



CORRUPTION IN THE EDUCATIONAL SECTOR AND THE CONSEQUENCES FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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ABSTRACT

Corruption in education is a pressing issue with far-reaching implications for nations' long-term development. This research delves into the intricate web of corruption in Nigeria's education sector and investigates its profound impact on the country's long-term development goals. By conducting a thorough examination of the prevalent forms of corruption, their impact on the quality of education, and their relationship to sustainable development, this study sheds light on the urgent need for reform. The information gathered

Introduction

Background of the study

Education is essential in a person's life. It is the most important source of information. We cannot progress without knowledge (Oyelade, 2009). Kirya (2019) defined education as a development driver. According to him, it is a fundamental human right and an important tool for promoting personal and social development. In response to the importance of education for human development, Nigerian governments have implemented several educational policies. These policies were developed to streamline and revitalise activities at the country's three levels of education, namely primary, secondary, and tertiary. Following massive investments in education, policymakers and the government expected high-quality graduates, disciplined students, and transparent school administrators and teachers. The lofty expectations outlined above have remained a dream over the years (Olopete, 2017; Onwuka, 2009).

This is due to the moral virus known as corruption, which has infiltrated the Nigerian education system and is destroying the credibility that our educational institutions are expected to have. Unfortunately, those in charge of education operations have tainted the expected standard of behaviour in their favour at the expense of others and the system. As a result, it is common for school administrators to accept bribes for admission, engage in bid-rigging in the purchase of textbooks and school supplies, and accept bribes



from 143 respondents provides useful insights into stakeholders' perceptions and beliefs about corruption in education. Respondents agreed that corruption poses significant challenges to education quality, equity, and access in Nigeria, according to the findings. Furthermore, the majority of respondents recognise that corruption is detrimental to long-term development, particularly in terms of economic growth, access to quality education, and social and political stability. Addressing corruption in Nigeria's education sector, according to the study, is critical to achieving long-term development goals. To that end, it suggests several targeted measures, such as comprehensive governance reforms, strict anti-corruption policies, increased transparency and accountability, ethics and integrity education, SDG compliance, research and monitoring, and public awareness campaigns. Finally, as a foundation for long-term development, this study emphasises the critical importance of eliminating corruption in the Nigerian education sector. Nigeria can transform its educational environment, promote sustainable development, and pave the way for a better future for its citizens by implementing the recommended measures. Stakeholders must collaborate to pave the way for a corruption-free education sector that will contribute to a more prosperous and just Nigeria.

Keywords: Corruption, Consequences, Education, Sustainable, Development, Nigeria

from students to falsify exam results (Osipian, 2013). Furthermore, in Nigerian tertiary institutions, the "sex for mark" syndrome has become the norm (Erunke, 2019; Bamigbola, 2019). Education is an essential component of human development and a driving force behind social progress. It equips individuals with the knowledge, skills, and values required to navigate an increasingly complex and interconnected world. In developing countries like Nigeria, education is not only a personal goal; it is also a key driver of national development. As a result, it has the potential to address pressing social, economic, and political issues.

However, persistent, and multifaceted challenges impede Nigeria's attainment of quality education. The widespread problem of corruption is one of the most concerning issues plaguing the educational system. Misappropriation of funds, bribery, unethical admissions practices, and academic dishonesty are all examples of corruption in the education sector. These practices undermine the educational system's integrity and limit its ability to carry out its mandate effectively.

Statement of the Problem

The study's central theme is the negative impact of corruption on the Nigerian education sector and, as a result, its long-term development. Corruption in education undermines educational quality and erodes public trust in the system. It perpetuates inequity, stifles social mobility, and fosters a culture of deception. Understanding the nature and consequences of corruption in education is thus critical to addressing Nigeria's broader development challenges.

Objectives of the study

This research pursues the following objectives:



1. To examine the various manifestations and forms of corruption in the Nigerian education sector.
2. To assess the extent to which corruption affects the quality of education in Nigeria.
3. To examine the relationship between corruption in education and its implications for the long-term development of Nigeria.
4. To identify potential strategies and interventions to reduce corruption in education and support long-term development.

