

Survey of Corruption and Falling Standard of Education in Tertiary Institutions in Rivers and Anambra States with Impact on Nigeria

Philip Festus Ukata¹, Virginia Nkechi Okeke²

Article Info

Article Type

Original Research

Article History

Received:

04 May 2023

Accepted:

01 June 2023



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Abstract

All over the world, education is known as the bedrock for socio-economic development, but the reverse seems to be the case in Nigeria. This necessitated the "survey of corruption and falling standard of education in tertiary institutions in Rivers and Anambra States with impact on Nigeria." Two research questions and hypotheses guided the study. A descriptive survey research design was adopted. From the population of 2,500 lecturers, a sample size of 333 was drawn using the Krechle and Morgan Table of 1979. A four-point response options questionnaire validated by three experts was used. The instrument's reliability was established using Cronbach's alpha which yielded alpha coefficients of 0.84 and 0.80. Mean was used to answer the research questions, while one-way analysis of variance (ANOVA) and t-test were used to test the null hypotheses at a 0.05 significance level. Findings and others revealed that the impact of corruption practiced in tertiary institutions in Rivers and Anambra states on Nigeria was very high. Therefore, among other things, it was recommended that the fight against corruption in Nigeria's education system be reinvigorated by (ICPC) and (EFCC).


Keywords:

Corruption, Survey of corruption falling standard of education, Tertiary institutions impact on Nigeria.

Citation:

Ukata, F. P., & Okeke, V. N. (2023). Survey of corruption and falling standard of education in tertiary institutions in Rivers and Anambra States with impact on Nigeria. *International Journal of Current Education Studies (IJCES)*, 2(1), 62-76. <https://doi.org/10.46328/ijces.63>

¹ Dr., Nnamdi Azikiwe University, School of Business and Administrative Studies, Rumuola, Nigeria. ukata4mephilip@yahoo.com,  Orcid ID: 0000-0001-5019-450X

² Corresponding Author, Dr., Chukwuemeka Odumegwu Ojukwu University, Faculty of Education, Anambra State, Nigeria. Vn.okeke@coou.edu.ng,  Orcid ID: 0000-0002-0362-3858



Introduction

Education is transmitting and acquiring knowledge, experiences, and skills that positively change individuals and societies. Honesty, selflessness, tolerance, devotion, hard effort, and personal integrity are just a few of the traits and ideologies education encourages at all levels. It provides a favorable environment for raising future leaders who can solve social and economic issues. According to Asian School of India (2018), education is a tool that gives people the knowledge, skills, and capacities to understand their rights and duties to aid in finding solutions to the social and economic problems that their family and nation are now experiencing. According to Ukata (2019), Kingdom and Maekae (2013), education is the only means of arousing people's attention. Therefore, education's major goal is to create sensible, cooperative, enlightened people who follow the rules of the society in which they live.

Additionally, education is the overall process of training, learning specialised abilities, information, behaviours, and morals necessary for a person to be responsible while contributing to social progress by understanding right and wrong, which corruption may be a difficult for (Madaki, 2019). The influence of education on any nation during this time of globalisation cannot be over-looked because it also encourages social and cultural oneness by promoting a concept of societal partnership of awareness (Egbefo & Ibbu, 2012). However, Nigeria, which was among the wealthiest countries in the early 1970s, has declined to be. Due to corrupt practices, education in Nigeria has had significant difficulties (Madaki, 2019). According to Jacob, Josiah, and Solomon (2021), Ahmodu and Sofoluwe, (2018), corruption in the Nigerian education sector primarily takes the form of bribery, embezzlement, money laundering, financial misappropriation, falsification of academic records, non-remittance of tax or money collected, contract inflation, and ghost worker syndrome.

