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Examples of References

(i) Journal

Ogunlade, S.F. (1991), How Social Studies educators see the essentiality of their discipline for social mobilization of youth in Nigeria. *Social Education* 55 (5): 375-378

(ii) Book

Barr. R., Barth, J. and Sharmis, S. (1978). *The Nature of the Social Studies.* Palm Spring California: ETC Publication

(iii) Chapter in book

Adaralegbe, A. (1980). The Nigerian Social Studies programme: retrospect and prospects. In Nigeria Educational Research Council (Ed.) *Social Studies Teaching Issues and Problems.* Benin City: Ethiope Publishing Corporation.

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CAUSES AND EFFECTS OF CORRUPT PRACTICES IN SECONDARY SCHOOLS AS PERCEIVED BY STAKEHOLDERS IN KWARA STATE

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Abstract

Corruption has permeated almost all facets of human endeavours with no exception to the educational sector in which secondary schools are integral parts of the sector. This paper assessed causes and effects of corrupt practices in secondary schools in Kwara State. The study mainly examined the forms, causes, effects and preventive measures of tackling corrupt practices in secondary schools and human society. The population of the study was comprised of all secondary school students, teachers and parents in the state. Sample for this study consisted 115 respondents selected through a stratified random sampling technique. Forty-five students, 40 teachers and 30 parents were sampled using stratified sampling technique. Descriptive survey design was employed and a questionnaire titled Causes and Effects of Corrupt practices in Secondary Schools Questionnaire (CECSSQ) with a reliability index of 0.78 was used for data collection. Four research questions were raised and answered using mean and standard deviation. The result of the study showed that parents, teachers and students agreed that parents involved in giving out money to influence their children results; illegal deduction of staff salaries and illegal additional charges on school fees are the prominent forms of corrupt practices in secondary schools. The prominent causes of corrupt practices in the secondary schools are lack of students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices. More so, poor remunerations which do induce teachers to collect bribe from students. Corrupt practices have effects on academic standard, qualitative education and facilities in

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the schools. Based on these findings, it was recommended among other that more emphasis should be given to moral education and character development in secondary schools in the country.

Keywords: Corrupt practices; Causes and Effects; Stakeholders' perception, Secondary schools

Introduction

Education is the act of impacting or acquiring general knowledge, developing the power of reasoning and judgment and preparing individuals for matured life.It is a systematic process through which a child or an adult acquires knowledge, experiences and relevant skills which will make them fit to the society they belong. Education is the process of training and developing in learners the knowledge, skill, moral values and character through formal schooling, teaching and training. It is a life-long process which encompasses the acquisition and development of desirable behaviour, skills and attitude in individuals that will make them a responsible and contribute positively to the development of the Society. It is a process of shaping or modification of behaviour of an individual for adequate adjustment in the society.

Corruption is derived from the Latin word "corrupt us" which means to abuse or destroy. From this perspective, "corruption is a state of being or becoming decayed, spoiling or deteriorating (Babatunde, 2014). It is the deliberate violation for gainful ends of standard of conduct legally, professionally or even ethically established in private and public affairs. Those gains may be in cash or kind made for the violation of the integrity of an institution and involve the subversion of quality and capacity of the institution.

Despite all these values, morals, behaviour modification that individuals are taught through education, corruption still find its way into the educational system. Corruption as a social

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problem varies from one school to another, ministry to ministry, place to place, time to time, culture to culture and with the level of economic development (Aluko,2008).Corrupt practices are global phenomenon that affects many secondary schools in Nigeria. Corrupt practices are one of the major causes of examination malpractices in schools today. It occurs at all levels of education both directly and indirectly. All over Nigeria, the preponderance of corrupt practices especially in schools is very high and rampant. This is because corrupt practices undermine every aspect of the educational system among which are, political development, economic development, social development and to mention few. It should be emphasized here that it is not just only in secondary schools or educational sector that corrupt practicesare found; they are equally noticeable in other sectors virtually, every human society (Samson, 2012). Corrupt practices lead 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 emulate the rich even if they do not have the money. The total effect is what is being experienced today and the ministry of education and the policymakers are not really helping matters concerning the issue of the ongoing level of corrupt practices not only in secondary schools or educational sector but also in ministries in the country.

