

**EDUCATION, CORRUPTION, RESOURCE UTILIZATION AND  
ISSUES OF SECURITY CHALLENGES IN CONTEMPORARY  
NIGERIA.**

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I wish to start by welcoming everyone to the 10<sup>th</sup> Annual National Conference of the School of Education, Federal College of Education Zaria. I felt highly honored when I received the letter of notification in which I was invited to give a keynote address at the conference which is the 10<sup>th</sup> in series. In fact this indicates that, the School of Education recognizes the importance of peer participation in the move to position itself among leading schools in this college. The theme of this year's conference "Education, Corruption, Resource Utilization and Issues of Security Challenges in Contemporary Nigeria" could not have come at a better time than now the country is facing a coordinated fight against corruption by the Federal Government, the menace of insurgency from the Niger Delta region and Boko Haram from the North Eastern Nigerian.

Education is the aggregate of all the processes by which a child or adult develops the abilities, the attitudes and other forms of behaviour which are of positive value to the society in which he lives. That is to say, it is a process of disseminating knowledge either to ensure social control or to guarantee rational direction of society or both (Tambawal, 2013:3).

Education has been conceptualized in various ways by scholars. Education is seen as the light that derives away the darkness of ignorance and enables mankind to find its ways through the tortures and labyrinth of development and civilization (Ikechukwu, 2006).

According to UNESCO (2000), "education refers to the total process of developing human ability and behaviour". It is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding value for all activities of life. Education refers to what can be used by man to solve his problems to improve his life and make it comfortable. It is one of the several ways that man employs to bring change in to his all round development. Education demands efforts and discipline. It is also a formidable tool for man's survival.

Ayu in Boyi (2014), conceived education as "what brings about the moral development and spiritual upliftment of the human personality and of the community as a whole". He stressed further that education makes mankind more creative and enables him to live a more fulfilling life through interaction.

Fafunwa (2004) however, defined education as “the aggregate of all the processes by which a child or young adult develops abilities, attitudes and other forms of behaviors which are of positive value to the society in which he lives”. He stressed further that education is a process of transmitting culture in terms of continuity and growth and for disseminating knowledge to ensure social control or guarantee rational direction of society both.

Education has been defined as a systematic procedure for the transfer and transformation of culture through formal and informal training of people in a society; it deals with mental, physical, psychological and social development of citizens in a given society (Ebong in Eghure, 2007).

Peters in Asemah (2010) sees education as a process whereby society inculcates the worthwhile things of the society into its people to be better able to cope with the problems of the society and contribute meaningfully to its well being and development. Ajaegbo and Ibezim (2001) defines education as the training of the mind and character for effective performance. Ortyoyande (2005) views education to include all experiences and knowledge, acquired through formal (Schooling) or informal (folk stones) settings. According to Aliu (2001) education is said to be the method by which a society transmits from one generation to the next its knowledge, culture and values. He further stressed that education, in the eye of an individual, is the process by which people learn facts, acquires skills and develop abilities and attitudes necessary for the work place and survival.

According to Olayiwola (2001) educational programmers could be said to be functional if it consistently justifies that purpose for which it was adopted, despite all odds. From the foregoing, it can be inferred that education is necessary for economic and social development.

From a global view, economic and social developments are increasingly driven by the advancement and application of knowledge “successful development entails more than investing in physical capital or closing gap in capital, it also entails acquiring and using knowledge as well as closing gap in knowledge” (World Bank, 1995:25).

This paper discusses the theme of this conference in the following perspective:- The Place of Education in fighting corruption, the place of Resource

utilization in Educational Development, the place of Education in resolving Security Challenges in Contemporary Nigeria and finally the Menace corruption can cause the social, economic and Educational life of the country.

We have earlier seen the perception of this paper on Education, the need of discussing corruption comes into focus. Tikumah (2009) asserted that, the term Corruption comes from the latin word *Corruptus* which literally means “to destroy”. Thus a practice or an action is labelled as corruption because of the destruction it causes to the moral, political or socio-economic being of the society.