Review of Current Related Studies

Corruption

According to Ahmodu and Sofoluwe (2018), corruption refers to the abuse of public power for personal gain and a wide range of illegal activities, such as bribery, extortion, fraud, nepotism, grafting, and theft, embezzlement, falsifying academic transcripts, kickbacks, and influence peddling. According to the Socio-Economic Rights and Accountability Project, allegations of corruption were made in 2018 regarding the unfair distribution of grades, contract inflation, truncation of staff salaries on the payroll, hiring of unqualified staff, certificate scandal, examination malpractice, sexual harassment, and the issuance of results for expelled students to graduate in several federal universities (Punch 2020). Corruption is defined as "bribery, fraud, and other related offenses" by the Independent and Corrupt Practises Commission (ICPC) (Eshemitan, 2015). The World Bank has noted that when government officials accept. Ahmodu and Sofoluwe (2018) defined corruption as the abuse or exploitation of public power for personal gain, as well as a broad range of illegal behaviours, such as bribery, extortion, fraud, nepotism, grafting, theft, embezzlement, falsifying academic transcripts, kickbacks, and influence peddling. According to the Socio-Economic Rights and Accountability Project, allegations of corruption in several federal universities were made in 2018 regarding the unfair distribution of grades, contract inflation, truncation of staff members' pay on the payroll, employment of unqualified staff, certificate scandal, examination malpractice, sexual



harassment, and the issuance of results for expelled students to graduate. Corruption is defined by the Independent and Corrupt Practises Commission (ICPC) as "bribery, fraud, and other related offences" (Eshemitan, 2015).

According to the World Bank, corruption occurs when public officials knowingly solicit or demand bribes or when private actors actively pay bribes to get around laws and procedures for business or competitive advantage (Anti-Corruption Academy of Nigeria, 2017). The definition of "bribe," according to Chambers 21st Century Dictionary, is "a gift, usually money, offered to someone to induce them to perform an unlawful or improper act."

Bribery

Bribery takes place between the donor and the recipient. It creates a path for the provider to be favored in whatever he or she want, notwithstanding the policies and processes. Whether or not the giver merits it, the bribe recipient must comply with their request (Anti-Corruption Academy of Nigeria, 2017). According to the economic perspective of the Economic and Financial Crimes Commission (EFCC), corruption is defined as nonaggressive illegal and illegitimate behaviours by organizations and individuals that stimulate or produce illegal riches (Oladele, 2019). Corrupt behavior is defined by Transparency International (TI) as "the abuse of public office for private gain." Literally, it refers to unethical and illegal actions, particularly those displayed by those in positions of authority. The following three components—which also entail education—were shown to be present in corrupt public office practises: (1) That the activity must violate a law, rule, regulation, or ethical standard; (2) That it must include abusing the officer's position of authority; and (3) That the reward must be money or anything of value to be measured in money. The development of public administration and the discovery of oil and gas are two significant occurrences that are said to have contributed to the persistent growth in the incidence of corrupt behaviour in Nigerian public offices. Various countries have tried to reduce corruption by passing laws and enforcing integrity systems, but they have had little to no success. 2020 (Wikipedia).

Causes of Corruption in Education

According to Asiyai (2015), the causes of corruption in education include the moral decay of Nigerian culture, they want to become wealthy quick syndrome, a lack of respect for God, poor leadership, and poor management. She continued by noting that the love of money and material wealth in Nigerian society had led to a disregard for education that would foster excellence and character. According to Chinyere and Chukwuma (2017), bureaucratic factors, an excessive focus on certificates, late staff salary payments, environmental factors, moral decadence, poor leadership, materialism, and a disregard for ethical standards and values are all causes of corruption in higher education. Students, professors, non-academic workers, and administrators are all affected by corruption in some way. It is also thought that extravagant behaviour, customs, and attitudes of people contributed to corrupt practises. Tribalism and nepotism are additional core reasons. When friends and family ask for favors from officials, it puts pressure on their ethical character because they perceive government officials as having opportunities for their survival and wealth. Office ethics, especially the oath of office, appear to have been consistently ignored by many people in public office and Nigerian education, or better still, they appear to have been actively rejected (Okoye, 2012). It was a major breach of ethics in the education system to prosecute Prof. Lawrence Adedibu Ojerinde, a



former registrar of the Joint Admission and Matriculation Board (JAMB), along with his three sons and a daughter-in-law on new corruption accusations (Guardian Nigeria, 2023).

Additionally, concerns about corrupt practises in the education sector were raised by the high-profile multi-billion naira financial fraud and employment racketeering incident that rocked the National Board for Arabic and Islamic Studies and featured Prof. Muhammed Shafiu Abdullahi (Sahara Reporters, 2021).

