

Corruption and Governance in Adult Education in Nigeria: A Case Study of Cross River and Akwa Ibom States

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Abstract

This paper titled, Continuing Education, corruption and governance is aimed at re-appraising issues associated with corruption, governance in continuing education in Nigeria Educational System. This study adopted the ex-post facto research design. This design is suitable because it studies phenomenon after they have occurred. Forty two (42) Continuing Education Centres out of the eighty (80) Continuing Education Centres in Cross River and Akwa Ibom States were sampled for the study. Purposive and simple random techniques were adopted for the study, One hundred and eighty (180) stakeholders of education, were sampled for the study. This was out of the six hundred and twenty (620), stakeholders as population of the study. Research questions were followed by hypotheses which were formulated to direct the study. The test statistics used for data analysis was the one -way ANOVA. The result of the analysis showed that literacy level was low because corrupt officers who were mandated to handle continuing education issues corruptly mismanaged the fund meant for this purpose. It is recommended that sanctions should be labeled against corrupt officers who govern (administer) Continuing Education and very seasoned administrators should be used for the scheme.

Key words: Continuing Education, Corruption, Governance, Educational System. Stakeholders

Introduction

Education is the bedrock upon which all development strata are based. Adult and Continuing education is more salient since it connotes education for continuity. Even when the general education concept is to increase knowledge, understanding and attitudinal change, Adult and Continuing education has more than that to offer. This is because lifelong education is associated with adult education which has relation with a vast population of the adult learner. This learning situation exists from cradle to the grave and its more significant when this learning agenda embraces the already educated adults who are to utilize the education at this stage for the desired professional skills.

This category of education is acquired even after the attainment of university degrees. It is education for specialization and indeed for acquisition of special skills. Adult and continuing education is sought for, by people who are willing to develop self-confidence, upgrade job skills business enhancement, economic benefits, political emancipation and learning new skills that may be in vogue at the time. The media by which this learning system takes place comprise the non-print and print media. The

non-print are in the radio, broadcasting (TV), music, films etc. The print media are in textbooks, catalogues, hand bills, almanacs etc. The adult education conferences held in the following countries in the following years Elsinore 1949, Montreal 1960, Tokyo 1972, Paris 1985, Bholia 1988 emphasized the use of the media at the soft and hard copies for and erotological needs of a scattered heterogeneous adults cannot be overemphasized, ignored or disputed.

Mumuni (2013) points out that corruption wait for learners in Nigeria on the day of their attempt to gain entry into the gate of pre primary schools and this remains through the other tiers of the education system. This he said because even at the qualification examination to the first tier in the education system, money exchange hands. He further highlighted that education administration (governance) involves the vice chancellor at the university level, the principal at the secondary school level and the directors of adult Education Unit in the State and Federal Ministries of education. Indeed, the facilitators who are the men on ground to deliver lessons to the learners are equally involved. The chains of officers named above are involved in various corrupt practices during their governance of their various institutions and units. To a large extent, this corrupt practices hinders effective learning of the adults who are interested and programmed for the teaching and learning process.

Statement of the problem

Adult Education which involves continuing education, lifelong learning and distant learning is expected to bring learning to the doorsteps of the learners. Unfortunately, public cry and hue gives impression to the researchers that things are not working according to plan that is why the researchers are interested in investigating why adult education, continuing learning and lifelong education are not yielding the dividends expected because of the canker worm named, corruption.

Significance of the study

The research work shall be of importance to the stakeholders of adult and continuing education because of the fact that, stakeholders would be able to understand why corruption is rampant in educational governance in the states and Nigeria in general. It will be a lead way to researchers in this area.

Adult Education System

Adult education which embraces lifelong education, continuing education and distant education has a system that is comfortable and suitable for the would-be learners. According to Omoyeri and Ajayi (2012) this form of education can be transmitted through the radio, television, telephone, make-shift classroom and through correspondence. The Open University system and nomadic education which entails the movement of cattle alongside their rearers could also be classed as Adult education. The Open University is for those who do not have opportunity for regular university, so it can be called adult education.

However, the research is based on the traditional system of Adult education whereby classes are held in semi-permanent buildings for adult learners. This is so conceived because by this method, the researchers are able to easily get the stakeholders to administer the instrument. Indeed, the minister of education has formal adult

education centres to which the ministry is a custodian. The work is based on literacy centres (Adult education evening classes) in Cross River and Akwa Ibom States. Anything that is aimed at helping an adult to pass examination or learn a skill is more than "adult education", but continuing education (further education) as stated by Kobani and Alozie (2016). They further warned that, "adult education does not mean literacy education alone. They emphasized that adult education is more than literacy or remedial education. It is a "fill gap" education. It is therefore something needed and wanted as long as they are alive regardless of the amount of their previous education. It must therefore be an integral part of any modern country's educational system. Thus, adult education seen from this perspective is quite broad.

