



## Teachers' Perception on Impact of Corruption on Quality Education and Attainment of Primary School Social Studies Objectives in Katsina State, Nigeria

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**Abstract:** This research work titled “Teachers’ perception on impact of corruption on quality education and attainment of primary school Social Studies objectives in Katsina State, Nigeria” was carried out in some selected Primary Schools in Katsina State. The researchers’ used descriptive survey research design. The population of the study comprised of all primary School teachers of the selected primary schools numbering 4,200 consisting of 2,800 male and 1,400 females. A sample of 381 teachers’ at 95% confidence level and 5% precision as determined by research advisors (2006) table of specification for determining sample size selection was selected using simple random sampling technique. The study used teachers’ perception questionnaire on quality education tagged (TEPQQED). The instrument was duly validated by experts in Social Studies, English Language and statistics for content, as well as constructs validity and has reliability index power of 0.91. The data collected were analyzed using percentage and frequency counts, mean and standard deviations. The study revealed that there was no significant difference in the perception of teachers on the impact of corruption on quality education and pupils’ ability to develop national consciousness and spirit of national unity in Primary School in Katsina State Nigeria. In the light of the foregoing, the study recommended that Primary schools in Katsina State in particular and Nigeria by extension should have SERVICOM units to fight corruption and other related offences hence, to have impact on quality education and pupil’s ability to develop national consciousness and spirit of national unity in Primary School in Katsina State Nigeria and as well attain the right types of attitudes and values to participate in National development.

**Keywords:** Teachers’ perception, Corruption, Quality Education, Primary School, and Social Studies.

### Introduction

Education as a concept has been defined severally and differently by many scholars and frontiers. Some philosophers view it from a Latin word; “educare” meaning; I lead; while others see it as the transmission of something worthwhile to those who have become committed to it. Education is also the process of acculturation through which an individual’s is helped to attain the development of his

potentials and other maximum activation when necessary to achieve self-fulfillments “(Okpaga, 2013)” Okpaga further explained education as the shaping and motivation of human behavior in the society.

Primary education is the base or basic foundation to all levels of education the world over Nigeria inclusive. It is also the pillar upon which all levels of education starting from Junior Secondary to University lays on and there are needs to be adequately taken care of since the foundation is the basis for the success or failure of any project to be embarked upon. This is due to the fact that, if a building’s foundation is properly laid, the building can hardly collapse with time, but if the foundation is poorly laid, it can easily collapse. Excellent education policies are meaningless without corresponding excellent teachers’ to see their realization. Therefore there is need to employ teachers that are knowledgeable, progressive, effective, competent and efficient at all levels of education for qualitative growth and development in the teaching profession in Nigeria most especially at the primary level since it is the foundation upon which all other levels of education is built. One regrets the conscious effects of ignorance on a nation and so to this end, one can proudly state that the spindle upon which education policies rotates is the teacher.

Above explanation is justified in the 2006 Global Education for all (EFA) celebration with a theme: “Every child needs a teacher”. The celebration focuses on qualified teacher, sizeable class of pupil/teacher ratio, adequate teachers and improved salaries as well as good condition of services to mention just a few. From the foregoing it will be possible to achieve all the educational policies of the successive government to attain quality education and wipe out or face off corruption in our primary schools and attain the stated primary educational objectives by improving the welfare of teachers rather than the politicians that have their salary over blotted compared to their counterparts in other countries. Adeoluwa (2013) opined that the remuneration of people in governance was over blotted compared to other workers in Nigeria.

In the view of Adeoluwa (2013), the Daily Trust Newspaper of Thursday July, 25th 2013, captioned that Nigerian government paid ministers higher than the Presidents of United States of America, United Kingdom and South Africa. While Nigeria that claim to be the giant of Africa has her educational system and process on the decline probably due to corruption that have pervaded every corner of Nigerian society. Education is the most important of all human rights the world over and also the requisites too many rights guaranteed in the Universal Declaration of Human Right (UDHR). Primary education is the first stage of compulsory education offered by the countries educational system. Federal Republic of Nigeria (FRN, 2014) indicated that “Education is the Birth Right of the Nigerian Citizen” as stipulated thus:

(1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.

