

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

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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.

Index terms— corruption, education, private schools, examinational malpractice, moral character.

1 I. Introduction

resently, 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

4 B) EDUCATION

44 today and the ministry of education and the policymakers are not helping matters concerning the issue of the
45 ongoing level of corruption in private schools.

46 Today, some private schools are now been contracted by special centres or government official examiners to help
47 deliver the school with sound results. On the other hand, as a result of unemployment in the educational system,
48 unqualified teachers are been employed to teach in private school. For instance, a person who read Geography
49 or Geology is employed to teach Business Studies or Christian Religious Knowledge as a result of unemployment
50 without any little knowledge background of education system. These challenges have make teaching not to
51 be recognized as a profession like every other discipline such as: Medicine, law, pharmacy or engineer. Also,
52 in Nigeria, we toy around education thinking that we have gotten human resources and therefore we can do
53 away with education with application of corruption as a shortcut for good results for our children ??Samson,
54 2013). The question is; which type of human resource do we have in private school today? And who are the
55 management and operators of Private Schools today in Nigeria? With what qualifications to qualify as a teacher?
56 The P proprietors we have today in private secondary schools are half-baked because the system itself and the
57 policymakers are half-baked. The education that doesn't allow external and internal educators the tendency to
58 get into the system will not get anywhere because we have to exchange ideas. For instance, government now says
59 those who will teach in post-primary schools must be NCE or First Degree holders in education so that things
60 will not be the same, of which this cannot stop corruption among private schools in the state ??Samson, 2013).

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

63 2 II. Conceptualization of Some Major Concepts

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

66 3 a) Corruption

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

73 More recently, UNDP began to use the broader definition of corruption to accommodate corruption in the
74 private education sector. For this reason, the concept Corruption is now commonly defined as the 'misuse
75 of entrusted power for private gain' (UNDP Primer on Corruption and Development, 2008). Transparency
76 International (2010) uses a simple definition to broadly cover its overall work as: "the abuse of entrusted power
77 for private gain". Both of these definitions are adequate in relation to the happenings in private secondary schools.
78 Corruption in the private education sectors takes many forms. For example corruption in the private secondary
79 schools is defined as the systematic use of public office for private benefit whose impact is significant on access,
80 quality or equity in education ??Hallak and Poisson, 2002). The World Bank (2000) settled on a straightforward
81 definition of corruption as the abuse of public office for private gain. This definition is not new rather was
82 chosen because it is concise and broad enough to include most forms of corruption that the Bank encounters, as
83 well as being widely used in the literature of other researchers (Ghukasyan, 2003;Bajracharya, 2003;Altinyelken,
84 2004;Anderson, 2005;and Aluko, 2008).

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

93 4 b) Education

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

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

107 **5 c) Forms of Corruption in Private Secondary Schools**

108 Corruption can take place in private secondary schools in the following forms which may be applicable in some
109 public secondary schools, such as follows: Students' Corrupt Practices: This is a situation by which students uses
110 money to influence their teachers, invigilators or supervisors while some female students uses sex to influence
111 their school principal or proprietor to enable them have access to expo-materials into the hall or using hired
112 machinery that will assist them with a duplicate of their documents with money.

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

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

130 **6 Police/Security Officer/Gatekeeper Corrupt Practices:**

131 This form of corrupt practices exist among the uniform officers, who when assigned, attached or posted to
132 such schools or centres for official monitoring and investigation may reverse such assignment as a means of
133 harassing the school or the students to settle them or be arrested for examination malpractices ??Belloimman,
134 2005). Oyinloha (2009) further opined that the police are also alleged to be collecting an unauthorized fee before
135 granting to arrested suspect and bail.