Today, some schools are now being contracted by special centres or government official examiners to help deliver the candidates with excellent results. On the other hand, as a result of unemployment in the country, unqualified teachers are being employed to teach in secondary schools. For instance, a person who read Chemistry or Geology is employed to teach Economics without little or no knowledge or background of the subject to be taught. These challenges have made teaching not to be recognized as a profession like every other discipline such as Medicine, Law, Pharmacy or Engineering. Also, most people handle education with levity, thinking that once there is money, many things can be

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achieved without education such as a shortcut for good results for their children (Samson, 2012). Teacher Registration Council of Nigeria (TRCN) put some measures in place to standardize and professionalized the teaching but much has to been done by otherstakeholders to enhance the profession.These measures include certification of teachers, regulationof whom to be teachers and examining the incoming teachers for proper induction. More so, David (2002) observed that the effect or cost of corrupt practices is the waste of financial resources as well as talent being misallocated due to educational benefits being awarded on the basis of bribery rather than merit. To understand the level corrupt practices in the sector, it necessary for the stakeholders to provide answer to these questions:What type of human resource do we have in schools today? Who are the management and operators of schools in Nigeria? What qualifies one as a teacher? Many more questions like these are left unanswered. To provide reasonable answers to these questions show better it is for the educational system.

Corrupt practices are the systematic use of public office for private benefit(Hallak and Poisson, 2005). In the secondary schools they take many forms. Many of the stakeholders who are to act against corrupt practices in schools are involved in the practices. Parents, students, teachers and examination bodies among othersNwankwo and Nweke (2016). Parents' Corrupt Practice is a form of corrupt practice ismanipulated by parents and thereby using all various unorthodox means such as given out money to influence their children's admission during any External Examinations such as JSS1 Entrance Examination, Senior Secondary Examination Intake (SS1 Class), Junior School Certificate Examination (JSCE) or during Senior School Certificate Examinations (WAEC, NECO, GCE, A-Level Examinations).

Students' Corrupt Practice is a situation by which students use money to influence their teachers, invigilators or supervisors while some female students use sex to influence

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their school principal or lecturer to enable them have access to expo-materials in the hall or use hired machinery that will assist them with a duplicate of their documents with money.Teachers' Corrupt Practicesis dominant in the private schools and even in the private university system. Lazy and incompetent students now result to sorting (finding ways of purchasing high and unmerited mark from unpatriotic teachers in order to enhance their grades in their final examination. And such students will then say they have gone to school and having what they do not work for. Teachers and students print fake receipts, which they use in collecting school fees (Oyinlola, 2009). Another form of corrupt practices is in a situation where an underpaid teacher, in order to make ends meet, charges students a "paper fee" for them to take the end of year national examination. Students must pass this test in order to progress to the next grade (David, 2002).

Examination Councils' Corrupt Practices: Supervisors, invigilators, syndicates or examination officers are the ones involved in this form of corrupt practices especially during external examinations conniving with the proprietors to mobilise the students to raise fund for their benefits so as to allocate them what they refer to as extra-time. Oyinlola(2009) postulated that the parents also upgrade JAMB scores, which is very critical for admission into the tertiary institutions in Nigeria, syndicates now route candidates to particular centres with the gain of cheating. It has also been observed that there are some expensive tutorial centres which now charge extortionate fees with the view of guarantying a minimum score of 300 in the candidate's UTME score or Post-UTME Examinations, which is being orchestrated by the tutorial centres through aiding of cheating in JAMB examination with the connivance of JAMB officials.

