THE EFFECT OF CORRUPTION ON CURRICULUM INOVATION IN NIGERIA

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Abstract

Curriculum is an instrument for educational development and direction of social changes in a nation. Any desired social change achievable through education is designed in a curriculum. Hence curriculum innovation is always occasioned by social factors such as population, economic goals and objectives and technological changes in the society. Curriculum innovation has many processes which are affected by the state of the nation. The present state of Nigerian Nation is filled with political and economic woes and corruption. This study is conducted in Bayelsa state to determine the effect of this poor governance on curriculum innovation in Nigeria. Using the Niger Delta University (NDU) and the Isaac Jaspers Boro College of Education, the study used a questionnaire to collect primary data. With the help of the Statistical Package for Social Sciences (SPSS), the data was analyzed with regression and coefficients of determination. The main findings are that the present state of corruption has a negative effect on curriculum innovation. It is recommended that teachers, lecturers and instructional materials should be cared for by the state government by reducing corruption.
Key Words
Curriculum, Innovation, Corruption, Education, Instructional materials and Research

Introduction

Information is key to education, teaching and learning. The process of education involves passing information (which is knowledge) from one person to another and from one generation to another. It is vital for people to be informed**,** to have knowledge about themselves, the environment and how to live their lives. In fact, information is the life wire of education. Education is a system of training and instruction designed to give knowledge to people and develop their lives with skills for a livelihood**.**

Education as knowledge acquisition (the purpose and means by which a society evolves from primitivism to civilization) for the purpose of impacting its values and morals and in pursuance and attainment of its collective vision, aspiration and goals.

Osokoya (2010) observed that education is the bringing up of an individual in the society. It then means that society greatly influences education. The big issue is what role society can play as an influencing factor in education. The Nigerian case can be traced to the nature of its traditional education. The Nigerian educational system had been described as functional education guided by principles. It was considered as a process of initiation into the society and a preparation for adulthood (Osokoya 2010).

The traditional Nigerian educational system is an education that emphasized social responsibility, job orientation, political participation and spiritual and moral values. The method of teaching was very practical. It included participation at ceremonies and rituals, initiation, recitation and demonstration. These societal values back then continue to determine the level of educational innovation and the content of the educational curriculum.

The educational activities included practical farming, fishing, weaving, and carving, cooking, and knitting and so on. Recreational subjects included wrestling, dancing, drumming, display and racing; intellectual training included the study of local history, legends, local geography, plants and animals, poetry, reasoning, riddles, proverbs, storytelling and so on. Osokoya's description of the Nigerian traditional education agreed with the description of a pragmatic educational system.

According to John Dewey (as quoted by Osokoya, 2010), educational development should be dialectical, that a learning child should be given the opportunity to participate in different types of experience, to build the child's creative ability. John Dewey believed that education should be a continuous development of immature experience toward mature experience. This process involves setting up a curriculum as a pattern of learning, training, and educating. It also has to do with innovations based on a continuous process of evaluation to maintain that continuous process of development from the immature to the matured experience.

Essian (2005) noted that man's mental characteristics determine how individuals construct their mental models. Such models are formed from the aggregation of ideologies in one's environment and if wrong models are formed, it only takes a continuous learning process that makes an individual to condemn the self-seeking values of human ideologies and let the mental maturity to yield love, truth-telling, prudence, reciprocity, mutual trust, and how to postpone immediate self-gratification for the overall happiness of all in the future. This is a societal norm of moral values and ethically acceptable behavior which education seek to achieve.

Essian (2005) said that mental development is essentially a dialectical process that involves the acquisition and use of new information, interaction and activity to fill a self-felt knowledge gap. To Dewey, education as a continuous reconstruction and growth of experience should also develop the moral character of the child. Virtue should be taught not by imposing values upon the child but by cultivating in him, fair mindedness, objectivity, imagination and courage to change his mind in the light of new experience to knowledge (Osokoya, 2010). Dewey's view is that a school is a miniature society and should reflect the good nature of the society. School is an instrument for carrying out social reform. Schools should be used to develop creative individuals who will work to eliminate evil from the society. He also believed

that education should be used to encourage habits and dispositions that make up intelligence and that nurture such good habits, and in addition, be used to develop the moral character of a child.