Research questions

The following research questions will be addressed to guide this study:

1. What are the prevalent forms of corruption in the Nigerian education sector?
2. How does corruption affect educational quality in Nigeria?
3. What are the connections between corruption in education and its implications for sustainable development in Nigeria?
4. What strategies and interventions can be used to fight corruption in education and to promote sustainable development?

The study's scope.

This research will primarily focus on corruption in Nigeria's education sector. It will investigate various types of corruption, as well as their root causes and consequences. While the findings are focused on Nigeria, they may have implications for other countries facing similar challenges.

The significance of the research

This study is significant on several levels. For starters, it helps to understand the pervasive problem of corruption in the Nigerian education sector. Second, it provides empirical evidence that informs policymakers, educators, and stakeholders about the severity of the problem and the urgency with which it must be addressed. Finally, by elucidating the links between corruption in education and sustainable development, this study adds to the larger conversation about effective governance and development strategies in education.

Study limitations

While the goal of this research is to provide useful insights into the issue of corruption in the Nigerian education sector, it is important to acknowledge its limitations. To begin, the findings of the study may be influenced by participants' willingness to disclose sensitive information about corruption. Second, research resources are limited, which can affect the depth and breadth of data collected. Finally, the dynamic nature of corruption and the education sector can make capturing the full scope of the problem difficult.

Literature Review

The definition of corruption

Corruption has become an unavoidable scourge in Nigerian society. In this note, corruption is defined as any act or omission committed by a member of an organisation taking advantage of the position he currently holds as a violation of the organization's rules, regulations, norms, and ethics from a personal or selfish standpoint. Profit at the expense of the organisation or other



stakeholders is prohibited (Azelema, 2008). Corruption also refers to the violation of established rules and regulations for personal gain or advancement. As a polymorphic problem in our society today, it has also been defined as a deviation from societal moral values and ethical norms that necessitates a change in all aspects of our national life. This immoral and unethical behaviour has the potential to cause economic and industry decline. Corruption is defined further by the Catholic Forum of Nigeria Secretariat (2002) as gratification from an official who receives anything in cash or kind for the benefit or disadvantage of a person or group of individuals in the performance of their official duties in an organisation.

Corruption in education occurs when members of an academic institution violate its rules, regulations, and ethical standards for personal gain, resulting in poor graduates.

Nigerian Education System and Academic Standards

Nigeria is one of the world's developing countries that believes in the transmission of knowledge and information from generation to generation, and that this transmission of knowledge should not be left to the mediocre. Education is the transmission of knowledge, which is referred to as many developing countries' greatest hope (Ogunsanya, 1982). The philosophy that guides the Nigerian education system is to ensure that all Nigerian citizens have access to high-quality education services from primary to secondary and tertiary levels. The main philosophy of Nigerian education, according to the Nigerian National Policy on Education (1977), is "the need to make education more relevant to the needs of individuals and the need to use education as an instrument of national integration to heal the wounds of the (Nigerian) civil war." Following Nigeria's independence, an alliance was formed between all regions of the country with distinct and separate educational systems, as part of our nationalists' desperation and inspiration for the rapid growth and development of Nigerian society in all its ramifications.

To be more specific, Nigeria's abrupt departure from the old and inherited education system was triggered by the 1977 National Education Policy. The current education system, 6-3-3-4, was established by the 1977 National Policy and is still used in Nigeria today.

The education system in Nigeria is summarised below:

- Six years of pre-primary/primary schooling
- Three years of secondary/technical school
- Three years of upper secondary/technical school
- 4 years of postsecondary education

Primary and pre-primary education

This type of education is determined by the child's parents' discretion and arrangement. Pre-primary education is designed for children aged three to five. Primary education is education provided to students aged 6 to 11. This is the foundation for all children who wish to pursue a career in education. Following the completion of basic education, a common entrance exam, a measure of summary assessment, is set, through which successful applicants in this category are admitted to lower secondary schools for further study.

Secondary education

This educational stage is split into two sections. This level of education's curriculum is also divided into two sections. Mathematics, English language, integrated science, social studies, practical



agriculture, and other courses are part of the junior high school curriculum. Successful candidates are eligible for admission to senior high schools, technical schools, and teacher training colleges after graduating from junior high school and passing the prescribed Junior Certificate examination, depending on the child's academic ability in various subjects as evidenced by his/her Junior Certificate. The outcome of the examination.

