays in handling corruption cases also encourage corruption in the sector. Where there is no prompt dispensation of justice as far as corruption cases are concerned, many people are unconsciously encouraged to tow the same line of corruption. In addition, lack of whistle-blowing culture and victimization of whistle-blowers were also identified as factors responsible for corruption in the education sector. Nigerians generally lack the culture of reporting cases of corruption even when corrupt practices are perpetrated “under their nose”. In some cases, few people that dare to speak out against corrupt practice become objects of attack and victimization, thereby discouraging other people from speaking out, and also hide under the saying that if you cannot beat them, you join them.

Another factor is limited public participation. The fact that

many communities that host schools are alienated from community participation and accountability engenders corruption as parents are not likely to hold administrators and teachers accountable where there is no sense of ownership created in the parents and communities. Also, deterioration of good values system across the nation was also identified as another factor which engenders corruption in the education sector. This was reiterated by Imhonopi and Ugochukwu (2013) that national values condone and promote corrupt behaviour, as those who acquire affluence and buy influence through corrupt enrichment also command national and local respect and honours.

The personalization of public office mentality is another factor that encourages corruption in the education sector. Many people do not see public office as a trust but rather a personal property and achievement without any sense of accountability and posterity in view, and so engage in corrupt practices in order to amass all the wealth they could get out of the office.

Other factors include wrong performance incentives, Poor remuneration for administrators and teachers, as well as irregular or delayed payment and incentives for teachers, lack of social security and the facilities needed to guarantee decent living at old age as well as the absence of a well-coordinated pension scheme in the country, lack of transparency in allocating and utilizing resources, and in selecting, recruiting and promoting educational officials and staff. Beside the foregoing factors, shortage of funds on higher institutions to admit more students, lack of infrastructures for monitoring classroom teaching and learning as well as the relegation of moral and spiritual values to the background in the education system are other factors responsible for corruption in the sector.

Effects of corruption in the education sector

The effects of corruption in any society are multi-faceted,

but that of the education sector is more worrisome since education sector is the fulcrum on which other sectors of the society revolve. Any corrupt tendency noticed in the education sector has a multiplier effect on all other sectors since the sector produces the workforce that services other sectors of the society. Saraf and Jain (2012) observed that corruption in education sector worsen Nigeria's image in the international market and leads to loss of overseas' opportunities. This implies that graduates from Nigeria are often looked at with suspicion in terms of job opportunities outside the country due to the corruption that exists in the education sector. Similarly, it was observed that Nigerian graduates are becoming increasingly unemployable and may, sooner than later, lose the competitive edge for which products of the country's ivory towers were known for some years ago. Imhonopi and Ugochukwu also noted that corruption in the education sector is responsible for falling standards in student and teacher education as a result of the poor funding of education in Nigeria.

Furthermore, Boehm (2010) also observed that corruption limits access to schools, and may open the door to ethnic or religious oppression in education systems, extortion of sexual favours by teachers, among others. Closely related to the issue of limited access to education identified earlier, is the social inequality engendered by corruption in education. It was observed that corruption promotes social inequality and undermines social cohesion because the poorer sections of society that can least afford it, bear the greatest burden of corrupt practices (USAID, 2007). Corruption in education then widens the gap between the rich and poor and increases poverty. In the same vein, Meier (2004) reiterated that the consequences of corruption in the education sector are particularly harsh for the poor who, without access to education and with no alternatives to low-quality education, have little chance to escape a life of poverty.

Also, the effect of corruption in the education sector can also be seen in the deterioration as well as loss of ethical values among the younger generation. The promotion of dishonesty and corruption as against a merit-based system makes the younger generation develop cynicism and discouragement that translate into lack of trust in government and, consequently, lack of civic and political participation. In addition, corruption in the education sector deteriorates young generations' values of integrity and social justice by demonstrating that corruption and fraud can easily buy an academic diploma, then promotions and advancements and careers.

Other effects of corruption in education sector as identified by Transparency International, (2011), Chene (2012) and Transparency International (2013) are: loss of opportunities to attend school due to corruption in the enrolment process, high dropout rates due to high burden of illegal school fees for families, lower teaching quality due to corruption prevalent at management level in selecting and recruiting teachers, shortages of classrooms, teaching equipment and supplies as well as textbooks due to corruption in procuring educational equipment and supplies. In addition to the foregoing, corruption also affects the quality of education and the reliability of academic research findings, it undermines educational outcomes in terms of literacy rates, a lower ranking of schools, service users' satisfaction, and average schooling years, among others.

Suffice to add Aduda's take on how corruption weakens education sector in an interview reported in Vanguard (2009) that the effects of corruption on the education sector were extensive and damaging because it endangers a country's social, economic and political power. Aduda also submitted that where personal effort and merit do not count and success comes through manipulation, favouritism and bribery, then the very foundations of society are shaken. This presupposes that no society can experience meaningful development once there is corruption in that society's education sector, as corruption has

the potential to crumble such society down to its foundation.

The Way forward

Since corruption in the education sector seems to be the most troubling of all areas that experience corruption, the following have been recommended as the way forward in tackling it:

- There is need to punish all cases of corruption in whatever form in the education sector so as to serve as deterrents to others.
- The government has to demonstrate strong political will in fighting corruption across all levels of education in Nigeria.
- There is need to create awareness through various avenues on the dangers of corruption in education in order to win public support in the fight against it.
- There is need to improve the wages and welfare package of teachers if the fight against corruption in that sector is to succeed.
- Prompt payment of salaries and allowances of teachers will go a long way in reducing corruption in the education sector.
- School administrators and management should be encouraged to create avenues where integrity, hard work, honesty and fair play are encouraged. This could be through cash or kind reward, while those that display any corrupt tendencies should be sanctioned either by not recommending them for promotion, demotion and even dismissal depending on the gravity of the corruption case.
- Merit should be the criteria for selection and recruitment of teachers and other staff in the education sector and not federal character or quota system which affects the quality of service delivery in the sector.
- The issue of the professionalisation of teaching in Nigeria is very paramount in the fight against corruption in the sector. Through that avenue, teachers' professional misconduct can

be addressed and appropriate sanction meted out by the professional body.

- It is also necessary to involve the community in the day to day running of the school so as to engender accountability on the part of the school administration and the teachers.
- The mechanism for reporting cases of corruption should be created to enable students and parents report cases of corruption without fear of intimidation and harassment.
- Adequate and effective supervision should be encouraged at all levels of education so as to check issues of corruption in whatever form.
- Moral values like contentment, integrity, good name and uprightness should be taught in homes, as well as religious institutions so as to de-emphasize the quest for materialism which is a major root of corruption in Nigeria.

Conclusion

The issue of corruption in Nigeria's education sector is a serious menace which calls for urgent attention by all the stakeholders because of the place of education in providing the needed manpower for all the sectors of the society. If Nigeria as a country would get it right in the fight against corruption, as well as laying a solid foundation for a better society in the future, there is need to look into the issue of any trace of corruption in the education sector and address it head-on, otherwise, the fight against corruption in other sectors of the Nigerian society could amount to an exercise in futility.

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NON-OIL EXPORT, CURRENCY DEPRECIATION AND FOREIGN RESERVES IN NIGERIA

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Abstract

Non-oil export in Nigeria has performed dismally in addressing the problems of continuous currency depreciation which adversely affects Nigeria's foreign reserve over the years. This study investigated the impact of non-oil export and currency depreciation on foreign reserves in Nigeria. Data were collected from CBN Statistical Bulletin, *indexmundi*, and via *The Global Economy.com* from 1981 to 2015 on the variables in the models. Augmented Dickey Fuller (ADF) was used to test for stationarity properties of the variables in the models; pairwise Granger causality test was used to examine the direction of causality between non-oil export and real exchange rate, Ordinary Least Squares (OLS) was applied to examine the impact of non-oil export and currency depreciation on foreign reserve, and impulse response based on VAR framework were used to evaluate transmission effect of non-oil export on foreign reserve through currency depreciation. It was found that non-oil export in Nigeria was not strong to influence the value of naira currency even as real exchange rate affects non-oil export in Nigeria. Also, given a rise in non-oil export would increase foreign reserve, and a currency depreciation which is indication of a decreased in currency value would lead to decrease in foreign reserve. The study therefore recommends that non-oil sectors like the Agricultural, the solid mineral and the tourism sectors be accorded top most appropriation policy priority, this is reduce the economy over dependence on the vulnerable oil sector.

Keywords: Non-oil Export, Currency Depreciation, Foreign Reserve

Introduction

The global economy most especially the oil-producing countries are currently evolving through a difficult phase in typical business cycles. The current phase of the economic cycle is sustained by continued fall in the global oil price which necessitates the clamour for diversification of their economies to the non-oil exports. This situation is not different among African oil-producing economies, where the over dependence on oil commodity as a source of foreign exchange, the frequent fall of oil price caused currency depreciation since the value of a country's currency depends on the basket of goods produced. It has been established in the literature that export trade is an engine of growth and determine the value of currency (Nwachukwu, 2014); it increases foreign exchange earnings, improves the balance of payment position, creates employment and development of export oriented industries in the manufacturing sector and improves government revenue hence the relationship with foreign reserve. However, before these benefits can be fully realized, the structure and direction of these exports must be carefully tailored such that the economy will not depend on only one sector for the supply of needed foreign exchange.

Nigeria has been a mono-cultural economy over the years on account of its relying heavily on oil sector as its major source of income earnings. The implication is that the dynamics of the economy is at the whims and caprices of the price of oil, which for the most part, has been volatile (Enoma & Mustafa, 2011). The major fallout of this fragile structure of the Nigerian economy is a situation where the economy has been growing without creating jobs and reducing poverty (Onodugo, 2013). The on-hand explanation to this economic paradox is that the oil sector that produces about 90% of export earnings are in the hands of less than one percent of the Nigerian population dominated by expatriates and members of the political class who control production and the proceeds respectively (Onodugo, Ikpe,

&Anowor, 2013; Onwe, 2013).

The general consensus among economic researchers holds that exportation is one of the major generators of foreign reserves for a country (Ekesiobi, Maduka, Onwuteaka, & Akamobi, 2016). In Nigeria, exports are usually of two categories which are oil exports and non-oil exports where the exports are skewed in favour of oil exports and less attention is paid to non-oil exports over the years. With the recent free fall of oil price, the oil export could not sufficiently sustain Nigeria's economy as the foreign reserve is low. According to World Economic Outlook (WEO, 2017), the average price of oil was \$42.96 a barrel in 2016 and \$50.64 a barrel in 2017 and will remain unchanged in real terms over the medium term. The Central Bank of Nigeria (CBN) at the end of the 93rd Monetary Policy Committee (MPC) meeting pointed out that Nigeria's gross external reserves stood at US\$42.85 billion as at December 31, 2013, which indicated a decline of US\$0.98 billion or 2.23 per cent, when compared with US\$43.83 billion recorded as at end-December 2012. The CBN attributed the decline to slowdown in foreign portfolio and direct investments in the fourth quarter of 2013, which consequently led to increased funding of the foreign exchange market by the CBN to stabilize the international value of the currency (Nwachukwu, Abdulkadir, Ismaila, Mohammed, Zirra, Bola & Alenyi, 2016).

The efforts by the CBN to stabilize the value of naira depleted Nigeria's external reserves by \$4.9bn in the first quarter of 2015 as reserves fell by 14.3 per cent, down from \$34.24 billion at the end of December 2014 to \$29.36 billion at the end of March 2015. The CBN spent the sum of N136.96 billion to support the exchange rate and ensure the stability of the financial system in 2014. This development led to an increase of about 220.2 per cent in foreign exchange supply in 2014 as compared to 2013. The reserves for March 2015 dropped by \$8bn when compared to the level at end-March 2014 (Nwachukwu et al, 2016). Non-oil export comprises of those exports which are outside the

petroleum and gas industry or those not directly linked to them. It consists of exports from agriculture, manufacturing, and service outputs. Non-oil export is designed to increase foreign exchange earnings, improved balance of payment position, creates employment and development of export oriented industries in the manufacturing sector and agricultural sector and improves government revenue (Nwachukwu, 2014). Non-oil (mostly agricultural) products such as groundnuts, rice, palm kernel, palm oil, cocoa, rubber, cotton, coffee, beans, hides, skin and cattle characterized Nigeria's export trade.

The concept of currency depreciation means a fall in the value of the domestic currency against foreign hard currencies (Alemu & Jin-sang, 2014). The term currency depreciation is often used loosely to mean the same thing as currency devaluation. It refers to the deliberate lowering of the value of a country's currency in relation to other country's currency within the context of a fixed exchange rate management system. Devaluation or depreciation of a country's currency is usually triggered when the country is experiencing an adverse balance of payment or balance of trade crisis or by worsening economic conditions transmitted into the domestic economy from the foreign market.

Currency depreciation means the gradual decline of the value of a currency or money in an economy. The determinant of the value of a country's currency depend on what the country produced which create demand for its currency making the currency to either appreciate or depreciate. In an event where the country's export declined as a result of little or no source of foreign exchange, it causes currency depreciation.

Foreign reserves are interchangeably called external reserves; foreign exchange reserves; or international reserves. They are the liquid assets held by a central bank or government of a country that are used for intervention purposes in the foreign exchange market when the need arises (Ebuh, 2015). They can take the form of gold or foreign currencies that can

easily be converted like United Kingdom (UK) pounds for countries other than UK, United States (US) Dollars for countries other than the United States, and Euro for countries, other than the Europe zone as well as government securities issued in foreign currencies.