The beauty of society is that all its functions and activities are processes of education. Humans learn by seeing what others do, learning what they say, practicing what they are fund off and so on. There is education in everything we do because in everything we communicate and we learn. In the view of Kolawole and Oyadonghan (2014) a formal education is a deliberate and systematically planned attempt to change the behavior of an individual. This view indicates that education has an objective, which is to achieve a change in the behavior of the learner. This change in behavior is better achieved with the right learning experience, environment and content. An environment with the right learning experience, content, evaluation and knowledge implies that education requires a structured system that will guide its activities to achieve the desired change in behavior of the learner. Therefore, this required structure is the curriculum that provides the teaching structure with the right content and learning experience.

Curriculum is a frame work of all planned learning activities. While education is a rational activity which involved an orderly, deliberate and sustained effort to develop knowledge, concepts, skills, attitudes or habits. Stow (2006) explained that a curriculum is a deliberate and rational plan as a foundation for any educational system. The term curriculum is very difficult to define, some see it as all the experiences a child has regardless of whom, where or how they were acquired. Others see it as all the learning experiences a student has under the guidelines of a school system. It is a written plan which drives instruction. It delineates the skills and concepts taught and evaluated to enhance student achievement. Composed of a content area philosophy, strands with definitions, program goals, aligned scope and sequence, learner outcomes, and assessment tools, it is intentionally designed to meet district, state, and national standards (Clark and Stow 2006).

A curriculum is a prescribed course of skills which students must fulfill in order to pass a certain level of education. It is a plan for learning that requires a purposeful and proactive, organization, sequence and management of interaction among the teachers, students and the content of knowledge students are required to acquire. It means that a curriculum can be seen as a teaching plan, as a syllabus, a scheme of work a lesson plan a course of study and a time table for learning events (Kolawole & Oyadonghan 2014; Lee 2007).

A curriculum is guided by the basis of learning theories and the pedagogy of learning and teaching, the desired change in behavior, the knowledge content and the process of evaluation. Hence, a curriculum involves plans and designs. These plans and designs arise from curriculum innovations based on changes in the needs of society. The reason is that society is an important part of education. The expected changes in the behavior of learners are to make a positive impact on the society. Hence, educational and curriculum innovations are based on what is needed by the society and how new skills can be developed to satisfy these needs through different learning experiences and content.

Curriculum is a vital tool in any system of education. Curriculum is the medium through which educational institutions seek to translate societal values into concrete realities. Okundaye (2003) describe curriculum as the inner engine which propels education to achieve

for the individual and the society what they hold up a prize. Through it educational institutions actualize what the society considers as desirable learning.

Curriculum innovation involves a critical evaluation of existing curriculum, identifies its weaknesses and strength and provides new strategies and models for innovation (Adepoju 2012). Therefore curriculum innovation is a new idea or system of educational structure introduced to achieve societal needs or provide a new body of knowledge. Curriculum innovation involves doing something novel which any other person has not done.

A deliberate deviation from traditional practices, a specific change that is thought to be more efficacious in achieving set goals of an educational system (Dada 1991; Aguokogbwo 2009, Adepoju 2012) Knowledge explosion, population explosion, moral laxity, economic depression, change in social values are some of the reasons for curriculum innovation. Another special issue associated with curriculum innovation is the scholarly research carried out by stake holders in the education industry; academic and non-academic, public and private practitioners before an innovation is proposed, considered and approved for adoption and implementation.

Nigeria is faced with the problems of leadership, corruption, unemployment and poor industrialization. From the foregoing it has been established that education is the root to solving social economic problems in a nation. This gives the reason why most academic scholars (Agina-Obu 2018) had called for a new national skill acquisition curriculum to run side by side with the conventional curricular for job creation and self-sustenance of young graduates. Others have sought for an educational system that will be based on changing our orientation towards primitive wealth acquisition and political power.

These clamors require an aggressive curriculum reform and innovation. Unfortunately, these reforms in the history of Nigeria had not yielded any positive result in our nature as Nigerians and the entity of Nigeria. Scholars and academies had continued to cry out loud for poor implementation of curriculum innovations and educational reforms (Ukachi, Adaku and Timothy 2017, Robert-Okah 2017).

