



GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: A  
ARTS & HUMANITIES - PSYCHOLOGY  
Volume 16 Issue 5 Version 1.0 Year 2016  
Type: Double Blind Peer Reviewed International Research Journal  
Publisher: Global Journals Inc. (USA)  
Online ISSN: 2249-460X & Print ISSN: 0975-587X

## Effects of Corruption on Educational System: A Focus on Private Secondary Schools in Nsukka Zone

By Nwankwo Benedict Chimezie & Nweke Prince O.

*Ebonyi State University*

**Abstract-** This paper examines the level of corruption in educational system focusing on the private secondary schools in Nigeria. The paper argues that corruption is a general disease within the private school proprietors, policymakers, examination councils, teachers, supervisors and invigilators, and above all, leads to the abuse of teaching as a profession like other professional bodies in Nigeria. In all human societies, particularly the modern ones, education therefore remains one of the most powerful instruments for both the development of man and transformation of the human society. However, the efficacy and efficiency of education as an instrument of transformation depends entirely on how all the stakeholders, students as individual's, parents, teachers, proprietors of private schools, policymakers, examination council, ministry of education and the government manage, execute and implement policy on education meant for the upliftment of educational sector. In this study, the factors, types, costs, causes of corruption and challenges facing private secondary schools were examined. Solutions and strategies to tackle the challenges were also examined.

**Keywords:** *corruption, education, private schools, examinational malpractice, moral character.*

**GJHSS-A Classification :** *FOR Code: 930599p*



*Strictly as per the compliance and regulations of:*



# Effects of Corruption on Educational System: A Focus on Private Secondary Schools in Nsukka Zone

Nwankwo Benedict Chimezie <sup>α</sup> & Nweke Prince O. <sup>σ</sup>

**Abstract-** This paper examines the level of corruption in educational system focusing on the private secondary schools in Nigeria. The paper argues that corruption is a general disease within the private school proprietors, policymakers, examination councils, teachers, supervisors and invigilators, and above all, leads to the abuse of teaching as a profession like other professional bodies in Nigeria. In all human societies, particularly the modern ones, education therefore remains one of the most powerful instruments for both the development of man and transformation of the human society. However, the efficacy and efficiency of education as an instrument of transformation depends entirely on how all the stakeholders, students as individual's, parents, teachers, proprietors of private schools, policymakers, examination council, ministry of education and the government manage, execute and implement policy on education meant for the upliftment of educational sector. In this study, the factors, types, costs, causes of corruption and challenges facing private secondary schools were examined. Solutions and strategies to tackle the challenges were also examined.

**Keywords:** corruption, education, private schools, examinational malpractice, moral character.

## 1. INTRODUCTION

Presently, there is no doubt to say that in Nigeria, Private Secondary Schools has been regarded as the most patronized sector by parents as a result. This perhaps may be due to the fact that it is the foundation of the whole educational pursuit, which is expected to provide literacy and enlightenment to the citizens. The importance of private secondary school education can therefore be seen in the sense that parents have chosen to send their children to private schools in other to pass examinations so as to meet up with their counterparts in the university (Oni, 2008). What this means is that private schools have become a special centre where parents can register their children in other to write their final examinations without stress and reading, which most of the private schools have been involved without respect to Policies on Education.

Corruption, as an ethical and social problem which varies from one private school to another, ministry to ministry, place to place, time to time, culture to culture

and with the level of economic development (Aluko,2008), is a global phenomenon that affects especially private secondary schools in Nigeria. Corruption is one of the major causes of examinational malpractices in private schools today using Nsukka Zone as a case study. It occurs at all levels of private schools in Nsukka both directly or indirectly. All over Nigeria, the perception of corruption especially in private schools is very high and uncontrollable. This is because, corruption undermines every aspect of the Educational System among which are, political development, economic development, social development and so on. It should be emphasized here that it is not just only in governance or educational system that corruption is found; it is equally noticeable in every human society today in Nigeria (Samson and John, 2012).It is on this note that Samson and John (2012) postulated that the issue of corruption leads to an extent whereby the common man will look at the trend and say, if the rich could do this, then my own child must survive too. So they will also emulate even if they don't have the money. The total effect is what we are experiencing today and the ministry of education and the policymakers are not helping matters concerning the issue of the ongoing level of corruption in private schools.

