

A Review: Relevance of Physical and Health Education in Curbing Corrupt Practices in Nigeria

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Abstract: Corruption has been an issue of great concern to all well-meaning citizens. This is in view of the endemic nature of the phenomenon in our society which hinders educational development. Physical and Health Education as part of formal system of education aims at inculcating an individual with moral and skills development. Physical and Health Education positively and permanently changes character which is an evaluation of a particular individual's stable moral qualities. This paper therefore, examines Physical and Health Education for Character Development a panacea to Corrupt Practices in Nigeria. The article concluded that, by combining and applying basic skills in a variety of activity settings students can learn and attain a degree of competence. This application of the basic skills is accomplished through practice and participation. Development of character will be increased if students have more opportunity to participate in quality learning experiences which focus on motivating, fun and inclusive activities. They will be more willing to be active for a lifetime.

Keywords: Corruption, Physical and Health Education, Character Development.

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I. Introduction

In philosophical, theological or moral discussions, corruption is the abuse of bestowed power or position to acquire a personal benefit. Corruption may include many activities including bribery and embezzlement. In Government, corruption occurs when an office-holder or other governmental employee acts in an official capacity for personal gain (Bellow 2003).

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research (Anderson, 1989). According to Pangrazi (2007) Physical and Health Education is regarded as the education developing an individual physically, mentally, socially, emotionally, morally and spiritually through the medium of physical activity. Physical and Health Education trends have developed recently to incorporate a greater variety of activities such as health and nutrition besides typical sports (Pangrazi, 2007).

Character on the other hand is an evaluation of a particular individual's stable moral qualities (Timpe, 2008). The concept of character can imply a variety of attributes including the existence or lack of virtues such as empathy, courage, fortitude, honesty, and loyalty, or of good behaviors or habits (Howland, 2013). Moral character primarily refers to the assemblage of qualities that distinguish one individual from another. There are two approaches when dealing with moral character: Normative ethics involving moral standards that exhibit right and wrong conduct and applied ethics involving specific and controversial issues along with a moral choice and tend to involve situations where people are either for or against the issue (Timpe, 2008).

It is in line of this background that, this article observed character development through the medium of physical activity as a panacea to corrupt practices in Nigeria.

II. Concept of Corruption

Corruption is the abuse of power by a public official for private gain (Bellow 2003). No doubt the abuse of public offices for private gain is paradigmatic of corruption; but for instance, when a bettor bribes a boxer to 'throw' a fight this is corruption for private gain, but it need not involve any public office holder; the roles of boxer and bettor are usually not public offices. One response to this is to distinguish public corruption from private corruption, and to argue that the above definition is a definition only of public corruption (Crank, & Caldero 2004).

Accordingly, one could seek to identify corruption with economic crimes, such as bribery, fraud, and insider trading. There are also non-economic forms of corruption. Klitgaard (1991) says, economic gain is not the only motivation for corruption. According to the author there are different kinds of attractions that motivate

corruption. These include status, power, addiction to drugs or gambling, and sexual gratification, as well as economic gain.

According to Hamilton and Hudson (2014) corruption can occur on different scales. The authors further say, there is corruption that occurs as small favours between a small number of people (petty corruption), corruption that affects the government on a large scale (grand corruption), and corruption that is so prevalent that it is part of the everyday structure of society, including corruption as one of the symptoms of organized crime (systemic corruption).

a. Petty corruption

Petty corruption occurs at a smaller scale and takes place at the implementation end of public services when public officials meet the public. Examples include the exchange of small improper gifts or use of personal connections to obtain favours or a speedy completion of routine government procedures. This form of corruption is usually pursued by junior and middle level officials, who are significantly underpaid (Hamilton & Hudson 2014).

b. Grand corruption

Grand corruption is defined as corruption occurring at the highest levels of government in a way that requires significant subversion of the political, legal and economic systems. Such corruption is commonly found in countries with authoritarian or dictatorial governments but also in those without adequate policing of corruption (Hamilton & Hudson 2014).

c. Systemic corruption

Systemic corruption (or endemic corruption) is corruption which is primarily due to the weaknesses of an organization or process. It can be contrasted with individual officials or agents who act corruptly within the system (Heyneman, Anderson & Nuraliyeva 2008).

III. Corruption in Different Sectors

Corruption can occur in any sector, whether they are public or private industry or even NGOs (Graeff, Sattler, Mehlkop & Sauer 2014).

• **Government/Public Sector**

Public sector corruption includes corruption of the political process and of government agencies such as the police as well as corruption in processes of allocating public funds for contracts, grants, and hiring (Legvold 2009).

• **Political Corruption**

Political corruption is the abuse of public power, office, or resources by elected government officials for personal gain, e.g. by extortion, soliciting or offering bribes (Morris 1991; Lorena & Raul 2001).

• **Police Corruption**

According to Znoj, (2009) Police corruption is a specific form of police misconduct designed to obtain financial benefits, other personal gain, and/or career advancement for a police officer or officers in exchange for not pursuing or selectively pursuing an investigation or arrest. The author continues that, one common form of police corruption is soliciting and/or accepting bribes in exchange for not reporting organized drug or prostitution rings or other illegal activities. Another example is police officers flouting the police code of conduct in order to secure convictions of suspects—for example, through the use of falsified evidence. More rarely, police officers may deliberately and systematically participate in organized crime themselves.

• **Judicial Corruption**

Judicial corruption refers to corruption related to misconduct of judges, through receiving or giving bribes, improper sentencing of convicted criminals, bias in the hearing and judgement of arguments and other such misconduct (Pahis 2009).

