



## Forms and Effect of Corruption in Public Senior Secondary Schools in Bauchi Education Zone

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### ABSTRACT

*This study focused on forms and effect of corruption in public senior secondary schools in Bauchi education zone in Bauchi state Nigeria, the study was guided by three objectives on forms of corruption, perpetrators of corruption and effect of corruption in senior secondary schools in Bauchi education zone. The study reviewed relevant literatures. Descriptive survey research technique was adopted as the design of the study. The total of 175 teachers were sampled out of the population of the study which was 3305 teachers. The instrument for data collection was an adapted instrument which was validate and trial tested. The findings of the study revealed that several corrupt practices are prevails in senior secondary schools in Bauchi education zone which include: Collection of gifts, recruitment corruption, absenteeism by teachers among others, the study also revealed that all stakeholders perpetrate in corruption some form of corruption. Furthermore, the study revealed that corruption cause dropout, inequality, lowers quality of teaching, students' indiscipline, unemployment, among unskilled manpower, lower quality of students' outcome and poor global image. The study therefore, made some recommendation which include: that government should create strategies for fighting corruption in education sector, government should create awareness and sensitisation strategies of the impact of corruption in schools and corruption free clubs for eradicating corruption at school level.*

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### INTRODUCTION

Education gives access to better opportunities in life, higher lifetime earnings and social mobility. Children are entitled to free quality education and equitable access to education. Secondary education in Nigeria help individuals live a useful life in the society as well as prepare them for higher education. The individuals who passes through secondary education in the country are expected to be able to make useful contribution to the development of the society (Romina 2020).

Quality and inclusive education is essential for a prosperous and empowered society, and is a key to equality and development. When corruption permeates education, it

undermines the ability of education to achieve these goals. Corruption in education has far-reaching negative impacts on society, from stifling knowledge and misallocating skills in the economy, to increasing social inequality and breeding more corruption.

However, the major challenging to education in Nigeria is corruption. Romina (2020) argued that the sting of corruption is hard on the entire Nigerian society and is damaging the education system especially at the secondary level. A society whose educational system is damaged by the plague of corruption would continue to face development challenges (Romina 2020). Transparency International (2010) define corruption as the abuse of power by individuals to



whom is entrusted for personal gain. The term corruption in education has been also defined as the systematic use of public office for personal gain thereby impacting significantly on access to education, equity and quality (Nwankwo & Nweke, 2016).

The education sector, is one of the largest budget items in many countries, which presents many opportunities for corrupt practices. Corruption in this sector is particularly devastating as it can lead to poor quality education, inferior performance and higher drop-out rates, which in turn can lead to increased levels of poverty, unemployment and inequality. Corruption in education has immediate impacts, both economic and social. Economically the quality of education itself decreases, which creates a breeding ground for further corruption and a self-perpetuating under provision of human capital. Socially, corruption in education has a wide range of consequences. Corruption acts as a barrier to education, either because it makes the cost of acquiring an education prohibitive, or because the act of education simply does not take place in the designated space. It follows that, where educators are absent, individuals are deprived of the fundamental right of education. When qualifications are obtained, not by merit but through favouritism or bribes, the implicit contract between education recipients and the institutions or educators is breached, leading to an erosion of trust in people and institutions. Another serious consequence is the lack of motivation that corruption causes among students. (Global Resource for Anti-Corruption Education and Youth Empowerment, ND)

### Statement of the Problem

Corruption is a major drain on the effective use of resources for education and should be drastically curbed (Dakar Framework of Action 2000). Scholars explained that corruption in secondary education is biting very hard and has to be checked before it goes out of control. School managers, teachers and parent are supposed to be model for Students who supposed to learn good ethic, morals and discipline in school but when the institution is dominated with corrupt practices, students who often copy, emulate and replicate the behaviours of people they meet at

school would become endangered. Some studies have been conducted on corruption in secondary education in Nigeria. These studies covered other states like: Edo State, by Romina (2020), Okpechi, Denwigwe, Asuquo, Abuo, Unimna, & Kolawole (2018), conducted their study in Cross Rivers State and Adebayo and Obaje (2016) also conducted study on corruption and attainment of education objectives, furthermore Ugoani (2016) looked at corruption and teacher absenteeism. Therefore, this study examined corruption in senior public secondary schools in Bauchi education zone Bauchi State Nigeria.