External reserves according to IMF (1993) consist of official public sector foreign assets that are readily available to and controlled by the monetary authorities for direct financing of payment imbalances, and directly regulating the magnitude of such imbalances, through intervention in the exchange markets to affect the currency exchange rate and/or for other purposes. The management of foreign exchange reserves of a country is the exclusive responsibility of the central bank, the quantum of reserves to be held at any point in time depends on several exogenous factors, depending on its development objective and the prevailing economic management challenges. Reserves are held for both transaction and precautionary motives. Countries hold reserves in order to meet unexpected and temporary fluctuations in international payments (Usman & Ibrahim, 2010). Thus, reserve holding is expected to increase with economic size and the volume of international transactions.

It is against this backdrop of the little or no attention to non-oil exports coupled with uncertainty and frequent fall in oil price, in addition to continuous naira depreciation which has resulted to the depletion of foreign reserves in Nigeria, that this study investigated the impact of non-oil export and currency depreciation on foreign reserve in Nigeria with the following specific objectives:

- i. Examine the direction of causality between non-oil export and currency depreciation in Nigeria.
- ii. Examine the impact of non-oil export and currency depreciation on foreign reserve in Nigeria.
- iii. Evaluate the transmission effect of non-oil export on foreign reserve through currency depreciation in Nigeria.

Empirical Studies

Ekesiobi, Maduka, Onwuteaka and Akamobi (2016) did a study on modelling non-oil exports and foreign reserves in Nigeria. The estimation technique follows through the OLS, unit root tests, co-integration tests and ends with an error correction framework; the empirical results of the study show a positive relationship exists between the non-oil exports and foreign reserves, this relationship was weak in Nigeria, which means that non-oil exports plays no significant part in determining the level of foreign reserves in Nigeria. However, findings from the study show a strong positive relationship between oil exports and foreign reserves in Nigeria. This implies that oil exports remain the major determinant of foreign reserves in Nigeria, making the economy vulnerable to oil market shocks.

Shihong (2011) investigated foreign exchange reserves demand model based on Chinese government utility maximization and analysis of Chinese foreign exchange reserves. The study adopts vector auto regressive (VAR) and vector error correction (VEC) methodology, and found that government-holding foreign exchange reserves have positive correlation with the export standard error and positive correlation with the marginal propensity to import. Usman & Ibrahim (2010) studied external reserve holding in Nigeria by looking at implications for investment, inflation and exchange rate using a combination of ordinary least square (OLS) and VEC methods, it was observed that change in external reserves in the country only influences foreign direct investment (FDI) and exchange rates and no influence of it was found on domestic investment and inflation rates. This suggests that exchange rates or currency depreciation influences foreign reserve.

Sotubo (2013) examined the performance of non-oil export (agricultural and mineral resources) using OLS, findings from the study reveal that non-oil exports have performed below expectations giving reason to doubt the effectiveness of the

export promotion strategies that have been adopted in the Nigerian economy. Okafor, Ejeand Nwafor (2015) carried out an empirical analysis of post-deregulation evaluation of non-oil export and economic growth nexus in Nigeria. OLS method and correlation matrix was employed and the study reveals that the impact of non-oil export on the economic growth was significant and positive as a unit increase in non-oil export impacted positively on the productive capacity of goods and services in Nigeria during the period; the correlation matrix reveal a positive relation between non-oil, foreign reserve and economic growth.

Mayuresh and Raju (2013) studied why India has accumulated unprecedented foreign exchange reserves and synchronously has been experiencing a large depreciation in its Rupee vis-a-vis US dollar. The analysis uses the Unit Root test, Johansson Co-integration test and VAR and found that there is no long and short term association between exchange rate and foreign exchange reserves in the Indian context. Shin-ichi and Yoshifumi (2007) explored what macro-economic impacts accumulated foreign reserves have in developing countries using an open economy model where increased foreign reserves reduce the cost of liquidity risk. The study postulates that given the amount of foreign reserves, utility maximising agents decide the consumption and the amount of liquid and illiquid foreign debts, and equilibrium of these macro variables depend on the amount of foreign reserves.

Job (2010) assessed the decline of the dollar with emphasis on the implications for Nigeria's foreign reserves. The study used content analysis methodology, drawing heavily from existing literature on external reserves management and exchange rate, it suggests that the monetary authorities should start a gradual divestment from purely dollar- denominated securities to securities denominated in other currencies, and only the optimal level of reserves should be kept by the authorities while the excess should be used for infrastructural development, as well as institute.

Theoretical Framework Absolute Advantage Theory

This theory was put forward by Adam Smith in his 1776 publication of the book titled “an inquiry into the nature and causes of the wealth of nations”. The theory as explained by Adam Smith was based on a two by two model where there are two countries, two commodities, and two factors (labour and capital). Absolute advantage means the ability of a country to produce a larger quantity of a good with the same amount of resources as another country. The country's absolute advantage may be due to the nature of its resources or to its production skills (Hoag & Hoag, 2006). According to Smith, each nation benefits by specializing in the production of the good that it produces at a lower cost than the other nation, while importing the good that it produces at a higher cost. This will increase specialization, world output and the gains from trade (Carbaugh, 2004). According to this theory, foreign trade is a positive-sum game, because both countries involved will benefit from the trade. Thus, a nation need not gain at the expense of other nations, as all nations could gain simultaneously (Sylvester & Aiyelabola, 2012).

This model is explained by Shin-ichi Fakuda & Yoshifumi Kon in 2007. The main purpose of the theoretical model was to investigate what macroeconomic impacts accumulated foreign reserves had on developing countries. The proponents of the theory considered two composite goods classified as tradable (y^T) and non-tradable (y^N) goods. They assume that the outputs of tradable and non-tradable goods are fixed and constant over time. Each representative agent in the economy maximises the following utility function:

$$U = \beta^t [(C_{t+1}^T)^{\alpha} (C_{t+1}^N)^{1-\alpha} - \beta (C_{t+2}^T)^{\alpha} (C_{t+2}^N)^{1-\alpha}]$$

$\beta=0$

Where C_{t+1}^T represent consumption of tradable goods; C_{t+1}^N represent consumption of non -tradable goods; B_{t+1} is net liquid debt; F_{t+1} represent foreign reserve; and parameter β is a discount factor such that $0 < \beta < 1$.

The budget constraint of the representative agent in equation 1 is:

$$C_{t+1}^T + C_{t+1}^N = (1+r_A)B_t + (1+r_B)F_t - Y^T - P^N Y^N + C^T + P^N C^N - T_t$$

Where T_t is lump-sum tax; P^N is the price of non-tradable good; r_A is real interest rate of liquid debt ; and r_B is real interest rate of illiquid debt.

The theoretical linkage to this study presupposes that Nigeria as predominantly agrarian economy will have absolute advantage in non-oil exports that can improve the value of naira currency in international trade since the resources are readily available in terms of land and labour. Also, the growth of foreign reserve implies economic growth which has macroeconomic effect on the economy, the crux of this study is

to investigate impact of non-oil and currency depreciation on foreign reserve in Nigeria that is still a developing country.

Methodology

The study employed annual time series data from 1970 to 2015. The data were obtained from the CBN Statistical Bulletin and annual publications of the National Bureau of Statistics (NBS). In order to avoid spurious result, unit root test using Augmented Dickey-Fuller (ADF) was used to test for stationarity of the variables. Pairwise Granger causality, OLS, and VAR were

used to establish various relationships in line with the set objectives of the study. The model for this study is based on the theoretical framework of an open economy model as established and adopted in the empirical review of Shihong (2011). Because the change of foreign exchange reserves equal to export increment minus import increment, the utility function is simplified as:

$$\Delta FR_t = \Delta X_t - \Delta M_t \dots\dots\dots 1$$

Where ΔFR_t is the foreign exchange reserves; ΔX_t is export; ΔM_t is import.

Thus, equation 1 is modified accordingly to include other variables in order to achieve the set objectives for this study. For objective 1 which seeks to examine the direction of causality between non-oil export and currency depreciation in Nigeria is represented as:

$$RER_t = f(RER_t, NOX_t) \dots\dots\dots 2$$

Where RER is exchange rate a proxy for currency depreciation; and NOX is non-oil export. Expressing in econometric form, we have:

$$RER_t = \beta_0 + \beta_1 RER_t + \beta_2 NOX_t + \mu \dots\dots\dots 3$$

Where β 's are the parameters; and μ is the error term.

Similarly, $NOX_t = f(NOX_t, RER_t) \dots\dots\dots 4$

$$NOX_t = \beta_0 + \beta_1 RER_t + \beta_2 NOX_t + \mu \dots\dots\dots 5$$

For the second objective which is to examine the impact of non-oil export and currency depreciation on foreign reserve in Nigeria, we have the model as:

$$FR_t = f(NOX_t, EXR_t) \dots\dots\dots 6$$

Representing equation 4 in econometric form, we have:

$$FR_t = \beta_0 + \beta_1 NOX_t + \beta_2 EXR_t + \mu \dots\dots\dots 7$$

Where FR_t is the foreign reserve; and ε is the error term or white noise.

For the third objective which is to evaluate the transmission effect of non-oil export on foreign reserve through currency depreciation in Nigeria, it is assumed that there exists a

considerable level of the relationship among the three variables (non-oil export, currency depreciation, and foreign reserves). This according to Sims (1989) and Todd (1990) implies that such variables should all be treated equally and no a priori distinction between endogenous and exogenous variables. In this regard, they developed a VAR model which has been employed in several studies. In a VAR model, each variable is regressed on its own lag and the lags of other variables in the model. In this way the procedure allows each variable to be affected by its own past values and the past values of every other exogenous variable in the given model. Thus, we have:

$$FR_t = \beta_0 + FR_t + NOX_t + EXR_t + \mu \dots\dots\dots 8$$

$$NOX_t = \beta_0 + FR_t + NOX_t + EXR_t + \mu \dots\dots\dots 9$$

$$EXR_t = \beta_0 + FR_t + NOX_t + EXR_t + \mu \dots\dots\dots 10$$

The empirical analysis starts by checking the time series properties of the variables using the unit root tests (ADF and PP). The ADF for this study is specified in the form Y_t is a random walk with a drift as:

$$\Delta Y_t = \alpha + \beta Y_{t-1} + \gamma t + \delta \Delta Y_{t-1} + u_t \tag{11}$$

Where ΔY_t is the first difference of deterministic linear trend and Y_{t-1} is an autoregressive process based on testing the null hypothesis of unit root, α is a constant and u_t is white noise which may be heteroscedastic. The residual is specified as:

$$\Delta u_{t-1} = \delta u_{t-1} + \theta \Delta u_{t-1} + \varepsilon_t \tag{12}$$

Where Δu_{t-1} is $u_{t-1} - u_{t-2}$; t is the time or trend; and ε_t is the white noise or error term.

Presentation of Results and Analysis

This section of the paper consists of the estimated econometric data and analysis, the results of the study and the discussions pertaining to the findings.

Unit Root Test

In order to avoid spurious regression results, stationarity properties of the series used in this study were subjected to tests using ADF. The results obtained are summarized in Table 1.

Table 1 : Results of Unit Root (ADF) Test for the Variables at 5% Level of Significance

Variables	Order of integration	0.05 Critical values	Test Statistics	Decision
FR	I(1)	-3.557759	-4.789554	Reject H_0
NOX	I(0)	-3.562882	-5.207144	Reject H_0
RER	I(1)	-3.552973	-4.562265	Reject H_0
ECM	I(0)	-3.557759	-5.117339	Reject H_0

Source: Author’s computation from the unit root test (ADF) using E-view 10, 2017.

Table 1 presents the results of unit root test-using ADF for all variables. The result shows that foreign reserve and real exchange rate were stationary at first difference since the ADF critical value at 5% level of significance for FR and RER were -3.557759 and -3.552973 respectively and greater than their corresponding ADF test Statistics of -4.789554 and -4.562265, which means they were integrated of order I(1). While non-oil export was stationary at level since its ADF critical value at 5% (-3.562882) was greater than its ADF test statistics (-5.207144), which means NOX is integrated of order I(0). Thus, the result implied that the models for this study will not produce a spurious or misleading result since the time series of the variables were stationary. Equally, ECM which equals residuals (ECM=Resid) is stationary at level, revealing a linear combination of the series.

Pairwise Granger Causality Test

The Granger Causality Test shows the direction of causality between and among the series. In order to examine the direction of causality between non-oil export and currency depreciation proxy as the real exchange rate, the study employed the Granger Causality within the VAR environment. The result of the test is presented in Table 2.

Table 2: Pairwise Granger Causality Tests

Null Hypothesis	F-Statistic	Probability	Decision
RER does not Granger Cause NOX	4.17169	0.0193	Reject H_0
NOX does not Granger Cause RER	0.35538	0.9220	Accept H_0

Source: Author’s Computation using E-Views 10, 2017.

Table 2 presents the result of Pairwise Granger causality using an optimal lag length of eight to test the direction of causality between non-oil export and real exchange rate (currency depreciation). The result indicates that there is unidirectional causality from non-oil export and currency depreciation in Nigeria; from the result, the probability value of 0.0193 (1.93%) is less than its F-Statistics value of 4.17169 (41.7%) leading to the rejection of the null hypothesis of real exchange rate does not granger cause non-oil export, which means real exchange rate or currency depreciation granger causes non-oil export. Since the probability value is at the same time statistically significant at 5% level, it implied that naira depreciation affect the price of non-oil export by reducing the value of non-oil export. On the other hand, the null hypothesis of non-oil export does not granger cause real exchange rate was accepted since the probability value of 0.9220 (92.2%) is greater than its F-Statistics value of 0.35538 (35.5%). This implied that non-oil export in Nigeria is not strong to influence the value of naira currency even as real exchange rate affects non-oil export in Nigeria. This finding is in line with the finding of Sotubo (2013) who revealed that non-oil exports have performed below expectations giving reason to doubt the effectiveness of the export promotion strategies that have been adopted in the Nigerian economy.