Educational activities in Nigeria could be traced back to the 15th century, under the Portuguese king John III, who instructed his emissary, Esterao da Gama, to take special care of the sons and daughters of Negroes living in the villages to learn how to read and write. This they should use during church services by singing and praying. Even though the children of these Negroes were young, since the learning process was not formal, they were in adult learning. The purpose for their studies was to give them ability to worship God by prayers and singing. Nzereri, in Kobani and Alozie (2016) supported the notion that adult education is given for special reasons. Nzereri, emphasized that this kind of education is given based on the adults needs for social, political, cultural and economic needs of the beneficiaries to adjust to changes and challenges in their political, social, political and economical upheavals. This contest gives impression that no matter how the education is given, be it formal or informal, it is acquired to respond to personal needs and Nigeria developmental needs in a comprehensive, timely, sustainable and realistic manner. To this end, Nzereri (2014) summarized adult education with particular reference to its continuing aspect. as being holistic and can develop the individual physically, psychologically, socially, economically, emotionally and spiritually.

Physically, adult education if properly impacted can physically affect one's appearance in code of dressing and indeed can implore the adult you to change his attitude towards physical exercises. Psychologically, this training can affect the learners mental reasoning and can effect change in ones reasoning faculty. Socially, it can embrace you into a new hierarchy of stratification by belonging to an elite grouping because of your new socialization. Economically, adult education has and is still able to change the economic status of the individual learner. This is possible through the learners new approach to his business. Some adults are interested in numerical training to enable them sign their cheques and indeed do businesses with their banks. Emotionally, adults who were temperamental and quite to anger are now through their training able to read books which leads to caution. By this, their ability to cope anger emotion changes. According to Asuoha (2011), "there are far better ways to cope with hurt and insult than the use of anger, because anger itself acts like poisons in your own heart that ultimately degrades the quality of your own life as much as it hurts the life of another person". Spiritually, the ability to read and write through adult education can decide ones access to where he or she should God. It is possible that many people who cannot read and write are misled to worship where they would not have normally wanted. By listening to the radio and television, one can decide by conviction where to worship.

Corruption in adult Education and the impact

Corruption is a canker worm that has eaten deep in to the Nigerian marrow. Its offshoot is easily known and practiced with exception to its eradication. Decent Nigerians are worried about the issues of corruption. According to Fayo (2015) corruption in the school system includes, examination malpractices, plagiarism, bribing lecturers, e.g monetizing assignments, exchange of grades for sex and general mismanagement of the education system.

However corruption in adult education may differ slightly because of certain parameters involved. The parameters (elements) involved such as Directors of Adult Education, adult learners, facilitators and other stakeholders for the readers to understand the impact of corruption in ore light is hereby thrown on the word, "corruption". Transparency International (2013) defined corruption as that "act that has disabling, impacting and devastating consequences on the individual, institutions and the economy of the state". Meaning that corruption promotes instability and make things work negatively. Defining corruption from the point of view of Adult Education, corruption is characterized by making adult learners unable to progress and yield the desired fruits of giving socour to the desired learners. It is a corrupt practice when allocation meant to promote this aspect of education is diverted to private pockets. Corruption therefore comes in hierarchies. In other words, a messenger who demands for gratification before moving files is corrupt. Equally, the Director in Adult Education unit who keeps part of the money meant to purchase furniture is corrupt: It is worst when the minister of education bribes the senate committee on education to increase education allocation. No wonder, Imodu (2018) cited the incident of the then minister of education who attempted to bribe the senate chairman on the committee on education for enhanced allocation to education ministry as "gross misconduct and high level of corruption". So, Adult Education which is a unit of the Federal or state Ministry of Education is bound to experience this canker worm - corruption. Ojiade (2000) argued that the proceeds of the corrupt minister is corrupt practices is bound to do a downward movement. This trend is uncalled for and would affect the infrastructural development of the system. In other words, text books, and other material meant for the smooth running of the system would be catered away by the facilitators. This is possible because the upper hierarchy of the minister/commissioner, permanent secretary and directors are involved in the saga of sharing money meant for this system. The upper hierarchy is unable to discipline the junior ones because of their involvement in the sharing episode. Lawal (2006) is of the opinion that all reckless officers involved in this money sharing syndrome should be handled by the stakeholder of adult education who are predominantly adults and should have nothing to fear.