Today, some private schools are now been contracted by special centres or government official examiners to help deliver the school with sound results. On the other hand, as a result of unemployment in the educational system, unqualified teachers are been employed to teach in private school. For instance, a person who read Geography or Geology is employed to teach Business Studies or Christian Religious Knowledge as a result of unemployment without any little knowledge background of education system. These challenges have make teaching not to be recognized as a profession like every other discipline such as: Medicine, law, pharmacy or engineer. Also, in Nigeria, we toy around education thinking that we have gotten human resources and therefore we can do away with education with application of corruption as a shortcut for good results for our children (Samson, 2013). The question is; which type of human resource do we have in private school today? And who are the management and operators of Private Schools today in Nigeria? With what qualifications to qualify as a teacher? The

*Author α:* Department of Psychology, Ebonyi State University, Abakiliki, Nigeria. e-mail: nwankwomezie@gmail.com

*Author σ:* Department of Educational Foundations, Faculty of Education, University of Nigeria, Nsukka. e-mail: princetonweke@about.me

proprietors we have today in private secondary schools are half-baked because the system itself and the policymakers are half-baked. The education that doesn't allow external and internal educators the tendency to get into the system will not get anywhere because we have to exchange ideas. For instance, government now says those who will teach in post-primary schools must be NCE or First Degree holders in education so that things will not be the same, of which this cannot stop corruption among private schools in the state (Samson, 2013).

Presently, government agencies in charge of educational system have neglected the regular funding of public secondary schools which is the bedrock of private schools.

## II. CONCEPTUALIZATION OF SOME MAJOR CONCEPTS

In discussing the issue of this nature, it is imperative to conceptualize some fundamental concepts as they are very vital in this study. Among key concepts that need to be properly conceptualized are corruption and education.

### a) Corruption

The wording of definitions of 'corruption' has proved problematic, particularly in formal and legal documents. The UNDP Anti-Corruption Practice Note of 2004, referring back to a policy paper approved by the Executive Committee in 1998, defines corruption as: "the misuse of public power, office or authority for private benefit through bribery, extortion, influence peddling, nepotism, fraud, speed money or embezzlement. Although corruption is often considered a sin of government and public servants, it also prevails in the private sector United Nations Development Programme (UNDP, 2010).

More recently, UNDP began to use the broader definition of corruption to accommodate corruption in the private education sector. For this reason, the concept Corruption is now commonly defined as the 'misuse of entrusted power for private gain' (UNDP Primer on Corruption and Development, 2008). Transparency International (2010) uses a simple definition to broadly cover its overall work as: "the abuse of entrusted power for private gain". Both of these definitions are adequate in relation to the happenings in private secondary schools. Corruption in the private education sectors takes many forms. For example corruption in the private secondary schools is defined as the systematic use of public office for private benefit whose impact is significant on access, quality or equity in education (Hallak and Poisson, 2002). The World Bank (2000) settled on a straightforward definition of corruption as the abuse of public office for private gain. This definition is not new rather was chosen because it is concise and broad enough to include most forms of

corruption that the Bank encounters, as well as being widely used in the literature of other researchers (Ghukasyan, 2003; Bajracharya, 2003; Altinyelken, 2004; Anderson, 2005; and Aluko, 2008).

Public secondary schools are also involved in corruption when a principal or teacher accepts, solicits, or extorts a bribe from the students or parents. It is also abused when private secondary schools proprietors or teachers also actively offer bribes to circumvent education policies and processes for competitive advantage and profit. Public schools can be abused for personal benefit even if bribery does not occur, through patronage and or nepotism. Of course, this should not be taken to mean that corruption cannot occur at other levels or its effects are only major in private secondary schools. Some parents also intend to send their children to private schools primarily to enable their children obtain excellent results and on the other hand support examination malpractices which have in turn degraded the quality and standard of education in Nigeria.

### b) Education

Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness here implies the harmonious development of all the potentialities God has given to a human person. To Parankimailil (2012), education is a systematic process through which a child or an adult acquires knowledge, experience and relevant skills from one generation to another. Fafunwa (1974) is of the opinion that "the end objective of education is to produce an individual who is honest, respectful, skilled, and cooperative and who would conform to the social order while, Scott and Marshall (2005), known as pioneers of Dictionary of Sociology sees education as a philosophical as well as a sociological concept, denoting ideologies, curricula techniques of the inculcation and management of knowledge and social reproduction of personalities and culture.

From the above explanations of education, one could see that any given definition of the term is contingent upon who is giving it. Notwithstanding, education can be said to be the whole process of the development of an independent and integrated personality. It entails training and acquisition of special skills, knowledge, attitudes and values needed by an individual to be responsible and which would enable him to contribute his own quota, to the growth of the society of which he is a member.