136 Other common forms of corruption in the educational system especially in private secondary schools as
137 illustrated by David (2002) include: a. Siphoning of school instructional material and other teaching aids to
138 the black market especially the science teachers, principals and bursars; b. Collecting of money for continuous
139 assessment and inter-exams grades; c. Collecting money for change of grade or producing fake result; d. Selling
140 admissions without entrance examinations (especially in higher institutions); e. Creating the necessity for private
141 lesson to the student and charging compulsory fees; and f. Teachers' persistent absenteeism to accommodate
142 other income outside their normal assigned duties. David (2002), further cited other forms of corrupt practices in
143 private educational sectors such as: ghost teachers, diversion of school fees by the bursar or principals, inflation
144 of school enrollment data, imposition of unauthorized fees on the students, diversion scholarship allocated to the
145 schools or to the students, diversion of monies in revolving textbook fund and diversion of community/parents
146 contributions or supports to the school. Katharina (2004) In a similar study, Amundsen (2000) suggested five
147 main forms of corruption, namely: embezzlement; bribery; fraud; extortion; and favouritism. He defines these
148 various terms as follows: Embezzlement: This involves the theft of public resources by public officials. One
149 example in the education sector is the use of PTA funds aimed at school developmental projects or construction
150 for private secondary school library; Bribery: This involved payment (in money or in kind) given or taken in a
151 corrupt relationship to be employed as a teacher or when such person does not have the appropriate credentials
152 to be engaged into the system but been employed as a teacher; Fraud: This has to do with economic crime that
153 involves some kind of trickery, swindling or deceit. One manifestation in the education sector is the producing of
154 extra-result or statement of result issued by the proprietor or school principals; another is the existence
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156 of ghost teachers on payrolls especially when such school is being owned by a teacher who has little or no
157 educational experience; Extortion: money and other resources extracted by the use of coercion, violence or
158 threats to use force. There may be fewer examples of violence or threats to use violence in the education sector
159 compared to other sectors. However, sexual harassment of pupils by the teachers or the obligation for parents
160 to pay illegal or unauthorized fees if they want their child to be admitted to school; and Favouritism: This has
161 to do with mechanism of power abuse implying 'privatization' and a highly biased selling of school resources

162 or equipments. This includes cases of nepotism, where a public officer gives the priority to his or her family
163 members or friends. There are many examples of favouritism in the educational field, including the recruitment
164 of administrators based on their committee of friends, associations or family friend (Amundsen, 2000). Causes of
165 corruption in educational sectors in Nigeria as highlighted by Oyinloha (2009) include the followings: Poverty:
166 This can take effect especially when teachers are poorly paid too assertive promotion or been motivated. This
167 can also occurred as a result of exploitation from the principal to the students through sorting to upgrade their
168 continuous assessment (CA) to get higher grade during or before the examination. Unemployment: This may
169 take effect in a situation whereby the applicant may find it difficult to secure a job in his profession and finally
170 find himself in a teaching field which may not be his basic profession as a result of unemployment in the labour
171 market. Low wage workers: when teachers' salaries are low, staff may be compelled to use official position to
172 collect bribes as a way of making ends meet.

173 Other causes of corruption as highlighted by Babatope (2008) e. Lack of access to public information. A
174 lot of secrecy still pervades government documents, and this underlies the need for the passage of the freedom
175 of Information Bill presently before Nigeria's National Assembly; f. Insecurity of Informants. There is a need
176 to enact laws to protect informants as well as reward them; g. Low public participation in governance; and h.
177 Corrupt electoral system and nepotism (Babatope, 2008) d

178 7) The Effect of Corruption on Educational System

179 The effect of corruption on educational system is stated in a statement made by Nicholas (2001) at a European
180 Commission (EC) meeting to support Nigeria's anti-poverty efforts. He was reported to have said, "Nigeria
181 has enough money to tackle its poverty challenges. If the government can win this battle against corruption
182 and mismanagement, the money will start to turn into functioning public schools system, health services and
183 water supply, thus laying the foundation to eradicate poverty" ??Dike, 2003). Also, It has been argued that the
184 'mismanagement of public funds' and not paucity of funds that the federal government often claims, is the main
185 cause of the inability of the government to adequately fund the nation's tertiary institutions in Nigeria (Obasi,
186 2003).