Generally, Nigeria is experiencing corrupt practices in all her spheres of life. In this light, Transparency International (2013) asserted that, "corruption ruin lives and obstruct attempts of social and economic development". It is a pity that corruption defiles territorial borders and it is instrumental for the promotion of agonizing and dehumanizing anti-social human trafficking among others.

It is sad to note as, Laural (2019) assert, "some communities in Nigeria celebrates corruption. During festivals, such community's award chieftaincy titles to those they know have no genuine means of acquiring wealth. Such person are awarded

these accollages simply because they see them displaying wealth. This action of these communities is a sure way of encouraging robbery, terrorism, drugs and human trafficking". Lawal (2019) went further to say that the prevalence of corruption in Nigeria has global recognition so much that, Transparency International Corruption Perception index of 2015-2016 ranked Nigeria as the most corrupt country in the world. It is unfortunate that, Iyanda 2016, Nwarkugha & Ngewusari (2017) asserted that, corruption is a culture in Nigeria and communities abide in corrupt practices by awarding chieftaincy titles to people with mean source of wealth. The authors assert that the trend has not changed compared to the position of Transparency International categorization of 2018. They further argued that, it is likely to change because of the way the current president of Nigeria, Mohammadu Buhari is going about finding a panacea to the issue of corruption, but he can make a meaningful impact if he makes a holistic fight to include those in his cabinet and his party if found culpable.

Governance and Impact of Corruption on Education System

Corruption as earlier defined, is a canker worm in the marrow of individuals. It can also be defined as, "a hydraheaded scourges an epidemic earlier but now endemic that is very antogious". Importantly, how does corruption affect our academic institutions? This happens by embezzlement of monies meant for the establishment of infrastructures to be used as lecture halls, theatres, laboratories, demonstration rooms and sickbay rooms. Ene, Arikpo, Jeffery and Albert (2013) opined that extorting of money or sexual exploitation of students, undue awards of marks to individuals who do not merit such, in the education industry is scandalous and has great impact on the education system. The above authors further argued that, this continuing "education facilitators often exploit learners for unwanted sex or calling for money to award grades for certification without the due process of sitting for the examination or either learning the skill required". These certificates are used to seek for jobs, and often the graduates are unable to perform in their job places. This is therefore a very high fraud and corrupt practice.

When this group of inefficient people are employed they render the work situation handicap. This impact negatively not only on the education system but on the whole work system in the country. Transparency International (2013) has singled out education as the largest element in embracing development. This development is in all aspects of human endeavour. It could be in physical, psychological, social, political, economical, emotional, spiritually and developmentally. One can imagine what happens if the above mentioned aspects are jeopardized. Anarchy and bad governance will parade the system.

Funds that passed through Nigeria's Universal Basic Education Commission (UBEC) to service nomadic education, mass literacy education, were diverted, Mumuni and Sweery (2013). Three billion, three million Naira (₦3.3 million) had been diverted to private accounts in 2015 and 2016. This can be arrogated to be irresponsibility of governance of education. If such huge amount of money was misappropriated by educational administrators (governance), how would continuity in the education industry fare? Bhola (2018) is emphatic on the fact that, "corruption lays in wait for learners in Nigeria on the day of their first attempt to gain entry or entrance into the gates of pre-primary education and remains through the other tiers of the education

industry". This unholy attitude has caused disaffection among learners and stakeholders bringing non-trust that cannot be compromised by development.

It is not understatement to say that the ministries and agencies of educational units including Adult and Continuing education that are manned by directors who are expected to administer (govern) the day to day affairs of the education industry, are not left out in the act of corruption. Okora Saye-Orubite (2008) graphically confirms that money meant for procuring necessary equipments and teaching materials, construction of buildings, suppliers etc were not only inflated but were out rightly diverted. He was particular about a Universal Basic Education Board (SUBEB) in Nigeria which criminally and outrageously spent eight hundred million (N800, 000,000) in executing a one day training workshop for teachers. The fund was rather traced to funding a political party campaign and the then chairman of SUBEB had a great chunk of the money held in his account. This kind of activities is not capable of developing the education industry which should in turn educate the masses in preparation for a healthy national development.

Research Questions

1. Does corruption have any relationship with continuing education?
2. To what extent does governance have relationship with continuing education?