### c) Forms of Corruption in Private Secondary Schools

Corruption can take place in private secondary schools in the following forms which may be applicable in some public secondary schools, such as follows:

*Parents' Corrupt Practices:* This form of corruption is been manipulated by parent and thereby using all various unorthodox means such as given out money to

influence their children's admission during any External Examination such as: JS1 Entrance Examination, Senior Secondary Examination Intake (SS1 Class), Junior School Certificate Examination (JSCE) or during Senior School Certificate Examinations (WAEC, NECO, GCE, A 'Level Examinations).

*Students' Corrupt Practices:* This is a situation by which students use money to influence their teachers, invigilators or supervisors while some female students use sex to influence their school principal or proprietor to enable them have access to expo-materials into the hall or using hired machinery that will assist them with a duplicate of their documents with money.

*Examination Councils' Corrupt Practices:* This form of corruption practice involves both the invigilators, supervisors, syndicates or examination officers especially during the external examinations ganging up with the proprietors to mobilize the students raise some fund for their transportations so as to allocate them what they refer as extra-time. Oyinlola (2009), postulated that the parents also upgrade JAMB score, which is very critical for admission into the university in Nigeria, syndicates now, route candidates to particular centers with the gain of cheating. It has also been observed relatedly that there are some expensive coaching centers which now charge exorbitant fees with the view of guarantying a minimum score of 300 in the candidate's UTME score or Post-UTME Examinations, which is being orchestrated by coaching centers through aiding and abetting of cheating in JAMB examination with the connivance of JAMB officials.

*Teachers Corrupt Practices:* This form of corrupt practice is dominant in the private schools even in the private university system. Lazy and incompetent students now result to sorting (finding ways of purchasing high and unmerited mark from unpatriotic teachers/lecturers in order to enhance their grades in their final examination. And such students will then say they have gone into the university and having what they not work for. Teachers/Lecturers and students print fake receipts, which they use in collecting school fees (Oyinlola, 2009). Another form of corruption is in a situation where an underpaid teacher, to make ends meet, charges students a "paper fee" in order for them to take the end of year national examination for their grade. Students must pass this test in order to progress to the next grade (David, 2002).

*Police/Security Officer/Gatekeeper Corrupt Practices:* This form of corrupt practices exist among the uniform officers, who when assigned, attached or posted to such schools or centres for official monitoring and investigation may reverse such assignment as a means of harassing the school or the students to settle them or be arrested for examination malpractices (Belloimman, 2005). Oyinloha (2009) further opined that the police are

also alleged to be collecting an unauthorized fee before granting to arrested suspect and bail.

Other common forms of corruption in the educational system especially in private secondary schools as illustrated by David (2002) include:

- a. Siphoning of school instructional material and other teaching aids to the black market especially the science teachers, principals and bursars;
- b. Collecting of money for continuous assessment and inter-exams grades;
- c. Collecting money for change of grade or producing fake result;
- d. Selling admissions without entrance examinations (especially in higher institutions);
- e. Creating the necessity for private lesson to the student and charging compulsory fees; and
- f. Teachers' persistent absenteeism to accommodate other income outside their normal assigned duties.

David (2002), further cited other forms of corrupt practices in private educational sectors such as: ghost teachers, diversion of school fees by the bursar or principals, inflation of school enrollment data, imposition of unauthorized fees on the students, diversion of scholarship allocated to the schools or to the students, diversion of monies in revolving textbook fund and diversion of community/parents contributions or supports to the school. Katharina (2004) in his opinion postulated forms of corruption as bribery; nepotism and embezzlement are similar to those found in other sectors. Forms of corruption outlined by Hallak and Poisson (2007) in their short glossary of terms include: Bribe, Bypass of criteria Non-use of legal criteria; Capture, leakage Illegal use of public resources; Diversion of funds Illegal use of public resources; Embezzlement, theft of public resources; Misappropriation Illegal use of public resources; Favouritism, Fraud, Ghost worker, and Nepotism.

In a similar study, Amundsen (2000) suggested five main forms of corruption, namely: embezzlement; bribery; fraud; extortion; and favouritism. He defines these various terms as follows:

*Embezzlement:* This involves the theft of public resources by public officials. One example in the education sector is the use of PTA funds aimed at school developmental projects or construction for private secondary school library;

*Bribery:* This involved payment (in money or in kind) given or taken in a corrupt relationship to be employed as a teacher or when such person does not have the appropriate credentials to be engaged into the system but been employed as a teacher;

*Fraud:* This has to do with economic crime that involves some kind of trickery, swindling or deceit. One manifestation in the education sector is the producing of extra-result or statement of result issued by the proprietor or school principals; another is the existence



of ghost teachers on payrolls especially when such school is being owned by a teacher who has little or no educational experience;