(2) Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide; a Free, compulsory and universal primary education.

Successive governments in Nigeria have put measure to raise educational standards in the country such as UPE and UBE for quality educations at primary levels in Nigeria yet positive results have not been achieved despite the laudable objectives of education as inclined in the National Policy on Education (FRN, 2014) which includes the development of:

I. a free and democratic society.

II. a just and egalitarian society.

III. a land of bright and full opportunity for all citizens.

IV. a united strong and self-reliant nation.

V. a great and dynamic economy.

Nigerian education system at all levels suffer from one problem or the other and no part of Nigerian economy is not left out be it in the health, agriculture, security, transport and communication, petroleum and many more too numerous to mention. All these challenges facing Nigerian society at

times have their origin rooted in shallow primary educational attainment. Nigerians have not at any time been fully satisfied with the performance of its education in meeting national needs before and after independence. Though efforts by some educationists to remodel the nation are educational system began before independence (Haruna, 2020). The effort became more emphasized in 1969 during the national curriculum conference held in Lagos leading to emergence of National policy on education in 1977 (Yusuf and Yusuf, 2009). The document spells out clearly the philosophy, goals, design and content of Nigerian educational system at various levels.

In recognition of the above assertion the United Nations general assembly in 1948 states that every individual has the right to compulsory education at the primary school level (Adagba, 2013). Successive government in Nigeria have established policies and programs aimed at achieving policies and programs of Universal Primary Education (UPE) in 1976. The 6-3-3-4 System of Education and Universal Basic Education (UBE) were re-launched on 30th September 1999 (Nder, 2013) all aiming at achieving quality education in Nigeria but it seems that all efforts put in place to achieve those aims is a mirage probably as a result of corruption and poor implementation of policies among others.

The Philosophy of the revised Nigerian Educational Research and Development Council (NERDC, 2013) is that every learner who has gone the nine (9) years of Basic Education should have acquired appropriate levels of literacy, numeracy, manipulative, communicative and lifelong skills as well as the ethical, moral and civic values required for laying a solid foundation for life learning as a basis for scientific and reflective thinking. Since social studies is the major theme in the revised edition of curriculum, it is believed to significantly contribute to the realization of its philosophy and restoration of quality education as an outcome of presidential summit in October 2010. It is assumed that teaching and learning experiences to be acquired through Social Studies will enable the learners to achieve the following stated objectives of primary school Social Studies as contained in NERDC, 2013 as thus;

- a) Develop the ability to adapt to a changing environment.
- b) Develop national consciousness and spirit of national unity.
- c) Develop ethics of citizenship and willingness to contribute to the development of the society.
- d) Acquire the right type of values and attitudes.

The attainment of the above stated objectives of primary school Social Studies can lead to a change of attitude and behaviors of learners through recruitment of adequate qualified teachers, proper monitoring and supervision of teachers, quality control and assurance, adequate provision of conducive learning environment, adequate provision of teaching and learning materials, adequate allocation of fund, as well as payment of salary and allowances of teachers as at when due as motivation to ensures quality education which can lead to the achievement of the aforementioned stated objectives. Motivational factors such as conducive learning environment, learning materials, allocation of funds and regular payment of salaries are by-products of availability of resources and priority.

Federal Republic of Nigeria (FRN, 2014) however endorse that primary education represents the foundation of educational system of the country. This is because the rest of the educational sector of the country is built on her primary education as it constitutes the key to success of any form of sustainable national development in Nigeria (Hannafi, 2011). In recognition of the vital position occupied by primary education in the country, the National policy on education further explained the objectives that this level of education (primary) is designed to attain in the lives of young learners. The objectives of primary education according to National Policy on Education (FRN, 2014) include the following;

1. The inculcation of permanent literacy and numeracy and ability to communicate effectively.
2. Development of citizenship education as the basis for reflective participation and contribution to life and the sustenance of the society.