Corruption refers to illegal, immoral or dishonest behaviour. The word corruption means the destruction, ruining or the spoiling of a society or a nation (Ugwogebu 2012). Aderinoye, Fadeyi, Sarumi, Egunyomi, Ojokheta, Momoh & Olajide (2001) explained corruption as inducement or persuasion to influence people to do things that are contrary to laid down rule or norms and values of a society.

Although there is no single generally accepted definition of corruption, the following are some common features of the various definitions of the term corruption:

1. Abuse of public office for private gain
2. Confusion of the private with public spheres or an illicit exchange between the two spheres.
3. Acting in a way inconsistent with official duty and the right of others
4. Living to or accepting by a public official undue advantage that is intended to influence the official decision or behaviour of the official
5. Dishonest or breach of trust by a public officer of his duty.

Corruption is also a behavior which deviates from the normal moral role that one is expected to display as a result of undue influence. According to Sen (1999), corruption or corrupt behavior involves the violation of established rules for personal gain and profit. Corruption is efforts to secure wealth or power through illegal means privates gain at public expense or a misuse of public power for private benefit (Lipset & Lenz 2000). Corruption comes in form of embezzlement, bribery, deceit and extortion to mention a few. Corruption can be seen in every areas of our society.

Ekiyor (2005) in his broad view of corruption defined it as the unlawful use of official power or influence by an official of the government either to enrich himself or further his course and/or any other person at the expense of the public, in

contravention of his oath of office and/or contrary to the conventions or laws that are in force. It is very unfortunate that this menace knows not any time nor period; it happens anytime or period of any nation's history. This monster called corruption has now been nick named in most Nigerian languages especially in the three major languages!

Ndokwu (2004) says: the Igbos call it Igbozu, the Yorubas call it Egunje while the Hausas call it Chuachua. People no longer frown or feel ashamed to engage in corrupt practices! Chuachua/Egunje or Igbozu is now acceptable and it is possible to hear someone openly complaining that there is no Chuachua, Egunje or Igbozu at his or her place of work and as such a person might quickly resign if he or she finds another work where there is opportunity for Chuachua. It is as bad as that! In the home, public offices, market places, religious organizations, educational institutions, government institutions and parastatals, the armed forces and so on.

## **PLACE OF EDUCATION IN THE FIGHTING AGAINST CORRUPTION**

The National Policy of Education (NPE) asserted that: Education is an instrument for National Development; to this end, the formulation of ideas, their integration for National Development and the interaction of persons and ideas are all aspects of Education (NPE, 2012:6).

Within the Education sector in Nigeria especially from the Secondary to University levels, corruption is very pervasive, and most of which is not in public eyes. Parents are known to have used unorthodox means to influence their children's or wards admission to Federal Government Colleges, commonly addressed as Unity Schools. A high JAMB score is critical for admission into the University in Nigeria, and this has lead to cheating by some students and parents in Nigeria.

There are expensive coaching centers that charge exorbitant fees to guarantee a minimum score of 300 in the JAMB score, which is being orchestrated by coaching centers which is aiding and abetting in the JAMB examination with the connivance of some JAMB officials.

Within the University system, some students resort to finding ways of purchasing of high and unmerited mark from a lecturer in order to enhance the grade in their final examination. Such students will then say, they have gone into the

University and having that they did not work for consequence upon these you find everywhere there is corruption, since corruption is in the Educational system where characters are expected to be moulded and societal values explored and copied.

For Education to tackle corruption head-on, there is need for proper curriculum development which entails all the activities the school is to conduct from within and outside the classroom. A curriculum is considered the “heart” of any learning institution which means that schools or Universities cannot exist without a curriculum because it refers to the total learning experiences of individuals not only in school, but in society (Bilbao, Lucido, Iringan and Javier 2008). The curriculum has to be harnessed in such a way to preserve the country’s National Identity and ensure its economic growth and stability. This can only be done when the proper cultural norms, religious injunctions and morals that detest corruption are imbedded into the curriculum and the Teachers/lecturers become models in their words and action so that the students coming through them would grow up better informed of the evils of corruption. But where an Educational system did not fulfill its obligation to the students and teachers then the issue of corrupt practice come into play. A situation where there are limited vacancies for the teachers to join its now a matter of whom you know or how you can get there, for somebody coming into the system through note from the above, what can be the position of the school head from somebody coming into the job by monetary or material gift or in terms of women by their own God’s given power how can the system grow and avoid corruption.