*Extortion:* money and other resources extracted by the use of coercion, violence or threats to use force. There may be fewer examples of violence or threats to use violence in the education sector compared to other sectors. However, sexual harassment of pupils by the teachers or the obligation for parents to pay illegal or unauthorized fees if they want their child to be admitted to school; and

*Favouritism:* This has to do with mechanism of power abuse implying 'privatization' and a highly biased selling of school resources or equipments. This includes cases of nepotism, where a public officer gives the priority to his or her family members or friends. There are many examples of favouritism in the educational field, including the recruitment of administrators based on their committee of friends, associations or family friend (Amundsen, 2000). Causes of corruption in educational sectors in Nigeria as highlighted by Oyinloha (2009) include the followings:

*Poverty:* This can take effect especially when teachers are poorly paid too assertive promotion or been motivated. This can also occurred as a result of exploitation from the principal to the students through sorting to upgrade their continuous assessment (CA) to get higher grade during or before the examination.

*Unemployment:* This may take effect in a situation whereby the applicant may find it difficult to secure a job in his profession and finally find himself in a teaching field which may not be his basic profession as a result of unemployment in the labour market.

*Low wage workers:* when teachers' salaries are low, staff may be compelled to use official position to collect bribes as a way of making ends meet.

Other causes of corruption as highlighted by Babatope (2008) includes: Weak government institutions; Poor remuneration and pay incentives; Lack of openness and transparency in public and private service; Absence of key anti corruption tools; Culture and acceptance of corruption by the populace; Absence of effective political financing, Poverty; Ethnic and religious difference; and Resource scramble. He further argued that the reasons why the fight against corruption in Nigeria has not been achieved include the following factors:

- a. Insincerity of government;
- b. Pre bargaining and Negotiation, highly placed officials caught in corrupt practices are made to part with some of their looted funds and are thereafter set free;
- c. Low deterrent- the punitive measures for corrupt practices need to be strengthened

- d. Lack of virile political and social movements to tackle corruption. The mass of the people are yet to be mobilized in the fight against corruption;
- e. 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 presently before Nigeria's National Assembly;
- f. Insecurity of Informants. There is a need to enact laws to protect informants as well as reward them;
- g. Low public participation in governance; and
- h. Corrupt electoral system and nepotism (Babatope, 2008)

#### d) *The Effect of Corruption on Educational System*

The effect of corruption on educational system is stated in a statement made by Nicholas (2001) at a European Commission (EC) meeting to support Nigeria's anti-poverty efforts. He was reported to have said, "Nigeria has enough money to tackle its poverty challenges. If the government can win this battle against corruption and mismanagement, the money will start to turn into functioning public schools system, health services and water supply, thus laying the foundation to eradicate poverty" (Dike, 2003). Also, It has been argued that the 'mismanagement of public funds' and not paucity of funds that the federal government often claims, is the main cause of the inability of the government to adequately fund the nation's tertiary institutions in Nigeria (Obasi, 2003).

The concept of corruption has adverse effect on our social and economic development and also in building a veritable nation especially in diversion of development resources for private gain; misallocation of talent; loss of value tax revenue of the nation; negative impact on quality of infrastructure and private services; retardation of economic growth. Oyinloha (2009) cited the extent loss corruption has brought on African countries in commonwealth meeting in London on June 12, 2002; it alleged that African countries have lost about 140 billion US dollars to corruption alone. Tanzi (1998) provides a useful summary of the adverse effects of corruption quantified in recent studies. These include:

- a. Reducing investment and hence growth, by increasing costs and uncertainty;
- b. Reducing spending on health and education, because these expenditures do not lend themselves easily to corrupt practices on the part of those who control the budget strings;
- c. Reducing spending on operations and maintenance for reasons similar to the point above;
- d. Increasing public investment because public projects are easier to manipulate by public officials and private bidders;

- e. Reducing the productivity of public investment and infrastructure;
- f. Reducing tax revenues due to corrupt tax and customs administration;
- g. Reducing direct foreign investment because corruption acts as a tax - the less predictable the level of corruption (the higher its variance), the greater its impact on foreign investment. A higher variance makes corruption act like an unpredictable and random tax.
- h. Bribes accepted for enrolling a child in a school (usually at the school proprietor level); and
- i. Paying teachers for classes that were not conducted (usually at the school principal level with notice of the proprietor of such school) (Ogrodzinska, 2001).