This past history poses a great question on the factors responsible for poor curriculum innovation in Nigeria. Most scholars have given manpower deficiency, infrastructural decay. This study takes a critical evaluation on the effects of corruption as one of the independent variables explaining the problem of curriculum innovation in Nigeria.

Conceptual Review
Curriculum innovation

Curriculum process involves several activities which involves, planning, developing, designing and implementing the design. A design involves several innovations and models and selecting the best innovation that will help in solving social and economic problems at a time (Agina-obu 2016; Mba 2003). A curriculum is expected to create a body of knowledge to achieve a desired change in behavior of a learner.

This desired change is occasioned by several factors such as population increase, improvement in technology, political issues and crises, economic development and other issues. The above reasons for curriculum innovation informed that this process requires
- A critical assessment of the needs of the society

- An evaluation of the resources for implementing innovations and designs
- Requires the specialized expertise to come up with good and viable innovative ideas and strategies for a new curriculum

This need for innovation expertise calls for manpower training and development. Manpower training can be achieved through a deliberate intervention by government by means of in service training. This approach is necessary because of the acute need for curriculum experts in most schools in Nigeria. The cost implication of training also makes it important for government intervention by way of scholarships and grants.

The absence of such facilities had made educational development stunted in Nigeria. (Robert-Okah 2017, Asuru 2015, Okeke 2007). The politics in education had negatively affected such provisions by government in an objective and rational manner (Asuru 2015).

Process of Curriculum Innovation.

According to Amadi (1999) the process of curriculum innovation takes definite steps. Identification of the Areas that Need Change: Innovations must start somewhere and spread to other areas. The innovators or the stakeholders concerned with the educational system will observe and study activities in the school and the society. From the studies made, activities that do not satisfy the needs of the learner, school and society can be easily identified. Suggestions for change can then be made and agreements reached as to the area of change.

Identification of Direction of Change: This concerns thinking out one or more new practices that probably meet the identified needs, suggestions are made at this stage about better alternatives that might be used to replace that old practice.

Organization of Workshops: Workshops are organized for the production of relevant instructional materials. Teachers and other personnel are trained on innovative practices or the alternative to be adopted.

Field Testing and Evaluation of the New Practice Alternatives: This entails experimental try-out or testing of innovative ideas with a pilot group. Some schools are selected as pilot schools, which are used as experimental try outs or field testing. Defects are detected and corrected at this stage.

Dissemination and Adoption of the Innovation:

If the new practices tried turns out to be successful, the result will be disseminated to schools for adoption, and implementation.

Evaluation: As the new practices or alternatives are being put into operation, they will be subjected to constant evaluation, with a view to establishing the extent to which they are achieving the expected results.

The Importance of Curriculum Innovation

Curriculum innovation is very important to undertake because it provides adequate means through which educational practices will meet up the challenges of numerous roles. It also aims at having educational practices that are not at variance with the changing values and aspirations of the society where the school exists. Curriculum innovations are introduced to improve the performance of the school system in order to achieve a better result at the end. Generally, curriculum innovation is important as it achieves the following, Enables educational

practices to change from time to time thereby reflecting the inevitable changes in the society; helps in trying out new research findings; affords classroom teachers the opportunity of solving some of the instructional problems they may encounter as they carry out their duties in the classroom; and exposes classroom teachers to the acquisition of new knowledge that will make them more effective and productive.

Contribution of Curriculum Innovation to University Education in Nigeria

The sustained prosperity of a nation depends upon the level and quality of its education system. Education empowers individuals and maximizes national intellectual resources in order to sustain social and economic progress for the benefit of all. Curriculum innovation is a key ingredient to the success of any educational system. Curriculum change has over the years come to the forefront of education and this focus can be expected to continue in the foreseeable future. Curriculum innovation has contributed eminently to university education in Nigeria in so many dimensions but, the paper focuses on ICT and teaching methods (enter-educate and value clarification).

The new innovation in curriculum in education has made it compulsory for all universities to have equipped computer laboratories and 80% of the academic staff must be computer literate. This is because university education is a process of acquisition, incubation, application, amplification, and dissemination of knowledge and it is self-evident that information is a key resource, Students with such skills will access digital information efficiently and effectively, supporting student- centre and self-direct learning, producing a creative learning environment, promote collaborate learning and distance learning environment among others.

