

CORRUPTION AND MATERIALISM: PEDAGOGICAL NUISANCE AMONG SOCIAL STUDIES TEACHERS IN SURULERE LOCAL GOVERNMENT AREA, LAGOS STATE

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Abstract

Corruption has become endemic to public life and the realisations of its effects are shown in the behaviour and attitude of teachers at the junior secondary schools. The paper examine corruption and materialism; pedagogical nuisance among social studies teachers in surulere local government area, lagos state. The target population for the study comprised of all the Social Studies Education teachers in Surulere Local Government Area, Lagos State, and the sample for the study comprised of 150 junior secondary school teachers. These teachers were drawn using purposive sampling technique from the selected junior secondary schools in Surulere Local Government Area, Lagos State. The researchers constructed questionnaire titled corruption and materialism; pedagogical nuisance among social studies teachers in surulere local government area, lagos state (CMPPNSSTQ) to measure corruption and materialism. The instrument was validated by experts in the field of Social Studies Education and other experts from test and measurement. The data collected was analysed using percentages and mean for the research questions. The findings shows that corruption and materialism affects the teaching and learning of Social Studies Education at the junior secondary schools, professional misconduct among teachers and students at the junior secondary school is as the result of forcing students to purchase materials, accepting material gifts or rewards, assessments biased based on relationship, using public seats for selling within school and harassing students in any form, system disorder, insincerity, misconduct, insecurity and favouritism are forms of corruption and materialism teachers perpetrate, offering of gift items, bribe, exchange of marks for sexual reasons and extortion of money and exchange of marks for whatever other reasons are ways of practicing corruption and Social Studies Education teachers' are not fully aware of the evil of corruption and materialism in junior secondary schools. It was recommended that Nigerian Government should address the issue of corruption and materialism which has become endemic in the institution of learning especially from the junior secondary schools as it affects the students among others.

KEY WORD: *Corruption, Materialism, Parasite, Pedagogical Approach, Social Studies and Classroom.*

Introduction

Teachers' motivation naturally has to do with teachers' attitude to work, desire to participate in the pedagogical process within the school environment and teachers' interest in student discipline and control particularly in the classroom. Social Studies as a discipline if properly programmed and effectively taught help to solve social problems that are facing developing countries like Nigeria where the old norms are fast losing their grips

and no effective ones to replace them (Fadeiye, 2005)

According to Nwoji (2006) Social Studies is a subject that it deals with the matters of the moment as a preparation for now and future. She further adds that it is a discipline that deals with social change, better future and problem solving. The teacher translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is important in teacher motivation. If a teacher experiences the

classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school.

A major vice of concern here is *corruption* manifested in cheating, disregard for rules, regulations and constituted authority, inordinate desire for material things resulting in fraudulent acquisition of properties, misappropriation and diversion of funds, bribery, false declaration, extortion, and using official position for gratification (Ogoh & Okloho, 2013). Corruption in education is a pervasive element in Nigeria that exacerbates developing countries' efforts to educate their citizens. Functional Social Studies aims to inculcate national consciousness and national unity, imbuing the right type of values and attitudes for self and national survival. The acquisition of necessary skills, ability and competence which individuals need to be able to contribute to national development. Social Studies education inculcates good values to the citizens. Furthermore, one of the most important trends in social studies education is the teaching and learning of values and patriotism. Patriotism is a concept in Social Studies Education as one of the values that Nigerians appreciate (Imah-Obong, 2009). The root cause of this evil is materialism, so materialism is the only cause for quest for corruption in education. A society which glorifies the fruits of materialism inevitably sows the seeds of corruption. According to Otoja (2005) it is necessary to critically appraise the value system of the society and the expression of such values and attitudes. The content of such education will include: honesty, integrity fortitude; Tolerance, sympathy, punctuality, dignity of labour, loyalty, consideration for other and so on. All these are part of Social Studies Education content which can foster national transformation. Materialism has devastating effects on the idea of work and the culture of the workplace. Work comes to be seen primarily as a melting pot of covetousness. Money becomes the ultimate arbiter between people. The worth