187 The concept of corruption has adverse effect on our social and economic development and also in building a
188 veritable nation especially in diversion of development resources for private gain; misallocation of talent; loss of
189 value tax revenue of the nation; negative impact on quality of infrastructure and private services; retardation
190 of economic growth. Oyinloha (2009) cited the extent loss corruption has brought on African countries in
191 commonwealth meeting in London on June 12, 2002; it alleged that African countries have lost about 140 billion
192 US dollars to corruption alone. Tanzi (1998) provides a useful summary of the adverse effects of corruption
193 quantified in recent studies. These include: a. Reducing investment and hence growth, by increasing costs and
194 uncertainty; b. Reducing spending on health and education, because these expenditures do not lend themselves
195 easily to corrupt practices on the part of those who control the budget strings; c. Reducing spending on operations
196 and maintenance for reasons similar to the point above; d. Increasing public investment because public projects
197 are easier to manipulate by public officials and private bidders;

198 e. Reducing the productivity of public investment and infrastructure; f. Reducing tax revenues due to corrupt
199 tax and customs administration; g. Reducing direct foreign investment because corruption acts as a tax -the less
200 predictable the level of corruption (the higher its variance), the greater its impact on foreign investment. A higher
201 variance makes corruption act like an unpredictable and random tax. h. Bribes accepted for enrolling a child
202 in a school (usually at the school proprietor level); and i. Paying teachers for classes that were not conducted
203 (usually at the school principal level with notice of the proprietor of such school) (Ogrodzinska, 2001). Moreover,
204 when corruption results in shoddy public schools, the poor have no options and cannot turn to the private school
205 (e.g., private secondary schools or private institutions). Corruption not only hurts the poor disproportionately,
206 but it is likely to increase income inequality because it allows particular individuals or groups of individuals to
207 take advantage of state activities at the cost of the rest of the population. For example, Tanzi (1998) pointed
208 out that there are strong indications that the changes in income distribution that have occurred in recent years
209 in transition economies have partly been the result of corrupt actions such as non-transparent privatizations.

210 8 e) Costs and Consequences of Corruption

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

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

221 economic interaction, it instills a value that is highly destructive to social and economic development of a country
222 (David, 2002).

223 First, corruption promotes poverty. A simple example could be made with the corruption in the management
224 of the private secondary schools in Nsukka Zone. The selfish proprietors of private schools means that teachers
225 are not paid as at when due or receive their salaries as at when due. Some teachers eventually migrate from
226 one school to another because of the poor monthly salaries offered that often end in frustrations. If education
227 remains one of the main routes leading to a good life and national development, without education, what would
228 be the future of these dependants and the country? (Kayode, 2013) Another consequence of corruption is that
229 it creates the condition for political instability. This is because unrestricted corruption makes the state an
230 unlimited allocator of wealth to individuals and groups. This character of the state makes it possible for the
231 politics of do-or-die to take root, with politicians struggling to out-compete one another sometimes in a most
232 violent manner. It must be recalled that the various military regimes that took over power from democratically
233 elected representatives of the people had always justified their intervention on the grounds of grand corruption
234 and looting of state treasury by political state actors (Kayode, 2013).

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

241 Four, corruption also has other social costs apart from poverty. As rightly noted by ??yint (2000), "in any
242 society, there are laws and regulations to serve social objectives and to protect the public interest, such as
243 building codes, environmental controls, traffic laws and prudential banking regulations. Violating these laws for
244 economic gain through corrupt means can cause serious social harm." The frequent use of substandard materials
245 and violation of building regulations have led to numerous building collapses. Killing innocent students, teachers
246 and occupiers have become a recurrent decimal in Nigeria even in the church where people worship (Kayode,
247 2013).

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

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255 **11 Possible weak Points and challenges that affect elimination 256 of corruption in Educational System**

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

270 In a similar study, a research conducted by Harutyun (2012) Lickona (??004) is of the opinion that if the young
271 ones are properly educated and if their minds and hearts are disabused of corruption they will grow up knowing
272 what is right and wrong, and knowing their social responsibilities and limitations. The absence of good moral
273 character could be the cause of greed, selfishness and corruption among proprietors of private schools. Good
274 character and moral education goes beneath the symptoms of corruption to the root causes of the nation's social
275 ills. Corruption is a moral problem; it is incompatible with ethical values of good citizens . It is not obvious to
276 say that Nigerian System of Education can tackle corruption through managing and strictly supervising private
277 secondary schools morality and integrity and mold them to be honest and trustworthy in their service delivery
278 in the nation. As Douglas (1885) has rightly noted, "The life of the nation is secure only while the nation is
279 honest, truthful, and virtuous." Okoye (2013) suggested that an effective war on corruption has to be fought on,
280 at least, the three axes of (a) Prevention, (b) Detection, and (c) Sanctions and Restitutions. While to date some