### Objectives of the Study:

The study specific objectives are to:

1. Identify the forms of corruption prevalent in public senior secondary schools in Bauchi education zone.
2. Find out the perpetrators of corruption in public secondary schools in Bauchi education zone.
3. Find out the effect of corruption on secondary education Bauchi education zone.

### Literature review

In Nigeria corruption is considered as the single biggest threat to the development of the nation educationally, socially and economically. The term corruption according Transparency International is defined as "the abuse of entrusted power for private gain." Aktan (2015) defines corruption as all actions and behaviours constituting bribery, embezzlement, favouritism, he further argued that It is important to note that corruption has political characteristics, and thus, corruption is all deplorable acts taking advantages of the position of power and/or existing resources to gain profit for oneself, others, and/or certain groups. However, Siswandari, and Binti (2019) argued that generally, acts of corruption can be categorized:

1. Bribery: The act of dishonestly persuading someone to act in one's favour by a payment or other inducement Inducements can take the form of gifts, loans, fees, rewards or other advantages (taxes, services, donations, etc.) The uses of bribes can lead to collusion (e.g., inspectors under-



- reporting offenses in exchange for bribes) and/or extortion (e.g., bribes extracted against the threat of over-reporting)
2. Embezzlement: To steal, misdirect or misappropriate funds or assets placed in one's trust or under one's control. From a legal point of view, embezzlement need not necessarily be or involve corruption.
  3. Facilitation payment: A small payment also called a "speed" or "grease" payment, made to secure or expedite the performance of a routine or necessary action to which the payer has legal or other entitlement.
  4. Fraud: The act of intentionally and dishonestly deceiving someone in order to gain an unfair or illegal advantage (financial, political or otherwise)
  5. Collusion an arrangement between two or more parties designed to achieve an improper purpose, including influencing improperly the actions of another party.
  6. Extortion: The act of impairing or harming, or threatening to impair or harm, directly or indirectly, any party or the property of the party to influence improperly the actions of a party.
  7. Patronage, clientelism, and nepotism: Patronage, at its core, means the support given by a patron. In government, it refers to the practice of appointing people directly.

Furthermore, scholars like Siswandari and Binti (2019) Knox,(2009) and Mamitova et al., (2016) argue that Corruption is the most frightening threat to existence of a nation because of its adverse effects, especially in personal terms which are related to low quality of education, poverty, and poor quality of health and justice. They further reveal corruption has effect on people, society and economy as in the following:

**Corruption Effects on People:** include lack of quality on service since any time someone demands quality service, he or she must pay on it.

Lack of proper justice (crime may be judged as truth and evidence erased). Rise in unemployment. Poor health and hygiene. Pollution (note: especially happening in regular check of vehicle emissions, when it is not done, the owner of the vehicle just pays some money to the officer). The rise in the rate of accidents (buying driver's license). Failure of having genuine research (research funding were corrupted). Decrease of commitment to support government institutions where someone works.

**Corruption Effects on Society:** include: The rise in the poverty rate. Disregard for officials. Increase of crime rates. Lack of respect for rulers (no more respect for Policy, Regulation, Guideline, and Standard from the related Ministry). Lack of faith to government. Lack of trust for government and underdevelopment of democratic life

**Corruption Effects on the Economy** include. The decrease in foreign investment. Empirical evidence suggests that high levels of corruption are associated with lower levels of investment (Fraud Investigation and Dispute Services). Low economic growth. Halt in development. Halt in the development of sectors related to economy and Differences in trade ratios. Thus, El-Rayess and Mansur, (2016) emphasised that Realizing the effects aforementioned, it is true, therefore the acts of corruption in education sector should be eradicated.

## METHODOLOGY

The study employed descriptive survey design which is suitable for this research because the researcher collected data at a particular point of time with the intention of explaining corruption in senior secondary schools and administrative strategies for its' management. The area of the study is Bauchi Education Zone which is located in Bauchi State, North –Eastern Nigeria. Simple random sampling technique was chosen for selecting teachers for this study. Bauchi state has three educational zones, namely: Bauchi educational zone, Darazo educational zone and Katagum educational zone. This study is limited to Bauchi education zone. therefore, the study randomly selected 172 schools in Bauchi educational zone, in each of the selected school



one teacher is randomly selected from the population of 3305 teachers.