Nigeria was listed as "one of the most corrupt countries in the world" in the Transparency International Corruption Perception Index of 1997, demonstrating the prevalence of corruption in the country (Nwaokugha&Ezeugwu, 2017). Unfortunately, this analysis shows that organised corruption is pervasive and deeply ingrained in the mindset of a major portion of the population, just as Tony Blair, a former British Prime Minister, once referred to Nigeria as being "fantastically corrupt" (Madaki, 2019). Unproductivity is bred through corruption, and the educational system is a stark example. This is demonstrated by the lack of walls, roofs, vacant workshops, outdated teaching materials, cheating on exams, and underpaid teachers in institutions, all of which have a negative impact on the calibre of graduates and the country's educational standards (Madaki, 2019; Egbefo, 2012).

Education Standards

Education standards are the standards that all stakeholders, including teachers, students, policymakers, and the government, are expected to meet. With a focus on the standards of curriculum development and execution, quality of availability and accessibility of teaching facilities, teacher and student achievement, management, and accreditation, this standard relates to the quality of teaching and learning. The quality of education also considers how students perform internally and externally in exams and how the global workplace is developing. According to the study (n.d.), the standard of education assesses students' proficiency using a set of standards, which are detailed expectations for what students should know and be able to perform to demonstrate mastery of a subject. Education standards have been conceptualized from different perspectives including standards in curriculum, teaching, teacher and student achievement, management, accreditation, and others. Similarly, the notion of quality is a multidimensional concept whose interpretation depends on the objectives of the different actors in the process and outcomes of the educational enterprise (Osuafor, n.d.). Teachers Without Borders looked at educational standards or standard of education from how schools' products (learners) can be measured in terms of outcome. That is, how school leavers contribute to the society in terms of cognitive, affective and psychomotor (Tanko, n.d.). So, the totality of these is the measures to know whether the standard of education is rising or failing. The quality of teaching and learning, with a focus on the standards of curriculum development and implementation, the quality of availability and accessibility of facilities for teaching and learning, teacher and student achievement, management and accreditation performances are all indicators of a falling standard of education when they fall short of expectations. The declining quality of education also affects how well students do overall internally and externally, in exams and the evolving global workplace. Due to the declining quality of education, school dropouts make minimal cognitive, emotional, and psychomotor contributions to society (Tanko, n.d.). These factors taken together provide evidence that the quality of education is declining. According to Duze (2011), modernity comes from progress away from the past. However, it requires food from the lower layers. As a result, a primary level



that is clearly "malnourished" will produce a secondary level that is "kwashiokored," which will then lead to a tertiary level that is "masrasmused." Poor funding for education, ineffective execution of educational plans and programmes, and a negative attitude towards schoolwork were the three main causes of the deteriorating standard of education. According to Duze (2011), educational standards are declining at all levels due to inadequate skill acquisition caused by poorly implemented school curriculum, poor availability, and inaccessibility of teaching and learning resources. Other issues include financial theft, inadequate funding, and others at all levels of education, including higher institutions in Rivers state. Nigeria's future appears to be badly impacted by corruption and declining educational standards in terms of learners' low skill acquisition, poor manpower production, breeding unemployed graduates, poverty, crimes, and criminalities.

Effects of Corruption on the Educational Field

According to Athanatius (2021), the overall effects of corruption on the educational field are immense and crippling. According to Suleiman and Aminul Karim (2015), corruption delays investments in private-public partnerships and diverts funds from planned projects to white elephant projects with exorbitant invoices. It also raises operating expenses for schools and distorts public spending. Additionally, it weakens the constancy of funding and grants. Corruption has made it difficult for Nigerian educational institutions to maintain their social, economic, and academic systems as is. According to Suleiman and Aminul Karim (2015), economic and political mismanagement and corruption have all contributed to instability, egregious power abuse, deteriorating infrastructure, inadequate staffing, subpar and failing educational standards, and the disappearance of grants, trust funds, loans, and entire projects without a trace. The gap between the rich and the poor has widened due to corruption in the educational sector. Due to this, a small group of callous individuals and their friends, including foreign collaborators, have gained undue control over Nigerian wealth and resources intended for creating capacity for sustained development (Athanatius, 2021).

