

## **Implementation of Value Components of English Language Curriculum For Corruption free Basic Education in Enugu Education Zone.**

**Ngozi, Veronica Uche (M.ED English Education)**

**Dr.(Mrs) Ogbonne Uda Torty**

**&**

**Dr. Felicia N. Ene**

*Department of Arts and Social Science Education*

*Godfrey Okoye University, Enugu, Nigeria*

### **Abstract**

*The study explored the strategies for effective implementation of value components of English language curriculum for corruption free basic education in Enugu Education Zone. The study specifically covered how teaching pragmatic values and character building through English language enhance corruption free basic education in Enugu Education zone. The study adopted descriptive survey design. The population of the study comprised one hundred and sixty four (164) English language teachers. All the 164 English teachers were used because the population was manageable. The instrument for data collection was Implementation of Value Components of English Language Curriculum Questionnaire" (IVCELCQ). The data collected were answered using mean and standard deviation while t-test of independent sample was used to test the null hypotheses. The findings of the study revealed that teachers implement the pragmatic values and character building components in English language curriculum for corruption free basic education in Enugu Education Zone to a low extent. The study also revealed that there is no significant difference between male teachers and female teachers in the implementation of the pragmatic values and character building components of English language curriculum for corruption free basic education in Enugu Education Zone. Based on the findings, the study recommended that English language teachers should be trained on skills required for effective implementation of English language curriculum for corruption free basic education by the Ministry of Education, UBEB, and other agencies. Teachers should teach students the pragmatic values through the contents of English language curriculum in order to ensure corruption free Basic Education in Nigeria.*

### **Introduction**

The value of education in ensuring egalitarian and corruption free society cannot be underestimated. Countries all over the world have long recognized education as a driver of growth and national development. Education can help to attain the

desired growth and development of any nation if it is of a good quality. A sound system of education is critical to the transformation of a country's economy. Basic education in Nigeria is the bedrock and foundation for inculcating literary skills and good behaviour to children which help them as they enter into the wider community of life. Universal Basic Education (UBE scheme) of 1999 was introduced by the then Obasanjo administration in attempt to meet the global demand for Education. The primary aim of these programmes was to provide basic education to every Nigerian person who needs to go to school within the basic education range. Unfortunately such programmes did not see the light of day because of corrupt officials and poor implementation (Aluede, 2011). Corruption in basic education levels distorts the efficiency and quality output of the system. However, for free corruption basic education to take place, drastic measures should be taken to implement value components of school curriculum especially the English language which inculcate in the learners the positive attitude to social transformation through language learning.

Curriculum can be defined as the document, plan or blue print for instructional guide used for teaching and learning to bring about positive and desirable learner behaviour change. It can be regarded as the road map for the education of the learners. Curriculum can be taken to mean the instrument by means of which schools seek to translate the hopes of the society in which they function into concrete reality (Offorma, 2006). In the context of this study, curriculum implementation involves the effective teaching and learning of value components of English language curriculum such as pragmatic values, and character building in order to reduce corruption in basic education in Nigeria. Pragmatic values are essential components of culture that make people real in behavior and activities. Values occupy a central position in all human endeavours. Nduka (2005) stated that values refer to desires, interests, goals, ideals, approvals/disapprovals, preferences and standards. Pragmatic values teaches man self-worth, dignity of labour rather cheating or bribing or engaging in other form of corruption. Patrisius (2011) noted that character building in language learning is pertinent to language learning endeavor. Endeavor, good emotional control is of paramount importance for reduction of corruption in school. However, the extent to which teacher implement these value components of English language curriculum could vary depending on gender ability. Gender is a social construct and it is not biologically determined, but a concept equivalent to race or class (Offorma, 2004). This definition suggests that gender is socially or culturally constructed characteristics and role, which are associated with males and females in society. In this study, gender refers to the differences

that could exist between male and female teachers in implementing value components of English language curriculum for corruption free basic education in Enugu Education zone. Gender variable could therefore intervene on the extent teacher's implement value components of English language curriculum in basic education in Enugu Education zone. Despite the importance of value components of English language curriculum, teachers seem not to implement them in teaching and learning process. It has been inferred in the background that no country can survive in any form without functional or viable education system.