Moreover, when corruption results in shoddy public schools, the poor have no options and cannot turn to the private school (e.g., private secondary schools or private institutions). Corruption not only hurts the poor disproportionately, but it is likely to increase income inequality because it allows particular individuals or groups of individuals to take advantage of state activities at the cost of the rest of the population. For example, Tanzi (1998) pointed out that there are strong indications that the changes in income distribution that have occurred in recent years in transition economies have partly been the result of corrupt actions such as non-transparent privatizations.

#### e) *Costs and Consequences of Corruption*

The consequences of corruption are universal both in private and public secondary schools even if there could be variations in the level of government and non-government secondary schools responses to these consequences. Simply put: Massive corruption in Nigeria has reduced the amount of money needed for development just as it does in any other sectors of the nation's economy.

Notwithstanding, the most direct and in some ways the most inconsequential, cost of corruption as cited by David (2002) is the waste of the financial resources that get misdirected. The more serious costs are incurred when (a) children unable to afford bribes are denied access to schooling or examinations, (b) talent is misallocated due to promotion being awarded on the basis of bribery rather than merit, and (c) a generation of children come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery. When corruption is so pervasive that it comes to be viewed as a basic mechanism of social and economic interaction, it instills a value that is highly destructive to social and economic development of a country (David, 2002).

First, corruption promotes poverty. A simple example could be made with the corruption in the

management of the private secondary schools in Nsukka Zone. The selfish proprietors of private schools means that teachers are not paid as at when due or receive their salaries as at when due. Some teachers eventually migrate from one school to another because of the poor monthly salaries offered that often end in frustrations. If education remains one of the main routes leading to a good life and national development, without education, what would be the future of these dependants and the country? (Kayode, 2013)

Another consequence of corruption is that it creates the condition for political instability. This is because unrestricted corruption makes the state an unlimited allocator of wealth to individuals and groups. This character of the state makes it possible for the politics of do-or-die to take root, with politicians struggling to out-compete one another sometimes in a most violent manner. It must be recalled that the various military regimes that took over power from democratically elected representatives of the people had always justified their intervention on the grounds of grand corruption and looting of state treasury by political state actors (Kayode, 2013).

Third, corruption contributes to the blanket criminalisation of teacher, proprietors, examiners and government agencies on educational system in Nigerians. With its capacity to generate poverty and instability, the youths have also been systematically hijacked for selfish ends by unscrupulous politicians and ideologies. Some of those that were not "hijacked" have found interest in advance fee fraud popularly known as online Yahoo business in local parlance. While corruption cannot, and should not, be the singular cause of this systematic criminalisation, it contributes to it (Kayode, 2013).

Four, corruption also has other social costs apart from poverty. As rightly noted by Myint (2000), "in any society, there are laws and regulations to serve social objectives and to protect the public interest, such as building codes, environmental controls, traffic laws and prudential banking regulations. Violating these laws for economic gain through corrupt means can cause serious social harm." The frequent use of substandard materials and violation of building regulations have led to numerous building collapses. Killing innocent students, teachers and occupiers have become a recurrent decimal in Nigeria even in the church where people worship (Kayode, 2013).

Lastly, and consequents upon the aforementioned is that corruption is anti-developmental to the extent that it reduces the amount of funds available to be used for developmental purposes. Funds that should have been used to better education, health, infrastructure and other items needed to encourage a good life of Nigerians at the grassroots are stolen by a microscopic few. But how has the EFCC responded? What has been done so far? (Kayode, 2013).

*Possible weak Points and challenges that affect elimination of corruption in Educational System*

- a. Inadequate legal basis to prevent and fight corruption or, which is more widespread, the existing legal provisions are inadequately enforced;
- b. Responsibilities, decision-making structures and procedures at federal, state and local levels are opaque and unnecessarily complex. This opens up new opportunities for those in charge to line their own pockets and abuse their discretionary powers; at the same time it becomes more difficult to monitor activities of private schools especially in the remote areas;
- c. There are no independent (internal and external) technical and quality management, supervisory and Educational Inspectors, or regulatory body for complaints, or where such systems do exist they are inadequate or do not function satisfactorily.
- d. Inadequate documentation, reporting and accountability requirements;
- e. There are no adequate requirements to disclose information to students or parents. If students have limited or no access to relevant information, they have limited chances of understanding procedures and decisions, questioning these and uncovering corrupt practices in the school system;
- f. Inadequate expertise, lack of technical educationists and human resource capacities;
- g. The awareness of the rights and wrongs of corruption is not sufficiently well developed in private ownership of school system in Nigeria (Katharina, 2004).