Research Hypotheses

1. There is no significant relationship between corruption and continuing education
2. There is no significant relationship between governance and continuing education

Methodology

The population of the study comprised all the stakeholders in Cross River and Akwa Ibom States. Out of the eighty (80) Adult education centres and allied institutes in Cross River and Akwa Ibom States, forty two (42) were purposely sampled. Learners and stakeholders in the two states were selected for the study which comprised six hundred and twenty (620) persons. Purposive and random sampling techniques were used for the study. A hundred and seventy two (172) respondents returned their questionnaire. This became the actual figure used for the study. The items on the questionnaire as scored by the respondents were meticulously used. The scored data was therefore analyzed. The result of the analyses was accordingly discussed as found on the following tables 1 and 2.

Data presentation

Null Hypothesis 1: There is no significant relationship between corruption and continuing education. Pearson product moment correlation analysis of the relationship between corruption and continuing education.

Table 1. Pearson product moment correlation analysis of the relationship between corruption and continuing education.

<i>N = 172</i>				
Variables	$\sum x^2$	$\sum xy$	r	Sig. level
X Corruption	$\sum y^2$ 1085.100	164.000	.051	.58
Y Continuing education	4420			

* $P < .05$ DF = 170 critical r value .041

The result of analysis shown in Table 1 indicate that, the calculated r value of .051 is greater than the critical value of .041. This means that there is a positive relationship between corruption and continuing education. This positive relationship implies that as corruption increase (that is the infrastructure for teaching and learning aids decay rapidly). The observed positive relationship is statistically significant at .05 significant level at 170 degree of freedom. Therefore, the null hypothesis is rejected. This implies that as corruption increase, decay in the education industry also increased.

Null Hypothesis 2: There is no significant relationship between education administration (governance) and continuing education.

Table 2: Pearson Product Moment Correlation Analysis of the relationship between education administration (governance) and continuing education. (*N = 172*)

Variables	$\sum X^2$ $\sum Y^2$	$\sum XY$	r	Sig. Level
Administration (Governance) X continuing education Y	1289.105 6410	186.000	.031	.64

* $P < .05$ DF = 170 critical r value .041

The result of the analysis shown in Table 2 indicate that, the calculated r value of .031 is less than the critical value of .041. This means that there is a negative relationship between education administration (governance) and continuing education. This negative relationship implies that as education administration (governance) improve, continuing education improves. The observed negative relationship is insignificant. Therefore, the null hypothesis is accepted. This implied that as education administration (governance) improves, continuing education also improved.

Discussion of Findings

Corruption is a canker worm that has destroyed many nations. Nigeria has been plagued with corruption to the level that Transparency International has rated the country to be the 38th corrupt country in the world. This means that corruption has affected all the fabrics of Nigeria sector and continuing education is no exception.

However, the influence of corruption on continuing education is significant. This was because the calculated r value of .05 is greater than the critical value of .041 at 05 significance level and 170 degree of freedom. This however is in tune with Ogwumike (2017) who studied the corruption scan in the Nigeria pension and gratuity scheme. He stated that corruption is unimaginable in the Nigeria system and there don't seem to be any likely way of eradicating same.

There is however a different notion on governance in the education (continuing) industry. This is because this research work analyzed that governance showed that the calculated r value of .031 is less than the critical value of .041. This means that there is a negative relationship between governance and continuing education. This negative relationship implied that when governance improves, continuing education also improved. This is in tune with the study of Okaro (2016) who stated that the problem with Nigeria is not too much with expertise in management, but with more of corruption. He further stated that Nigeria is blessed with good and healthy manpower. But the biggest problem is to turn her governance expertise experience into corruption.

Conclusion

The' two hypotheses formulated to direct the study were accordingly tested at .05 level of significance. Based on the result and findings of the study it was concluded that;

1. Corruption has a significant influence on continuing education
2. Governance has insignificant influence on continuing education.

However, the insignificant influence of governance on continuing education does not have much impact on continuing education as the significant level of corruption on continuing education. This implied that even though governance has significant influence on continuing education, the influence of corruption on continuing education has greater impact.

Recommendations

Based on the conclusion of the study, the following recommendations were made.

1. Government organ responsible to check corruption (Economic and Financial Crime Commission) (EFCC) should make corrupt education administrators culpable for their crimes.
2. Corruption that is canker worm in all arms of the systems in Nigeria should be properly checked by imprisonment and seizure of prosperities acquired through corrupt practices.
3. Experts in continuing education should be made to administer (govern) continuing education.
4. Stakeholders should be bold enough to expose those corrupt officers employed to administer (govern) continuing education.

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