The instrument for data collection was 4 respond structured questionnaire adopted from Romina (2020). The instrument which comprised of five sections. The first section comprised of demographic data of the respondents. The second section contained 14 items in forms of corruption prevalent in secondary schools in Bauchi education zone. The third section contained 10 items on perpetrators of corruption in secondary schools. The fourth section contained 8 items on the effects of corruption in secondary education. The fifth section contained 8 items on the administrative strategies for curbing corruption in secondary education responded to by teachers. Then the instrument was validated by giving it to three experts at Department of Educational Foundations Abubakar Tafawa Balewa University to confirm that the items solicited the required information and based on their suggestions necessary corrections were made to improve validity of the instruments. Two of the experts are

well experienced lecturers in field of Educational Administration and Planning and one of them is an expert in the area of Test and Measurement.

The research instrument was also trial tested by administering the instrument in Darazo education zone which is out of area of the research. This was done by the researchers were teachers were asked to explain their opinion in their schools and submit in the moment. Cronbach's Alpha, was used as reliability estimator of internal consistency of research instrument. The result reliability of the instruments revealed that the instrument has the requirement for being acceptable for research assessment, the reliability is good as the instrument obtained the average of 0.833 Cronbach's Alpha coefficient value. Which is signify good reliability. Mean and Standard Deviation were used in data analysis are used in data analysis, items with mean score of 2.5 and above are considered as agree while items with mean score below 2.5 are considered as disagree.

## RESULTS

**Table 1:** Descriptive Analysis on Identified Forms of Corruption Prevalent in Secondary Education in Bauchi Education Zone.

S/N	Items	Mean	SD	Remark
1	Collection of gifts	3.04	1.66	Agree
2	Recruitment corruption	2.78	0.976	Agree
3	Extortion of money from students	2.42	2.038	Disagree
4	Illegal charges by principals	2.15	0.987	Disagree
5	Absenteeism by teachers	3.43	0.987	Agree
6	Collection of kickbacks from contractors	3.11	1.323	Agree
7	Bribing for admission into schools	2.03	1.922	Disagree
8	Registration corruption	2.76	0.799	Agree
9	Keeping files of ghost staff	2.33	0.989	Disagree
10	Concealing information	2.55	1.099	Agree
11	Favouritism in admission	3.42	1.803	Agree
12	Irregular movement during school hours	3.89	0.998	Agree
13	Withholding of books allocated to schools	2.53	1.098	Agree
14	Examination malpractices	2.65	1.932	Agree
	Cluster	2.7921	.53081	Agree

Respondent agree with item 1,2,5,6,8,10,11,12,13 and 14 with following statements, mean score and standard deviation:

Collection of gifts (mean score =3.04 SD=1.66), recruitment corruption (mean score =2.78 SD=0.976), absenteeism by teachers (mean



score=3.43 SD=0.987), collection of kickbacks from contractors (mean score =3.11 SD=1.323), registration corruption (mean score =2.76 SD=0.799), Concealing information (mean score =2.55 SD=1.099), favouritism in admission (mean score =3.42 SD=1.803), irregular movement during school hours (mean score =3.89 SD=0.998), withholding of books allocated to schools (mean score =2.53 SD=1.098) and examination malpractices (mean score =2.65

SD=1.932) respectively. However, respondents disagree with item 3,4,7 and 9 with the following statement, mean score and standard deviation: Extortion of money from students (mean score =2.42 SD=2.038), illegal charges by principals (mean score =2.15 SD=0.987), Bribing for admission into federal schools (mean score =2.03 SD=1.922) and Keeping files of ghost staff (mean score =2.33 SD=0.989) respectively.

**Table 2:** Descriptive Analysis of Respondents Views on Perpetrators of Corruption in Secondary Education in Bauchi Education Zone.