• **Corruption in the Educational System**

In some countries, corruption occurs frequently in educational institutions. This can include bribes to bypass bureaucratic procedures and bribing teaching staff or faculty for a grade (Heyneman, Anderson, & Nuraliyeva 2008).

IV. Methods of Corruption

In systemic corruption and grand corruption, multiple methods of corruption are used concurrently with similar aims. According to Shumba (2007) the following are some of the methods of corrupt practices:

a. Bribery

Bribery involves improper use of gifts and favours in exchange for personal gain. It is the most common form of corruption. The types of favours given are diverse and may include money, gifts, sexual favours, company shares, entertainment, employment and political benefits.

b. Embezzlement, Theft and Fraud

Embezzlement and theft involve someone with access to funds or assets illegally taking control of them. Fraud involves using deception to convince the owner of funds or assets to give them up to an unauthorized party. Examples include the misdirection of company funds into "shadow companies" (and then into the pockets of corrupt employees), the skimming of foreign aid money, scams and other corrupt activity.

c. Extortion and blackmail

While bribery is the use of positive inducements for corrupt aims, extortion and blackmail centre on the use of threats. This can be the threat of violence or false imprisonment as well as exposure of an individual's secrets or prior crimes. This includes such behavior as an influential person threatening to go to the media if they do not receive speedy medical treatment (at the expense of other patients), threatening a public official with exposure of their secrets if they do not vote in a particular manner, or demanding money in exchange for continued secrecy.

Types of Corrupt Gains

According to Pahis (2009) the following are the common gains of corrupt practices:

- **Abuse of Discretion**

Abuse of discretion refers to the misuse of one's powers and decision-making facilities. Examples include a judge improperly dismissing a criminal case or a customs official using their discretion to allow a banned substance through a port.

- **Favoritism, Nepotism and Clientelism**

Favouritism, Nepotism and Clientelism involve the favouring of not the perpetrator of corruption but someone related to them, such as a friend, family member or member of an association. Examples would include hiring or promoting a family member or staff member to a role they are not qualified for, who belongs to the same political party regardless of merit.

Concept of Physical and Health Education

Physical and Health Education is a social and pedagogical process constituting an organic part of general upbringing (Campbell & Bond 1982). Physical and Health Education in its modern concept is broader and more meaningful. There is no doubt that it is conducive to build up organic health but it is helpful in developing mental and emotional health and social qualities that are considered to be desirable by the society. Physical and Health Education is not confined to some forms of drill and regular exercises, but emphasizes on the physical fitness value. Physical development and mental development are inter-related and go together. Locke emphasized, "A Sound Mind in a Sound Body is a short but full description of a happy state in the world". Campbell and Bond (1982) detailed it as "A way of education through motor activity and related experiences and its subject matter is primarily ways of behaving". The interpretation is the capable and intelligent leadership during play periods that guide and help children to develop desirable way of behaving towards their team mates, opponents, officials, spectators and in regard to the solution of problems that arise during games and intelligent decision based on reason rather than on prejudices and emotions.

Physical and Health Education is not mere drill or series of regulated exercises. It includes all forms of physical activities and games which promote the development of body and mind. Physical and Health Education contributes not only to the physical fitness but also to physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership, discipline tolerance, obedience to rules, moderation in victory and balance in defeat.

Physical and Health Education for Character Development

Pervin, (1994) defines moral character as a disposition to express behavior in consistent patterns of functions across a range of situations. According to Timpe (2008) there are two approaches when dealing with moral character; these are Normative ethics which involve moral standards that exhibit right and wrong conduct; and Applied ethics which involve specific and controversial issues along with a moral choice, and tend to involve situations where people are either for or against the issue. According to Campbell and Bond (1982) heredity, early childhood experience, modelling by important adults and older youth, peer influence, the general physical and social environment, the communications media, the teachings of schools and other institutions, and specific situations and roles that elicit corresponding behaviour are the major factors influencing character and moral development.

Physical and Health Education trends have developed recently to incorporate a greater variety of activities besides typical sports. Introducing students to activities like walking/hiking, at an early age can help students develop good activity habits that will carry over into adulthood (Pervin, 1994). Similarly, teaching traditional sports provides a great opportunity for reserving cultural heritage and integrates it with academic concepts. According to Anderson (1989) there are four aspects of Physical and Health Education benefits for the

primary and secondary education students. These four aspects are physical, mental, social, and emotional. The author added that, in schools, Physical and Health Education teachers assist students in learning, developing and combining the basic skills of movement so they can be applied to a variety of activity situations in their lifetime. By combining and applying basic skills in a variety of activity settings students can learn and attain a degree of competence. The author further says this application of the basic skills is accomplished through practice and participation.

V. Conclusion

On the basis of the reviewed literature, the article concludes that:

1. Corruption is not restricted to public offices rather, it can occur everywhere within human settlements.
2. Even though there are many causes and personal gains of corruption, the major cause is spoiled mind most of the time as a result of poor or lack of good moral character.
3. Prosecution and conviction of offenders might not be the only powerful weapon to fight corrupt practices since the genesis of it is rotten moral character.

VI. Recommendation

Based on the conclusions drawn, the following recommendations are made:

1. There should be re-orientation of citizens to accept that, unless every one decides to change the society, the society would never change. Physical and Health Education is one of the means of making people to work together, inspire confidence in them and making them understand that they can be whatever they want to be without indulging in corrupt practices
2. Physical and Health Educators should ensure that all citizens develop corruption free mind. Physical and Health Education can be used to positively and permanently change character which is an evaluation of a particular individual's stable moral qualities.
3. Physical and Health Education can be used through the medium of physical activities and sports to transform citizens toward good moral character.

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