of work then comes to be seen only in terms of how much it brings home to the worker, irrespective of the means employed. This makes workers blind to the prospect of creativity, innovativeness and their own personal dignity in the approach to work. Work becomes a soulless routine; and the workplace a barren territory of inevitable boredom, alienation and frustration. The alienation of the worker from the value and meaning of work is at the centre. The Nigerian Academy of Education Report (2004) show that teachers commitment is severely affected by their level of job satisfaction. Teachers were most dissatisfied by their workload, school facilities and services, professional development and reward system (Mu'azu, 2000). In the same vein, graduates and other professionals from tertiary institutions reported poor study conditions in their institutions.

Ogoh and Okloho (2013) affirmed that Nigeria has in the name of turning into a corrupt free society experimented with many policies such as the Judicial Commissions of Enquiry, the Code of Conduct Bureau, the Public Complaint Commission, Mass Mobilization for Social Justice and Economic Recovery (MAMSER), the Nation Open Apprenticeship (NOA), War Against Indiscipline Council (WAIC), the Independent Corrupt Practices and other Related Offences Commission (ICPC) and the Economic and Financial Crime Commission (EFCC), all to no avail .

Corruption has penetrated into education and educational institutions, schools, administrators and teachers are involved in examination malpractices, falsification of documents, bribing of school officials and corrupt practices in the education sector cannot be measured, parents and teachers convince to write examination for their wards, purchase life question papers or certificates. Aside these, there are many forms of professional misconduct in education, the most common forms of materialism are as follows:

1. Accepting material gifts or rewards in exchange for positive grades, assessments or selection to specialized programs

2. Biasing a grade or an assessment because of family or other private requests
3. Assigning of grades or assessments biased by a student's race, culture, social class, ethnicity or other ascriptive attributes, i.e., the characteristics with which they were born, race, gender and social status
4. Forcing pupils to take 'private fee paying lessons' to pass teacher-based assessments of students' progress
5. Disclosing confidential information about a student
6. Sexually or otherwise exploiting, harassing or discriminating against particular students
7. Adopting an inadequate textbook or educational product because of a manufacturer's gifts or incentives
8. Forcing students to purchase materials where profits accrue to the instructor
9. Ignoring the misconduct of colleagues
10. Utilizing school public property for private gain (Braxton and Bayer, 1999)

The country is bedeviled with social and economic ills such as cultism, moral decadence, embezzlement, social injustice, corruption, and so on. It has become a society where the custom is to decorate miscreants, knaves, scam artists and violators of national trust with national honours and appoint them to exalted public offices (Ndibe, cited in Ojeikere, 2004). Educational Institutions at all levels are poorly funded and the result of this is falling standard of education which is a bad omen for the Nation. Indeed corruption has defied all measures adopted to combat it in Nigeria, apparently because those waging the corruption war are themselves corrupt. One may recall how the ICPC was almost crippled by the law makers who decided to amend the ICPC bill to suit their selfish interest (Akanbi, 2003). This also goes to show that mere institutionalization of probe panels cannot effectively curtail the danger of corruption in Nigeria. "A society that judges a person's worth on his or her assets, family connections and influence, is a materialistic society". Such societies rate individuals not on personal character and

achievements, but rather on the display that the individual or their family puts on show. This also relate to the school situation, the consequence of non-availability of teaching facilities is that no matter how energetic, enthusiastic and committed a teacher might be, his effort and level of performance might not produce the required result in students. Likewise a teacher's action to satisfy motive could be affected by the negative context of the school environment. Based on this fact, Salau (2012), quoting bribe in Nigeria argued that the fight against corruption is fruitless because of the following reasons: Insincerity of the government, acting in concert with several of its agencies.