In a similar study, a research conducted by Harutyun (2012) identifies the following challenges in fighting or eliminating corruption in secondary schools education system such as follows:

- a. The lack of corruption control mechanisms in secondary schools;
- b. The need to further improve admission examinations;
- c. The need to change or improve the Junior and Senior Secondary Schools Examination setting system;
- d. The poor and low salaries of private teaching staff by the proprietors;
- e. The need to create an independent body of students, private school teachers and student's parents in each private secondary schools to monitor and report corruption cases to responsible bodies;
- f. The lack of ethnic - related training courses for private school teachers and students; and

- g. The lack of anticorruption campaigns in private education sector at all levels.

*Possible Strategies to Tackle Corruption in Private Secondary Schools*

Basically, one of the major ways by which the Nigerian Ministry of Education, Examination Councils, Policymakers and other agencies on education can tackle corruption in private secondary schools can be achieved through character and moral education. Corruption is a human behavior that has negatively affected the minds and hearts of the policymakers, proprietors of private secondary schools, parents, principals, teachers, and officials in implementing the laws and rendered them impotent. In other words, corruption has destroyed the morality of Educational Inspectors in private schools – those who coordinate, assess and implement the laws guiding private schools in Nigeria. Dike (2007) postulated that character and moral education should be made compulsory in Nigerian (private) school and it should become law-based. He further explained that through good character and moral education the society would help the young ones develop good judgment, integrity, trustworthiness, and other essential virtues.

Lickona (2004) is of the opinion that if the young ones are properly educated and if their minds and hearts are disabused of corruption they will grow up knowing what is right and wrong, and knowing their social responsibilities and limitations. The absence of good moral character could be the cause of greed, selfishness and corruption among proprietors of private schools. Good character and moral education goes beneath the symptoms of corruption to the root causes of the nation's social ills. Corruption is a moral problem; it is incompatible with ethical values of good citizens (Dike, 2007). It is not obvious to say that Nigerian System of Education can tackle corruption through managing and strictly supervising private secondary schools morality and integrity and mold them to be honest and trustworthy in their service delivery in the nation. As Douglas (1885) has rightly noted, "The life of the nation is secure only while the nation is honest, truthful, and virtuous."

Okoye (2013) suggested that an effective war on corruption has to be fought on, at least, the three axes of (a) Prevention, (b) Detection, and (c) Sanctions and Restitutions. While to date some efforts have been made in terms of the prevention (e.g. the Due Process mechanism) and sanctions of corruption offenders, present efforts being made to detect corruption are at best half-hearted. He further explained that a law should be enacted creating Federal Tribunals for Corruption offences (FTCO). The powers of such courts, sitting in Abuja and State capitals, and the form of sentences within their scope must be carefully spelt out, and the court or courts of final appeal specified.

David (2002) suggested that another possible strategy to tackle and minimize corruption whether in Private or Public Secondary Schools is that the ministry of educations, government agencies on education, policymakers, and association of private schools must provide a clear code of conduct. For example, in the United States, every state has a teachers' code of conduct. Teachers who violate it can lose their teaching license. At the same time, professional organizations have codes of conduct that apply to the specific activities promoted by those professions, such as Engineers, Medical Doctors, Lawyers etc. For instance, like Nigerian Bar Association has code of conduct for Lawyers; American Evaluation Association has code of ethics for conducting education evaluations. David further explains that there is need to establish a code of conduct for private schools in other to reduce corruption and examination malpractices. This is because when such school might run counter to social norms widely accepted outside of the education workplace, a code of conduct would, for example, clarify the proprietor or such teacher and as well sets limits on accepting gifts in return for professional actions, even though gift giving may be considered appropriate in other social settings. However, codes of conduct alone do little to reduce corruption unless there are effective means of communication, clear sanctions for violating the codes, consistent enforcement, and top level support by such body (David, 2002).

Training Nigerian students in sound morals, sense of civic duty and service to humanity is at the root of addressing a whole range of social ills, many of which go beyond corruption. Enhancing the participation of women in public life and in decision making in all spheres of human activity will also make a difference. Corruption is not an inevitable evil. It is something that will, in due course, yield to education and the inculcation of moral values, such as those that can be found at the foundation of most major Faiths (Augusto, 2014).