Ordinary Least Square Estimates

In order to achieve the second objective of this study, the OLS method was applied to the linear regression model specified in equation 7. The justification for the use of OLS in this study to examine the impact of non-oil export and currency depreciation on foreign reserve in Nigeria is that the residuals (ecm=resid) were confirmed to be stationary at level as presented in Table 1, hence the adoption of traditional OLS to non-stationary time series that became stationary at first difference. The estimates of OLS based on equation 7 are presented in Table 3.

Table 3: OLS Estimates

Dependent Variable: FR				
Variable	Coefficient	Std. Error	t-Statistic	P
C	1.76	2.48	0.70	0.
NOX	234	740	3.16	0.
RER	1.32	372	3.54	0.
R-squared	0.73	Durbin-Watson stat	0.45	
Adjusted R squared	- 0.71			
F-statistic	44.55			
Prob(F-statistic)	0.00			

Source: Author's Computation using E-Views 10, 2017.

Table 3 shows the result of OLS based on equation 7 of this study. The R-squared value of 0.73 which is the coefficient of determination indicates that the model satisfies the requirement of the goodness of fit; the value shows that 73% of the total variations in the foreign reserve are adequately explained by changes in non-oil export and real exchange rate a proxy for currency depreciation. The probability value of F-statistic which is statistically zero (0.00) confirmed the joint influence of the explanatory variables (non-oil export and real exchange rate) on the dependent variable (foreign reserve). The Durbin-Watson statistic value of 0.45 which is less than R-squared (0.73) indicates the presence of serial correlation problem in the model at 45% level.

Furthermore, the result in Table 3 shows that the intercept in the model is not statistically significant in explaining the dependent variable. The result revealed that both non-oil export and real exchange rate are statistically significant at 5% level to explain the foreign reserve in Nigeria since the probability values of NOX and RER are 0.0034 and 0.0012 respectively; the coefficient values of 234 and 1.32 for NOX and RER respectively are positively and correctly signed as theory suggest. This implied

that a one unit increase in non-oil export would bring about 23400% in foreign reserve, and one unit of increase in the real exchange rate would increase foreign reserve by 13.2%; by implication, a currency depreciation which indicates a decreased or loss of currency value would lead to a decrease in foreign reserve accordingly. This finding of non-oil export having a positive impact on foreign reserve in Nigeria agrees with the findings of Ekesiobi, Maduka, Onwuteaka and Akamobi(2016); and Okafor, Eje and Nwafor (2015) that found in their studies a positive relationship between the non-oil exports and foreign reserves. Also, the finding on how real exchange rate influenced foreign reserve is in line with the finding of Mayuresh and Raju (2013).

Serial Correlation Test

Table 4 present the result of the serial correlation test to confirm the existence of serial correlation in the model as indicated in the results of the OLS.

Table 4: Breusch-Godfrey Serial Correlation LM Test:

F-statistic	12.71390	Prob. F(8,24)	0.0000
Obs*R-squared	28.31802	Prob. Chi-Square(8)	0.0004

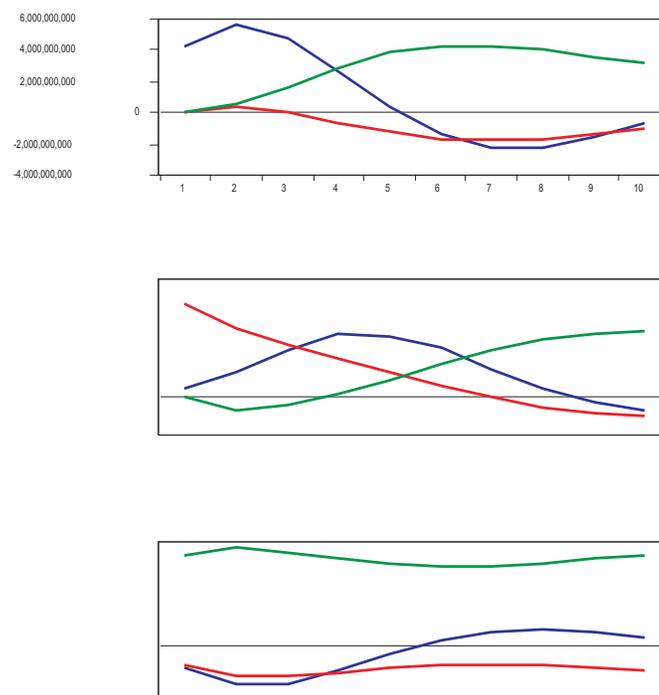
Source: Author’s Computation using E-Views 10, 2017.

The result in Table 4 shows that there is serial correlation since the probability value of observed R-squared (0.0004) is less than 5%. This is because, the H_0 that there is no serial correlation was rejected and the alternative hypothesis that there is serial correlation was accepted hence the existence of serial correlation in the model. Thus, the problem of serial correlation in the model for this study can be removed when estimating the OLS by taking the first difference of the variables, and excluding the intercept as D (FR),D (NOX),and D (RER).

Analysis of Impulse Response Results

The impulse response is based on VAR framework; since the residuals generated (ecm=resid) are found to be stationary, it shows series are cointegrated hence the application of impulse response estimated by the VAR framework to trace the impact of a change emanating from an endogenous variable to other variables in the VAR model. The impulse response of foreign reserve to changes in non-oil export and real exchange rate (currency depreciation) is estimated and presented in Figure 1 of this study.

Figure 1: Impulse Response Function Analysis of FR, NOX, and RER



Source: Author’s Computations from VAR framework using E-view 10, 2017.

Figure 1 presents the impulse response analysis of foreign reserve, non-oil export, and real exchange rate to evaluate the transmission effect of non-oil export on foreign reserve through currency depreciation in Nigeria. The result of response of foreign reserve to innovations revealed that while changes in non-oil export were positive and changes in real exchange rate were negative which indicate currency depreciation, foreign reserve responded positively in the first five and half years to changes in non-oil export and the currency depreciation, but the foreign reserve became negative from the mid-fifth year to the tenth year. This implies that, the increase in non-oil export was not enough to reduce currency depreciation and enable naira currency appreciation to increase Nigeria's foreign reserve.

Figure 1 further shows the response of non-oil export to innovations; the result indicated that while foreign reserve was positive and increasing till the fifth year and began to fall to become negative before the ninth year, and that real exchange rate was negative in the first four year horizon to become increasingly positive up to the tenth year, the non-oil export response to these changes in foreign reserve and real exchange rate was positive on a decreasing rate to become negative from the seventh year. The response of the real exchange rate to innovations was also reported in Figure 1, the result indicated that while foreign reserve was negative in the first five years and negative in the other five years in the ten year horizon, the non-oil export remained negative, and the real exchange rate was positive throughout the ten year horizon. This implied that the negative innovations in the non-oil export could not effectively influence the real exchange rate in Nigeria, which may be attributed to the fact that Nigeria is heavily dependent on oil export, and the value of naira currency and volume of Nigeria's foreign reserve is to a large extent dependent on the oil price in the international market. This finding agrees with the finding of Ekesiobi, Maduka, Onwuteaka and Akamobi (2016) that oil

exports remain the major determinant of foreign reserves in Nigeria.

Conclusion

The conclusion of this study is based on the empirical findings of the study. The study using pairwise Granger causality test found that non-oil export in Nigeria was not strong to influence the value of naira currency even as real exchange rate affects non-oil export in Nigeria; it was found through OLS analysis that an increase in non-oil export would increase foreign reserve, and that a currency depreciation which indicates a decrease or loss of currency value would lead to decrease in foreign reserve; and the increase in non-oil export was not enough to reduce currency depreciation and enable naira currency appreciation to increase Nigeria's foreign reserve. The study therefore, concludes that non-oil export is not enough to influence the value of naira currency and thereby increasing Nigeria's foreign reserve, and thus the non-oil export could not significantly contribute to the growth of Nigeria's foreign reserve, while currency depreciation decreases foreign reserve in Nigeria.

Recommendations

The following recommendations were based on the findings of this study.

- i. Having established the causal relationship that non-oil exports determine real exchange rate in terms of the value of naira, Nigeria's economy should be diversified by producing more export goods that attract demands across the globe. The demand for these goods will lead supply of foreign currency thereby solving the problem of continuous currency value instability.
- ii. Non-oil export in the area of solid minerals, agricultural produce, and tourism should be given priority to contribute significantly in improving the foreign reserve, and real exchange rate should be regulated to avoid

currency depreciation so as to improve Nigeria's foreign reserve.

- iii. An enabling environment in terms of the cost of doing business should be provided to encourage investors in different sectors of the economy so as to produce more non-oil exports goods that can solve the problem of currency depreciation and improve Nigeria's foreign reserve. This can be achieved through the provision of infrastructural facilities and reduction of high taxes to encourage domestic infant industries.

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Appendix I

Data set for the Variables in the Models

YEAR	FR	NOX	RER
1981	4168453000	0.3	0.6369
1982	1926434000	0.2	0.6702
1983	1251987000	0.3	0.7486
1984	1674114000	0.2	0.8083
1985	1891868000	0.5	0.9996
1986	1349903000	0.6	3.3166
1987	1497832000	2.2	4.1916
1988	932989800	2.8	5.353
1989	2041078000	3	7.65
1990	4128790000	3.3	9.0001
1991	4678023000	4.7	9.7545
1992	1196053000	4.2	19.6609
1993	1640444000	5	22.6309
1994	1649172000	5.3	21.8861
1995	1709113000	23.1	21.8861
1996	4329392000	23.3	21.8861
1997	7781251000	29.2	21.8861
1998	7298546000	34.1	21.886
1999	5649725000	19.5	92.5284
2000	10099450000	24.8	109.55
2001	10646600000	28	113.45
2002	7566806000	94.7	126.9
2003	7415088000	94.8	137
2004	17256540000	113.3	132.85
2005	28632050000	106	129
2006	42735470000	133.6	127
2007	51907040000	199.3	116.8
2008	53599290000	525.9	131.25
2009	45509820000	500.9	148.1

Appendix II
Estimated Results OF THE Data Set Using E-VIEW 10

Null Hypothesis: D(FR) has a unit root
Exogenous: Constant, Linear Trend
Lag Length: 1 (Automatic - based on SIC, maxlag=8)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	-4.789554	0.0028
Test critical values: 1% level	-4.273277	
5% level	-3.557759	
10% level	-3.212361	

*MacKinnon (1996) one-sided p-values.

Augmented Dickey-Fuller Test Equation
Dependent Variable: D(FR,2)
Method: Least Squares
Date: 09/02/17 Time: 11:33
Sample (adjusted): 1984 2015
Included observations: 32 after adjustments

Variable	Coefficien t	Std. Error	t-Statistic	Prob.
D(FR(-1))	-0.775064	0.161824	-4.789554	0.0000
D(FR(-1),2)	0.614145	0.167297	3.670978	0.0010
C	2.59E+08	1.61E+09	0.160779	0.8734
@TREND("1981")	30042286	79543777	0.377682	0.7085

R-squared 0.470545 Mean dependent var 1.72E+08
Adjusted R- 0.413818 S.D. dependent var 5.28E+09

Lag Length: 3 (Automatic - based on SIC, maxlag=8)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	-5.207144	0.0010
Test critical values: 1% level	-4.284580	
5% level	-3.562882	
10% level	-3.215267	

*MacKinnon (1996) one-sided p-values.

Augmented Dickey-Fuller Test Equation
Dependent Variable: D(NOX)
Method: Least Squares
Date: 09/02/17 Time: 11:35
Sample (adjusted): 1985 2015
Included observations: 31 after adjustments

Variable	Coefficien t	Std. Error	t-Statistic	Prob.
NOX(-1)	-0.492667	0.094614	-5.207144	0.0000
D(NOX(-1))	0.398037	0.202050	1.969988	0.0600
D(NOX(-2))	1.058702	0.275789	3.838811	0.0007
D(NOX(-3))	1.271589	0.260131	4.888264	0.0000
C	-45.22913	41.30457	-1.095015	0.2839
@TREND("1981")	4.424208	2.617498	1.690243	0.1034

R-squared 0.582824 Mean dependent var 21.30645
Adjusted R-squared 0.499388 S.D. dependent var 111.0554
S.E. of regression 78.57605 Akaike info criterion 11.73800
Sum squared resid 154354.9 Schwarz criterion 12.01554
Log likelihood -175.9389 Hannan-Quinn criter. 11.82847

F-statistic 6.985335 Durbin-Watson stat 1.846762
 Prob(F-statistic) 0.000331

Null Hypothesis: D(RER) has a unit root

Exogenous: Constant, Linear Trend

Lag Length: 0 (Automatic - based on SIC, maxlag=8)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	-4.562265	0.0048
Test critical values: 1% level	-4.262735	
5% level	-3.552973	
10% level	-3.209642	

*MacKinnon (1996) one-sided p-values.