1. Pre-bargaining and negotiation, highly placed officials caught of corrupt practices are made to part with some of their looted funds and are thereafter set free.
2. Low deterrent, the punitive measures for corrupt practices are not strengthened
3. Lack of political and social movements to tackle corruption. The mass of the people are yet to be members in the fight against corruption.
4. Lack of access to public information. A lot of secrecy still pervades government documents and this underlies the need for the passage of the freedom of information bill.
5. Insecurity of informers, there is the need to enact laws to protect informers as well as reward them.
6. Low public participation in governance
7. Corrupt electoral system
8. Nepotism
9. System disorder
10. Weak government institutions

Added to the above long list of reasons why the fight against corruption is an abortive attempt is the fact that in Nigeria, the quality of Nigeria judiciary, law enforcement agents, the state security services and even the economic and financial crime commission operatives are very poor and prone to corruption (Edenyang & Usang, 2012)

The people of Nigeria seem too complacent in the face of corrupt practices and have not risen to challenge it despite the role of EFCC, ICPC, Code of conduct bureau etc over the years, there is poor value system, materialism has become a key value in Nigeria thus progress and achievements are measured in terms of material value. For this reasons teachers go to any length to acquire money either through legal or illegal means.

In a country where corruption is persistent, sustainable democracy becomes difficult, corruption in Nigeria since independence has done an incalculable damage to the institution of learning. It has evolved within the last three decades from the position of obscurity to a prominent pedestal. It is unfortunate that there is hardly any sphere of Nigeria daily life that has not been influenced by this endemic problem. It has become so massive and widespread that even the classroom is not left out, it is now threatening our system of education. As a result of these and the realisation of its detrimental effects on the socio-political and economic growth and development of the Nigerian State, certain pedagogical, intellectual and research attentions had been paid to it in the past in ways symmetrical to a premonition of its holocaust effects on the fabric of the Nigerian society (Akindele, 2015)

Corruption accounts for low moral value of the society from all indications people no longer respect one of the social values which state that good name is preferred to wealth rather people prefer wealth to societal moral values. This endemic act is been perpetrated in the classroom interaction among teachers and students and among students themselves.

An agent is personally corrupt if he unknowingly sacrifices his principal's interest to his own, that is, if he betrays his trust. He is officially corrupt, if in serving his principal's interest, he knowingly violates a rule; that is acts illegally or unethically, in his principal's interest. While Dwivedi (1967) observed that corruption includes nepotism, favouritism, bribery, graft and other unfair means adopted by government employees and the public alike to

extract some socially and legally prohibited favours. Instances can be taken from the institutions of learning where students give teachers money or material goods in return for favour. Attentions of such teachers are shifted to the students concerns to impact knowledge or other benefits to them. Based on these corruptive attitudes, it is lack of national consciousness that manifests in the prevailing attitude of most Nigerians to exploit others for personal aggrandisement (Ogoh & Okloho (2013).

Corruption results in crimes because all sorts of criminal activities take place in a corrupt institution by the individuals of that society, it is not clear that sometimes individual level mechanism in the classroom situation is behind this pattern. Such acts like riots in the schools, kidnap, examination malpractices and gross misconduct and so on are rampant in Nigeria institution of learning which affects teaching and learning. These acts make the learning environment dangerous to lives and not habitable for the younger generation. Osakwe (2012) regrets that several social vices and malaise that are pulling down the hand of development in Nigeria are corruption, indiscipline, dishonesty, prostitution, armed robbery, examination malpractices, child trafficking and electoral frauds among others

Consequently, numerous studies aimed to understand determinants of corruption and underline the importance of different economic and political factors such as the level of a country's economic development, the type of political system, the quality of institutions, the size of government and degree of its decentralization, the relative level of salaries in the public sector, the country's openness to trade, etc. There is also a large group of studies that show that corruption is strongly associated with socio-cultural factors including social values (Lambsdorff, 2006). Based on these assertions, a variety of corruption is sustained by whatever sustains corruption in the country. Capitalism has eroded the moral values of the Nigerian society, Social, economic, political, religious and educational vices are celebrated and rewarded in the country while virtue is

punished. How can students, teachers and others shun examination malpractice when they see criminals being set free through legalisms and court room gymnastics or worse, through wretched and criminal influence peddling? (Aminu, 2006).