Like most countries, the Nigerian education system is bedeviled by myriads of problem including corruption. As it has been observed by most concerned individuals and agencies nationally and internationally the Nigerian education system at all levels is suffering from a systematic dysfunction that needs immediate and adequate attentions from both the private and public sectors' stakeholders. In order to reduce corruption in Nigeria through education, the curriculum for teaching of school subjects were reviewed to align with those values that would shape the behaviour of children to participate actively to the nation. The researchers have observed that most English teachers find it difficult to teach the value components of English language as articulated in the background particularly at basic education levels. The teaching of English language should not only focus on language learning skills, but also on those value components that would complement in reducing corruption in Nigeria. The problem of this study posed in question form is: What is the level of implementation of value components of English language curriculum in basic education levels in Enugu Education Zone.?

The main purpose of this study is to determine the extent of implementation of value components of English language curriculum for corruption free basic education in Enugu Education Zone. Specifically, the study was designed to:

1. Ascertain the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone.

Determine the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone.

The following research questions guided the study:

What is the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education

Zone?

What is the extent of implementation of character building in English language learning for corruption free basic education in Enugu Education Zone?

The following hypotheses were formulated: Two (2) null hypotheses were tested at 0.05 level of significance to guide the study.

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female teachers on the extent of implementation of pragmatic values in English language curriculum for corrupt free basic education in Enugu Education Zone.

**H<sub>02</sub>:** There is no significant difference in the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone.

### **Literature Review**

Corruption as a concept cannot be easily defined. This is why people see it as difficult concept to define. Corruption according to Brunelle-Quraishi(2011) is derived from the Latin word 'Corruptus' which means 'to break'. Basically corruption is inclusive. An idea imbedded in the inclusiveness of corruption is that corruption enjoys a lot of patronage from across all strata or layers of the society so much that it exists among low and high profile members of the society ranging from messengers, clerks, gatemen, members of various bodies, civil servants, union leaders, private businessmen and women.

Corruption according to Iyanda(2012:39), citing Ngwakwe (2009) reports that Nigeria's anti-corruption agency-Economic Crime Commission (EFCC) defines corruption from economic perspectives as “the non-violent criminal and illicit activity committed with objectives of earning wealth illegally either individually or in a group or organized manner thereby violating existing legislation governing the economic activities of government and its administration”

In general, Corruption is defined as the misuse of entrusted public power or function for private benefit .Corruption is therefore a phenomenon in which people including official who solicit bribes often get involved not only on their freewill, but also forced by superior authorities, as when a subordinate is compelled by his/her boss to take bribes and give the superior a share.

In an empirical study of Corruption in one developing country, Azfar and Gurgur(2001) found that a disproportionate burden of Corruption was placed on the poor and indicated that Corruption reduced test scores, lowered. National ranking of schools and raised variation of test results across schools. Gupta, Davoodi and Tiongson (2000) suggested that corruption increases the cost and

lowers the quality of education service. One way to fight Corruption is by investigating, arresting and punishing the persons involved. This requires that investigative powers of police and prosecution be increased and inspection control mechanism be strengthened. This is based on the assumption that those who are responsible for control and law enforcement (police, prosecutor etc.) are not corrupt. Corruption can be prevented if government engages in setting up and strengthening of institutions, systems, and procedures that make their employees to engage in Corruption. One important factor of the prevention strategies is transparency. Prevention is linked with good governance.

In summary, education is viewed as an important tool in the war against Corruption, it becomes increasingly important to focus on controlling corruption and find ways to track and minimize it by teaching and implementing the value components of English Language curriculum for corruption free basic education in Enugu State,

## Method

This study adopted a descriptive survey design. The area of the study was Enugu Education zone with 31 junior secondary schools. The population of the study comprised one hundred and sixty four (164) English language teachers. All the 164 English teachers were used because the population was manageable. The instrument for data collection was "Implementation of Value Components of English Language Curriculum Questionnaire" (IVCELCQ). The data collected were subjected to Cronbach reliability analysis approach with the aid of Statistical Package for Social Sciences (SPSS) which yielded a reliability index of 0.77. The data collected on research questions were answered using mean and standard deviation while t-test of independent sample was used to test the null hypotheses.

