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## SCIENCE TEACHERS' PERCEPTION OF CORRUPTION: IMPLICATION FOR NATIONAL DEVELOPMENT

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### **Abstract:**

*The study investigated the science teacher's perception of corruption and its consequences on students and society. A descriptive survey design was used. The sample consisted of 40 science teachers from four senior secondary schools in municipal area council of FCT. By simple random sampling, 10 teachers were selected from each school as respondents. Two research questions and one hypothesis guided the study. The instrument used was a structured questionnaire developed by the researcher and validated by senior colleagues. Reliability of the instrument was established using Cronbach Alpha reliability coefficient in which gave 0.68. Mean and mean deviation was used to answer the research questions and t-test for null hypothesis tested at 0.5 level of significance. The finding of the study revealed among others that science teachers perceived corruption correctly with mean of 3.06, their perception of consequence of corruption was also strong with mean of 2.92. The t- calculated was 0.34 while t-tabulated was 1.98, hence, the null hypothesis was accepted. The result shows that science teachers are well informed of corruption and its consequences. It is recommended that welfare of science teachers should not be neglected, so that the war against corruption will be a reality.*

**Keywords:** *Corruption, Perception, Science Values, Consequences.*

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### **Introduction:**

Today, people have different views of what constitute corrupt behavior. As a result, corruption has been defined by various people. Dike (2016) sees corruption as a violation of established rules for personal gain and profit,

Abolarin, 2016 corruption is the abuse of social conventions, being slack to moral strength and showing disregard for moral values, such as honesty, human rights, equity etc. in this sense, corruption is perceived across a spectrum of illegal payments and transactions such as extortion, bribes, payment of wages to ghost workers.

Teachers are the foundation of quality in the schools; hence their perception of issues such as corruption and its consequences to the individual and society matters a lot. Perception can be defined as the process of using the senses to acquire information about the surrounding environment or situation (Gyuse & James, 2010). The perception of how the science teachers see the endemic, cancerous and bed bugging of corruption to present and future generation will count on their response to join on the war against corruption. Since teaching is not an industry where raw materials can be discarded and new ones introduced or correction be effected immediately. The action of science teachers may have indelible effect on the life of students. But such effect may not be detected and those students may grow to become social and intellectual unbalanced. The resultant effect goes back to larger society or bounces back to educational system.

Since there seemed to be symbiotic relationship between educational culture and psychosocial and political culture of the society at large, students carried along values inscribed by educational system into the society. For schooling process to nurture and entrenched values positive in students, their teachers should function as a role model (Dike, 1988, Maheshari, 2009 & Sonny, 1999). Science and technology have become crucial factor for sustainable development worldwide. Being a fundamental part of everyday life and essential to our understanding of the world, it is a way of finding out about the world. It requires imagination to create, generalization from laws and develops a growing body of ideas and information about the way things work. Being one of essential feature of any society, it should be the type that will inculcate valued attitude of science positive ways of thinking, acting and living, self confidence, honest, respect for other people's opinion. But due to problem of corruption, science teachers seem to lost interest in the skills that accompanies

teaching of science. The quest to meet up with societal pressure has lured science teachers to the following:

- Not keen in carrying out practical
- Awarding marks to the highest bidder
- Leaking questions before examination
- Collaborating with student in writing external examination
- Encouraging the so called special centres
- Diverting fund meant for practical classes

The above attitudes of teachers is not far from corrupt tendencies. But several people do not acknowledge it to be an act of corruption. It takes one who is corrupt free to transfer valued attitude. It was based on this background that the study is set to find out science teachers perception of corruption and its consequences on students and society.

### **Statement of the Problem**

The battle against corruption is the talk of the day in Nigeria. The search light has been beamed on the behavior of public officials (civil servant, military and police personnel, and elected officials etc). But education sector seem to be escaped from the search light. Since several people are calling for education sector to initiate the campaign and programmes that will inscribe accepted values to youths (Ekweremadu, 2015, Abolarin, 2016). They believed that through schooling, education can write values that will help students to shun corruption. But, it takes the person who has good values to transfer such to another. It is on this background that the study wants to determine science teachers perception of corruption and its consequences. Science by its nature lends out the values; honesty, hard work, objective, transparency, it only required, a deliberate planning and strategizing to inculcate these attitudes into students.

### **Research Questions**

1. What is the science teacher's perception of corruption?
2. What is the perception of science teachers of consequence of corruption on students and society?

### **Hypothesis**

1. Null Hypothesis:

There is no significant difference between the mean rating of science teacher's perception of corruption and its consequences on student and society.

## **Research Method**

### **Research Design and Area of Study**

The research design was a descriptive survey that involved the use of structured questionnaire to obtain information from science teachers from four senior secondary schools in Municipal Area Council of FCT.

### **Population and Sampling**

The study population consisted of all the science teachers in senior secondary school in (AMAC). By simple random sampling ten teachers were selected for the study from each school, making up forty science teachers.