Purpose of the Study

The purpose of this study was to examine corruption and materialism, a parasite to pedagogical approach among teachers and students in social studies classroom; specifically the objectives of the study are to:

1. Examine the extent corruption and materialism affects the teaching and learning of Social Studies at the junior secondary schools
2. Examine the extent of professional misconduct among teachers and students at the junior secondary schools
3. Ascertain the different forms of corruption and materialism that teachers perpetrate in junior secondary schools

Research Questions

1. To what extent has corruption and materialism affected the teaching and learning of Social Studies at the junior secondary schools?
2. What is the extent of professional misconduct among teachers and students at the junior secondary schools?
3. What are the different forms of corruption and materialism that teachers perpetrate in junior secondary schools?

Methodology

The study employed a descriptive survey design focused on corruption and materialism; pedagogical nuisance among social studies teachers in surulere local government area, lagos state. The target population for the study comprised of all the Social Studies teachers in Surulere Local Government Area, Lagos State, and the sample for the study comprised of 150 junior secondary school teachers. These teachers were drawn using purposive sampling technique from the selected junior secondary school in Surulere Local Government Area, Lagos State. The researchers constructed questionnaire titled corruption and materialism; pedagogical nuisance among social studies teachers' questionnaire (CMPNASSTQ) to measure corruption and materialism; pedagogical nuisance among social studies teachers. The instrument has 15 items of a four point scale of strongly agree (SA), Agree (A), strongly disagree (SD) disagree (D). This instrument was validated by experts in the field of Social Studies Education and other experts from test and measurement. The researchers distributed and collected the copies of questionnaire with the help of six research assistants from the junior secondary schools. The data collected was analysed using percentages and mean for research questions. Data was analysed using Statistical Package for Social Scientist (SPSS) Version 16.0, while result and discussions followed sequentially.

Results

Research Question 1: To what extent has corruption and materialism affected the teaching and learning of Social Studies at the junior secondary schools?

Table 1. Corruption and Materialism Effects on the Teaching and Learning of Social Studies

S/N	item	SA	A	D	SD	Mean	Remark
1	Materialistic consciousness has greatly affected teaching in junior schools	75 50%	40 27%	31 21%	4 2%	3.2	Agreed
2	Corruption is an evil that has taken over the moral values of teachers in junior secondary schools	56 37%	84 56%	9 6%	1 1%	3.3	Agreed
3	Students who concentrate on given bribe cannot learn properly	89 59%	55 37%	5 3%	1 1%	3.5	Agreed
4	Teachers to some extent do fail students who are not involved in given out material gifts.	42 28%	76 51%	19 13%	13 8%	3.0	Agreed
5	Most teachers concentrate in teaching the students who are involved in given gift items promptly	41 27%	65 43%	16 11%	28 19%	2.8	Agreed

Source: Fieldwork 2019

From the table it reveals that 50% of the respondents agree that materialistic consciousness has greatly affected teaching in junior secondary schools, 27% agrees, 21% disagree and 2% strongly disagree to the statement with the mean of 3.2. Item 2 shows that 93% agree positively to the statement that corruption is an evil that has taken over the moral values of teachers in junior secondary schools with a mean of 3.3. While 7% disagree to it. On item 3, 96% agree to the statement that students who concentrate on given bribe cannot learn properly with a mean of 3.5, while 4% disagree to the statement. Item 4, and item 5 the respondent agrees with 79% that teachers to some extent do fail students who are not

involved in given out material gifts with the mean of 3.0. And 70% that most teachers concentrate in teaching the students who are involved in given gift items promptly with the mean of 2.8 respectively. From this result which is above the calculated mean of 2.5, it can be inferred that corruption and materialism affect the teaching and learning of Social Studies Education at the junior secondary schools

Research Question 2: What is the extent of professional misconduct among teachers and students at the junior secondary schools?