S/N	Items	Mean	SD	Remark
1	Principals	3.11	1.66	Agree
2	Contractors	2.65	0.884	Agree
3	Students	2.78	0.986	Agree
4	Parents	2.50	1.095	Agree
5	Teachers	2.75	2.052	Agree
6	Inspectors	2.64	1.683	Agree
7	Ministry of Education officials	2.69	1,072	Agree
8	External Examiners	2.74	0.901	Agree
9	Invigilators	2.75	1.098	Agree
10	Supervisors	2.56	2.034	Agree

Table 2: above revealed that respondents agree with all items with mean score ranging from 3.11 to 2.50 which mean that all stakeholders (principals, contractors, students, parents, teachers, inspectors, ministry of education officials, external examiners, invigilators and supervisors) perpetrate in corruption some form of corruption.

**Table 3:** Descriptive Analysis of Respondents Views on Effects of Corruption on secondary education Bauchi education zone.

S/N	Items	Mean	SD	Remark
1	Dropout	3.04	1.098	Agree
2	Inequality	2.98	0.984	Agree
3	Lowers quality of teaching	3.21	0.766	Agree
4	Students' Indiscipline	2.87	1.095	Agree
5	Unemployment	2,75	2.112	Agree
6	Unskilled manpower	2.74	1.993	Agree
7	Lower quality of students' outcome	2.99	2.011	Agree
8	Poor global image	2.54	0.801	Agree

Table3 above revealed that respondents agree with items with mean score ranging from 3.04 to 2.54, that mean the effect of corruption are dropout, inequality, lowers quality of teaching, students' indiscipline, unemployment,

unskilled manpower, lower quality of students' outcome and poor global image.

## DISCUSSION

The finding of this study reveal that several corrupt practices are prevails in senior



secondary schools in Bauchi education zone which include: Collection of gifts, recruitment corruption, absenteeism by teachers, collection of kickbacks from contractors, registration corruption, concealing information, favouritism in admission, irregular movement during school hours, withholding of books allocated to schools and examination malpractices. This finding is in agreement with that of Romina (2020) who argued that several forms of corruption prevalent in secondary schools in Edo State, Nigeria which include examination malpractice, collection of illegal charges by principals, recruitment, extortion of money by teachers and withholding of text books allocated to schools, favouritism, irregular movement of teachers during school hours and admission bribery

The finding also revealed that all stakeholders (principals, contractors, students, parents, teachers, and inspectors, ministry of education officials, external examiners, invigilators and supervisors) perpetrate in corruption some form of corruption. This finding of scholars like Romina (2020), Whawo (2015), Ogonnaya (2009) and Babalola (2010). According Romina (2020) Principals are key perpetrators of corruption and they collect illegal charges from parents and their children. Whawo (2015) also found that students, teachers and other staff of secondary schools in Delta State, Nigeria indulge in corrupt practices. Ogonnaya (2009) argue that ministry officials collected bribe from contractors handling building projects in schools. Furthermore, Babalola (2010) found that teachers demanded for gratification from students and that this situation has led to decline in the standard of education. When fund budgeted and allocated to schools for proper management are diverted by ministry of education officials, this can lead to non-maintenance of schools and non-purchase of instructional materials for effective students' learning. The classrooms will be overcrowded and activities will crumble.

About the effect of corruption on secondary education the study revealed that corruption cause dropout, inequality, lowers quality of teaching, students' indiscipline, unemployment, unskilled manpower, lower quality of students' outcome and poor global image. This finding is in agreement with that of Svensson,

(2005) who argue that Corruption negatively affects the quality of education in multiple ways. Bribery and diversion of resources from schools through embezzlement raises the cost of education for students and constrains access to education. In addition, corruption generally undermines the attitude towards education in society which is harmful not only for the quality of education but also for the work ethic. Another study by the African Development Bank group suggests that, in a corrupt education system, the aggregate effort level of students is lower since more individuals may choose the strategy of obtaining credentials without the need to exert effort

### RECOMMENDATIONS

From the basis of the finding of the study the following recommendation are made:

1. Government should create strategies for fighting corruption in education sector.
2. Government should create awareness and sensitisation strategies of the impact of corruption in schools and corruption free clubs for eradicating corruption at school level.
3. Anti-graft agencies should give more attention to education sector.
4. Principals, teachers, parents, students, officials, community members and other stakeholder should joint hand in fighting corruption in education sector.
5. Schools should improve strategies for cubing examination malpractice.
6. Government should organise seminars and conferences on core values, corruption and ethical issues for teachers and students.
7. All stakeholders should encourage to report any corrupt practice to the relevant agency

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