Some academics find it simple to label schools as no longer places of learning but rather money-exchange agencies that aid students in passing exams and gaining admission to more prestigious colleges because of corruption in the educational system. According to Onwuka (2019), corruption in a country's political system is a tragedy, and corruption in the educational system is a double tragedy. Because the educational sector has such much potential for initiating change. Additionally, corruption has contributed to the underdevelopment of the educational sector because some ministers, commissioners for education, vice-chancellors, rectors, and provosts launder large sums of money through money laundering while owing staff in their countries several months' worth of areas of salaries and allowances (Athanatius, 2021). The quality of education from primary to tertiary level has been threatened by corruption, which affects teachers, school administrators, parents, students, and all other stakeholders (Ajol, n.d.). Corruption appears to have significantly contributed to Nigeria's declining standard of education. The effects of corruption on public education in Nigeria also include cuts to administrative funding, a lack of infrastructure, a staffing shortage, poor educational quality, systemic waste, increases in administrative costs, stifling of public university development, and a negative perception of public universities abroad (Jacob, Josiah, & Solomon, 2021).



Justification for and Moderating Variable of the Study

The study "Survey of Corruption and falling standard of Education in tertiary institutions in Rivers and Anambra States with Impact on Nigeria " was justified because it exposed the impact of the types of corruption practised in tertiary institutions in Rivers and Anambra states on Nigeria, the causes of those types of corruption practised in the tertiary institutions. Accordingly, even though there is literature related to this study, none of them has the same objectives and moderated variables, making this study a novel direction that will significantly contribute to the body of knowledge. The study's participants are male and female lecturers from state, federal, and state public institutions in Rivers and Anambra States who have varying degrees of education and years of teaching experience. Education level, institution ownership (federal and state), and years of teaching experience are the moderating variables. Federal and state tertiary institutions will own the institution. This is because instructors at federal institutions can be more familiar than those in the state with corruption, a declining educational standard, and how these things affect Nigeria's future. The degree of education a lecturer had acquired at the time of this inquiry is considered a moderating factor for educational attainment.

A National Diploma (ND), Higher National Diploma (HND), Bachelor of Science (B.Sc.), Bachelor of Education (B.Ed.), Master of Science (M.Sc.), Master of Education (M.Ed.), or Doctor of Philosophy (Ph.D.) may be included in this category. Governments at the federal and state levels own the institutes. Corruption may occur in these tertiary institutions in Rivers and Anambra states as the federal and state governments own them. The state institutions are Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), Odumegwu Ojukwu University, Kearsar Wiwa Polytechnic (KENPOLY), and Captain Elechi Amadi Polytechnic (CEAPOLY). In contrast, the federal institutions are the University of Port Harcourt, Nnamdi Azikiwe University, and Federal College of Education (Technical) Omoku (FCET- Omoku). The researcher chose these factors because they have a good chance of affecting the subject. For instance, a lecturer with a Ph.D. may be more knowledgeable than a lecturer with a Master's or Bachelor's degree in science about corruption, the decline of educational standards, and the effects on Nigeria's future. While lecturers at federal institutions might be more knowledgeable about the topic than those at state tertiary institutions, this could be due to financing, training, or other factors (Ukata and Udeh, 2022). According to Taiwo and Ade-Ajayi (2015), teachers' educational backgrounds can significantly impact perceived variables affecting the efficient teaching and learning of any curriculum. According to Taiwo and Ade-Ajayi (2015), teachers' educational backgrounds can affect their subject-matter knowledge, tool preferences, usage of suitable instructional tactics, and classroom management abilities. According to Top Education Degrees (2020), institutional ownership significantly influences knowing about problems plaguing institutions. This is because compared to state institutions, federal universities may offer better pay plans, educational environments, aids, laboratories, motivation, worker-friendly regulations, compensation, and staff development programmes.

Statement of the Problem

Education all over the world has been regarded as the bedrock for socio-economic development. The foundation of socio-economic growth is widely seen as being education, particularly in developing nations. The destiny of



every country is affected by the rising and lowering of education standards. The worry of losing the advantages of education has increased due to the current state of the country's educational system in Nigeria. Some have suggested that corruption is to blame for the argument that the Nigerian educational system produces unemployed, half-baked graduates, which has harmed the nation's socio-economic progress (Elem, 2019). The issue with this study is that, despite the apparent benefits of education for the growth of human capital, the creation of jobs and wealth, and national development, the future of Nigeria appears to be negatively impacted due to perceived corruption in the educational system. The study "Corruption and Falling Standard of Education in Tertiary Institutions in Rivers State: Impact on the Future of Nigeria" was conducted for this reason.