3. Development of sound attitudes, character, and moral training.
4. Development in the child the ability to adapt to the changing environment.
5. Providing the child with opportunities for developing manipulation skills that help to function effectively in the society within the limits of his ability and providing the child with the basic tools for further educational advancements including a preparation for trade's band crafts of the locality. The overall objectives of primary education however is not limited to the objectives analyzed above, but also a development of sustainable human assets like: good health habits, sense of belonging, national consciousness, social and cultural values, character and moral training as well as dignity of labor (Hannafi, 2011).

The negative actions of the government may affect quality education and attainment of Social Studies objectives in primary schools in Katsina State could be associated with: Inadequate funding of education, inadequate conducive environment, inadequate teacher, recruitment of unqualified personnel, and lack of furniture in some schools as well as teachers welfare. Akpakwu, Olaitan and Sanusi, (2014) noted that lack of job satisfaction and conducive environment would affect teachers' performance and quality educational attainment of the learners. Government attitude has affected both the teachers, parents and the pupils in particular as well as the society in general as the negative action of the government has greatly affected the quality of educational attainment of pupils in primary level in Nigeria and Katsina State in particular.

The pertinent question here is, despite the laudable objectives of education by the successive governments as enunciated in their policies and programs such as UPE, UBE, Millennium Development Goals (MDGS) and vision 20-20-20 aiming at improving the quality and attainment of free primary education for all children, is the aim fully achieved? If not, then what are the responsible factors or stumbling blocks that prevented them from being achievable and what are the remedial measures of achieving these objectives? Identifying the reasons why the objectives of these policies and programs as well as finding preventive/ remedial measures for achieving the objectives are the basis for carrying out this research work by the researchers.

### **Statement of the problems**

Children who are said to be leaders of tomorrow have not received the desired attention in terms of quality education despite the efforts of the Federal and State Governments in providing basic education to its citizens probably due to lack of maintenance of educational facilities, recruitment of unqualified teachers, corruption, inadequate funding, insufficient teachers in most of the primary schools, poor teachers welfare and condition of services etc. Education is power and light through which any nation can see and attain growth and development. Pupils in most Schools in the state sit on the floor to learn which can affect the attainment of quality primary education in the area and consequently contradict the constitutional provision of article No. 3 of the 1989 and 1999 constitution of the Federal Republic of Nigeria which states that "Education is the birth right of Nigerian citizen"

The introduction of Universal Primary Education (UPE) in 1976 and re-launch of Universal Basic Education (UBE) on the 30th September, 1999 was aimed at achieving quality education. Despite all these huge investments and efforts to achieve free and compulsory primary education for all citizens, it seems to be far below expectation looking at the performance of pupils in primary schools which supposed to be the foundation for other levels of education. Primary education is a basic right of Nigerian citizens enshrined in the 1999 constitution of the Federal Republic of Nigeria which clearly states that all children of school age must attain basic education irrespective of their sex, age, tribe and geographical location. However, the government is not carrying out its primary responsibility in the areas such as: inadequate funding to education, lack of infrastructural facilities, recruitment of unqualified teachers and shortage of teachers which may apparently affect the attainment of desired quality education and pupils' academic performance generally. Subsequently the problem may result into teacher's lack of total commitment to their duties and responsibilities resulting in poor pupil's academic performance. The problem of this study therefore was hinged on the determination of the

extent to which corruption has impacted on quality education and attainment of Primary School Social Studies objectives in Katsina State Nigeria.

### **Objectives of the Study**

The main objective of this study is to assess teachers' perception on impact of corruption on quality education and attainment of Primary Social Studies objectives in Katsina State, Nigeria.