**Research Question 1:** What is the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone?

**Table 1: Mean rating of teachers on the extent of implementation of pragmatic values in English language curriculum.**

S/N	Extent of Implementation of pragmatic values in English Language Curriculum for Corruption Free Basic Education	N	FX	$\bar{X}$	Standard Deviation	DECISION
1	Students are taught how to develop positive values through additive language learning activities which reduce involvement in corrupt practices.	164	320	1.95	0.56	Low Extent
2	Students are taught self-esteem through language learning which reduce corrupt practices in basic education.	164	381	2.32	0.49	Low Extent

3	Through language learning, students are taught how to develop self-control mechanism which reduces corruption in basic education.	164	331	2.01	0.61	Low Extent
4	Through language learning activities, students are taught how to pursue excellence rather than corrupt practices.	164	352	2.14	0.62	Low Extent
5	Students are taught pragmatic values through story telling which keeps them away from corrupt practices in school.	164	364	2.21	0.57	Low Extent

The data in **Table1** revealed that items 1-5 had the mean scores and standard deviations of  $1.95\pm0.56$ ,  $2.32\pm0.49$ ,  $2.01\pm0.61$ ,  $2.14\pm0.62$  and  $2.21\pm0.57$  respectively. This indicates that the respondents response to the statement items on the extent of the implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone were to low extent. The grand mean score of the entire item was 2.12 with the standard deviation of 0.57 which was less than 2.50 benchmark for acceptance. Therefore, teachers implement the pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone to low extent.

**Research Question 2:** What is the extent of implementation of character building component of English language curriculum for corruption free basic education in Enugu Education Zone?

**Table 2: Mean response of teachers on the extent of implementation of character building component in English language curriculum.**

S/N	Extent of Implementation Character Building Component of English Language Curriculum for Corruption Free Basic Education	N	FX	$\bar{X}$	Standard Deviation	DECISION
1	Teaching students the ability to make social choices which strengthen their interpersonal relationships to reduce corrupt practices.	164	295	1.79	0.60	Low Extent
2	Students are taught to realize one's inner beauty in English language learning activities which help students to avert from all forms of corruption.	164	296	1.80	0.63	Low Extent
3	Students are taught how to promote individual and collective well being rather than selfishness which promote corruption.	164	295	1.79	0.55	Low Extent
4	Students are influenced positively to lead a healthy lifestyle worthy of corruption free education.	164	300	1.82	0.60	Low Extent
5	Students are groomed through English language learning for responsible citizenship necessary for corruption free basic education.	164	316	1.92	0.48	Low Extent
<b>Grand Mean Score</b>				<b>1.82</b>	<b>0.57</b>	<b>Low Extent</b>

Data in **Table 2** revealed that items 1-5 had the mean scores and standard deviations of  $1.79\pm0.60$ ,  $1.80\pm0.63$ ,  $1.79\pm0.55$ ,  $1.82\pm0.60$  and  $1.92\pm0.48$  respectively. This indicates that the respondents response to the statement items

on the extent of the extent of implementation of character building component in English language curriculum for corruption free basic education in Enugu Education Zone were to low extent. The grand mean score of the entire item was 1.85 with the standard deviation of 0.57 which was less than 2.50 benchmark for acceptance. Therefore, teachers implement the character building component in English language curriculum for corruption free basic education in Enugu Education Zone to low extent.

### Test of Hypotheses

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female teachers on the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone.

**Table 3: t-test of independent sample on the mean ratings of male and female teachers extent of implementation of pragmatic values in English language.**

S/N	Variable: Gender	N	Q	S.D	DF	T	P-Value	Decision	Remarks
1	Male	76	2.21	0.57	162	6.05	0.00	Reject HO	Significant (S)
	Female	88	1.72	0.44					
2	Male	76	2.38	0.54	162	1.41	0.16	Accept HO	No Significant (NS)
	Female	88	2.27	0.44					
3	Male	76	2.03	0.55	162	0.41	0.68	Accept HO	No Significant (NS)
	Female	88	2.00	0.66					
4	Male	76	2.06	0.59	162	1.53	0.13	Accept HO	No Significant (NS)
	Female	88	2.21	0.65					
5	Male	76	2.38	0.54	162	3.46	0.001	Reject HO	Significant (S)
	Female	88	2.07	0.57					
Average P -Value		401				2.57	0.19	Accept HO	No Significant (NS)