The results of the lower secondary school become useful information that allows the administrator or school manager to place such candidates in the appropriate upper secondary education class. A summative assessment will be conducted at the end of the three-year training programme, either through the West African Examination Council (WAEC), the National Examination Council (NECO), or the National Business and Technical Examinations Board (NABTEB). The results of any of these examination bodies serve as an entry or requirement for tertiary education.

Higher education

According to the 1960 Ashby Commission report, the establishment of tertiary institutions will aid in meeting the post-secondary education needs of Nigerians both within and outside of Nigeria. Tertiary education is the Nigerian education system's third pillar. It is made up of educational institutions such as colleges, polytechnics, and universities. Students at this level of education can specialise in terms of future careers that will allow them to contribute to the growth and development of society (Azelema, 2008).

The following are some of the goals of establishing tertiary institutions in Nigeria:

- a. Develop and instil the appropriate value orientation for the benefit of both the individual and society.
- b. Contribute to the growth of physical and mental abilities.
- c. Develop individuals' intellectual capacities to improve their understanding and appreciation of their surroundings.
- d. To instil a sense of entrepreneurial spirit in individuals.

Education Corruption

Corruption has emerged as one of Nigeria's most serious issues, affecting every sector of society. Any sector, large or small, has the potential to expose corrupt practices when thoroughly investigated. It has spread so far that education is no longer safe.

The sections that follow identify and discuss some of the root causes of corruption in this sector:

- Inadequate government institutions: The Nigerian government has set up several agencies to supervise and monitor academic activities in schools. Each federal and state department of education, for example, has a "quality assurance agency." This organisation oversees ensuring and upholding high academic and moral standards in elementary and secondary schools. Agencies must maintain discipline and integrity. Unfortunately, most agencies are ineffective and have engaged in corrupt practices (Human Rights Watch, 2010).
- Inadequate remuneration and late wage payment

Methodology

The researcher presented the study procedure under the following headings in this chapter: research design, study area, study population, sample and sampling technique, data collection instrument, instrument validation, and data analysis method.



Design of research

This study employed a survey design that allowed for the administration of a questionnaire to respondents in Lagos State. Descriptive research was meticulously planned and carried out to statistically infer the information gathered about the population.

Population

This study's population included 235 employees from teachers and professional organisations. This figure was derived from information provided by respondents.

The sample size.

Taro Yamane's formula was used to determine the sample size, which was one hundred and forty-three (143). A 95% confidence level was used to calculate the sample size.

$$N/1 + N \geq EUR$$

Where:

N = Population

n = Sample size

$$e = (0.05)^2$$

$$235/1 + 235 (0.0025)$$

Sample size = 143

Techniques for collecting samples.

Sampling techniques are statistical methods for obtaining a predetermined number of observations from a larger population. Depending on the type of analysis, the methodology used to sample the larger population will vary but will include simple random sampling, systematic sampling, and observational sampling. In this study, simple random sampling was used. The investigation used a sample of 143 people out of a total of 235.

Information Sources

The researcher gathered data from both primary and secondary sources. Primary data were gathered through structured questionnaires, interviews, and observations, while secondary data were gathered through journals, magazines, and internet sources, as well as scholarly work.

Questionnaire design

A questionnaire is a type of research instrument made up of a series of questions and other prompts designed to elicit information from respondents. It is typically used for response statistical analysis. A questionnaire, according to Sekeran (2003), is a pre-written set of questions to which respondents record their answers, usually within well-defined alternatives. For this study, a questionnaire (Appendix 1) was created. The researcher gave these questionnaires to the respondents, let them introduce the topic, and then asked them to fill out the questionnaire. The questionnaire is divided into two sections, each focusing on a different area of research interest. The questionnaire includes both closed and open-ended questions. Open questions are those to which no definitive answer exists. By allowing respondents to respond in their own words, open-ended questions can help break the ice in a survey. Answers to open-ended questions can be



extremely useful, often providing quotable material, but they are more difficult to catalogue and interpret.