Other common forms of corrupt practicesin Secondary Schools as illustrated by David (2002) include sales of school instructional materials and other teaching aids to the black market especially among the science teachers, principals and

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bursars, collecting of undue money for continuous assessment and inter-exams grades, collecting money for change of grade or producing fake result, selling admissions without entrance examinations, creating the necessity for private lesson to the student and charging compulsory fees and Teachers' persistent absenteeism in order to accommodate other income outside their normal assigned duties, ghost teachers, diversion of school fees by the bursar or principals, inflation of school enrolment data, imposition of unauthorized fees on the students, diversion of scholarship allocated to the schools or to the students, diversion of money in involving textbook funds and diversion of community/parents contributions or supports to the school.

The causes of corrupt practicesare intertwined. It is no gainsaying that the causes bring about the effects. The major causes of corrupt practicestherefore include; Poverty: Extreme poverty is a global challenge. It is observed in all parts of the world including developed economies. As poverty continues to pervade our society, people result in corrupt acts to eke out a better living. When parents are poor or not able to meet their basic needs, they may engage in corrupt practices and use their poor condition as an excuse.

Babatope (2008) highlights some causes which includes weak government institutions, Poor remuneration and pay incentives, lack of openness and transparency in public and private service, absence of key anti-corrupt practices tools, culture and acceptance of corrupt practices by the populace; absence of effective political financing, ethnic and religious difference and resource scramble. Low wage remuneration: The Teaching Profession has not been seen as a very credible profession in Nigeria. And due to this, teaching staff and other educational workers have been poorly paid over the years. However, in their zeal for a better standard of living they may be compelled to use official positions to collect bribes as a way of making ends meet.

Stakeholders' views of Corrupt practices:The way people

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perceive corrupt practices determines to a large extent whether they will get themselves involved in it or not. In our society today, so many parents, teachers and students see nothing wrong in indulging in corrupt practices. In fact, they see corrupt practicesas a means to an end. This study has shown that this distorted perception is a contributing factor to the immense spread of corrupt practicesin secondary schools.

It is a common knowledge that corrupt practices have adverse effects on social and economic development. Corrupt practices produce or aggravate disasters such as oppressive administrations with the use of repression to perpetrate themselves in power in order to loot the national wealth. Such administration invariably precipitates or aggravate and perpetuate various inhuman conditions in society such as gross violations of human rights, socio-economic and scientific backwardness, mass poverty and illiteracy, high unemployment rates, lack of access to adequate and qualitative education, housing, health care, transportation, and communication, urban chaos and rural decay, intra and inter communal conflicts and mutual destruction. It is therefore evident, that sustainable development and democracy cannot be realized in a society where the culture of corrupt practicesthrives.

Corrupt practices in secondary schools have corrosive effects on academic performance of students. Notwithstanding, the most direct and in some ways the most inconsequential, effect or cost of corrupt practicesas cited by David (2002) is the waste of the financial resources that get misdirected. More effects are experienced when children unable to afford bribes are denied access to schooling or examinations, talent is misallocated due to educational promotion being awarded on the basis of bribery rather than merit, and a generation of children come to believe that personal effort and merit do not count and that success comes through manipulation, favoritism and bribery.

Furthermore, the key effects of corrupt practiceson

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educational sector include; lack of infrastructural development, looting of educational funds, reduction in the quality of education, undue increase in the cost of education, poor state of academic standard, increasing lack of professionalism and ethical standards in the secondary schools and institutions of higher education, mushrooming of private educational institution, lack of moral consideration in the educational sector.

One of the major ways by which the Nigerian Ministries of Education, Examination bodies and other stakeholders in the sectors can tackle corrupt practices in the educational sector is character and moral education. Dike (2007) postulated that character and moral education should be made compulsory in Nigerian school and it should become law based. Good character and moral education would help the young ones to develop good judgment, integrity, trustworthiness, and other essential virtues.

Lickona (2004) is of the opinion that if the young ones are properly educated and if their minds and hearts are disabused of corrupt practices, they will grow up knowing what is right and wrong, and knowing their social responsibilities and limitations. The absence of good moral character could be the cause of greed, selfishness and corrupt practices among educational stakeholders. It is not obvious to say that the Nigerian System of Education can tackle corrupt practices through managing and strictly supervising schools' morality and integrity and mould them to be honest and trustworthy in their service delivery in the nation.