Augmented Dickey-Fuller Test Equation

Dependent Variable: D(RER,2)

Method: Least Squares

Date: 09/02/17 Time: 11:36

Sample (adjusted): 1983 2015

Included observations: 33 after adjustments

Variable	Coefficien t	Std. Error	t-Statistic	Prob.
D(RER(-1))	-0.852511	0.186861	-4.562265	0.0001
C	0.733419	5.221729	0.140455	0.8892
@TREND("1981")	0.248220	0.257890	0.962504	0.3435

R-squared 0.411361 Mean dependent var 0.877779
 Adjusted R- 0.372119 S.D. dependent var 17.65919

Adjusted R-squared 0.372119 S.D. dependent var 17.65919
 S.E. of regression 13.99296 Akaike info criterion 8.201493
 Sum squared resid 5874.085 Schwarz criterion 8.337539
 Log likelihood -132.3246 Hannan-Quinn criter. 8.247269
 F-statistic 10.48252 Durbin-Watson stat 1.908668
 Prob(F-statistic) 0.000353

Null Hypothesis: ECM has a unit root

Exogenous: Constant, Linear Trend

Lag Length: 0 (Automatic - based on SIC, maxlag=8)

	t-Statistic	Prob.*
Augmented Dickey-Fuller test statistic	-5.117339	0.0012
Test critical values: 1% level	-4.273277	
5% level	-3.557759	
10% level	-3.212361	

*MacKinnon (1996) one-sided p-values.

Augmented Dickey-Fuller Test Equation

Dependent Variable: D(ECM)

Method: Least Squares

Date: 09/02/17 Time: 11:39

Sample (adjusted): 1984 2015

Included observations: 32 after adjustments

Variable	Coefficien t	Std. Error	t-Statistic	Prob.
ECM(-1)	-0.981148	0.191730	-5.117339	0.0000

@TREND("1981")	-0.004940	0.273209	-0.018080	0.9857
R-squared	0.475847	Mean dependent var	0.599215	
Adjusted R-squared	0.439698	S.D. dependent var	19.00780	
S.E. of regression	14.22797	Akaike info criterion	8.237356	
Sum squared resid	5870.615	Schwarz criterion	8.374769	
Log likelihood	-128.7977	Hannan-Quinn criter.	8.282904	
F-statistic	13.16367	Durbin-Watson stat	1.940372	
Prob(F-statistic)	0.000086			

Pairwise Granger Causality Tests

Date: 09/02/17 Time: 11:47

Sample: 1981 2015

Lags: 8

Null Hypothesis:	Obs	F-Statistic	Prob.
RER does not Granger Cause NOX	27	4.17169	0.0193
NOX does not Granger Cause RER		0.35538	0.9220

Dependent Variable: FR

Method: Least Squares

Date: 09/03/17 Time: 16:47

Sample: 1981 2015

Included observations: 35

Variable	Coefficien	t	Std. Error	t-Statistic	Prob.
C	1.76E+09	2.48E+09	0.707536	0.4844	
NOX	23449897	7405431.	3.166581	0.0034	
RER	1.32E+08	37283482	3.545197	0.0012	

R-squared	0.735794	Mean dependent var	1.62E+10
Adjusted R-squared	0.719281	S.D. dependent var	1.83E+10
S.E. of regression	9.69E+09	Akaike info criterion	48.90806
Sum squared resid	3.00E+21	Schwarz criterion	49.04138
Log likelihood	-852.8911	Hannan-Quinn criter.	48.95408
F-statistic	44.55876	Durbin-Watson stat	0.458364
Prob(F-statistic)	0.000000		

Breusch-Godfrey Serial Correlation LM Test:

F-statistic	12.71390	Prob. F(8,24)	0.0000
Obs*R-squared	28.31802	Prob. Chi-Square(8)	0.0004

Test Equation:

Dependent Variable: RESID

Method: Least Squares

Date: 09/04/17 Time: 02:59

Sample: 1981 2015

Included observations: 35

Presample missing value lagged residuals set to zero.

Variable	Coefficien	t	Std. Error	t-Statistic	Prob.
C	-3.35E+08	1.27E+09	-0.264549	0.7936	
NOX	39417759	17831981	2.210509	0.0369	
		-			
RER	94407656	47481657	-1.988297	0.0583	
RESID(-1)	0.681272	0.289945	2.349655	0.0274	

RESID(-2)	-0.836018	0.287521	-2.907680	0.0077
RESID(-3)	0.379637	0.335253	1.132392	0.2687
RESID(-4)	-1.251169	0.469473	-2.665052	0.0135
RESID(-5)	0.549305	0.442772	1.240604	0.2267
RESID(-6)	-0.768559	0.479035	-1.604392	0.1217
RESID(-7)	-0.255178	0.473937	-0.538421	0.5952
RESID(-8)	-0.347051	0.297476	-1.166653	0.2548
R-squared	0.809086	Mean dependent var	9.81E-07	
Adjusted R-squared	0.729539	S.D. dependent var	9.40E+09	
S.E. of regression	4.89E+09	Akaike info criterion	47.70927	
Sum squared resid	5.73E+20	Schwarz criterion	48.19810	
Log likelihood	-823.9123	Hannan-Quinn criter.	47.87802	
F-statistic	10.17112	Durbin-Watson stat	2.436398	
Prob(F-statistic)	0.000002			

Vector Autoregression Estimates

Date: 09/07/17 Time: 23:15

Sample (adjusted): 1983 2015

Included observations: 33 after adjustments

Standard errors in () & t-statistics in []

	FR	NOX	RER
FR(-1)	1.368098 (0.16769) [8.15833]	3.88E-09 (3.9E-09) [0.99556]	-5.27E-10 (5.8E-10) [-0.90417]
FR(-2)	-0.633658 (0.18123) [-3.49637]	1.85E-09 (4.2E-09) [0.44016]	8.24E-10 (6.3E-10) [1.30617]

NOX(-1)	5258510. (9874945) [0.53251]	0.711631 (0.22933) [3.10311]	-0.014683 (0.03435) [-0.42739]
NOX(-2)	-5939173. (9124782) [-0.65088]	0.005056 (0.21191) [0.02386]	0.011918 (0.03174) [0.37542]
RER(-1)	42409173 (5.9E+07) [0.72082]	-0.907645 (1.36634) [-0.66429]	1.083166 (0.20468) [5.29190]
RER(-2)	22039129 (6.5E+07) [0.33906]	0.916355 (1.50952) [0.60705]	-0.121466 (0.22613) [-0.53714]
C	26446407 (1.1E+09) [0.02354]	-9.803710 (26.0929) [-0.37572]	5.012251 (3.90884) [1.28229]
R-squared	0.958978	0.935690	0.961505
Adj. R-squared	0.949512	0.920850	0.952622
Sum sq. resids	4.51E+20	243341.4	5460.949
S.E. equation	4.17E+09	96.74340	14.49264
F-statistic	101.3020	63.04893	108.2369
Log likelihood	-773.8469	-193.7692	-131.1213
Akaike AIC	47.32406	12.16783	8.370990
Schwarz SC	47.64150	12.48527	8.688431
Mean dependent	1.70E+10	219.1152	76.96908
S.D. dependent	1.85E+10	343.8704	66.58244
Determinant resid covariance (dof adj.)		3.07E+25	
Determinant resid covariance		1.50E+25	

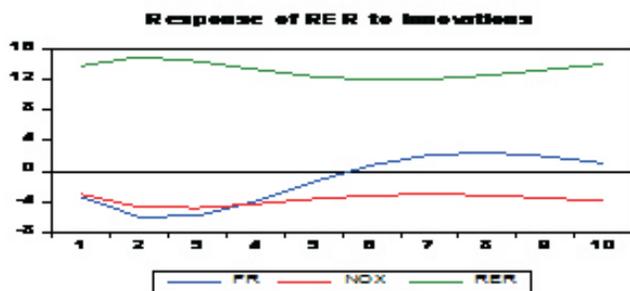
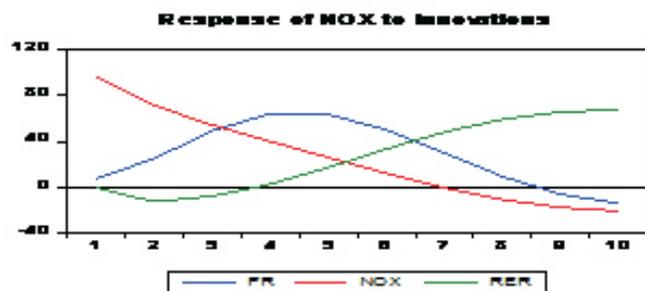
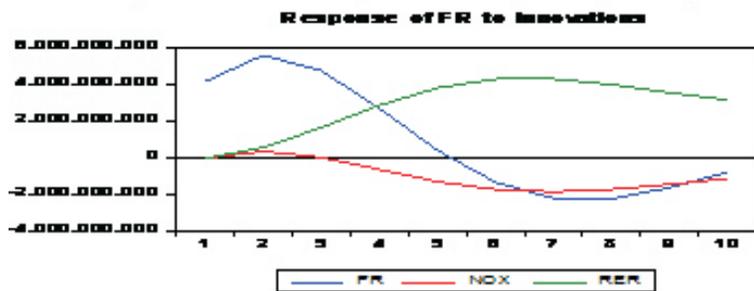
Log likelihood	-1096.989
Akaike information criterion	67.75688
Schwarz criterion	68.70921
Number of coefficients	21

CORRUPT-RIDDEN LEADERS AND NIGERIA'S SOCIO-ECONOMIC DEVELOPMENT: OPTIONS AND STRATEGIES FOR A SUCCESSFUL ANTI-CORRUPTION CRUSADE

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Response to Cholesky One S.D. (d.f. adjusted) Innovations



Abstract

Championing the course of corruption is not the only act of the Nigerian leader's they have equally enhanced it in all ramifications. Ordinarily, electorates are cocksure of the fact that Nigerian leaders mean the direct opposite of their campaign promises and party manifestoes. This is evident in the various corrupt acts of the leaders such as the Panama saga, the various looting trapped in the Banks of western countries and other money laundering cases that involved Nigerian politicians. With numerous examples of these corrupt practices since independence, one can conclude that the major pre-occupation of the leaders in government is corruption and whoever fights corruption fights Nigerian leaders hence corruption is fighting back. An interesting aspect of Nigeria's Fourth Republic is the team up between the legislature and the judiciary in the sustenance of crime and corruption. This paper examines the Nigerian leaders rapport with corruption and concludes that considering the leaders' enthusiasm for corruption, the achievement of the socio-economic development will continue to be a mirage except the three notable instruments of democracy, that is the initiative, the referendum and the recall which belong to the electorates take full course of operation in addition to strict enforcement of the rule of law.

Keywords: Nigerian leaders, Corruption, Electorates, Socio-Economic Development.

Introduction

The world over, leadership has proved to be the most important factor in achieving development for human society. That is why a leader must possess the ability to create in the followers the necessary enthusiasm/motivation to put in every necessary effort to deliver on set goals. Leadership, according to Anazodo, Okoye and Ezenwile (2012) is a process of influencing, directing and co-ordinating the activities of organized group towards goal setting, goal achievement and problem solving, that it necessarily involves taking initiative or initiating new structures and new procedures and that is imperatively a function of the leader and the situational variable. This description of leadership points to a society where government refer to structures and systems by which decisions and rules are determined and enforced for all members of the society. The relevance of effective leadership in the achievement of socio-economic development in any nation cannot be overemphasized. The independence of Nigeria as opined by Ndum and Theophilus (2012) signaled strong prospects and hope for a better and prosperous nation. That hope was informed by the dynamism of the crop of leadership that championed the struggle against colonialism as evidenced by the mass support of Nigerians. However, these expectations were shortly met with abysmal failure of leadership to harness her vast human and natural resources for the benefit of her citizens. In fact, the present state of development in the country has shown the developmental deficits brought about by failures of leadership in all spheres of human endeavour. The nation's resources are personalized at the expense of the people; abject poverty, inadequate health facilities and housing problems pervade the land. With numerous examples of societies across the globe where leaders are answerable to followers and are making waves in socio-economic development, Nigeria is definitely not one of such societies, but hers' is where leaders are sacrosanct and stand clearly above the law. It is a society where politicians (contestants) and not

electoral bodies decide winners of elections. The irony of it all is that party manifestoes never change because aspirants already have what to campaign with, that is, promises of provision of stable power supply, potable water, good health facilities, construction of roads, and other welfare packages that hardly materialize. In situations where the infrastructures were provided, the electorates eulogize the leaders thereby ascribing credibility wrongly. The situation degenerated to the point where many state governors were unable to pay workers' salaries leading to loss of several lives due to starvation. The corrupt activities which the leaders enhanced that metamorphosed into crises of nation-building such as crises of identity, crises of legitimacy, crisis of penetration, crisis of participation, and crisis of distribution as noted by Oche (2008) that brought about Nigeria's quagmire are the major concern of this paper.

Conceptual Clarifications

A leader according to Mandela in Anya (2004) is like a shepherd who stays behind the flock letting the nimblest go ahead whereupon the others follow, not realizing they are being directed from behind. In his analysis of the development of personal leadership qualities, Daft (2011) asserted that leadership is more than a set of skills; it relies on a number of subtle personal qualities that are hard to see, but are very powerful. These include things like enthusiasm, integrity, courage, and humility. First of all, good leadership springs from a genuine caring for the work and a genuine concern for other people. Leadership, particularly on the political scene in most African states generates rampant and obvious problems with repercussion like political and economic instability (Dasaolu, 2014). Bingham in Stogdill (1974) view leader as a person who possesses the greatest number of desirable tracts of personality and characters. According to him if a person possesses the knowledge of stimuli that will command adequate responses and is excellently efficient in carrying psycho-social stimuli to others, such a person would be regarded as a leader. For

Munson (1921) leadership is the ability to handle men so as to achieve the most with the least friction and greatest co-operation.....it is the creative and directive force contact between leaders and followers; it is personal social contract. Bellows (1959) describes leadership as the process of arranging a situation so that various members of a group including the leaders can achieve common goal with maximum economy and minimum of time and work. Leadership is a process of mutual stimulation which by the successful interplay of relevant individual differences control human energy in pursuit of a common cause (Pigor, 1935).