A questionnaire is an essential tool for gathering data for a study. It is split into two sections. Section A contained biodata about the respondents, whereas Section B contained information used in the analysis and testing of the study's hypothesis. The questionnaire for the study will be distributed to teachers and then collected for analysis.

Device Dependability

The degree to which a test or research instrument produces the same result when measured repeatedly under similar conditions is referred to as its reliability. Reliability analysis can be used to investigate the properties of measuring scales and the items that comprise the scales. Gay (1996). The Reliability Analysis procedure computes several commonly used scale reliability measures and provides information on the relationships between individual scale items. Intraclass correlation coefficients can be used to calculate estimates of interrater reliability.

The instrument's reliability

"Validity" is a term that means "the extent to which a test measures what it is intended to measure" Baridam, B. (2008). Validity is another word for relevance. The questionnaire was validated by human resource management specialists with a better understanding of scientific research methods to ensure its relevance to this study. My supervisor validated the questionnaire to ensure that it was appropriate for the study.

Method of data analysis

The data collected for this study was analysed using simple percentages and multiple regression analyses. The demographic characteristics of the respondents were described using a simple percentage, and the data was analysed using linear regression and Pearson Product Moment Correlation statistical techniques. The collected data was analysed using the SPSS version.

Data Presentation and Analysis

The primary focus of this chapter will be the presentation and analysis of data generated through interviews and questionnaires distributed to respondents. We displayed and analysed the generated data using tables and other basic statistical tools.

Table 1: Questionnaire Distribution

Selected, Educational Institutions in Nigeria: Tertiary Institutions, Secondary Schools and Primary schools	NUMBER OF QUESTIONNAIRE DISTRIBUTED	PERCENTAGE
RETURNED	143	97
UNRETURNED	10	3
TOTAL	153	100

Source: Fieldwork 2023

According to the table above, 153 questionnaires were distributed to Nigerian educational institutions. A total of 143 copies (or 97% of the total) were returned and used; 10 copies (or 3% of the total) were not returned.



Table 2 Gender Distribution of the Respondents

Gender	Senior	%
Male	80	55
Female	63	45
Total	143	100

Source: Fieldwork 2023

According to the table above, 80 respondents (55% of the total) were male, while 63 respondents (45% of the total) were female. This indicates that males outnumbered females.

Table 3: Respondents' Marital Status

According to the above table, 33% of respondents are single, 60% are married, 4% are widowed, and 3% are divorced. This demonstrates that most respondents were married.

Status	Frequency	Percentage
Single	47	33
Married	86	60
Widowed	6	4
Divorced	4	3
Total	143	100

Source: Fieldwork 2023

Table 4 Educational Qualification

Qualification	Frequency	Percentage
WASC/GCE	30	21
OND/NCE	28	20
B.Sc/M.Sc	67	46
P.hd/others	18	13
Total	143	100

Source: Fieldwork 2023

According to the data in the table above, 21% have WASC/GCE, 20% have ONDO/NCE, and 46% have B.Sc and M.Sc, and 13% have P.hd and other qualifications. This suggests that the majority of respondents have a B.Sc. or M.Sc. followed by an OND or NCE.

The Analysis of Research Questions

Question 1: What are the most prevalent types of corruption in Nigeria's educational sector?

Statement	Strongly Agree (8%)	Agree (24%)	Disagree (31%)	Strongly Disagree (37%)
Bribery	10 (7%)	35 (24%)	45 (31%)	53 (37%)
Embezzlement	12 (8%)	40 (28%)	38 (27%)	53 (37%)
Examination Malpractice	20 (14%)	32 (22%)	48 (34%)	43 (30%)
Nepotism	8 (6%)	30 (21%)	50 (35%)	55 (38%)

Analysis:

Bribery and embezzlement are perceived as the most prevalent forms of corruption in Nigeria's educational sector, with 31% and 27% disagreeing or strongly disagreeing, respectively, according to the responses of 143 participants.



Research Question 2: How does corruption affect educational quality in Nigeria?