The specific objectives of this research work are to:

1. Investigate teachers' perception on impact of corruption on quality education and attainment of Social Studies objectives and pupils' ability to develop national consciousness in Primary School in Katsina State Nigeria. .
2. Examine teachers' perception on impact of corruption on quality education and attainment of Social Studies objectives and pupils' ability to develop the spirit of national unity in Primary School in Katsina State Nigeria.

### **Research question**

1. What are the teachers' perception on impact of corruption on quality education and attainment of Primary School Social Studies objectives and pupils' ability to attain and develop national consciousness in Katsina State, Nigeria?
2. What are the teachers' perception on impact of corruption on quality education and attainment of Primary School Social Studies objectives and pupils' ability to attain and develop spirit of national unity in Katsina State, Nigeria?

### **Significance of the Study**

Considering the important place occupied by primary education in Nigerian educational system and the increasing rate of pupils' decline in attaining quality education and primary School Social Studies objectives in Primary Schools in Nigeria in recent times, it has become necessary to conduct a research of this nature which is of paramount significance to the Government and policy makers as they would be able to prioritize the welfare of teachers at all level of education, Non-Governmental Organization ( NGO'S) would be able to support government effort by providing basic educational needs to the schools, Economic and Financial Crime Commission (EFCC)& Independent Corrupt Practices and other related offences Commission ( ICPC ) to be able to checkmate and curb all forms of corrupt practices at all levels of education.

### **Theoretical/Conceptual clarifications**

This section considered both theories and concepts used for the study:

#### **Structural Functionalism Theory:**

Structural functionalism theory is a sociological theory that attempts' to explain why society functions the way it does by focusing on the relationships between the various social institutions that make up the society. Good examples of social institutions are the government, law, media, economy, education, and religion. But the study focuses on the government law and education. Structural functionalist theory was propounded by Radcliffe Brown, Malinowski and Durkheim. The theory states that society work together to maintain the life of society and that of an individual like human body. The theory maintain that if there is disorder, the society may become disorganized and experience change. In an agreement with the view of the theory; the researchers are of the opinion that all educational systems are connected and linked to each other and therefore, once, one aspect or level is affected it will affect others. For instance if primary education which is the focus of this study is affected it will affect the quality and attainment of the rest level of educational objectives from being achieved.

#### **Concept of quality Education**

The future of every nation including Nigeria lies in the quality of education given to the citizenry. For every developing nation to attain and sustain national development, a well-planned and

implemented quality educational policy remains the only essential tool for her national development (Haruna, 2020). The goals of achieving Universal Primary Education (UPE) has been on the international agenda since Universal Declaration of Human Right (UDHR) has affirmed in 1948 that elementary education was to be made freely and compulsorily available for all nations. The objectives were restated subsequently on many occasions by international treaties and in United Nations conference declaration and commitments. Most of these declarations and commitments are silent about the quality of education to be provided (Abdullahi, 2013). However, quality education is a multidimensional concept which should embrace all functions and activities like teaching and academic programs, research and scholarship, staffing and students, building facilities, equipment, services to the community and academic environment as affirmed by Agih (2011).

### **Concept of Social Studies**

Social Studies have been described by different writers in different perspective depending on the way and manner they perceived it. Social studies as a subject is a problem solving discipline introduced at both primary and junior secondary schools to inculcate into the young ones ability to study beings, identify their problems and find probable solutions to such problems. Supporting the above view, Oyebola (2012), states that the introduction of Social Studies into the Nigerian school system was based on certain philosophical consideration. One of the considerations is to address social issues and man's problem of life in their interrelatedness instead of addressing them in an un-interrelated manner. Social studies as a discipline, ruminates on the dynamism of society and the changing nature of knowledge and so it evolves new and integrated approaches at resolving societal and environmental problems. Social Studies is the field of education or common learning of man's interaction with the social, physical, economic and political environment which brings about human improvement (Ndan and Jarimi, 2011). Social Studies is a field of education or study that functions within an integrated curriculum perspective.