Corruption has broadly been defined as a perversion or a change from good to bad. Specifically, corruption or "corrupt" behaviour involves the violation of established rules for personal gain and profit (Sen, 1999). Lipset and Lenz (2000) viewed corruption as the effort to secure wealth or power through illegal means-private gains at the public expense; or a misuse of public power for private benefit. Further still, it is a behaviour which deviates from the formal duties of a public role, because of private (gains) regarding (personal, close family, private clique pecuniary or status gains. It is a behaviour which violate rules against the exercise of certain types of (duties) for private (gains) regarding influence (Nye, 1967).

Nigerian Leaders' Style of Governance

Governance as exemplified by Agagu (2010) ordinarily means how public institutions manage public affairs to ensure effective use of resources to achieve the good life expected of citizens in a given state. Johnson (1997) in Agagu (2010) associated governance with issues relating to the mechanisms required to negotiate various interests in the society. Boeninger (1991) defines governance as the "good government of society." Good government according to him "guides the country along a course leading to the desired goal, in this case, development", where development itself as interpreted by him includes the

concept of equity, social justice and effective exercise of basic human rights. Having defined governance, I think it is pertinent to explain good governance and accountability since the expectations of the electorates of their leaders are these attributes which can complement socio-economic development.

Good governance according to Onyeka (2006) in Benson (2010) refers to a polity which defines a government, a state or people. Good governance stands for acceptable government and desirable leadership. It entails the elaborate usage of available human and material resources for the satisfaction of the needs of our society; Good governance has been described as being participatory, transparent, accountable, effective, equitable and promotes the rule of law. It ensures that political, social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision making over the allocation of developmental resources. The emergence of the concept "good governance" arose as a means of differentiating ineffective economies or political bodies from the established liberal democracies noted for their openness and due process. This is particularly because the crises that confronted African countries were associated with bad government (Agagu, 2010).

Fontana (1997) argues that the concept of accountability conventionally, refers to being answerable for one's actions or behaviour. The belief that humans are prone to error and as such subjects of political authority should therefore be protected from the hazardous behaviour of their governors. Mehrens and Leyman (1973) define accountability as "setting correct goals, evaluating their degree of achieving and at what price, presenting and interpreting the information to the public and accepting responsibility for any results that are perceived to be inadequate. That is why Morphet et al (1967) asserted that accountability is concerned primarily with determining the basis of valid evidence, the validity and appropriateness of goals, the progress made towards achieving goals and objectives, the factors and conditions

that have facilitated or retarded progress and ways of effecting improvements. For Mclean (1996), it is the requirement for representatives to answer to the represented on the disposal of their powers and duties, act upon criticism or requirement made of them, and accept (some) responsibilities of failure, incompetence or deceit. Babalola (1961) in Benson (2010) observed that a major component of accountability is to define objectives, to develop practices that would enable such objectives to be met and to assess the productivity as involving responsibility, evaluation and specified goals.

Akinseye (2001) opined that accountability is the obligation of public officers and institutions to submit their activities to scrutiny by the members of the public, and by the organs and institutions to carry out such scrutiny. formal accountability according to Olowu (2002) in Abe (2010) involves the development of objective standards of evaluation to assist the owners of an organization to evaluate the performance of the duties of individuals and units within the organization. It is in this vein that Adakai (1998) attested that accountability is associated with three fundamental ideals:

- ❖ Greater responsibility to elected superiors.
- ❖ Greater responsibility to community groups; and
- ❖ Greater commitment to value and higher standard of morality.

Hence, Benson (2010) noted that accountability is a key requirement of good governance which promotes socio-economic development. However, Nigeria leaders style of governance exclude accountability and prudence hence misappropriation, mismanagement, embezzlement and corruption prevails in Nigeria's social administration. This is in line with Abe's (2010) submission that the concepts of governance, accountability and development are mutually reinforcing in the sense that the goal of development cannot be adequately realized in the absence of good or effective

governance and accountability. For instance, while governance stresses the judicious management of resources, accountability holds that people, especially, those in authority should be answerable for their actions in the course of discharging their duties.

Leadership Activities and Socio-Economic Debacle

Basically, the bulk of leadership function entails directing, co-ordinating, controlling and influencing the activities of groups towards goal getting (Anozodo, Okoye and Ezenwile, 2012). For any nation to achieve development in any segment of her society, the first things she must possess are truthful, honest, committed and altruistic leaders who are ready to proffer good governance and be accountable to the people. Such leaders would not be products of the type of election that takes place in Nigeria. This is relevant to Babatunde's (2011) assertion that one of the major impediments to an enduring democracy in African States is ineffective electoral process cumulating into legitimacy crisis. Indeed, the electoral process failed the Nigerian people in many place and in a number of ways. The pre-election period was characterized by the inability or refusal of the election authorities to release basic information about electoral process to the contestants and the electorates. A major problem that marred this stage of the electoral process was that polling disenfranchised many prospective voters masterminded by the politicians. Nigerians are confronted with three major challenges in the preparation for elections. First, is that the political class has at its disposal a vast repertoire of electoral fraud techniques, already used to frustrate Nigerians' right to elect their leaders. Second, is whether the Independent National Electoral Commission (INEC) and security forces have the will and capacity to prepare adequately for free and fair election. Lastly, is the growing tension within the political class, ethno regional zones, and political parties that threatens the countrys' political stability.

In furtherance of this claim, Adedayo (2011) emphasized

that since 1999, the conduct of electoral processes in Nigeria has been a major problem which undermines the true democratic system of governance. Political and electoral violence have been often led to destruction of lives and properties, ethnic affiliations, agitations and clashes, religious crises, mass unemployment, deprivation, corrupt practices, money laundering infrastructural decays and pipeline vandalisation, militancy, bad governance, insecurity, etc. Ironically, these electoral processes are conceived as a means of peaceful leadership changes. In other words, elections empower citizens to choose among the contestants their true representatives, and to promote or encourage a participatory government. But misconduct during elections in Nigeria disrupts a peaceful process and creates dissent among the stakeholders. It is a widespread knowledge that the politically related violence witnessed in various part of the country which encourages or fuels the killing and maiming of people during the political process (Adekunle, 2011). These organized electoral and political violence, in most cases lead to ethnic and religious militancy that threatens the corporation of Nigerians which are traceable to a widely held belief that the past elections have neither been free nor fair.

The establishment of the fact that most of Nigeria's leader got to their position via elections marred by irregularities is enough proof of their individual and collective contributions to the nations socio-economic developmental stagnation. For example, the widely published panama papers involving a law firm which help clients to register offshore entities, some of which are then used to launder money, evade tax and dodge sanctions had on the list Nigeria's Senate President Bukola Saraki, and the erstwhile Senate President, David Mark among others. At least four assets belonging to the wealthy and famous Saraki family of Nigeria, all tucked in secret offshore territories, were uncovered, which the Senator failed to declare to the code of conduct Bureau (CCB) as required by Nigerian laws. This revelation made possible by internal data of the panama-based

offshore-provider, Mossack Fonseca, Obtained by the German newspaper Süddeutsche Zeitung and shared by the international consortium of investigating journalists (ICIT) with premium times and over 100 other partners in 82 countries. In a written response to ICIJ, the Senate President insisted through his UK lawyers, that he "declared his assets properly in accordance with the relevant legislation" and that the charge against him" are both unfounded and politically motivated" (Emmanuel and Joshua, 2016).

Last September, the CCB slammed false asset declaration charges on Mr. Saraki accusing the Senate President among other things, of failure to declare his assets in full. Under the code of conduct law, a public office holder is required to declare his own assets, that of his wife as well as assets in the names of his children below the age of 18. In his declaration form, Mr. Saraki listed property owned by his wife, Toyin Saraki to include a piece of Land at Lekki valued at N5million which he said was a gift he received in January 1989. Mrs. Saraki was also listed as owner of a property at 15 Bryanston Square, London, Bourne Street while the first which rental income was put at £48,000 with a value of £900,000 was acquired in January 1989, the second, which value was put at £2million and had rental value of £150,000 acquired for business in April, 2000. However, a fresh investigation by premium times and its media partners has uncovered some hidden London property in the name of Toyin Saraki but which was left out among the property declared by the senate president. The hidden property is located at No 8 Whuttaker Street, Belgravia, London SW1W 8JQ. It has number NGL 802235.

Similarly, the Senate President stated in his assets declaration form that his wife held an account in Eco Bank Broad Street Lagos, where she has N1.5million at the time he became governor in 2003. She also maintained an account in Coutts & Co Strand, London, where she owned £450,000 and \$125,000 in addition to \$3million in Northern Trust International Banking Corporation, Lynch Pierce Fenner. Mrs. Saraki was also listed as

maintaining substantial shares in European and American company, Tyberry corporation and Eficaz Limited just as she held 500,000 shares, valued at £500,000, at P.C.C. (U.K) Limited. He was however silent on the number of shares the former first lady had in Haussmann and Tiny Tee (Nig.) Limited. According to Premium Times (2016), investigations revealed that Mrs. Saraki owns secrets companies in some notorious tax haven countries. She registered Girol Properties Limited on 25th August 2004, a year after her husband became Governor of Kwara State in British Virgin Island (BVI). Documents showed that Mrs. Saraki owns 25,000 numbers of shares with a par value of US \$1.00 each, and was appointed the first and only director of the company. Mrs. Saraki however, in a letter to ICIJ, through her lawyers, denies ever owing any shareholding in the second company, Sandon Development Limited, registered in Seychelles Island, January 12th, 2011 and has Mrs. Saraki and one Babatunde Morakinyo (a long term personal assistant and friend of Mr. Saraki) of 11 Okeme Street, Lagos as shareholders. While incorporating that company, documents show Mrs. Saraki bought a curious service of Mossack Fonseca & Company, the Panamanian firm that helped her to register the firm, perhaps to avoid being identified as the beneficial owner of Sandon, the Senate President asked Fonseca to provide nominee directors for the company. Nominee directors are people used in tax havens to conceal real owners of companies and assets. It was this same company that Mrs. Saraki used in July 2011 to procure the property on Whuttaker Street, Belgravia, London SW1W 8JQ. The property, acquired from Renocon property Limited, a company registered in the British Virgin Island, was never disclosed to Nigerian authorities as required by the country's code of conduct. The third hidden company in the name of Mrs. Saraki is Landfield International Development Ltd, a company registered in the British Virgin Islands on April 8th, 2014 with registration number 1819394, and office 1, Akara Blog, 24 De Castro Street Wickhams Cay 1, Town, Tortola, British Virgin

Island (Emmanuel and Joshua, 2016).

In the same vein, the series of looting stashed in various bank account and properties of former oil minister, Mrs. Diezani Alison Madueke is alarming and destructive to Nigeria's socio-economic development. Recently, the Economic and Financial Crimes Commission (EFCC) traced N47.2 billion and \$487.5 million to the ex-minister. Previously, it was revealed that she had N23,446,300.00 and \$5 million (about N1.5 billion) cash in various banks (Alli, 2016). A couple of days ago a Federal High Court sitting in Lagos ordered that a \$37.5 million sky-scraper building on Banana Island, Lagos, belonging to the former petroleum Minister, Mrs. Diezani Alison-Madueke be finally forfeited along with separate sums of \$2,740,197.96 and N8,537,840.70, being rents realized on the properties to the Federal Government of Nigeria. The orders were made by Justice Chuka Obiozor, sequel to a motion on notice argued before him by the EFCC. The anti-graft agency had on July 19th 2017, obtained a court order to temporarily seize the property located at building 3, Block B, Bella Vista Plot 1, Zone N, Federal government Layout, Banana Island, foreshore Estate, which is said to have 24 apartments, 18 Flats and six penthouses (Anaba, 2017).

Apart from that, the whistle blowing device of the Federal government seems to yield fruitful result with an event leading to the discovery of a fictitious account with an amount of \$15 million, N7 billion and N1 billion respectively. There was also an amount of \$136,676,600.51 in an account in which when discovered, the bearer of the fake account was unable to explain the source of the cash (Alli, 2017). The imagination of what an amount of N1.34 trillion could do to any nation's economy will be the rational thought that fills any reasonable mind. In a report anchored by Alli, Odunuga and Ikuomola (2016), fifty-five privileged Nigerians' stole N1.34 trillion from the Nigeria treasury between 2006 and 2013. The period of loot, according to them, spans the administration of former presidents Olusegun Obasanjo, the late

Umaru Musa Yar'adua and Goodluck Jonathan. What could be referred to as monumental corruption which characterized Nigeria's socio-economic status was established by Adeleke and Adeboye (2016) that the nation leaders, their appointees or proxies in recent history, from the administration of former head of state, General Ibrahim Babangida (retired.) to the Jonathan era stole, misappropriated and mismanaged estimated amount of \$1.647trillion in 31years. Economists were of the opinion that Nigeria economy could be stabilized like the economies of developed countries around the world if the looted funds by past leaders are retrieved and put to judicious use while putting in place a system that will prevent further misappropriations.