281 efforts have been made in terms of the prevention (e.g. the Due Process mechanism) and sanctions of corruption
282 offenders, present efforts being made to detect corruption are at best half-hearted. He further explained that a law
283 should be enacted creating Federal Tribunals for Corruption offences (FTCO). The powers of such courts, sitting
284 in Abuja and State capitals, and the form of sentences David (2002) suggested that another possible strategy to
285 tackle and minimize corruption whether in Private or Public Secondary Schools is that the ministry of educations,
286 government agencies on education, policymakers, and association of private schools must provide a clear code of
287 conduct. For example, in the United States, every state has a teachers' code of conduct. Teachers who violate
288 it can lose their teaching license. At the same time, professional organizations have codes of conduct that apply
289 to the specific activities promoted by those professions, such as Engineers, Medical Doctors, Lawyers etc. For
290 instance, like Nigerian Bar Association has code of conduct for Lawyers; American Evaluation Association has
291 code of ethics for conducting education evaluations. David further explains that there is need to establish a code
292 of conduct for private schools in other to reduce corruption and examination malpractices. This is because when
293 such school might run counter to social norms widely accepted outside of the education workplace, a code of
294 conduct would, for example, clarify the proprietor or such teacher and as well sets limits on accepting gifts in
295 return for professional actions, even though gift giving may be considered appropriate in other social settings.
296 However, codes of conduct alone do little to reduce corruption unless there are effective means of communication,
297 clear sanctions for violating the codes, consistent enforcement, and top level support by such body (David, 2002).

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

303 12 III. Recommendations

304 Based on the forging study, the following recommendations are suggested: ? The role of civil society may be
305 akin to being partners with government in the implementation and monitoring of anti-corruption in educational
306 sectors. ? The state ministry of education and policymakers should provide additional guidance and policies
307 to proprietors of private secondary schools who seek to employ teachers in their private schools on terms and
308 conditions for employment of teachers in their various schools. ? The proprietors of private ownership of private
309 schools must introduce an equitable wage, incentive system and improve other conditions of work so that the
310 level of poverty can be reduced among their employed teachers. This will inevitably reduce people's vulnerability
311 and susceptibility to corruption. ? There should be periodically conducted surveys among school students, with
312 the assistance of nongovernmental organizations, in order to find and prevent corruption practices in schools. I
313 highly recommend involving members of the school Student's and PTA committees of private schools and school
314 administration in the surveys.

315 13 IV. Conclusion

316 In other to curb and eventually eradicate corruption in any level of education, the students, teachers and
317 proprietors need to be enriched with the power of distinguishing right from wrong. Private schools should
318 return to the teaching of moral education, examination malpractices and corruption as basic education in order
319 to empower students with the spirit of stewardship while we the teachers and proprietors live exemplary life,
320 reflecting truth, kindness, dignity of labour and integrity in educational system in line with National Policy of
321 Education. This study also discovered that all forms of corruption manifested in bribery, frauds, embezzlement,
322 favouratism, nepotism, examination malpractice etc are noticeable not just only in private secondary schools but
323 also in public schools even in higher institutions of the higher learning in Nigeria. The conclusion however, is
324 that no matter the magnitude of natural resources present, advanced technology, the efficiency of labour and the
325 availability of teaching aids in the educational system, development and moral standard of education cannot be
326 sustained in Volume XVI Issue V Version I 65 (A) hope that the above mentioned suggested recommendations
327 will contribute to private secondary school's anti-corruption fight and to support policymaker's changes in the
328 educational system especially with that of private secondary schools in Nigeria. ¹

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Figure 1:

? 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.

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Figure 2:

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