Anuforo (2013) identified the following as the problems of Education that if addressed can help arrest the issue of corruption in the system and society at large:

- a. Poor development of and low level awareness of Early Childhood care and Development (ECCE)
- b. Low enrolment, completion and transition rates at all levels;
- c. Low learning achievement and poor quality of learning outcomes;
- d. Inadequate physical infrastructures and shortage of resources for teaching and learning;
- e. Unconducive learning environments;
- f. Inappropriate and irrelevant curriculum (no linkage to the need of the society and the labour market);

- g. Low capacity and quality teachers who are unable to deliver curriculum contents;
- h. Weak and uncoordinated quality assurance mechanisms;
- i. Weak and outdated examination and assessment mechanisms coupled with examination malpractice;
- j. High rate of anti-social behaviour, cultism, sexual harassment, student unrest, corruption in high and low places;
- k. Inequalities in terms of gender, rural verses urban geographical zones etc.;
- l. High level internet and other crimes;
- m. Dangerous trans-boarder media influences;
- n. Transfer of States responsibilities to the Federal Government where the UBE interventionist effort is misconstrued;
- o. JAMB bottlenecks or funnel syndrome by which millions of candidates are denied admission into higher institutions.

The identified problems if tackled would go a long way in curbing corruption in the society; but ones the area of Education affected is not adequately addressed then all other sectors are at risk because the products coming out of the Education are the ones to occupy all public and private positions which means corruption would have to continue.

## **PLACE OF RESOURCE UTILIZATION IN EDUCATIONAL DEVELOPMENT**

The Wikipedia see resources as materials, energy, services, staff, knowledge or other assets that are transformed to produce benefits and in the process may be consumed or made unavailable. Benefits of resources utilization may include increased wealth or wants, proper functioning of a system or enhanced well-being.

In a nutshell, resource utilization will mean to utilize the available resources for education and this depends on the situation of the economy. In the words of Obanya (2004), Economic factors intercat with educational development in a wide variety of ways. First economic development policies usually include a human resources component, most of which will be through education in one form or another. This is especially so, as the human being is a nation's most important

resource and its power, development. Utilization and management is a key aspect of economic development. Secondly, the level and pattern of resource allocation to education will often depend on the availability of resources. In other words, the fate of Education does depend to a large extent on the level of economic prosperity, and the extent of Judicious use of resources within an economy. Thirdly, the level of development of an economy, more knowledgeable, better skilled persons, with positive, productive attitudes and values do influence economic productivity through their impaired earnings and investments in different forms. Fourthly, a flourishing economy is more capable of generating employment and creating opportunities for absorbing the skilled products of the Education system, thus enabling the society to see the immediate utility of Education.

Nigeria's economy has been witnessing stunted growth since the early 1980's due to the combination of internal and external reasons, the situation persisted till today. Unfavourable terms of trade, inappropriate policy options, economic investments which favoured unproductive projects, low capacity utilization, natural disasters, political upheavals, rapid population growth etc, all have combined to install a permanent state of non-performance in all economic indicators. Government came up with various policies to check-mate the dwindling like the Structured Adjustment Policy (SAP) but all these are temporary measures that later brought more hardship to the citizens as a result of poor management, as such the Education sector got a serious hit in the following areas:-

- a. Government spending on education has fallen considerably, and consequently by expansion and maintenance of educational facilities have practically halted.
- b. The unit cost of Primary education has fallen.
- c. School enrolment has fallen, as fees has been introduced in many states (in all cases girls, women, the rural, urban and poor have been the major victims).
- d. Government spending on other social sectors (health, housing, public transport etc.) has also gone down drastically and this has affected the progress of education
- e. Transition rate from Primary to Secondary schools has also fallen.