Purpose of the Study

This research aimed at examining causes and effects of corrupt practices in the educational system as well as a way out with a conscientious focus on secondary schools inKwara State. It is therefore concerned with investigating the inter-relationship that exist between educational stakeholders and the roles they play in eradicating corrupt practices in secondary schools inthe

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state.

Research Questions

The following resources questions are put in place to guide the study.

1) What are the forms of corrupt practices in secondary schools?
2) What are causes of corrupt practices in secondary schools?
3) What are effects of corrupt practices on secondary schools?
4) What are the measures of tackling corrupt practices in secondary schools?

Methodology

This study adopted descriptive survey research design. This is necessary to be able to explain the concepts and elements of corrupt practices based on information gathered. The study was conducted in Kwara State. The population was comprised of all upper basic Social Studies teachers, students and parents in the state. Three hundred and fifteen respondents were selected through a stratified random sampling technique; one hundred and five students, 120 teachers and 90 parents were sampled using stratified sampling technique. A questionnaire titled "Causes and Effects of Corrupt Practices in Secondary Schools Questionnaire" *(CECPSSQ)* was used for data collection. The questionnaire was divided into two sections. Section A dealt with demographic characteristics of the respondents while section B contained items on forms, causes and effects of corrupt practices in Secondary Schools and was based on a four point Likert scale of Strongly Agreed (SA) 4, Agreed (A) 3, Disagreed (2), and Strongly Disagreed (1). To validate the instrument, copies of the questionnaire were given to two experts in Test Construction in the Department of Social Sciences Education, University of Ilorin to ensure content and face validity. Its reliability was established using test-retest technique and a reliability index of 0.78 was obtained. The researchers administered the questionnaire on the respondents

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with the help of other school administrators in selected schools. The one hundred and fifteen (315) copies of the questionnaire that were distributed were returned. Mean and Standard deviation were used to answer all research questions.

Results

Research Question 1: What are the forms of corrupt practices in Secondary Schools?

Table 1: Mean and Standard Deviation on the Forms of Corrupt Practices in Kwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	Students' involvement in examination malpractices	315	3.03	.96	1st
2	Teachers' collection of bribe from students and parents	315	2.72	1.00	2nd
3	Parents giving out money to influence their children's results	315	2.64	1.01	5th
4	Unauthorized selling of school properties for personal gain	315	2.54	1.00	6th
5	Illegal deduction of Staff Salaries	315	2.66	.94	4th
6	Illegal additional charges on School Fees	315	2.71	.92	3rd

Table 1 showed the results of mean ranking on each item on the forms of corrupt practices in secondary schools. Items 1 which stated that "Students' involvement in examination malpractices" was ranked 1st with mean score of 3.03 and standard deviation 0.96. Item 2 which stated that "Teachers' collection of bribe from students and parents" ranked 2nd with mean score of 2.72 and standard deviation of 1.00. Item 6 which stated that "Illegal additional charges on School Fees" ranked 3rd with mean score of 2.71and standard deviation of 0.92. These are the major forms of corrupt practices in secondary schools. However, the least of all the identified forms of corrupt practices in secondary schools is item 4which stated that "Unauthorized selling of school properties for personal gain" ranked 6th with mean score of 2.54 and standard deviation of 1.00.

Research Question 2: What are the causes of corrupt practices in Secondary Schools?

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Table 2 : Mean and Standard Deviation on the Causes of Corrupt Practices inKwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	Lack of effective measures put in place to curb corrupt practices.	315	3.08	.94	1st
2	Poor wage remuneration induces Teachers to collect bribe from students.	315	2.94	.84	3rd
3	Parent acute wish for their wards school progress predispose them to corrupt practices..	315	2.61	.87	6th
4	Unemployment promotes the unjust employment of unqualified teachers.	315	2.77	.92	5th
5	Poverty makes educational stakeholders indulge in corrupt practices.	315	2.78	1.07	4th
6	Students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices.	315	3.12	.90	2nd