Statement	Strongly Agree (32%)	Agree (35%)	Disagree (21%)	Strongly Disagree (13%)
Lowers academic standards	45 (32%)	50 (35%)	30 (21%)	18 (13%)
Reduces trust in educational institutions	50 (35%)	40 (28%)	32 (22%)	21 (15%)
This leads to inequality in educational opportunities	38 (27%)	55 (38%)	25 (18%)	25 (17%)

Analysis:

According to data from 143 respondents, there is a widespread belief in Nigeria that corruption harms educational quality. A sizable proportion (67%) believe that corruption lowers academic standards, while 63% believe that it reduces trust in educational institutions. Furthermore, 65% believe that corruption leads to inequity in educational opportunities, emphasising corruption's perceived negative impact on educational quality.

Research Question 3: What are the links between corruption in education and its consequences for Nigeria's long-term development?

Statement	Strongly Agree (39%)	Agree (31%)	Disagree (21%)	Strongly Disagree (9%)
Corruption hinders economic growth	55 (39%)	45 (31%)	30 (21%)	13 (9%)
Reduces access to quality education	50 (35%)	40 (28%)	38 (27%)	15 (10%)
Impedes social and political stability	60 (42%)	35 (24%)	40 (28%)	8 (6%)

Analysis

According to the data, 143 of the 143 respondents agreed that corruption in education is detrimental to Nigeria's long-term development. According to the majority (70% or more), corruption stifles economic growth, restricts access to quality education, and undermines social and political stability. This highlights the importance of addressing corruption in education as a critical step towards long-term development.

Research Question 4: What strategies and interventions can be used to combat corruption in the educational sector and promote long-term development?

Statement	(41%) Strongly Agree	(31%) Agree	(21%) Disagree	(7%) (21%)
Strengthening anti-corruption policies	58 (41%)	45 (31%)	30 (21%)	10 (7%)
Enhancing transparency and accountability	55 (38%)	48 (34%)	32 (22%)	8 (6%)
Promoting ethics and integrity in education	45 (31%)	50 (35%)	38 (27%)	10 (7%)



Analysis:

There is agreement on the effectiveness of anti-corruption strategies and interventions, according to data from 143 respondents. Over 70% agreed or strongly agreed that strengthening anti-corruption policies, increasing transparency and accountability, and promoting ethics and integrity in education are effective approaches. This indicates that respondents believe these strategies have the potential to combat corruption and promote long-term educational development.

Discussion of results

Corruption types Common in the Educational Sector (Research Question 1) The first research question aimed to identify the most common types of corruption in Nigeria's educational sector. Participants were shown various statements about various types of corruption in education and asked to indicate their level of agreement to analyse this. The responses were categorised as follows: Strongly Agree, Agree, Disagree, and Strongly Disagree.

Bribery: 31% of respondents disagreed or strongly disagreed that bribery is prevalent in Nigeria's educational sector, according to the findings. This indicates that a sizable proportion of participants believe bribery is not a widespread issue in the industry. However, it is critical to place these findings in context. Corruption, including bribery, is frequently concealed and difficult to detect, which may contribute to differing perceptions among respondents. Furthermore, while the survey provides useful information, it is important to remember that corruption manifests differently across Nigerian regions and institutions.

Similarly, 27% disagreed or strongly disagreed with the statement that embezzlement is a common type of corruption in the educational sector. According to these findings, a sizable proportion of participants do not consider embezzlement to be a major issue in the sector. However, embezzlement cases are not always transparent or publicly disclosed, making it difficult for individuals to accurately assess their prevalence.

Examination Malpractice: 30% of respondents strongly disagreed, while 22% agreed. According to these findings, a sizable proportion of participants do not believe examination malpractice is a widespread problem in the Nigerian educational sector. Examination malpractice, on the other hand, is a well-documented issue in the country, with significant implications for educational quality. This discrepancy between perception and reality highlights the importance of raising awareness about the issue.

Finally, 38% strongly disagreed and 35% disagreed that nepotism is common in the educational sector. According to these findings, a sizable proportion of participants do not believe nepotism is a widespread issue in Nigeria's educational system. Nepotism, on the other hand, can manifest in subtle ways that are not always obvious to all stakeholders. Individuals' perceptions of nepotism may vary based on their personal experiences and exposure to such practices.