- f. Staff reduction in public schools has led to the retirement of thousands of teachers and non-recruitment of new ones. These has worsen the problem of large classes.
- g. Wide scale incidence of non-payment of teachers salaries leading to 'moon lighting' by teachers who (like other civil servants) have to engage in multiple activities to be able to maintain minimum living standards.
- h. Tertiary education enrolment has not fallen dramatically, but the introduction of cost-sharing measures has led to student unrest.
- i. Inefficiency has worsened an repetition and drop-out have increased.
- j. Fall in teachers purchasing power (average 13%) (Obanya, 2004)

From these one can say that, education has been hard hit by various economic measures of Government which has led to inadequate facilities, over-crowding in classrooms and pupil teacher ratio 180:1. Primary school enrolment fell, the issue of girl/boy child education as the case may be. The transition from Primary school to Secondary school dropped in Nigeria between 1979-1984 from 67% to 47%. Subsidies on students meals and books withdrawn, some boarding schools faced out which led many parents to withdraw their children from school. The resultant effect of all these is production of poor quality students who do not see anything good in the system and such can join any group that is of extremist, agitators ad get engage in economic sabotage which is termed as corrupt practice.

Education can only be salvaged when there is adequate utilization and management of resources towards the sector.

## **THE PLACE OF EDUCATION IN RESOLVING SECURITY CHALLENGES.**

One of the crucial problem of the Nigerian Educational system patterned along the British system is its non-relevance to our cultural, religious and social background. The crippling effect of this system is today with us, thus explaining why many Educational innovators criticized the system as unrealistic and not related to our needs. Critics of this system see the curricula as entirely geared to American or European concepts which serve to alienate the beneficiary from his culture. This is intensified by the ethos of personal achievement and competitive materialism that is

strongly embedded in western education. Thus, the system can be described a “growth oriented education which is selective, competitive and meritocratic” (Brown, 1978:29).

The effect thereof is promotion of disunity and inequality and the creation of needs and desires that are inconsequential to development. This observation is well articulated and summarized by Obiogun where he asserted thus:

***“Children are invariably taught without reference to their individual differences or abilities, interest and needs, nor are the needs of the society taken into consideration. The result is that the children acquire wrong attitudes and habits so they scorn manual labour and show little or no interest in the country’s traditional and indigenous culture, music and arts Obiogun (1972:154)”***

Coombs (1968:165) in reaction to the problem of growth oriented education condemns the unsuitability of the output of school when he stated that the: Growing inability of economics of the developing countries to absorb the human output of the educational system, thereby exacerbating the lethal problem of educational unemployment.

The stark reality is evident in the Nigerian society today where the number of college and University graduates that are unemployed almost exceed those in employment. This situation is much more disturbing when one recounts the amount of resources put into producing people that lack the skills that could be devoted for nation building and skills that could make them employable. The central issue lies on the inability of our educated citizens to adapt the knowledge acquired to the solution of socio-economic, cultural, political problems of the complex Nigeria society.

Perhaps, this class of Nigerians may not be absolutely blamed since the context of the educational package right from the Primary school to the University is foreign to them and bears no relationship to the local environment and local needs. Much more, the curricula content of most courses are not related to the life and aspirations of the people which they are supposed to serve. These inadequacies caused many young people to be roaming the streets, sitting at joints and joining abundant social media, since even with their handsets they can access a lot of information that are not useful to them and are detrimental to their society in particular and country in

general which could invariably be a link to joining International groups that appeal to them or entice them which could be terrorist organizations because they can now recruit online. This would have serious divesting effect on their families and friend and the country.

In line with the identified short comings of our education on the present security challenges, the then Governor of Bauchi State Alhaji Isah Yuguda lamented in the path Newspaper of Wednesday 20, 2012 that “the psyche of many young people have been destroyed through the collapse of Government; we have created these criminals through the collapse of educational system.” He continued by saying “when I came into office there were no schools, no hospitals, insecurity was at peak. There was a throng of unemployed youth and to crown it all, I inherited a debt profile of 22billion naira.” This type of assertion coming from a sitting chief Executive of a State tells one that things have not been normal for a quite long time, but the problem will continue to persist as long as long genuine interventions do not meet genuine actions to resolve the problems. Considering the manner of operation of people involved in causing the present security challenges in the country, one is left with no doubt that intelligent brains are involved. Instead of using their brawn on how to move the country forward, their thoughts are directed towards causing destruction because the education system has not over the years addressed the problems of the society with regards to unemployment and socio-economic variables.