Purpose of the Study

The purpose of this study was to determine a survey of corruption and falling standard of education in tertiary institutions in Rivers and Anambra States with impact on Nigeria. The specific objectives of this study are to find out:

1. Impact of corruption practiced in tertiary institutions in Rivers and Anambra states in Nigeria.
2. Causes of the types of corruption practiced in tertiary institutions in Rivers and Anambra states

Research Questions

The following two research questions guided the study:

1. How does corruption practice in tertiary institutions in Rivers and Anambra states affect Nigeria?
2. What causes corruption in tertiary institutions in Rivers and Anambra states?

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance

1. There is no significant difference in lecturers' mean ratings on the impacts of the types of corruption practiced in tertiary institutions in Rivers and Anambra states based on (Ph.D., M.Sc. /M.Ed., and B.Sc./B.Ed./HND).
2. Lecturers do not differ significantly in their mean ratings on the causes of corruption practiced in tertiary institutions in Rivers and Anambra states based on institution ownership (federal and state).

Method

Research Design, Population, and Sample Size

The purpose of this study is to investigate corruption and falling standard of education in tertiary institutions in Rivers State: Impact on the future of Nigeria. A descriptive survey research design was adopted. The study population was 2,500 lecturers from the nine public tertiary institutions (five universities, two polytechnics, and two colleges of education) in Rivers and Anambra States. The sample size was 333 using the Krechle and Morgan Table of 1979 for determining the sample of a known population of 2,500.



Instrument and Method of Data Collection

The instrument used for data collection was a self-designed four-point response options questionnaire titled, "Survey of corruption and falling standard of education with impact on Nigeria (SCF- SEIN)." It contains 19 and 21 items in sections 1 and 2 with a scale of very high level (4.50 - 5.00), high level (3.50 – 4.49), moderate level (2.50 – 3.49), and low level (1.50 – 2.49).

Validity and Reliability of the Instrument

The questionnaire was subjected to face and contents validation by three experts from the Faculty of Education at Nnamdi Azikiwe University, Awka, and Rivers State University. The measure of internal consistency method was used to establish the reliability of the instrument. The instrument was administered to 60 lecturers from the University of Uyo who were not part of the study population. Cronbach's alpha was applied to compute the reliability coefficient, which yielded alpha values of 0.84 and 0.80. These high-reliability coefficient values show that the instrument was reliable.

Administration and Data Collection Process

The researchers personally administered copies of the questionnaire to the respondents in their schools with the assistance of nine research assistants who were adequately briefed on the following modalities. The researchers first visited each tertiary institution and sought consent from the relevant Heads of Department for the study.

After that, the researchers and assistants visited each school and handed over the required number of copies of the instrument to the Heads of the Department to distribute to the lecturers for completion and revisited after five working days to retrieve the completed copies. Two hundred and ninety-five (295) copies of the instrument were correctly filled, retrieved, and used for data analysis.

Data Analysis

The arithmetic means, and standard deviation was used to answer the two research questions and ascertain how homogeneous or heterogeneous the respondents' opinions were relative to the questionnaire items and the aggregated mean. The one-way analysis variance (ANOVA) and independent sample t-test were used to test the two null hypotheses at a 0.05 significance level. The ANOVA was used for null hypothesis 1 because it measured one categorical independent variable with three levels. The independent sample t-test was used to test null hypothesis 2 because it contained one independent variable with only two levels. A null hypothesis was rejected where the calculated significant (Sig.) value (p-value) was greater than or equal to (\geq) the alpha value of 0.05. Otherwise, the null hypothesis was not rejected. The data analysis used Statistical Package for Social Sciences (SPSS) version 25.



Results

Research Question 1: How does corruption practice in tertiary institutions in Rivers and Anambra states affect Nigeria?

Table 1. Respondents' mean ratings on the impacts of the types of corruption practiced in tertiary institutions in Rivers and Anambra states in Nigeria