Table 2. Professional Misconduct among Teachers

S/N	ITEM	SA	A	D	SD	Mean	Remark
6	Forcing students to purchase materials is a professional misconduct.	1 1%	109 73%	31 21%	9 5%	2.7	Agreed
7	Accepting material gifts or rewards is a professional misconduct.	5 3%	120 80%	20 14%	5 3%	2.8	Agreed
8	Assessments biased based on relationship is a professional misconduct.	10 6%	110 73%	28 19%	2 2%	2.9	Agreed
9	Using public property for private gain is a professional misconduct	23 15%	105 70%	18 12%	4 3%	3.0	Agreed
10	Harassing students in any form is a professional misconduct	16 11%	99 66%	35 23%	-	2.9	Agreed

Source: Fieldwork 2019

From the above table, the analysis shows that on item 6 with a mean score of 2.7 which is above the calculated mean of 2.5 the respondents agreed that forcing students to purchase materials is a professional misconduct. On item 7 the respondents with 125(83%) agree to the statement that accepting material gifts or rewards is a professional misconduct while 25(17%) of the respondents disagree to the statement. On item 8, 120 (79%) of the respondents agree that assessments biased based on relationship is a professional misconduct while 30(21%) disagree to the statement. Item 9 and item 10 with a mean score of 3.0 agree that using public property for private gain is a

professional misconduct and 2.9 agree that harassing students in any form is a professional misconduct respectively which is above the calculated mean of 2.5. From the result, it is a clear indication that professional misconduct among teachers and students at the junior secondary schools is as the result of forcing students to purchase materials, accepting material gifts or rewards, assessments biased based on relationship, using public property for private gain and harassing students in any form.

Research Question 3: What are the different forms of corruption and materialism that teachers perpetrate in junior secondary schools?

Table 3. Forms of Corruption and Materialism that Teacher perpetrate

S/N	ITEM	SA	A	D	SD	Mean	Remark
11	System disorder is one of the forms of corruption teachers perpetrate	54 36%	81 54%	-	15 10%	3.1	Agreed
12	Insincerity is as a result of materialism that teachers perpetrate	75 50%	58 39%	17 11%	-	3.4	Agreed
13	Misconduct is one of the forms of corrupt practices teachers perpetrate	56 37%	84 56%	10 7%	-	3.3	Agreed
14	Insecurity result to materialistic consciousness teachers perpetrate	65 43%	74 49%	11 8%	-	3.4	Agreed
15	Favouritism is one of the forms of corruption teachers perpetrate	43 29%	85 57%	2 1%	20 13%	3.0	Agreed
	Total	293 39%	382 51%	40 5%	35 5%	3.2	Agreed

Source: fieldwork 2019

The result shows that in item 11, 90% agree positively that system disorder is one of the forms of corruption teachers perpetrate with the mean of 3.1 and 10% disagree negatively to the item statements. This shows that there are problems inherent in corruption and materialism in junior secondary schools. Item 12 shows that 89% agree positively to the statement that insincerity is as a result of materialism that teachers perpetrate with a mean of 3.4. While 11% disagree to it. On item 13, 93% agree to the statement that misconduct is one of the forms of corrupt practices teachers perpetrate with a mean of 3.3, while 7% disagree to the statement. Item 14, and item 15 the respondent agrees with 92% that insecurity results to materialistic consciousness teachers perpetrate with the mean of 3.4. And 80% that favouritism

is one of the forms of corruption teachers perpetrate with the mean of 3.2 respectively. From this result which is above the calculated mean of 2.5, it can be inferred that system disorder, insincerity, misconduct, insecurity and favouritism are forms of corruption and materialism teachers perpetrate.

Findings

1. Corruption and materialism affects the teaching and learning of Social Studies at the junior secondary schools
2. Professional misconduct among teachers and students at the junior secondary schools is as a result of forcing students to purchase materials, accepting material gifts or rewards, assessments biased based on relationship, using public property for private gain and harassing students in any form.