Legislature-Judiciary Crime Collaboration

The judiciary as elaborated by Egbewole (2006) as a major plank of the tripod plays a very important role in the scheme of things. It indeed serves as the balancing factor and in the position of resolving whatever differences that exists between the other arms. Equally, by virtue of the judiciary's function in the society, they are expected to be the hope of the common in seeking redress to injustice and inequality that thrives in Nigeria. However, the case is far from that in Nigeria considering the extent of crime the judges themselves engages in, in the course of their duties especially as it involves politicians. For example, the case against Justice Rita Ngozi ofili Ajumogobia of the Lagos Federal High Court and a Senior Advocate of Nigeria, Godwin Obla Speaks volume. The duo was arraigned before an Ikeja High Court over allegations ranging from giving and taking gratifications, to forgery and giving false information. They were charged to court by EFCC on a 30 count charge (Odekanyi, 2016). In a similar vein, the National Judicial Council (NJC) barred judges being investigated for criminal offences from presiding over cases and performing other functions relating to their offices pending the establishment of

their innocence. The roll call of judges suspended due to involvement in crime are, Justice Sylvester Ngwuta and Justice Inyand Okoro of the supreme court, Justice Mohammed Ladan Tsamiya of the Court of Appeal, Ilorin, Justice Adeniyi Ademola of the Federal High Court, Chief Judge of Enugu State, Justice I.A. Umezulike, Justice Kabiru Auta of Kano State High Court, Justice Muazu Pindiga of Gombe State High Court, Justice Bashir Sukola and Justice Ladan Manir of the Kaduna State High Court, and Justices Mohammed Nasir Yunusa; Hyeladzira Ajiya Nganjiwa, Musa Haruna Kurya, Agbadu James Fishim, Uwani Abba Aji and Rita Ngozi Ofili-Ajumogobia all of the Federal High Court (Ikhilae, 2016).

With enormous evidence in the delay of budget passage and the likes, the senate itself stumped of former state governors who have chains of yet to clear criminal allegations from within and outside the country undoubtedly sees themselves as bastion of corruption. The performance of the judiciary align with their modus operandi, hence the eventual judgement of the Danladi Umar Code of Conduct tribunal which gave the Senate President, Bukola Saraki clean bill and a no case verdict of all the count charges. With the confirmation of the manifestation of the senate's opposition to good governance in principle, the three democratic instruments of the electorates, i.e. the initiative, the referendum and the recall are expected to serve as object of coordination and control for the lawmakers. This is in consideration of the fact that the full force of its usage lies with the electorates. We are particular with the recall which the electorates implore in bringing back their representative in whom they have lost confidence. With the excesses of a senator like Dino Melaye whom his constituency have recalled, only time will tell if the masses who are victims of happenings in democracy have any say in the processes of affairs that has to do with their lifestyle and wellbeing.

Conclusion

Politics, according to Awopeju (2010), is an inescapable fact of human existence which also makes it ubiquitous. The effect politics have in every facet of our lives makes Deutsch (1947) to conclude that:

The water we drink, the air we breathe, the safety of our streets, the dignity of our poor, the health of our old, the education of our young, and the hope of our minority groups, all are bound up with the political decisions made at city hall, (or) in the State Capital.....

Because politics is inevitable, so also is leadership hence, our mode of election which is the gateway for leaders must be morally coated for decent, honest and sincere deliverance of democratic values. This in essence talks about accountability and the rejuvenation of our judicial system which can only enhance our sanctioning procedures. Politics, which encapsulates electoral process and the act of governance, will deliver either good or depending on the manner and ways of political practice. In essence, the decision is ours, i.e.; if our election starts being free and fair, the peoples candidate will start emerging as leaders as against godfathers candidate, and once that thrives, the leaders will start being answerable to the electorates and upgrade in socio-economic status of the society. This will eventually reduce leadership corruption and at the long run abrogate corrupt leadership.

Recommendations

For Nigeria to achieve socio-economic development the following recommendations will assist the course:

1. Contestants to political positions must be morally upright backed by the force of law.
2. Electoral litigations must be concluded within 90 days of election. Video and media proofs of malpractice should be

implored in courts though subject to scrutiny.

3. Priority should be given to the needs and demands of the citizens especially those that directly affect the welfare and well-being of the masses. Past events reveals that the governor prefers capital projects which gives room for misapplication and embezzlement.
4. The three democratic instruments, i.e., the initiative, the referendum and the recall which belongs to the electorates should be strengthened for the electorates in coordinating the activities of their representatives for good governance, accountability and socio-economic growth.
5. Anti-graft agencies like the E.F.C.C. and the I.C.P.C. should be empowered to investigate any Nigerian irrespective of class or position and prosecute offenders for the strengthening of accountability and good governance.
6. All cases involving past looters should be promptly addressed and the loot invested in the socio-economic development of Nigeria.

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ETHICAL CONSIDERATION ON ISSUES OF MATERIALISM AS A WAY OF FIGHTING HUMAN TRAFFICKING AND TACKLING CORRUPTION IN NIGERIA

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Abstract

Corruption is a major problem in many African countries. This appears to be one of the factors that slow down development in these countries. This paper evaluates the trend of human trafficking in Nigeria. This shows a growing convergence of trafficking, organized crime and terrorism. A critical look at these revealed how our values systems have been neglected. Corruption is high in Nigeria. As a result, the gap between the rich and the poor became wide making our dream of egalitarian society a far cry. There is need to bridge this gap. In the words of Karl Marx: "Inequality is absurd and slavery is unnatural. Human Trafficking is illegal movement, recruitment, transportation and receipt of human being by air, sea or land to an unknown destination for exploitation and optimum economic benefits. The causes, effects and preventive measures are discussed here. Laws should be prescribed to ensure commensurate punishment for grave crimes like trafficking involving rape, kidnapping or murder. The role of government in the establishment of National Agency for the prohibition of Trafficking in person (NAPTIP) and anti-corruption act –Independent Corrupt Practices and Other Related Offences Commission (ICPC) is a right step in the right direction. Nigeria and other African countries need proper education on the excessive quest for wealth and materialism in order to fight corruption to its root.

Keywords: Ethics, Human Trafficking, Corruption, Materialism, Criticism, Solution.

Introduction

Social Studies is a subject that studies man comprehensively. This means the total being of man. Many scholars defined it in different ways. It can be seen as an integrated study of man as he battles for survival in the environment—both physical and social Ololobu(2010). Social studies is a problem approach, through which man studies and learns about problems of survival in his environment.

Civic Education is the study of democratic institutions which is aimed at promoting citizen skills, values, attitudes and behaviour that is necessary for the development of a society. Here, citizens of a country are taught the norms of the society they live and what is acceptable in other parts of the world. Social Studies and Civic Education are interwoven they teach values which help in the development of man and his world.

Ethics measures the right or wrong in the society. One of the practices which stipulates this is trafficking. A Protocol on trafficking attached to the United Nation Convention Against organized crime, signed by eighty countries and the European Union in December 2000, formally defined Trafficking as a modern form of slavery and indentured servitude, linked to organized criminal activity, money laundering, corruption and the obstruction of justice. It is no longer news that human beings are trafficked that is, taking to other countries or moved to a different location within the country and made to work as slaves without commensurate income paid for service rendered. In fact, they are used to make money. This paper examines Human Trafficking as a form of corruption in Nigeria, Forms of Human Trafficking, Causes of Human Trafficking in Nigeria, The Global problem of Human Trafficking and Efforts at combating Human Trafficking.

Conceptual Framework

This paper borrow idea from Karl Marx's theory of Equality.

According to Ritzer and stepnisky (2014;68-69), Karl marx believed that people's notions of equality arise out of capitalism. Most cultures and societies in the world believed that the equality of men irrespective of race, status and gender is irrational but under capitalism "inequality is absurd and slavery is unnatural." Since capitalism owns the means of production. It will be difficult to make wages and labour free then. The bourgeoisies, the capitalists will continue to ensure that the proletariats work in order to survive. It is the notion of Karl Marx that capitalism is innately unequal, and that is what makes the capitalists to benefit tremendously from the capitalist system at the expense of the proletariats. The workers then become perpetual victims of economic exploitation which constantly increases inequality. "Inequality will expose the poor to exploitation by those who control the resources of the society, which they consider as their best interests." (Collins 1975;274). Hodgets et al (2010:237) are of the view that inequality impact negatively on the people physically and emotionally. Ritzer and Stepnisky (2014:68) posited that in capitalist system efforts that are made to create equality is viewed as a type of inequality.

The African society is stratified – we have the upper class, middle class, lower class and peasants. The rich belongs to upper class, average in wealth belong to the middle class, people struggling to survive belong to the lower class while those with no means of livelihood who are living under a precarious condition are the peasants. In Nigeria for example, the rich exploit the poor to get richer. Many innocent young graduates are deceived and taken to overseas countries for exploitation in various forms. Victims come back to the country worse than they were before they left for their adventures. This is a criminal act which government should look at before it causes more harm to our children. It is on this premise that inequality perpetrated by the rich will be a major issue

Forms of Human Trafficking in Nigeria

Nigerian women and girl victims are the most vulnerable. They are recruited for domestic servitude and sex trafficking. The boys are forced to work on plantations or in commercial farming, engage in petty crimes, drug trade and construction. According to the 2014 trafficking of young women from Nigeria to Europe for the purpose of sexual exploitation is one of the most persistent trafficking flows difficult to detect. "During the 2007- 2012 period, Nigerian victims constantly accounted for more than ten percent of the total number of detected "victims in Western and Central Europe, making this the most prominent trans-regional flow in this sub-region. It is present in different European countries since the late 1990s, one of the reasons of its endurance may be the structured organization of the trafficking rings" UNODC Global Report on Trafficking in Persons, 2014 p.56."

Causes of Human Trafficking

Poverty—Many people are unemployed, this make them to be deceived by people who want to use them for exploitation. A 2015 report of Human Rights watch noted that "Endemic public sector corruption continued to undermine the enjoyment of social and economic rights in Nigeria. Organised Crime—Political system characterized by institutional weakness and fragility has created fertile ground for organized criminal groups to thrive. According to the 2015 United State Trafficking in Persons Report,"EUROPOL has identified Nigerian organized crime related to trafficking in persons as one of the greatest law enforcement challenges to European governments". **Oil Boom in the 1970s**—Migration by investors both inside outside the country created avenues for exploitation and international trafficking.

According to the protocol attached to United Nations, Human trafficking is the recruitment, transportation, transfer,

harbouring or receipt of persons using force, coercion, abduction, fraud deception, abuse of power or vulnerability or the giving and receiving of payments to achieve consent of a person or having control over another person. What is generally accepted is that Human Trafficking, whether in women or as child labour constitutes a fundamental violation of the human person.

Trafficking in person is potentially the most complex of these illicit industries given that the challenges is not simply the transportation of persons but the recruiting, harbouring and potentially enslavement of an individual for compelled labour or commercial sex act through the use of force or coercion. The international standards should guide international cooperative initiatives, those created by the United States provide a valid baseline from which to evaluate the state of international counter-human trafficking efforts as described in the Trafficking victims protection Act (TVPA) of 2000 (United States Public Law 106-386). According to the 2013 US Department of State Report on Human Trafficking, almost a dozen countries on the African continent namely Algeria, Libya, Mauritania, Guinea-Bissau, Sudan, Central-African Republic, Democratic Republic of Congo, Equatorial Guinea, Zimbabwe and Eritrea remain at tier 3. This classification signifies both non-compliance with the minimum standards of the US. Trafficking Victims Protection Act (TVPA) and the lack of significant efforts to do so. similar problems exists in Central and South America, Colombia and Nicaragua continue to aggressively attack the problem and most countries – cuba being a notable exception are working towards these standards with reasonable success. From 2008 to 2012, the number of child labourers in Latin America which account to 27% of all trafficking victims in America declined by 12% (International Labour Organisation 2013, UNODC 2012 P.5) In 2007, United Nations Office on Drug and Crime (UNODC) conducted in the framework of the United Nations Global Initiative to Fight Human Trafficking (UNGIFT) a study on the state of the world's response to the crime

of human trafficking. This report offers an unprecedented view of the available information on the state of the world's response to human trafficking including near-comprehensive data on national legislative and enforcement activity. Over the course of a few months in 2007 and 2008, UNODC gathered information concerning 155 countries and territories. With a few notable exception, nearly all the larger states participated.

This report summarizes this information, starting with a discussion of the global figures and closing with country profiles for participating nations. Data on the response of states to human trafficking are only indirect indicators of the nature of the underlying problem. Countries with well-resourced criminal justice agencies may show a great deal of activity even when human trafficking is relatively rare, while countries with larger problems but less capacity may be unable to muster a proportionate response. Trafficking in persons only came into effect in December 2003 but it has inspired widespread legislative response. As at November 2008, 63% of the 155 countries and territories that provided information had passed laws against trafficking in persons addressing the major forms of trafficking. These laws criminalized at the very least, sexual exploitation and forced labour and no restriction regarding the age or gender of the victim. Another 16% had passed anti-trafficking laws that cover only certain elements of the protocol definition, for example laws that are limited to sexual exploitation only apply to female or child victims. The number of countries having anti-trafficking legislation increased between 2003 and 2008 in response to the passage of the protocol. 54% of responding countries have established a special anti-human trafficking police unit and more than half have developed a national action plan to deal with this issue.

Corruption and the African States

The political bureau established in 1987 attributed the failure of

politics and governance in Nigeria basically to corruption. The British Department For International Development (DFID) in its "Nigeria: Country strategy paper for the year 2000" that poverty persists in Nigeria because of the mismanagement of resources and corruption, found particularly but not exclusively in the public sector. The World Bank defines corruption as: The abuse of public office for private gains. In this paper systematic corruption is the focus. This occurs where bribery on a large or small scale is routine. It is regularly experienced when a license or a service is sought from government officials. This takes place when wrong doing has become a norm. It differs from petty corruption in the sense that it is not as individualized. It is apparent whenever the administration itself trespasses the expected purposes of the organizations, forcing participants to follow what otherwise would be termed unacceptable ways and punishing those who resist and try to live up to the formal norms. In this case societal morality is almost non-existent as it had become gravely eroded as the years went by. Many factories have been identified as instrumental encouraging corruption practices in Nigeria. These include bribery, the nature of Nigeria's political economy, the weak institutions of government, a dysfunctional legal system, a culture of affluent and ostentation, living that expects much from wealthy people, extended family pressures, village/ethnics loyalties and competitive ethnicity.