### **Instrument for Data Collection**

The researcher structured a questionnaire called (STPC) science teacher perception of corruption and its consequences. Ten items were used in each case to elicit questions on forms of corruption in the schools. The second question was on the consequences of corruption on students and society. Respondents were asked to tick as it applied to them. Likert scale was used for the rating - SA - Strongly agreed A = agree SD= strongly disagree and D= Disagree. (4,3,2,1). The instrument was validated by two senior colleagues. The reliability coefficient of internal consistency using Cronbach Alpha that gave reliability index of 0.68.

### **Data Analysis**

Data collected were analysed using mean and deviation to answer the research questions. A mean rating of 2.50 and above shows not perceived. The null hypotheses were tested at 0.05 level of significance using t-test statistics.

## **Results**

Research questions 1: What is the teacher's perception of corruption in the school system?

No.	Items	Mean	S.D	Decision
1.	Corruption is only obtained in public offices	3.33	0.83	Perceived
2.	Corruption is also in the schools and colleges	2.95	1.01	Perceived
3.	Good grades obtained through bribe from teachers and exam officers is also act of corruption	2.75	0.98	Perceived
4.	Examination results only released upon payment (not school fees)	3.2	1.01	Perceived
5.	Awarding marks without checking the students scripts	3.18	0.18	Perceived
6.	"Sorting out lectures during examination so that he/she will overlook students actions in examinations .	3.25	0.44	Perceived
7.	Diverting the money and materials mean for practical's by (HODs).	2.8	0.83	Perceived
8.	Tracking students to pay for materials needed for practical.	2.93	1.06	Perceived
9.	Examination question sold in advanced.	3.33	0.73	Perceived
10.	Teachers favour students for sexual act.	2.85	0.97	Perceived

**Table 1** shows the mean and standard deviation of science teacher's perception of corruption in schools and colleagues. The overall mean of teacher's perception of corruption is 3.06 which mean that science teachers have correct perception of corruption in schools and colleges. It agrees with all forms of corrupt practices under investigation.

### Research Question2

What is the perception of science teachers' consequences of corruption?

Items	Mean	SD	Decision	
1.	Low quality teaching	2.6	0.87	Perceived
2.	Poor academic achievement	2.85	0.83	Perceived
3.	Production of unskilled graduates	2.65	0.99	Perceived
4.	Untapped resources	2.83	0.84	Perceived
5.	Lack of future for the unborn generation	2.63	0.98	Perceived
6.	Growth that lacks development	2.8	1.02	Perceived
7.	Inability to participate in national development	3.18	0.98	Perceived

8.	Deepened inequality between rich and poor	3.75	0.44	Perceived
9.	Up-surge of social vices e.g. kidnapping, suicide bombers, armed robbery, 419 etc	3.1	0.01	Perceived
10.	Mis-education of youth to neglect hard work and Opt for bribery and fraud as a way of success	2.85	0.86	Perceived

**Table 2:** Shows the mean and standard deviation of science teachers perception of consequences of corruption with mean of 2.92. It shows that the corruption and its consequences is not apart.

### Test of Hypothesis

There is no significant difference between mean rating of science teachers' perception of corruption and its consequences.

**Table 3:** T-Test value on mean responses of science teachers' perception of corruption and its consequences

	N	X	SD	df	t-cal	t-tab	Decision
Forms of Corruption	40		3.06				
Consequences Of corruption On Students	40		2.92	78	0.34	1.98	Accepted

**Table 3:** Shows t-test analysis on difference between science teacher's perception of corruption and its consequence on students. The table showed the calculated value of 0.34 and tabulated value 1.98, therefore the null hypothesis was accepted at 0.05 level of significance. There is no significant difference between science teacher's perception of corruption and its consequences.

### Discussions of Findings:

The study investigated the science teachers perception and consequences on students and society. The result of the findings showed that science teachers have a strong perception of corruption and its consequences with mean of 3.06 and 2.92. Both the perception of corruption and its

consequence has no difference by science teachers. It implies that they will be ready to join the force in fight against corrupt practices. Besides, their correct perception of corrupt practices will terminate the dangerous trend that have normalized abnormal in schools and colleges eg bribery, dishonesty and mediocrity. The society will be the final recipient of product of corruption, which will directly or indirectly affect the society adversely. This study is in agreement with Abolarin 2016 and Dike 1988 who earlier said that teachers should be a model in nurturing and entrenching corruption in schools and colleges. Science teachers involvement in fight against corruption will be geared towards inculcating right attitude to students rather than a slogan.

### **Conclusion:**

Science as a bed rock of national development could only be possible when the teachers of science are not bedeviled by the problem of corruption. Since they are able to perceive correctly vices of corruption, they are qualified to. engage war against corruption among the students. Such war will be a deliberate inculcating science values and attitude to the students.

### **Recommendations**

The following are recommendations towards assisting science teachers in battle against corruption in school system.

- Welfare of teachers should not be toyed with.
- Pastoral education should be introduced in our school curriculum.
- Parents and teachers forum should be enforced in the school system.
- Students should be helped to inculcate attitude of science e.g honesty, humility, hard work, objective and creative.
- Allocation of fund should be done on time to avoid making room for diversion.
- Monitoring units in all educational sectors should be strengthened.
- Staff promotion schools and colleges will be linked on corrupt free exercise.

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