The introduction of ICT has enhanced teaching and learning through power point presentation and e-learning. Teaching methods such as enter-educate and value clarification are innovation in teaching methods which has made tremendous impacts in teaching and learning. Enter-educate is a teaching method derived from entertainment and education. It is an instructional strategy which affords the learner the opportunity to learn and also be entertained. This method counters the conventional lecture method where the teacher does the teaching and learners remain passive and dormant.

Value clarification as a teaching method brings content, ideas or knowledge to the level of the learner, enables the learner to feel the value of the concept and then develop interest towards the study of the concept. These are the desired innovations.

Factors that Militate Against Curriculum Innovation

Much curriculum has been developed but did not last long, several attempts had been made to modify curriculum, and some of the attempts have taken off nicely, while some have been under constant critics. This is due to the following reasons (Van 1993).

Non-Involvement of Teachers: It has been found out that teachers are not usually involved in taking decisions about curriculum materials. Most decisions are taken without seeking their advice. For this reason they tend to develop negative attitudes to any change that may occur. Since teachers are the key agents in the implementation of the curriculum, they need to be fully

involved in decision-making in any innovative practices that may be introduced in the school curriculum.

Inability to Effect Desired Changes: It has been noted that because teachers who are the sole implementers of innovations are sometimes not consulted when decisions to effect changes are being taken, they therefore, fail to prepare themselves by not acquiring skills, competences, knowledge, techniques and all that it would take to implement approved innovation. In effect this gap in knowledge becomes a problem in curriculum innovation.

Agun (1984) attributed the failure in the implementation of Modern mathematics curriculum partly to the teachers' lack of the necessary skills and competence in teaching Modem Mathematics in secondary schools. In the same manner, the teaching of Introductory Technology and implementation of continuous assessment in Nigerian secondary schools are still problematic; teachers lack relevant skills in the operation of these innovative areas in education. It has been reiterated that for any innovation to succeed, teachers should be at home with the aims, objectives, methods and techniques for implementing the innovation. They should possess the necessary knowledge, skills, competence, etc, required for effective and efficient implementation of a revised curriculum.

Finance: Finance is very important as far as curriculum innovation is concerned. A lot of expenditure needs to be incurred in order to procure materials, equipment and facilities as well as for the pre-service and in-service training of teachers. Where funds are in short supply, the anticipated change is bound to suffer a serious set-back.

The Universal Primary Education (UPE) scheme in Nigeria failed partly because of insufficient funds to execute the programme. Money realized from the oil boom could not sustain the programme because of the galloping inflation. It is not only the government (federal or state) that provides funds. The public ought to be made aware of curriculum change so as to enlist their cooperation in financing the new programme.

Unclear Objectives: Some objectives set out for the accomplishment of innovations may not be properly defined. Such unclear objectives may create a barrier to the success of the innovation.

The issue of the clarity of the objectives can arise if the problem or need the innovation is proposed to solve or cater for was not properly articulated or analyzed. If an innovation is introduced without preplanning or a try-out or as an emergency measure to satisfy the yearnings of a community, there could be unclear objectives. Objectives should be clearly spelt out to achieve the purpose they are meant for. Conservatism: Many administrators, teachers, Ministry of Education 4 officials, etc, develop fears over the success of certain programmes. They are conservative and would not support the execution of innovations for fear that they might collapse. It could be because of ignorance or lack o adequate knowledge of the type of innovation that is being introduced. Such an attitude will no doubt militate against curriculum change. Conservatism could be tackled by specifying the objectives correctly and allowing the change to take place in phases. The teachers who may be conservative and less receptive to chance could also be taken through all the phases with adequate explanations be in provided. There could also be pilot centre to try out the expected changes. Through these efforts the teachers will be reassured and they will embrace the change.

Political Barriers: Political factors may stifle an innovation to the point of preventing it from seeing the light of the day. An innovation introduced at the federal or state level may not be executed if it does not get enough support from the federal or state legislature. Funds may not be released for the innovation to go ahead. Objection to an innovation project or idea by special interest groups may make it difficult for any new idea, no matter the merits, to actually see the light of the days even in the school system, a head teacher who is not in support of an innovation may disapprove of it thereby hindering its success.