To provide a comprehensive view of these findings, previous studies and research on corruption in Nigeria's educational sector must be completed. Previous research has consistently revealed the presence of various forms of corruption within the sector.

Bribery and extortion, for example, were common issues in Nigerian schools in 2020, according to Transparency International, contributing to a lack of trust in the education system (Transparency International, 2020). This is consistent with our study's findings, in which some participants disagreed about the prevalence of bribery and embezzlement but acknowledged trust issues.



Furthermore, exam malpractice has long been an issue in Nigeria's educational sector. Examination malpractice, according to Nnam and Inah (2015), is widespread and harms the quality of education in the country. Despite some participants' beliefs that examination malpractice is rare, this finding underscores the importance of addressing it.

According to JA and Boahene (2015), nepotism and favouritism were common issues in the recruitment and promotion of educational staff in Nigeria. Regardless of respondents' differing perspectives, this corroborates the need to recognise nepotism as a major concern in the educational sector.

While participants in our study have varying perceptions of the prevalence of corruption in the educational sector, prior research indicates that corruption exists in various forms within the Nigerian educational system. These findings emphasise the importance of addressing corruption in the sector as a whole.

The Effect of Corruption on Educational Quality (Research Question 2)

The second research question sought to determine the impact of corruption on educational quality in Nigeria. Participants were asked to rate their level of agreement with statements about the impact of corruption on education. Lower Academic Standards: 67% of respondents either strongly agreed or agreed that corruption lowers academic standards, according to the findings.

This finding lends credence to the widely held belief that corruption degrades educational quality in Nigeria. Lower academic standards can be caused by various forms of corruption, such as examination malpractice, bribery, and nepotism, all of which jeopardise the integrity of the educational system.

Furthermore, 63% of those polled agreed that corruption erodes trust in educational institutions. This discovery emphasizes the link between corruption and the erosion of trust in the education sector. When corruption is perceived to be widespread, trust in educational institutions suffers, affecting their reputation and effectiveness.

Leads to Educational Opportunity Inequality: According to 65% of respondents, corruption leads to inequity in educational opportunities. This finding highlights the detrimental effects of corruption on access to high-quality education. Corruption can result in unequal access to educational resources and opportunities, as well as disadvantageous communities and the perpetuation of inequality.

Previous Research Corresponds: These findings corroborate previous research on the impact of corruption on education in Nigeria. Asiyai(2020), for example, discovered that corruption, such as examination malpractice and bribery, harmed educational quality in Nigeria by undermining merit-based admission and academic standards. This supports our findings from our research on the perceived negative impact of corruption on academic standards and trust in educational institutions.

Furthermore, the relationship between corruption and educational inequality has received a great deal of attention. Tolibjonovich and Nodirbek (2023) discovered that disparities in access to quality education were exacerbated by corruption in educational resource allocation, particularly in rural areas. This supports the findings of our study on the perception of corruption as a cause of educational inequity.



Our study's findings on the impact of corruption on educational quality are consistent with previous research in Nigeria. Corruption is widely acknowledged to be a factor that lowers academic standards, undermines trust in educational institutions, and contributes to educational inequality.

Consequences of Corruption on Sustainable Development (Research Question 3)

The third research question investigated the links between corruption in education and its consequences for Nigeria's long-term development. Participants were shown statements about these connections and asked to rate their level of agreement.

Corruption Slows Economic Growth: The findings indicate that 70% of respondents either strongly agreed or agreed that corruption in education slows economic growth. This result demonstrates that all participants agreed that corruption hurts economic development. Corruption diverts resources away from educational investments and stifles workforce development, both of which are critical to economic growth.

Furthermore, 75% of participants agreed that education corruption reduces access to quality education. This discovery emphasises the role of corruption in erecting educational barriers, particularly for disadvantaged groups. Corruption can cause educational resources to be misallocated, limiting access to high-quality education. **Impedes Social and Political Stability:** 66% of respondents agreed or strongly agreed with the statement that corruption in education impedes social and political stability. This discovery highlights the broader societal consequences of corruption. Corruption can erode trust in government institutions, exacerbate social unrest, and jeopardise political stability, all of which are necessary for long-term development.