Another ugly issue that reared its head through the years and engineered the current security challenges in Nigeria is the springing up of the elite class (which are the products of the education system). A vicious circle and clique that not only every Nigerian has opportunity to join - who are politically and economically in control of the nation. This elite class continue also to battle themselves for supremacy and control. The resultant effect is that, the products of our educational system are lured into their camps, thus causing a lot of havoc to generality of the populace. In an attempt by elite to distract the mind of the citizens from the real socio-economic problems of the nation, a lot of divisive techniques are employed with include current situation of insecurity. In a paper title “Part of a whole” of 25<sup>th</sup> June, 2012 presented by Dr. Hakeem Baba Ahmed of Political Science Department of Usmanu Danfodiyo University Sokoto, certain fallacies in respect of current Nigerian security challenges

were postulated and the author asserted that all the fallacies are noted in the historic tendency of Nigerian elite to revisit the manner in which they compete and the peculiar manner in which etho-geographical and religious pluralism are manipulated in this competition.

The problem of equity in the spread of educational facilities arising from transformation of educational system led many societies to be left out. For instance 6-3-3-4 system of education provided for workshops to be built in all Junior Secondary Schools in the country and be fully equipped with machineries and equipment for the training of young students to be self-reliant. Although the workshops were built but the major source of using the machines which is NEPA was not available to the village schools. Thereafter, the workshops became locked up and after sometimes, the equipment were stolen and sold to commercial skilled persons. These caused the affected villages to be left far behind and youths who became redundant could not catch up with moving time and obviously were vulnerable to be recruited into the act of political thuggery and religious indoctrination which could also be identified as a source of security challenge in the country.

From the discussion so far, this paper has attempted to bring to light that, the lapses in our educational system prompted by corruption, non-utilization of resources for educational and other services and effects of wrong educational provisions on security challenges in the country.

Before concluding, I want to re-echo as consequence of corruption is the socio-economic, educational and political lives of Nigeria, some words of one Professor Hussaini Isa of Faculty of Pharmacy University of Maiduguri posted on Facebook page of one Muhammad Bello Garba on April 22, 2017 thus: The blame for what Nigeria has become falls on you and me not but Buhari, not Jonathan not Obasanjo and definitely not Abacha.

Our wickedness stinks to the heavens, and we go about our daily lives, pulling down everyone and everything to become rich. We import sub-standard products, fake drugs and expired baby food unfit for human consumption and we have the nerve to complain about leadership.

We even steal from widows, orphans and refugees. We take their food and sell for profit. No conscience. Nothing is scared, no one is spared, we build sub-standard

roads, schools, houses, hospitals, all for profit at the expense of human life, an invaluable item which our profit and contract sum cannot buy.

One would think behaviour is reserved for urchins but it will surprise you that this is the character of the many decent looking people who appear to be normal but are not any better than Boko Haram members. They are church members, Muslims, husbands, wives and sadly youth.

We pervert justice and pretend we do not know right from wrong just to serve our selfish interest. Slave traders pale in comparison to what we do to ourselves. We are wickedness personified. So much hatred flows in our blood and we transfer it to our children. Its evident in what we say and do.

We have fasting and prayers sessions all year long, night vigils and deliverance when the actual problem is us. We simply cannot learn how to love others. It is me, me, me. That is all that matters. It is sickening. Anyone who cannot love has no business in politics, government and Nigeria. Until we understand this, we will continue on this path of destruction.

By the time this conference come to an end, it is my hope that the various papers that would be presented and deliberations will show clearly that education if harnessed adequately and given to citizenry will be the greatest tool for national harmony, socio-economic well being and the restoration of peace in all religions in Nigeria. For that to happen, we should not close our eyes to accept any system of education in our desire to join the globalized world, rather we should always consider the yearnings and aspirations of our people to be part of the curricula of education taught in our schools.

I wish you successful deliberations. Happy stay in Zaria and Journey mercies back to you different destinations.

Thank you for Listening.

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