3. System disorder, insincerity, misconduct, insecurity and favouritism are forms of corruption and materialism teachers perpetrate.

Discussion

The data in table one shows that corruption and materialism affects the teaching and learning of Social Studies Education at the junior secondary schools. This findings is in line with Otoja (2005) perception of Social Studies Education which focus on thought Provoking or investigation orientation method and the rigorous which they entail, equip the learner with the reflective thinking skills which would enable him /her to ask the question 'why' of things in the society. This has implication for problem solving initiative and addressing issues of national interest. In view of this, Heyneman (2008) opined that education is commonly thought to be a haven for the young. No matter how unstable the polity, no matter how dismal the prospects for the economy, education investments are treated as sacrosanct. This is one reason for the popularity of the initiative launched by the World Bank, UNESCO, UNICEF and UNDP in 1990 to focus attention on school enrollment in low income countries called 'Basic Education for All'

The data also shows that professional misconduct among teachers and students at the junior secondary schools is as the result of forcing students to purchase materials, accepting material gifts or rewards, assessments biased based on relationship, using public property for private gain and harassing students in any form. To buttress this point, Heyneman (2007) affirmed that accepting material gifts or rewards in exchange for positive grades, assessments or selection to specialized programs are all corrupt practices. To Mu'azu (2000), corruption has pervaded every sphere of human activity such that in every endeavour economic, social, political, etc, are the determining factor in the relationship between the people involved.

The result of the data also shows that System disorder, insincerity, misconduct, insecurity and favouritism are forms of corruption and materialism teachers perpetrate. In line with this result, corruption in public

affairs includes the abuse of authority for material gain. But because education is an important public good, professional standards include more than just material goods; hence the definition of corruption in education corruption includes the abuse of authority for both personal as well as material gain. An education system can be corrupt in four ways, such as through its education functions, through the supply of goods and services, through professional misconduct, and in the treatment of taxation and property (Heyneman, 2007)

Mu'azu (2000) opined that corruption involves inducement intended to pressure an official from carrying out his functions in accordance with the set rules and the procedures. It includes act of arrogation of benefits for oneself or ones friends and relatives to the detriment of the right or entitlement of others regarding the same or similar benefit. Thus, to be corrupt is to be opened to bribery and dishonesty, and to be immoral. The data review that Social Studies teachers' are not fully aware of the evil of corruption and materialism in junior secondary schools. To corroborate these ideas, Otoja, (2005) submitted that Social Studies among other school subjects is primarily designed and taught in schools to address issues relating to right type of values attitudes and behavior with a view to achieving national development. And to achieve this, Social Studies Education teachers have to draw the attention of their learners to the societal vices which are bedeviling our national life and how to avoid them. By doing this Social Studies Education will be achieving one of its objective, which is, creating awareness and sensitivity to the seriousness of man's environment.

Conclusion

Corruption is a behaviour which deviates from the formal duties of a public role because of pecuniary or status gains which violates rules against the exercise of certain types of influence. The fight against corruption should start from basic educational level especially the junior secondary schools. Corruption is dangerous and can destroy the systemic existence especially the younger generation and Social Studies Education teaches the practice of virtue, values, skills which is the ultimate route

to behaviour change or modification that could reduce corrupt practices among teachers in Nigeria junior secondary schools.

Recommendations

1. Nigerian Government should address the issue of corruption and materialism among teachers which has become endemic in the institution of learning especially from the junior secondary schools as it affects the students.
2. Ministry of education and its subordinate should bring to book and punish the law offender as it relate to professional misconduct among teachers.
3. Nigerian government, private individual and various institutions should organise campaign, seminars right from the grass root on the evil of system disorder, insincerity, misconduct, insecurity and favouritism as forms of corruption and materialism teachers perpetrate.
4. Social Studies Education teachers should be sensitize on the promotion of values as a model and fully be aware of the effects of corrupt practices in junior secondary schools

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