### III. RECOMMENDATIONS

Based on the forging study, the following recommendations are suggested:

- The government should consider introducing a standard requirements, guidelines and principles that are reasonable for establishment of Private secondary Schools in Nigeria.
- Government should establish a telephone hot-line or code for school students, parents and all interested agencies who can anonymously talk about the corruption they have encountered at school. The information gathered through this hot-line or code can be transferred to the respective department of the Ministry of Education.
- Government and other responsible bodies should endorse the teaching of ethics, examinational

- malpractices and corruption as a basic education at all levels of education for school teachers and the
- Economic and Financial Crimes Commission in Nigeria (EFCC) should collaborate local agencies to investigate all financial crimes including illegal fee frauds being charged by proprietors of private schools to reduce exploitations from parents especially in the rural areas.
- The role of civil society may be akin to being partners with government in the implementation and monitoring of anti-corruption in educational sectors.
- The state ministry of education and policymakers should provide additional guidance and policies to proprietors of private secondary schools who seek to employ teachers in their private schools on terms and conditions for employment of teachers in their various schools.
- The proprietors of private ownership of private schools must introduce an equitable wage, incentive system and improve other conditions of work so that the level of poverty can be reduced among their employed teachers. This will inevitably reduce people's vulnerability and susceptibility to corruption.
- There should be periodically conducted surveys among school students, with the assistance of non-governmental organizations, in order to find and prevent corruption practices in schools. I highly recommend involving members of the school Student's and PTA committees of private schools and school administration in the surveys.

### IV. CONCLUSION

In other to curb and eventually eradicate corruption in any level of education, the students, teachers and proprietors need to be enriched with the power of distinguishing right from wrong. Private schools should return to the teaching of moral education, examination malpractices and corruption as basic education in order to empower students with the spirit of stewardship while we the teachers and proprietors live exemplary life, reflecting truth, kindness, dignity of labour and integrity in educational system in line with National Policy of Education. This study also discovered that all forms of corruption manifested in bribery, frauds, embezzlement, favouritism, nepotism, examination malpractice etc are noticeable not just only in private secondary schools but also in public schools even in higher institutions of the higher learning in Nigeria. The conclusion however, is that no matter the magnitude of natural resources present, advanced technology, the efficiency of labour and the availability of teaching aids in the educational system, development and moral standard of education cannot be sustained in private schools except corruption is eradicated by adopting the above strategies as stated above. I also



hope that the above mentioned suggested recommendations will contribute to private secondary school's anti-corruption fight and to support policymaker's changes in the educational system especially with that of private secondary schools in Nigeria.

## REFERENCES RÉFÉRENCES REFERENCIAS

- Amundsen, I. (2000). Corruption, definition and concepts. Bergen: Chr. Michelson Institute.
- Augusto, L.C. (2014). Six Strategies to Fight Corruption. The World Bank Group. Retrieved, September 20, 2014 from: <http://www.worldbank.org>
- Bello-Imam, I.B.(2005). The war against corruption in Nigeria: Prospect and problems.
- Aluko, S.A (2008) Corruption and National Development: A Lecture delivered at the Centre for Democratic Development Research and Training, Zaria as part of the Activities of Prof. Bala Usman Annual Memorial Lecture, on Saturday 31<sup>st</sup> May.
- Altinyelken, H.K. (2004). *Corruption in the education sector in developing countries*. The Hague: Netherlands Ministry of Foreign Affairs, Education and Development Division.
- Anderson, J.A. (2005). *Accountability in education* (Education Policy series, 1). Paris: IIEP-UNESCO, IAE.
- Bab-Fufunwa, A. (1974). History of Education in Nigeria. London: George Allen Unwin Ltd. Retrieved, September 30, 2014, from: <http://www.ikaworld.com/prof-nwadiani.pdf>
- Bajracharya, H.R. 2003. *Teachers' codes of practice. Country report on Nepal*. Paper prepared as part of the IIEP's project on Ethics and Corruption in Education.
- Babatope B. (2008). Corruption in Nigeria: causes and solutions. Report of a Workshop for Civil Society Organizations organized by Zero Corruption Coalition, (ZCC) Lagos, Nigeria, Retrieved, September 20, 2014, from: <http://www.assemblyonline.info>
- Bannon, I. (1999). The Fight against Corruption: A World Bank Perspective. *Paper Presented at the Workshop on Transparency and Governance, organized by Consultative Group Meeting for the Reconstruction and Transformation of Central America, Stockholm, Sweden*.
- David C. (2002). Corruption and the Education Sector. Management Systems International. Washington: Water Street, SW, USA.
- Dike, V. E. (2007). Tackling Corruption through Character and Moral Education. Nigerian Village Square. Retrieved, September 20, 2014 from, <http://www.nigeriavillagesquare.com>
- Dike, V.E. (2007). Democracy and Political Life in Nigeria; New York, Lincoln, and Shanghai: Universe, 2006;
- Available in Vanguard (October 11, 2007) John Ikubaje,-" Nigeria and the global Corruption Perception Index (2)"
- Douglas, F. (1885). The Life of the Nation is secure only while the nation is honest, truthful and virtuous. An Address Presented on twenty-third anniversary of Emancipation in the District of Columbia, Washington, D.C. Retrieved, September 30, 2014, from: <http://www.brainyquote.com/quotes>
- Ghukasyan, G. (2003) *Protection of Applicants' Rights through Increasing Public Awareness on Costs of Corruption during Admission Exams in the Armenian Higher Educational Institutions*, Yerevan
- Hallak, J. Poisson, M. 2002. Ethics and corruption in education (Policy Forum No. 15). Results from the Expert Workshop held at the IIEP, Paris, France, 28-29 November, 2001. Paris: IIEP-UNESCO.
- Harutyun, A. (2012) Cases of Corruption and its Prevention in Armenia's Education System. Norwegian Institute of International Affairs (NUPI) Regional Competence-Building for Think-Tanks in the South Caucasus and Central Asia. Retrieved, September 28, 2014.
- Hallak & Muriel Poisson (2007). Corrupt schools, corrupt universities: What can be done? International Institute for Educational Planning, Retrieved, September, 2014, from: IIEP, <http://www.unesco.org/iiep>
- Kayode O. (2013, July 18) Causes and consequences of corruption: The Nigerian experience (2).Punch: Retrieved September 20, 2014, from: <http://www.punchng.com>, <http://www.nigerianecho.com>
- Katharina L. O. (2004). Preventing Corruption in the Education System: A Practical Guide. Federal Ministry for Economic Cooperation and Development. Retrieved, September 20, 2014, from: [www.gtz.de/governance/](http://www.gtz.de/governance/)
- Lickona, T. (2004). Character Matters: How to Help our Children Develop Good Judgment, Integrity, and other Essential Virtues. Touchstone.
- Mayor, M. (2009). Longman Dictionary of Cotemporary English for Advanced Learners. New Edition. England: Pearson Education Limited, Edinburgh – Harlow
- Myint, U. (2000). Corruption: Causes, Consequences and Cures. *Asia Pacific Development Journal*, 7(2) 33-58.
- Nicholas, B. (2001). *Corruption in education systems in developing countries: What is it doing to the Young*. Retrieved from: <http://www.10iacc.org/content.shtml?documents>