### **Concept of Corruption.**

The word corruption is a relative term/word. It is not all about stealing money. It may mean different thing to different people depending on their beliefs and perceptions. Corruption is something negative, cheating, inimical, evil and disastrous as it can destabilize all aspect of the Nation's economy. A corrupt society produces corrupt leader and followers; they occupy and establish corrupt institutions and consequently creating a multiple corrupt system (Lewis, 2008). In a related development, Haruna(2020) also noted that high rate of unemployment, poverty, hunger and insecurity that have engulfed the entire strata of economic and political terrain as a result of deliberate human greed, inordinate ambition of leaders and "winners take all" approach which is an outcome of corrupt practices by Nigerians.

### **Challenges to the Provision of Quality Education**

There are many challenges that face the provision of quality education in Nigeria. Some of these challenges hinder the attainment of the objectives of primary school Social Studies in Nigeria and Katsina State in particular. Among the challenges facing the provision of quality education in Nigeria are; poor funding, lack of qualified teachers, inadequate recruitments of staff, poor learning environment and class rooms, lack of instructional materials and textbooks, nonpayment of teachers' salaries as at when due, bad leadership, lack of proper monitoring and supervision of teachers by relevant authorities, poor welfare of teachers, corruption , parent attitudes towards staff and school management, lack of seriousness in the learner and inadequate funding by the Government among others.

Haruna (2020), outlined challenges of quality primary education to include, lack of experience and adequate teachers, lack of proper management of schools, lack of teachers training, lack of proper inspection routine to primary schools by relevant authorities and lack of appropriate implementation of primary education policy.

## Methodology

The researchers used descriptive survey research method as the most suitable for the study. This is because, survey can be used to carry out any research activity in which the investigator gathers data from a large population for the purpose of examining the characteristics, opinions or intentions of that population (Emaikwu, 2008). A descriptive survey design is selected because of its high degree of representativeness and the ease with which a researcher could obtain views of the respondents or participants opinion (Scherish, 2009). The rationale or justification for using survey research design is that, it deals mainly with the opinion of large group of people and it gives more opportunity to sample wide range of population. Survey research design is also suitable as it can be used to gather data for a large number of subjects which is widely used in the study of significant educational problem and has profound influence in the field of education as much as in any other social science discipline (Emaikwu, 2008).

## Population and sample size

The researchers' developed structured questionnaire for primary school teachers. The questionnaires was administered with the help of research assistant and collected back on an appointed date by the respondents to avoid cases of missing and ability of questionnaire administered to the respondents to be retrieved accordingly. Information was also collected through secondary data which are records of documents from relevant offices such as UBE offices, NUT offices, Labor offices, Ministry of Education in the State and LGEA offices respectively. The data collected were analyzed using descriptive and inferential statistics. Descriptive statistics like simple percentage, mean and standard deviation were used to answer research questions posed by the study.

## Results and discussion

**Research Question 1:** What are the teachers' perception on impact of quality education and attainment of Primary School Social Studies objectives and pupils' ability to attain and develop national consciousness in Katsina State, Nigeria?

**Table 1: Perceptions of teachers on impact of quality education and attainment of primary School Social Studies and ability to attain and develop national consciousness.**

SN	Items	Agree (%)	Disagree (%)	Mean	SD
1	Teaching of Social studies education will enable the pupils to develop the spirit of national consciousness	286 (75.1)	95 (24.9)	3.17	1.29
2	Teaching of Social studies education will not enable the pupils to develop positive attitude for team work and cooperation	272 (71.4)	109 (28.6)	3.07	1.045
3	Good salary package for teachers will not influence commitment and dedication to the duty by the teacher	266 (69.8)	115 (30.2)	2.91	1.196
4	Adequate provisions of instructional materials for teaching of Social Studies can enhance Quality and attainment of primary School Social Studies Objectives	153 (40.2)	228 (59.8)	2.22	1.248
5	Effective teaching and learning of Social Studies encourage me to develop spirit of team work and cooperation with my peers	232 (60.9)	149 (39.1)	2.76	1.039
6.	Effective teaching and learning of Social Studies does not enhance pupils to develop spirit team work and cooperation	286 (75.1)	95 (24.9)	3.17	1.129
	<b>Cumulative Aggregate</b>	<b>1476 (58.6)</b>	<b>810 (41.4)</b>	<b>2.82</b>	<b>1.439</b>

The results contained in Table 1 showed cumulative aggregate that 58.6% (mean = 2.82) agreed that quality education and attainment of Social Studies objectives has impact on the pupils' ability to attain and develop spirit of national consciousness.