Nigerian Constitution

Section 34 of the constitution of the Federal Republic of Nigeria (1999) guarantees the right to the dignity of the human person thus prohibiting the subjection of any person to slavery and servitude. The criminal code does not define what constitutes trafficking nor does it deal with the various forms of trafficking but it deals with the offences which may constitute external trafficking for prostitution and slavery. For example, the criminal code makes it an offence to procure women and girls for prostitution in or outside Nigeria (223(2)).

The penal code contains similar provisions on trafficking section 275 prohibits to induce girls below 18years to incitation of prostitution and other similar practices. Lack of adequate provisions regarding trafficking in Nigeria's criminal law led the Federal Government to enact a new law on trafficking. In 2003, Nigeria became the first African Country to enact an anti-trafficking legislation with the trafficking in person(prohibition) law Enforcement and Administration Act 2003.In March 2015,the Trafficking in person(prohibition) Enforcement and Administration Act 2015 was passed and repealed the previous law. The 2015 Act increases the penalties for trafficking offenders. It prescribes a minimum penalty of five years' imprisonment and a minimum fine of one million naira for labour trafficking offences. The law prescribes a minimum penalty of five years' imprisonment for sex trafficking offences and a minimum fine of one million naira. The minimum penalties increase to seven years' imprisonment if the case involves a child.

Efforts at Combating Human Trafficking

There has been global intervention in tackling the menace of human trafficking. Apart from this National Council of Women Societies (NCWS), Women trafficking Child labour Eradication Foundation (WOTCLEF) initiated moves to combat human trafficking in Nigeria. Government in its part has started fighting it at all levels of government. This move led to the introduction of Independent Corrupt Practices and other Related Offences Commission (ICPC) Act 2000 signed into law on June 13, 2000. It is a fact that the anti-corruption law, being a federal legislation, has positioned the government in a better position to confront corruption. Most corruption cases today are seen as criminal offences. Government also created an agency known as National Agency for the Prohibition of Trafficking in Persons and other related matters (NAPTIP).. The functions include the following:

- To enhance effectiveness of laws enforcement agents in

- suppressing trafficking in persons.
- To adopt measures that will protect witnesses
- To co-ordinate all laws on trafficking in person and related offences.
- To take charge, supervise control and coordinate the rehabilitation of trafficked persons.
- To investigate and prosecute traffickers.
- To strengthen and enhance effective legal means for international cooperation in suppressing the international activities of trafficking in person.
- To work in collaboration with other agencies or bodies that may ensure elimination/prevention of the root causes of the problem of trafficking in person.
- To strengthen, cooperation between the attorney-General of the Federation and all other agencies in the eradication of trafficking in persons.
- To adopt measures that will increase the effectiveness of eradication of trafficking in persons e.g sensitization or public awareness.
- To establish proper communication channels, conduct research and work on improving international cooperation in the suppression of trafficking in persons.
- To reinforce and supplement measures in bilateral and multilateral treaties and conventions on trafficking in persons.

Recommendations

The following strategies can be used to tackle corruption and human trafficking:

- Incorporating human rights and development perspectives into anti-corruption work.
- Ensuring proper co-ordination of efforts between the police and other State Security Services.
- Discouraging excessive materialism and the culture of get

rich quick.

- Education and some form of employment for the teeming youths.
- Public enlighten through regular workshops, seminars, conferences and through prints and electronics media. Schools. Religious bodies. Traditional institutions and the family should be sensitized on the evils of this abominable trade.

Increasing security at border posts and adequately equipping law enforcement agencies to check the schemes of the traffickers. To eradicate corruption is to have a rebirth of new Nigeria where things will be done in the right way and creating good values for our children who are leaders of tomorrow.

Conclusion

It can be seen from the discussion over leaf that there is no way we can address the problem of human trafficking that one will not revisit corruption. Government officials are directly involved in this act (corruption). The underlying factor is that corruption in the public sector is in fact induced by private sector corruption. To eradicate corruption is to have a rebirth of new Nigeria where things will be done in the right way and creating good values for our children who are leaders of tomorrow.

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EMERGENCE OF CIVIC EDUCATION IN THE 9 YEAR BASIC EDUCATION CURRICULUM: IMPLICATIONS FOR THE STATUS OF SOCIAL STUDIES

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Abstract

The Nigerian Educational Research and Development Council (NERDC) curriculum reviewed in 2012 gave prominence to Civic Education at the Basic level of education. This was mainly to bridge the deficiencies in the old curriculum, to reduce curriculum overload, and to mitigate the social, political and economic challenges and the rapidly dwindling moral values among citizens of the country. The Social Studies and Civic Education were analysed and compared based on the purposes they are meant to serve, their contents and teacher supply. The main goal, among others, is to find out whether or not it is justifiable to have the two subjects taught separately at the same level. Findings revealed that the spiral approach was given less prominence in the revised curriculum. Also, it did not appear that subject overload has been reduced contrary to the desire of NERDC. Further still, some of the contents of the old Social Studies were used to feed the Civic Education. Given a shortfall in teachers across the country, there was apathy among Social Studies teachers drafted to teach Civic Education. The implication is that the current status of the revised Social Studies is threatened.

Keywords: Civic education, Basic education, Social studies, Discrepancies, Nigeria

Introduction

The adoption of education for development makes it a veritable

instrument for economic, social, physical and emotional transformation in any society. The society sets the goals for education based on the societal philosophy. In turn, the goals dictate the objectives, the content, mode of content delivery and assessment of learning. At the end of instruction learners' behaviours are expected to change positively. The societal expectations of the change arising from the education given to its citizens are meant to reflect the cultural heritage and values expressed in qualities such as honesty, hard work and dedication. Unfortunately, the society places more premiums on certificates. Little is said about the non-tangible outcomes of education. Decadence experienced in every fabric of the society today, particularly among Nigerian youths, is partly due to a long time neglect of the non-cognitive aspect of the curriculum.

The crises witnessed in the society have always driven Nigerians to the drawing board attempting to find solace in education as a 'magic-wand' or a 'fix-it' tool. Right from the Curriculum Conference of 1969, which led to the first National Policy on Education, there has been a number of such documents and many reviews. The aims and objectives of education, the corresponding content, activities and evaluation, which indicate whether or not the goals have been realized, are all embedded in the curriculum. Therefore the curriculum is seen as the instrument that drives the attainment of the goals of education.

Apart from the need to use education to solve social and economic problems be-deviling the nation, other national and global initiatives adopted and implemented in Nigeria like the Millennium Development Goals, Education for All, National Economic and Empowerment Development Strategies and the Universal Basic Education Act have prompted the revision of the over twenty years old primary and junior secondary school curricula that were revised between 2001 and 2003 to be subjected to further review beyond the 2003 due to the gaps and deficiencies that were identified in the former curricula (NERDC, 2016). Periodic revision of curricula such as these is not out of

place in so much as it is done to respond to changes witnessed in the country and indeed in the international scene, and is based on the national philosophy. Since changes are inevitable, the curriculum process is aptly described as an unending chain of intensive, cyclic-cum-linear activities (Obanya, 2004), which are based on rigorous situation analysis.

A rigorous situation analysis is a pre-cursor of curriculum development or revision, else it becomes a mere addition of new contents or effecting ad hoc changes that may lead to other unforeseen challenges as exemplified by the 6-3-3-4 system of education adopted in the country some years back. Another effect of curriculum development/revision without a rigorous needs assessment/situation analysis is curriculum overload. Social Studies as a core school subject focuses on the study of man and interaction in his environments. It emphasizes positive changes in learners' attitudes and develops values such as hard work, honesty and dedication meant to make the learners functional and relevant in the society they live in. Social studies became prominent at the basic level of education as a result of its strength to make learners responsive citizens in the society. Still in search of inculcating right values, knowledge and skills in the learner, Civic Education was re-introduced.

The purpose of this paper is to juxtapose the objectives and contents of Social Studies and Civic Education in order to highlight the areas of congruence and differences in an attempt to justify the emergence of the Civic Education in the 9 year Basic Education Curriculum. It also aims at assessing the impact on the existing Social Studies taught at the same basic level. The 9 year Basic Education Curriculum was introduced into the Nigeria's education system in 2007 after the review of the old primary and junior school curricula. Again, this paper compares the old Social Studies content with what it is currently presented in the revised 9 year Basic Education Curriculum (NERDC, 2012). This comparative analysis is limited to the upper basic level contents

on the two subjects.

The 9 year Basic Education Curriculum Content

In the 9-year Basic Education Curriculum (NERDC, 2007), the Social studies was a stand-alone subject. The 9 year Basic Education Curriculum was reviewed in 2012 and implemented in 2014. Among the reasons quoted as informing the 2012 review was the need to avoid subject overload and introduce new subjects to accommodate emerging national and global issues. Some of the subjects introduced included Civic Education, Security Education and Entrepreneurship Education.

In the revised edition, Social Studies seizes to be a stand-alone subject, but belongs to what is referred to as cluster subjects consisting of subject listings (NERDC, 2016). Social Studies is grouped under Religion and National Values along with the discrete subjects as Christian Religious Studies, Islamic Religious Studies, Social Studies, Civic Education and Security Education.

Civic Education versus Social Studies

The two subjects are compared along the following issues:

- i. Purpose/Objectives;
- ii. Content; and
- iii. Teacher Supply/ Instruction.

Purpose

Civic Education is a type of education given to the citizens of a particular country in order to make them active and functional citizens (Oladele, 2009). It could also be defined as a subject that exposes the learner to the need for imbibing positive attitudes such as patriotism, peaceful co-existence, hard work, diligence, honesty, mutual respect, love, tolerance and self-discipline (Wahab, 2011). The purpose is for the recipients to imbibe responsible citizenship. As for Social Studies, it deals with the study of man in his environment and the interactions between him, his physical and social environments. According to

Adaralegbe (1975), Social Studies is the study of how man influences and in turn influenced by physical, social, political, religious, economic, psychological, cultural, scientific and technological environment. The purpose is to develop in young people the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (Adeniran & Olugbuyi, 2013).

Civic Education as perceived by Social Studies experts is 'an aspect of Social Studies that focuses on 'political values and citizenship missions in order to build a peaceful and healthy nation' (Danladi, 2011), even though emphasis is laid on political system in Civic Education (Adetoro & Omiyefa, 2011), in fact there was a time in the history of curriculum development when the two subjects were one entity.

Perusing the purpose of each of Civic Education and Social Studies in the new curriculum for JSS, there seems to be no clear-cut distinction between the purposes the two subjects are meant to serve. They are to inculcate moral, ethical, social and national values in learners (NERDC, 2016). Ultimately, both are to develop in the learner values and skills that will make them responsible citizens.

Contents

The content of Civic Education contained in the revised Religious and National Values Curriculum (NERDC, 2012) was juxtaposed with those of Social Studies to find out the differences in what is presented to the learners in the two subjects (Tables 1-3). Also, the old Social Studies Curriculum (NERDC, 2007) was compared with the revised Social Studies content in Religious and National Values Curriculum (Tables 4-6). The essence is to highlight the differences between the old and the revised Social Studies contents.

Table 1: Aspects of Civic Education and Social Studies in the Revised Religious and National Values Curriculum for JSS 1

Theme	Sub Theme	Topics	Theme	Sub Theme	Topics
Civic Education	Our Values	National values	Social Studies	Fundamentals of social studies	History of Nigerian social studies education
	Citizenship	- Citizenship (meaning, types, process of being coming, a citizen - Rights and duties of citizens		Family as the basic unit of society	- Family as a primary social group - The consequences of large/small family size
	National Consciousness and identity	Objects of National Consciousness		Culture and social values	- Meaning and characteristics of culture - Similarities and differences among cultures in Nigeria - Agents and processes of socialization - road safety clubs as an agent of socialization
				Social and Health Issues	- Common Social problems in Nigeria - Ways of solving social problems - promoting safety in our community

Table 1 shows the contents of Social Studies and the newly introduced Civic Education in the current Religious and National Values Curriculum for Junior Secondary School 1. Three sub-themes were covered in Civic Education which are: Our values, citizenship and National Consciousness and identity. For Social Studies, four sub-themes covered are: Fundamentals of Social studies, Family as the basic unit of society, Culture and social values and Social and Health Issues.

Table 2: Aspects of Civic Education and Social Studies in the Revised Religious and National Values Curricula for JSS 2

Theme	Sub Theme	Topics	Theme	Sub Theme	Topics
Civic Education	Our Values	- National Values (integrity, contentment, discipline, courage)	Social Studies	Fundamentals of social studies	- General objectives of social studies.
	Governance	- Nigeria as a Federation - Relationship between Local Government		Family as the basic unit of society	- Advantages of living together as a family
	Human Rights and the rule of law	- The rule of law - Protection of human rights and the rule of law - Consumer rights and Responsibilities		Culture and social values	- Purpose of marriage - Readiness in marriage - Positive group behaviour
	Democracy	- Democracy - Pillars of democracy - Election and other responsibilities - electoral malpractices		Social and health issues	- Meaning and consequences of drug abuse and harmful substances - Dangers of drug trafficking

Table 2 shows the contents of Social Studies and the newly introduced Civic Education in the current Religious and National Values Curriculum for Junior Secondary School 2. Four sub-themes were covered in Civic Education which are: Our values, governance, human rights; and the rule of law and democracy. For Social Studies four sub-themes covered are: Fundamentals of social studies, family as the basic unit of society, culture and social values and social and health issues.