Previous studies support the findings: Our findings are consistent with previous research on the long-term effects of education corruption on Nigeria's development.

Transparency International (2019) researched the negative impact of corruption in the education sector. The corrupt diversion of funds into education has been identified as a significant impediment to economic growth. This supports our findings regarding the perceived impediment to economic growth caused by educational corruption.

Furthermore, Tolibjonovich and Nodirbek (2023) discovered that educational sector corruption exacerbated educational inequality and limited access to quality education, particularly in underserved areas. These findings support the conclusion of our study that corruption reduces access to high-quality education.

Furthermore, the relationship between corruption, political instability, and social unrest has received a great deal of attention. Tann and Al-Hossenie (2019) discovered that corruption undermines public trust and can lead to political instability. This is consistent with our research findings regarding educational corruption as a perceived impediment to social and political stability.

In conclusion, the findings of our study on the effects of corruption on long-term development are consistent with previous research in Nigeria. Corruption in education is widely recognised as a factor stifling economic growth, limiting access to quality education, and undermining social and political stability, all of which are critical components of long-term development.



Combating Corruption in the Educational Sector (Research Question 4)

The fourth research question focused on developing strategies and interventions to combat education corruption and promote long-term development. Participants were shown statements about these strategies and asked to rate how much they agreed with them.

Strengthening Anti-Corruption Policy: The findings show that 72% of respondents either strongly agreed or agreed that strengthening anti-corruption policies is an effective strategy for combating corruption in the educational sector. This finding highlights the significance of strong anti-corruption measures in combating corruption in the educational system.

Increasing Transparency and Accountability: 72% of those polled agreed that increasing transparency and accountability is a good strategy. This finding lends credence to the notion that transparent and accountable mechanisms are essential for preventing and detecting corruption in educational settings.

Promoting Ethics and Integrity in Education: Sixty-six per cent of respondents agreed with the statement "promoting ethics and integrity in education." This finding highlights the significance of ethics and integrity in fostering an honest and fair culture in education.

Previous studies support the findings: Previous research on fighting corruption in Nigeria's educational sector supports the proposed strategies.

According to Abramov and Sokolo (2016), strengthening anti-corruption policies and mechanisms within educational institutions is critical. Such policies include codes of conduct, whistleblower protection, and disciplinary measures. Our findings are consistent with the acceptance of such policies' effectiveness in combating corruption.

Furthermore, numerous studies have identified increased transparency and accountability as a key strategy for combating corruption. Transparency International (2020) proposed open budgeting, public reporting of corruption cases, and independent audits as ways to improve transparency and accountability in the education sector. These suggestions support the findings of our study on the perceived efficacy of this strategy.

Education that promotes ethics and integrity is also an important component of fighting corruption. Sajari, Haron, Ganesan, and Khalid (2023) conducted a study that emphasised the importance of instilling ethical values in educational stakeholders to prevent corrupt practices. This is consistent with our research findings about ethics and integrity promotion as an effective strategy.

Recommendations, Conclusion, and Summary

Summary

This study looked at the pervasive problem of corruption in the Nigerian education sector and its long-term implications for development. By conducting a comprehensive analysis of the prevalent forms of corruption, their impact on the quality of education, and their links to sustainable development, this research has shed light on the urgent need for reform in the sector. It also investigated strategies and interventions for combating corruption and promoting long-term development. The study gathered information from 143 respondents and provided valuable insights into their perceptions and beliefs about educational corruption. Respondents agreed that corruption poses significant challenges to education quality, equity, and access in Nigeria,



according to the data. Furthermore, most respondents acknowledged that corruption harms long-term development, particularly economic growth, access to quality education, and social and political stability.

Conclusion

Several key conclusions can be drawn from the study's findings and analysis:

1. Bribery, embezzlement, and malpractice are all common forms of corruption in the Nigerian education sector.
2. Corruption has a significant negative impact on educational quality, resulting in lower academic standards, decreased trust in educational institutions, and increased educational inequality.
3. Education corruption is linked to an impediment to economic growth, limited access to quality education, and an impediment to social and political stability, all of which are critical components of long-term development.
4. Effective anti-corruption policies, increased transparency and accountability, and the promotion of ethics and integrity in education have the potential to combat corruption and contribute to long-term development.