**Research Question 2:** What are the teachers' perception on impact of corruption on quality education and attainment of Primary School Social Studies objectives and pupils' ability to attain and develop spirit of national unity in Katsina State, Nigeria?

**Table 2: Perceptions of teachers on impact of quality education and attainment of primary School Social Studies and ability to attain and develop the spirit of national unity.**

SN	Items	Agree (%)	Disagree (%)	Mean	SD
1	Teaching and learning of social studies education will not help the pupils to develop, assimilate and internalize what they have learnt by developing the spirit of unity in them.	262 (68.8)	119 (31.2)	3.11	1.187
2	Proper staff welfare will not motivate teachers to be committed and inculcate in the pupils the spirit of national unity through social studies education.	265 (69.6)	116 (30.4)	3.04	1.105
3	Good salary package for teachers will not influence commitment and dedication to the duty by the teacher	266 (69.8)	115 (30.2)	2.91	1.196
4	Prompt payment of allowances enhances teachers' productivity by inculcating the spirit of national consciousness and unity in the learner through social studies education.	314 (82.4)	67 (17.6)	3.34	0.984
5	Through proper monitoring and supervision, teacher will be punctual to duty and make the pupils to acquire the spirit of national unity	212 (55.6)	169 (44.4)	2.67	1.092
6	Social studies education will enable the pupils to learn from their teachers the spirit of national unity if qualified teachers are employed.	327 (85.8)	54 (14.2)	3.32	0.927
	<b>Cumulative Aggregate</b>	<b>1646 (83.5)</b>	<b>640 (16.5)</b>	<b>3.42</b>	<b>1.15</b>

The results contained in Table 2 showed cumulative aggregate that 83.5% (mean = 3.42) agreed that quality education and attainment of Social Studies objectives has impact on the pupils' ability to attain and develop spirit of national unity.

## Conclusion

Corruption has seriously affected the entirety of quality education in Nigeria and that of primary education in the area of study such that it has really impacted negatively on the quality education made available to the learners which will in turn affect the quality of education of other levels of institution learning in Nigeria. For instance in several schools, Pupils sit down on bare floors without desk and chairs. What has happened to budgetary allocations to Primary Schools? All these affect pupil's ability to attain and adapt to changing environment and develop the spirit of national consciousness and unity because, corruption has invariably deprived the pupils the opportunity to acquire quality education and thus the ability to attain and develop National consciousness and spirit of national unity.

## Recommendations

In the light of the foregoing, the following recommendations are put forward for attainment of quality education and Social Studies objectives in the study area:



1. The Federal Government should improve budgetary allocation through adequate funding to education sector to cater for teachers' welfare and provision conducive atmosphere and environment for teaching and learning of Social Studies.
2. There is the need for the government agencies like Economic and Financial Crime Commission (EFCC) to once in a while monitor activities in the education sector at all levels to ensure that educational institutions are being ridden of corrupt practices as it has adversely impacted on quality educational attainment and pupil's ability to attain and develop national consciousness and unity to achieve quality primary education in Katsina State in particular and Nigeria generally. Primary schools in Katsina State and by extension,
3. Nigeria should establish and strengthen SERVICOM units to fight corruption and check activities at all levels to improve productivity of teachers' and attainment of quality education.
4. Agency like TETFUND should be established for primary and secondary education and named as Primary and Secondary education Trust Fund (PSETFUND) to cater for both teachers' welfare and attainment of quality education in Nigeria generally.

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