Table 3 shows the contents of Social studies and the newly introduced Civic Education in the current Religious and National Values Curriculum for Junior Secondary school 3. Three sub-themes were covered in Civic Education which are: Citizenship, Our values and Democracy. For Social Studies, four sub-themes covered are: Fundamentals of Social studies, family as the basic unit of society, culture and social values, and social and health issues.

Table 3: Aspects of Civic Education and Social Studies in the Revised Religious and National Values Curricula for JSS 3

Theme	Sub Theme	Topics	Theme	Sub Theme	Topics
Civic Education	Citizenship	- The constitution - Supremacy of the Constitution	Social Studies	Fundamentals of social studies	- Contents of Social Studies
	Our values	- National Values – Right attitude to work - Negative behaviour		Family as the basic unit of society	- Roles of Extended family members in child development
	Democracy	- Elections and Electoral bodies in Nigeria - Democratic Process		Culture and social values	- Human trafficking - Preventing human trafficking - Harmful traditional practices
	-	-		Culture and Social values Social and Health Issues	- Promoting peaceful living in the society - Social conflicts - Managing and resolving conflicts - Controlling cultism in our society - preventing drug trafficking

As shown in Tables 4 to 6, the old stand-alone Social Studies were arranged under 25 thematic areas with 55 topics. Junior School (JS) One had 11 topics arranged under six themes; there were 31 topics under 14 themes in Junior School Two, while in Junior School 3 learners were exposed to 13 topics with 5 themes (NERDC, 2007). The revised Social Studies as contained in the NERDC 9-Year Basic Education Curriculum Religion and National Values (NERDC, 2012) has four sub-themes and ten topics in JS 1; four sub-themes and seven topics in JS 2 and four sub-themes and ten topics in JS 3.

The striking difference between the two (old and revised Social Studies contents) is in arrangement, while the old Social Studies stood alone as a core subject, the revised Social Studies is clustered under Religious and National Values Curriculum. As such each of the five subjects listed in the Religious and National Values Curriculum now stands as a sub-theme, whereas what represented themes in the old dispensation are now referred to as sub-themes. This arrangement is merely structural; each subject component is still taught and examined separately.

Table 4: Content Analysis of Old Social Studies and the Revised Social Studies in the Religious and National Values Curriculum JSS One

S/n	Theme	Old Social Studies		Revised Social Studies	
		Topics	Theme	Sub Theme	Topics
1	Introduction to Social Studies	- Meaning and Scope of Social Studies - Nature of Social Studies - Objectives of Social Studies - Importance of Social Studies	Social Studies	Fundamentals of Social Studies	- History of Nigerian Social Studies Education
2	People and their Environment	- Meaning and types of environment e.g. physical and social environment - Features of physical and social environmental - Environmental problems and solutions - Social Environment meaning and types of social environment e.g. Primary (Family) and Secondary social groups; - Causes, effect and steps in conflict resolution. - Safety in the environment: Need and measures for safety.	-	-	-
-	-	-	-	- Family as the basic unit of society	- Family as a primary social group - The consequences of large/small family size
3.	Socialization: Its Agents and Processes	- Meaning, significance and process of socialization - Agents of socialization - Effects of socialization	-	-	-
4.	Culture	- Meaning and components of culture - Features of culture - Uniqueness of Nigerian culture - Cultural similarities and differences in Nigerian people	-	Culture and social values	- Meaning and characteristics of culture - Similarities and differences among cultures in Nigeria - Agents and processes of socialization - Road safety clubs as agent of socialization - Common social problems in Nigeria - Ways of solving social problems - Promoting safety in our community
5.	Social Issues and Problems Contemporary social issues and problems	- Meaning and identification of contemporary social issues in Nigeria. - Causes, effect and solution e.g. HIV/AIDS - Meaning of HIV/AIDS, Causes of HIV/AIDS - Problems of HIV/AIDS - Care for the HIV/AIDS infected and affected. - Prevention of HIV/AIDS	-	Social and Health Issues	-
6	National Unity and Integration	- Meaning of National unity and Integration - Needs for National unity and integration - Symbols of Nigerian Unity e.g. National Anthem, the Pledge, Currency and the Constitution etc. - Measures for promoting National unity	-	-	-

combination of two contents in the old curriculum; 'Socialisation and its process', and 'Culture'.. 'Social and Health Issues' though related to the old 'Social Issues and Problems Contemporary social issues and problems' still contrast the old content.

Content analysis of Table 5 shows that only four of the fourteen sub-themes of the old JSS 2 Social studies curriculum were incorporated into the revised and currently being implemented 'Religious and National Values' Curriculum. Fundamentals of social studies was espoused through 'General objectives of Social studies' while 'Culture and social values' were espoused through 'Purpose of marriage, Readiness in marriage and Positive group behaviour'. These are topics extracted from the two old Social studies contents viz: 'People and their environment' and 'Culture'. 'Social and health issues was expounded through – 'Meaning and consequences of drug abuse and harmful substances' and 'Dangers of drug trafficking'.

The content analysis presented in Table 4 shows that of the four new themes incorporated into the revised and currently being implemented in Religious and National Values Curriculum in schools, three were related to the six sub-themes of the old JSS 2 Social Studies curriculum. 'Fundamentals of Social Studies', the first content expounded through the topic; 'History of Nigerian Social Studies Education' is in contrast to the old content that introduces students to Social studies by treating its meaning, objectives and importance. 'Family as the basic unit of society, not in the old Social studies year 1 curriculum was incorporated into the revised curriculum. 'Culture and social values' is a

Table 5: Content Analysis of Old Social Studies and the Revised Social Studies in the Religious and National Values Curriculum JSS Two

S/ N	Theme	Old Social Studies	Theme	Revised Social Studies	
		Topics		Sub Theme	Topics
-	-	-	Social Studies	Fundamentals of social studies	- General objectives of Social studies
1	People and their environment	- Social group - Group behaviour	-	-	-
2	Culture 1	- Marriage	-	Culture and social values	- Purpose of marriage - Readiness in marriage - Positive group behaviour
3	Social Issues and problems 1	- Drug Abuse - Drug Trafficking - Poverty - Corruption - Cultism	-	Social and health issues	- Meaning and consequences of drug abuse and harmful substances - Dangers of drug trafficking
4	Science, Technology and Society (1)	- Science and Technology in development - Modern science and Technology and Societal development	-	-	-
5	Communication	- Communication Information and Communication Technology (ICT)	-	-	-
6	Family I Family II	- Living together in the family - Types of food in our culture - Common dresses in our culture - Common hair styles - Adornments - Religion	-	Family as the basic unit of society	- Advantages of living together as a family
7	School Community	- Our School	I think these two 7 & 8	Should be merged	-
8	Community	- Members of the school Community	-	-	-
9	Science Technology and Society (1)	- Home Appliances - Dangers in the wrong use of Appliances	-	-	-
10	Social Issues and problems (2)	- Accidents in the school - Preventing and taking care of accidents in the school	-	-	-
11	Storage	- Meaning and ways of storage - Things we store and why we store them	-	-	-
12	National Economy	- Savings and ways of saving	-	-	-
13	National Economy	- Keeping money in the bank - Resources - Meaning and means of transportation - Advantages and problems of modern means of transportation	-	-	-
14	Health Issues	- Harmful substances - Drug Abuse - Water supply	-	-	-

Content analysis of Table 6 shows that two of the five sub-themes of the old JSS 3 Social Studies curriculum were incorporated into the revised Social Studies. These are: 'Culture and social values', 'Social and health Issues'. 'Fundamentals of social studies' expounded through 'Contents of Social studies' as well as 'Family as unit of the society' were incorporated though not part of the old curriculum.

Table 6: Content Analysis of Old Social Studies and the Revised Social Studies in the Religious and National Values Curriculum JSS Three

S/n	Theme	Old Social Studies	Theme	Revised Social Studies	
		Topics		Sub Theme	Topics
-	-	-	Social Studies	Fundamentals of social studies	- Contents of Social Studies
-	-	-	-	Family as the basic unit of society	- Roles of Extended family members in child development
1	Social Value	- Trafficking in children and women - Harmful tradition practices - Population Family life education	-	Culture and social values	- Human trafficking - Preventing human trafficking - Harmful traditional practices
-	-	-	-	Culture and social values	- Promoting peaceful living in the society
2	Peace and conflicts	- Peace - Conflicts	-	Social and Health Issues	- Social conflicts - Managing and resolving conflicts - Controlling cultism in our society - Preventing drug trafficking
3	National Economy	- National Economy - Sectors of Nigerian Economy - Nature of the Nigerian Economy - Economy Reform measures in Nigeria (1) - Privatization, commercialization, Deregulation. - Economic Institutions	-	-	-
4	Science Technology and society	- World transportation systems	-	-	-
5	World Issues	- Global International cooperation	-	-	-

In summary, the spiral approach is given less prominence in the revised curriculum. Further still, some of the contents from old Social Studies were used to feed the Civic Education, as a result the content of the revised Social Studies is reduced when compared with the old content. None the less, it does not appear that subject overload has been reduced contrary to the desire of NERDC.

Teacher Supply/Instruction

The current situation in the classroom instruction is that there are no trained Civic Education teachers. Invariably, Social Studies teachers or other teachers with degrees in any of the social sciences are deployed to teach Civic Education. A shortfall in teacher supply in many of the subjects taught in the country does not exclude Social Studies. Ozomma and Timothy (2009)'sstudy

revealed negative attitudes among Social Studies teachers towards the separation of Civic Education from Social Studies. Also, anecdotes reveal that this is causing tension between school managements and the Social Studies teachers. Many of the teachers are displeased to teach Civic Education. They exhibit unfavourable attitudes and feel that the status of Social Studies is being threatened. More so that Civic Education is being offered at the Senior Secondary Certificate Examination within the short period of its re-introduction, a privilege Social Studies did not enjoy.

Discussion

The incorporation of 'Family as the basic unit of society' at JSS 1, JSS 2 and JSS 3 is ideal because it covers the fundamentals of social relation at the nuclear unit of the society and of Social studies as a subject. However, the incorporation of 'Fundamentals of Social studies' though ideal, the topics to be covered under it, that is 'History of Nigerian Social Studies Education' at JSS 1, 'General objectives of Social studies' at JSS 2 and 'Contents of Social studies' at JSS 3 appear to be an aberration. At JSS 1, students are supposed to be introduced to the subject. While 'History of Nigerian Social Studies Education' seemed adequate at JSS1, introducing students to the objectives of the subject and following it up with the history thereafter would have been a better option. . At the JSS 3 level the students' are expected to be rounding up the course content for the JSS programme, as such it is not ideal to introduce them to the subject they are concluding. This is in line with the ideals of learning objective experts such as Geis (1972) and Bergamann (2014). One wonders the curricula development approach that NERDC adopted. Current thinking has been to adopt the 'spiral' process of curriculum development because it builds on previous learning. Such a topic should be a background and an introductory content for the learning of the subject.

In terms of selected contents to adequately achieve national values, these were not holistically identified and selected. With a country like Nigeria just slightly rising from the rear on the list of corrupt countries of the world and the need to key into the present Buhari's government's drive for a corruption free nation, in addition to the ravaging effects of poverty on every aspect of the economy, Social Studies cannot lose sight of teaching and inculcating the values derivable from contents on 'Social issues' in the old curriculum like 'corruption' and 'poverty'.

With regards to the complaint of teachers of their inability to competently teach the included Social Studies topics has always been a common complain of teachers (Okwilagwe, 2012). This inability would depend on a number of factors such as: their qualification and experience. An experienced Social studies teacher is not likely to find the teaching of the new topics difficult. Reasons being that at some point in the educational system, such a teacher would have come in contact with the introduced contents either at the primary or secondary school Social studies curriculum. However, if such a teacher is a new entrant into the teaching profession such difficulties expressed could be as a result of lack of requisite experience to adequately teach the new topics. Falaye and Okwilagwe (2008) have found that among other things, this inability could arise from teacher poor attitude to teaching the subject. Sourcing the internet for materials to teach new topics by all grades of teachers is a valuable skill that teachers should develop since this is an important teacher training process teachers must be prepared to undertake especially when publishers have not released new books into the market as a result of change of curriculum.

Conclusion and Recommendations

The social, political and economic challenges and the rapidly dwindling moral values have made it imperative to urgently re-focus Nigeria's education. This is because it is believed universally that education is capable of developing skills in the learners to

make them responsible citizens.

Social Studies has been prominent on the Basic Education Curricula as capable of inculcating right values and attitudes in the learner. In recent times, the increasing wave of ethno-religious conflicts, *human-napping* (young, old, men and women), fraud, corruption and unemployment have made it more urgent to go back to the drawing board. Therefore, developing appropriate curricula and reviewing old ones become imperative. This prompted the re-introduction of Civic Education into the 9-Year Basic Education Curriculum. Subjects identified to be capable of inculcating moral, ethical and social values were listed under Religion and National Values because it is believed that they could achieve the same set of objectives. The main findings from this comparative content analysis among others revealed that while the introduction of new subjects could be justified, however, it does not appear that subject overload can be reduced with the current arrangement, since the Religious and National Values' Curriculum stipulated that the subject components should be taught and studied separately. Also, the current Social Studies content has been reduced when compared with the old curriculum.

It is recommended that the spiral approach should be emphasized in the future curriculum development exercise. With the dearth of teachers in virtually all subjects, curriculum integration is recommended more so when the objectives of such subjects are more or less focusing on the same issues. There is need to retrain more teachers through short courses or workshops and equip them to adequately teach the subject and indeed other newly introduced ones.

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