Data in table 3 showed that the average mean values of male and female respondents for item 1-5 on the significant difference in the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone were almost on the same range. This showed that male and female teachers were of the same opinion on the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone. It also showed average of t-calculated of 2.57 and P-Value of 0.17 which is greater than the chosen level of significance, 0.05. There is no significant difference in the

mean ratings of male and female teachers on the extent of implementation of pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone was upheld.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of male and female teachers in the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone.

**Table 4: t-test of independent sample on the mean ratings of male and female teachers in the extent of implementation of character building through English language learning.**

S/N	Variable: Gender	<u>NQ</u>	$\bar{X}$	S.D	DF	T	P-Value	Decision	Remarks
1	Male	76	1.78	0.65	162	0.18	0.86	Accept HO	No Significant (NS)
	Female	88	1.80	0.56					
2	Male	76	1.78	0.63	162	0.28	0.77	Accept HO	No Significant (NS)
	Female	88	1.81	0.63					
3	Male	76	1.84	0.61	162	0.92	0.36	Accept HO	No Significant (NS)
	Female	88	1.76	0.50					
4	Male	76	1.86	0.63	162	0.77	0.44	Accept HO	No Significant (NS)
	Female	88	1.79	0.57					
5	Male	76	1.90	0.49	162	0.46	0.65	Accept HO	No Significant (NS)
	Female	88	1.94	0.48					
Average P -Value						0.52	0.62	Accept HO <sub>1</sub>	No Significant (NS)

Data in table 4 showed that the average mean values of male and female respondents for item 1-5 on the significant difference in the mean ratings of male and female teachers on the extent of implementation of character building in English language learning for corruption free basic education in Enugu Education Zone were almost on the same range. This showed that male and female are of the same opinion in the significant difference on the mean ratings of male and female teachers on the extent of implementation character building in English language learning for corruption free basic education. It also showed average of t-calculated of 0.52 and P-Value of 0.62 which is greater than the chosen level of significance, 0.05. Therefore, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female teachers on the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone was upheld.

### Discussion

The study explored information on the extent of implementation of value components of English language curriculum for corruption free basic education in

Enugu Education Zone.

The result of the study also revealed that teachers implement the pragmatic values in English language curriculum for corruption free basic education in Enugu Education Zone to a low extent. This finding was also confirmed by the result of null hypothesis 2 which submitted that there is no significant difference in the mean ratings of male and female teachers in the extent of implementation of pragmatic values in English language curriculum for corrupt free basic education in Enugu Education Zone. This indicates that effective implementation of pragmatic values in English language curriculum could instill in students, good moral and attitude necessary for corruption free basic education in Nigeria. The findings also revealed that teachers implement the character building component of English Language curriculum for corruption free basic education in Enugu Education Zone of Enugu State. The implication of this finding is that students who build positive character cannot participate in corruption. This finding was also in tandem with the result of null hypothesis 3 which submitted that there is no difference in the mean ratings of male and female teachers on the extent of implementation of character building through English language learning for corruption free basic education in Enugu Education Zone. This shows that teachers are aware that developing positive character in the students through language learning at basic education is very crucial for corruption free basic education in Nigeria.

### **Conclusion**

It is no longer news in Nigerian that the education system has been faced with many issues which reduces the performance and productivity particularly at the basic education. Values in English language curriculum include many aspects: classroom content, management, methodology and assessment. The values that go along with the teaching and learning are universal, English being a global lingua franca. This study concluded therefore that for the attainment of corruption free basic education, language teaching may be able to contribute by building character that helps students to desist from any form of corruption in school and even after school.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Teachers should teach students the pragmatic values through the contents of English language curriculum in order to ensure corruption free Basic Education in Nigeria
2. Character building skills should be inculcated in learners in English language curriculum implementation to ensure that students develop personality and self-esteem or self-worth that would keep them away

from all forms of corruption.

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