N = 295				
S/N	Impacts of the types of corruption practiced on the future of Nigeria	\bar{X}	SD	Remarks
1	Falling educational standards at all levels	4.50	0.65	Very high level
2	Poor implementation of school curricula	4.53	0.62	Very high level
3	Inadequate skills acquisition	4.67	0.85	Very high level
4	Poor inadequate/quality of facilities	4.73	0.64	Very high level
5	Poor funding of education,	4.50	0.59	Very high level
6	Poor quality of manpower production,	4.54	0.59	Very high level
7	Unemployability graduates breeding,	4.86	0.58	Very high level
8	Poverty	4.73	0.64	Very high level
9	Crimes and criminalities.	4.71	0.58	Very high level
10	White elephant projects heavily over invoiced	4.63	0.60	Very high level
11	Increases the costs of running the schools	4.53	0.62	Very high level
12	Distort public expenditures	4.67	0.85	Very high level
13	Defers private-public partnership investments	4.73	0.64	Very high level
14	Erodes the consistency for grants and funding.	4.50	0.59	Very high level
15	Instability and gross abuse of power,	4.53	0.62	Very high level
16	Decaying infrastructure	4.67	0.85	Very high level
17	Inadequate staffing,	4.73	0.64	Very high level
18	Poor leadership	4.50	0.59	Very high level
19	Wide gulf between the rich and the poor	4.53	0.62	Very high level
20	Concentration funds in hands of few	4.67	0.88	Very high level
21	Underdevelopment of the educational sector,	4.73	0.64	Very high level
Aggregate Mean		4.62		Very high level

Table 1 shows that all 21 items on the impacts of the types of corruption practiced in tertiary institutions in Rivers and Anambra states have mean scores ranging from 4.50 to 4.86, which means that the types of corruption practiced in tertiary institutions in Rivers and Anambra states on Nigeria was at very high level. Correspondingly, the aggregate mean score of 4.62 shows that the impact of corruption practiced in tertiary institutions in Rivers and Anambra states on Nigeria was very high. The standard deviations for the 21 listed items ranged from 0.58 to 0.88, which shows that respondents were homogeneous in their opinions.

**Research Question 2: What causes corruption in tertiary institutions in Rivers and Anambra states?**

Table 2. Respondents' mean ratings on the causes of the types of corruption practiced in tertiary institutions in Rivers and Anambra states

N = 295				
S/N	Causes of types of corruption practiced education system	\bar{X}	SD	Remarks
1	Greed	4.50	0.59	Very high level
2	Ostentatious lifestyle	4.54	0.59	Very high level
3	Customs, and people's attitudes	4.86	0.56	Very high level
4	Tribalism and nepotism	4.73	0.64	Very high level
5	Friends and relatives seeking favour	4.71	0.58	Very high level
6	Refused to obey and practice office ethics	4.63	0.60	Very high level
7	Moral decadence of the Nigerian society	4.88	0.58	Very high level
8	Rich quick syndrome	4.73	0.62	Very high level
9	Lack of fear of God	4.50	0.65	Very high level
10	Poor management	4.53	0.62	Very high level
11	Desire to pass examination without hard- work	4.67	0.85	Very high level
12	Nigerian society worship for money and material wealth	4.73	0.64	Very high level
13	Bureaucratic Factors,	4.50	0.59	Very high level
14	Undue Emphasis on Certificates,	4.54	0.59	Very high level
15	Environmental Factors	4.86	0.58	Very high level
16	Failure of Leadership	4.73	0.64	Very high level
17	Deviation from Ethical Principles and Values.	4.71	0.58	Very high level
18	Weak government policies	4.63	0.60	Very high level
19	Low and lack of political will	4.86	0.58	Very high level
Aggregate Mean		4.67		Very high level

Table 2 shows that all 19 items on the causes of the types of corruption practiced in tertiary institutions in Rivers and Anambra states have mean scores ranging from 4.50 to 4.88, which means that the causes of the types of corruption practiced in tertiary institutions in Rivers State were at a very high level. Similarly, the aggregate mean score of 4.67, which shows that the causes of the types of corruption practiced in tertiary institutions in Rivers and Anambra state was at a very high level. The standard deviations for the 19 listed items ranged from 0.56 to 0.85, which shows that respondents were homogeneous in their opinions.



Testing of Hypotheses

Table 3. ANOVA summary on significant difference in lecturers' mean ratings on the impacts of the types of corruption practiced in tertiary institutions in Rivers and Anambra states based on educational attainment

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.	Decision
Between Groups	2.458	2	1.529	1.598	.793	Accept H ₀₁
Within Groups	47.357	293	.877			
Total	49.615	295				

Table 3 shows a calculated F-value of 1.59 with a significant (sig.) p-value of 0.79, which is greater than the alpha value of 0.05 ($0.79 > 0.05$) at degrees of freedom of 2 and 258. Therefore, the null hypothesis (H₀₃) was accepted. This means there is no significant difference in lecturers' mean ratings on the impacts of corruption practiced in tertiary institutions in Rivers and Anambra states based on educational attainment.