26. Oyinlola O.S. (2009). Corruption Eradication in Nigeria: An Appraisal. Retrieved, September 15, 2014 from <http://www.blogger.com/g-gbenga>
27. Ogradzinska, T. (2001). Study on the impact of corruption on education in Poland (unpublished). Polish Children and Youth Foundation.
28. Okoye, S.E. (2013). How to Tackle Corruption Effectively in Nigeria. Former Dean of the Graduate School at the University of Nigeria, Nsukka, and former Science Attaché at the Nigeria, High Commission, London, writes from London.
29. Obasi, (2003, May 22) Corruption in Nigeria: A New Paradigm for Effective Control. Retrieved, September 10, 2014, from: <http://www.village-square.com/article>
30. Samson, K.I. (2012, October 12). Corruption: Bane of Nigeria's Education. South Africa WAEC, Retrieved, September 20, 2014 from: <http://www.nigerianow.org>
31. Scott, J. & Marshall, G. (2005). Clear, Comprehensive and Contemporary Oxford Dictionary of Sociology. New York: Oxford University Press. <http://www.oup.com>
32. Parankimailil, J. (2012). Meaning, Nature and Aims of Education. Retrieved, September 19, 2014 from: <http://www.j.johnparankimailil.wordpress.com>
33. Transparency International (2010), Good Governance Lessons for Primary Education: AEW survey data.
34. Transparency International and African Education Watch (2010), 'Good governance lessons for Anticorruption'. (Lessons from Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda).
35. Transparency International (2005). Stealing the future. Corruption in the classroom. Ten real world experiences. Berlin: Transparency International.
36. Tanzi, V. (1998). *Corruption around the world: Causes, consequence, scope and cures*. IMF Staff Papers, Washington D.C.: International Monetary Fund. Vol. 45. p. 559-94.
37. USAID (2002). Strengthening Basic Education through Institutional Reform: Linking Authority, Accountability, and Transparency. Washington DC: USAID.
38. UNDP (2008). Primer on Corruption and Development: Anti-corruption Interventions for poverty Reduction, Realization of the MDGs and Promoting Sustainable Development Democratic Governance Group, Bureau for Development Policy: New York.
39. UNDP (2010) UNDP Framework on Corruption and Development: Anti-corruption Guidance Note. Retrieved, September 15, 2014, from: <http://www.undp.ro/publications/anti-corruption/>
40. World Bank (2000). Anticorruption in Transition: A contribution to the policy debate. Washington DC: World Bank.