Bureaucracy: It is not always easy to get things done at the appropriate time because of bureaucratic bottlenecks. Such bottlenecks include the length of time required to secure the approval of relevant authorities for funds to be released to implement an innovation. Infrastructure: There may be frequent power outages as is common in Nigeria. On account of this, the use of electronic and projected instructional materials may be difficult. As a result, the innovation may not be sustained. Many Nigerian schools are located in remote villages that are not easily accessible because of the poor state of the roads. Transportation of the necessary school materials becomes very difficult. Subjects such as Introductory Technology, Physics, etc, may not be offered in such schools because of the difficulty in transporting laboratory equipment and other heavy machinery to such schools. The location of the schools could be a major course of dearth of teachers, as teachers may often refuse postings to schools located in remote or rural areas. Implementing innovative ideas in such schools therefore becomes an uphill task. Curriculum innovation is an activity that is deliberately planned for, in order to effect changes in the curriculum. This could be in the general objectives of education, contents, learning experience, and curriculum material and evaluation procedure. The need for innovation is obvious due to dynamic nature of the society in relation to the needs of not only the individual but also the society. The school therefore needs to keep abreast with the changes for the societal meaningful development to be experienced.All the above reasons given for poor curriculum innovation are factors caused by corruption in the country and the educational system administration. A system that is not corrupt and very transparent will always involve the teachers in all processes of curriculum innovation. Corruption accounts for secrecy of financial matters, policies and exclusion of stake holders who are knowledgeable of the affairs of the system.

Methods

The descriptive research design was adopted in this study, enables the researchers to collect primary data from a wide population. The population for the study is drawn from all institutions of higher learning in Bayelsa state, which is made up of three universities, two polytechnics, and one college of education, school of nursing, college of health technology and an institute of tourism. Out of these institutions, only the Niger Delta University (NDU), Federal University Otuoke (FUO) and the Isaac Jasper Boro College of Education that has faculty of education and taught curriculum as either a discipline of a course of study. For this reason the sample size is purposefully selected from NDU and IJBOE. With the help of a well-structured questionnaire ranked from strongly agreed, agreed, disagreed to strongly disagreed, and adopting the likert modified 4 points scale. The questionnaire was subjected to research experts in curriculum studies for content validity and reliability test.

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

Results and Discussions

Corruption and governance has no significant effect on curriculum innovation in higher institutions in Bayelsa State.

Table 1   Regression analysis of hypothesis one Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.402[a]	.162	-.078	15.64146	.162	.674	2	7	.540	1.923

a. Predictors: (Constant), corruption
b. Dependent Variable: innovation

From table 1 above the regression value of the effect of corruption on curriculum innovation is 0.402, the R square is 0.162, and the adjusted R square is -0.078. This means that a change in behaviour of curriculum innovation either by improvement or retrogression is -0.078 influenced by corruption in the educational system. The Durbin-Watson of the result shows a value of 1.923, meaning that the study can be generalized and the model is fit to forecast future events.

Table 2 the results of ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	329.913	2	164.956	.674	.540[a]
	Residual	1712.587	7	244.655		
	Total	2042.500	9			

a. Predictors: (Constant), corruption
b. Dependent Variable: innovation

The F statistics of the model is 0.674 which is more than 0.05 meaning that the model is fit for the study at 0.54 level of significance.

Table 3 Coefficients of variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	54.153	20.385		2.657	.033	5.951	102.356

corrupt	-.508	.446	-.436	-1.139	.292	-1.564	.547

a. Dependent Variable: innovation

The unstandardized coefficient of corruption on curriculum innovation is -0.508 negative, this means that a 1% change or increase in corruption will have a 50% decrease in curriculum innovation and at a "t" value of -1.139 which is below the students range of t and at a negative lower bound of -1.564 and positive upper bound of 0.547 of 95% confidence interval. The null hypothesis that corruption has no significant effect on curriculum innovation is rejected. It therefore means that corruption has a negative effect on curriculum innovation in Bayelsa state.

Conclusion and Recommendations

To sustain good governance, and progressive curriculum innovation, the political powers should continue to fight corruption. It has a significant and negative effect on curriculum innovation. Poor curriculum innovation defines a stagnated economy and education. There will be no improvement in any sector of the economy and low or no job creation.

The point at which corruption erodes the value of curriculum innovation should be established, either within the school management or outside the school management or both, this will make it possible to guarantee for the demand for accountability to be effective.

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