Recommendations

The study recommends the following concrete steps to combat corruption in Nigeria's education sector and promote long-term development:

1. **Education Management Reform:** The study makes a compelling case for comprehensive education management reforms in Nigeria. This reform should include the establishment of strong anti-corruption mechanisms, strict oversight, and transparent processes to ensure accountability and prevent corrupt practices.
2. **Strengthen anti-corruption measures:** The study recommends that strict anti-corruption policies and procedures be developed and implemented in educational institutions to effectively combat corruption. Whistleblowing should be encouraged as part of these measures, and whistleblowers should be protected to ensure early detection and reporting of corrupt activities.
3. **Increase transparency and accountability:** In the fight against corruption, transparency and accountability are critical. According to the study, all aspects of education administration and funding should be made more transparent and accountable. This includes financial transaction disclosure, admissions processes, and vetting procedures to increase public trust.
4. **Promote ethics and integrity:** The study suggests incorporating ethics and integrity education into the curriculum at all levels of education to instil a culture of ethics and integrity in the education sector. This all-encompassing approach aims to instil honesty and integrity in educators, students, and stakeholders. **Support the Sustainable Development Goals (SDGs):** Aligning education policy and practice with the UN's Sustainable Development Goals is critical. To contribute to the larger sustainable development agenda and uplift marginalized communities, the study recommends prioritizing Timely data will inform evidence-based policies and interventions. Access to quality education, equity, and social inclusion. Recognising the dynamic nature of corruption, the study suggests ongoing research and monitoring of corruption in education. Timely data will inform evidence-based policies and interventions.



Conduct targeted awareness campaigns: The study suggests conducting targeted awareness campaigns to gain public support and participation in the fight against corruption in education. These campaigns should inform citizens about the negative effects of corruption in education and encourage them to take an active role in combating it.

Questionnaire for Research Question 1: What are the most common forms of corruption in Nigeria's educational sector?

1. Please indicate your level of agreement or disagreement with the following statements regarding prevalent forms of corruption within Nigeria's educational sector by selecting one of the options:
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
2. Bribery is a prevalent form of corruption within Nigeria's educational sector.
3. Embezzlement is a prevalent form of corruption within Nigeria's educational sector.
4. Examination Malpractice is a prevalent form of corruption within Nigeria's educational sector.
5. Within Nigeria's educational sector, nepotism is a common form of corruption.

Questionnaire for Research Question 2: How does corruption impact on educational quality in Nigeria?

6. Please indicate your level of agreement or disagreement with the following statements regarding the impact of corruption on the quality of education in Nigeria by selecting one of the options:
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
7. Academic standards in Nigeria's educational system are being lowered as a result of corruption.
8. Corruption undermines trust in Nigerian educational institutions.
9. What is the state of development in Nigeria?

Questionnaire for Research Question 3: What are the connections between corruption in education and its consequences for Nigeria's long-term development?

10. Please indicate your level of agreement or disagreement with the following statements regarding the links between corruption in education and its consequences for sustainable development in Nigeria by selecting one of the options:



- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
11. In Nigeria, corruption limits access to high-quality education.
 12. Corruption undermines Nigeria's social and political stability.

Questionnaire for Research Question 4: What strategies and interventions can be used to combat corruption in education and promote long-term development?

13. Please indicate your level of agreement or disagreement with the following statements regarding strategies and interventions to combat corruption in the educational sector and promote sustainable development in Nigeria by selecting one of the options:
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
14. Improving transparency and accountability is an effective strategy for combating corruption and promoting long-term development in Nigeria's educational sector.
15. Promoting ethics and integrity in education is an effective strategy for combating corruption and promoting sustainable development in Nigeria's educational sector.
16. Promoting ethics and integrity in education is an effective strategy to combat corruption in Nigeria's educational sector and promote sustainable development.
17. Promoting ethics and integrity in education is an effective strategy to combat corruption in Nigeria's educational sector and promote sustainable development.

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