Table 4. The t-test on the causes of the types of corruption practiced in tertiary institutions in Rivers and Anambra states based on institution ownership

Ownership	N	Mean	SD	Df	t-value	Sig.	Decision
State	160	3.96	.99	258	.99	.64	Accept H ₀₂
Federal	100	3.93	.87				

Table 4 shows a calculated t-value of 0.99 with a significant (sig.) p-value of 0.64, which is greater than the alpha value of 0.05 ($0.64 > 0.05$) at 258 degrees of freedom. Therefore, null hypothesis two was accepted. This means that the lecturers do not differ significantly in their mean ratings on causes of corruption practiced in tertiary institutions in Rivers and Anambra states based on institution ownership.

Discussion

The study's results also revealed that the causes of the various forms of corruption that were prevalent in tertiary institutions in Rivers and Anambra states were at a very high level. The results support Okoye's (2012) assertion that the root causes of corrupt practices are high levels of avarice, extravagant lifestyles, conventions, and attitudes held by people. Accordingly, Asiyai (2015) identified the moral decay of Nigerian society as one of the root causes of corruption in education, along with the get-rich-quick syndrome, a lack of respect for God, poor management, a desire to pass exams without studying hard, worship of money and material possessions, and a disregard for excellence in education.

The causes of corruption in the educational system, according to Chinyere and Godwin (2017), include bureaucratic factors, an excessive emphasis on certificates, the failure to pay staff salaries on time, environmental factors, moral decadence, poor leadership, materialism, and departure from ethical principles and values



(Chukwuma, Okechukwu & Okafor 2014). The study's findings also revealed that, regardless of educational background, instructors' mean judgments of the many types of corruption practiced in tertiary institutions in Rivers and Anambra states are the same. The results support the assertions made by Taiwo and Ade-Ajayi (2015), who found that teachers' educational backgrounds might significantly impact perceived variables affecting the efficient teaching and learning of any curriculum. According to Taiwo and Ade-Ajayi (2015), teachers' educational backgrounds can affect their subject-matter knowledge, tool preferences, use of effective instructional strategies, and classroom management abilities when combined with other factors in the educational environment. The study's findings also revealed that, regardless of the institution's ownership, instructors' mean judgments' of the corruption practiced in tertiary institutions in Rivers and Anambra states do not differ considerably. The study's findings are consistent with those of Top Education Degrees (2020), which asserted that institution ownership plays a significant role in knowing about problems plaguing institutions. This is because, compared to state institutions, federal institutions may offer better staff-management relationships, salary packages, teaching environments, aids, laboratories, motivation, worker-friendly policies, compensation, and staff development programs with better information on current events.

Conclusion

Based on the findings of this study, it was concluded that the impacts of the types of corruption practiced in tertiary institutions in Rivers and Anambra state in Nigeria were at a very high level and that the causes of the types of corruption practiced in tertiary institutions in Rivers and Anambra state was at a very high level. It was further concluded that there is no difference in lecturers' mean ratings on the causes of the types of corruption practiced based on educational attainment and that lecturers do not differ in their mean ratings on causes of the types of corruption practiced based on institution ownership.

Recommendations

In light of the research findings, the following recommendations were developed.

1. The fight against corruption in Nigeria's education system should be reinvigorated by the Independent and Corrupt Practices Commission (ICPC) and the Economic and Financial Crimes Commission (EFCC). Any person or group caught should be adequately punished according to the law.
2. State and federal governments should establish financial monitoring and evaluation committees in the various tertiary institutions to help check spending and corruption.
3. teachers' salary payment should follow international best practices. If the teachers are well paid and on time, it will reduce corrupt practices on the part of the lecturers.
4. Employment of teachers should be on merit. Only qualified teachers should be employed in tertiary institutions to demonstrate competence.
5. The government should provide adequate teaching and learning materials owing any tertiary institutions (state or federal).
6. according to UNESCO recommendation of 26% of yearly budgetary allocation, Nigeria's educational system



should be adequately founded and equipped.

7. Enforcement of rules and regulations/examination ethics should be revived and taken seriously by tertiary institutions.

8. Various levels of Nigerian government and tertiary institutions administrators should display transparency, honesty, probity, accountability, purposefulness, and commitment to the good ideals of the society.

9. There should be a reward system of equitability enough for hard work and adequately compensated and recognized in all facets of our national life.

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