Table 2 showed the results of ranked means on items on the causes of corrupt practices in secondary schools. Items 1 which stated that "Lack of effective measures put in place to curb corrupt practices" was ranked 1st with mean score of 3.08 and standard deviation 0.94. Item 6 which stated that "Students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices" ranked 2nd with mean score of 3.12 and standard deviation of 0.90. Item 3 which stated that "Poor wage remuneration induces Teachers to collect bribe from students" ranked 3rd with mean score of 2.94 and standard deviation of 0.84. These are the prominentcauses of corrupt practices in secondary schools. However, the least of all the identified items on causes of corrupt practices in secondary schools is item 3which stated that "Parent acute wish for their wards school progress predispose them to corrupt practices" ranked 6th with mean score of2.61 and standard deviation of0.87.

Research Question 3: What are the effects of corrupt practices in Secondary school?

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Table 3: Mean and Standard Deviation on the Effects of Corrupt Practices in Kwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	Corrupt practices is responsible for the poor state of academic standard.	315	3.00	.98	5th
2	Inadequate access to apt and qualitative education is a result of corrupt practices.	315	2.82	.90	6th
3	Talent is misallocated due to educational benefits being awarded on the basis of bribery rather merits.	315	3.11	.86	3rd
4	Students' reliance on examination malpractices makes them academically weak.	315	3.07	.95	4th
5	Educational funds are misappropriated as a result of corrupt practices.	315	3.28	.79	1st
6	Poor state of educational facilities is a result of corrupt practices.	315	3.16	.84	2nd

Table 3 showed the results of ranked means on the items under effects of corrupt practices in secondary schools. Items 5 which stated that "Educational funds are misappropriated as a result of corrupt practices" was ranked 1st with mean score of 3.28 and standard deviation 0.79. Item 6 which stated that "Poor state of educational facilities is a result of corrupt practices" ranked 2nd with mean score of 3.16and standard deviation of 0.84. Item 3 which stated that "Talent is misallocated due to educational benefits being awarded on the basis of bribery rather merits" ranked 3rd with mean score of 3.11and standard deviation of 0.86. These are the prominent effects of corrupt practices in secondary schools. However, the least of all the identified items on effects of corrupt practices in secondary schools is item 2 which stated that "Inadequate access to apt and qualitative education is a result of corrupt practices" ranked 6th with mean score of 2.82 and standard deviation of 0.90.

Research Question 4: What are the measures of tackling corrupt practices in Secondary Schools?

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Table 4: Mean and Standard Deviation on the Measures of tacklingCorrupt Practices of Corrupt practices in Kwara State Secondary Schools

S/N	Items	N	Mean	Std. Deviation	Rank
1	More emphasis should be laid on moral education and character development.	315	3.25	.78	2nd
2	Students should be properly engaged in academic programs and activities to eliminate their tendency of indulging in corrupt practices.	315	3.08	.86	3rd
3	Government through the Ministry of Education should ensure that outright punishment is spelt out and given to anyone caught in the act of corrupt practices.	315	3.06	.90	4th
4	The Ministry of Education and Proprietors of Schools should ensure that proper orientation programs and seminars are being organized to educate students and other stakeholders to become better and corrupt practices-free citizens.	315	3.19	.77	5th
5	The Ministry of Education should take up an efficient supervisory role of all activities in secondary schools.	315	3.17	.76	6th
6	Parents, teachers and religious leaders should throw much enlightenment on corrupt practices and its cancerous effects oneducation.	315	3.27	.79	1st

Table 4 showed the results of ranked means on items on the measures of tacklingcorrupt practices in secondary schools. Items 6 which stated that "Parents, teachers and religious leaders should throw much enlightenment on corrupt practices and its cancerous effects on education" was ranked 1st with mean score of 3.27 and standard deviation 0.79. Item 1 which stated that "More emphasis should be laid on moral education and character development" ranked 2nd with mean score of 3.25 and standard deviation of 0.78. Item 2 which stated that "Students should be properly engaged in academic programs and activities to eliminate their tendency of indulging in corrupt practices" ranked 3rd with mean score of 3.08 and standard deviation of 0.86. These are the prominent measures of tacklingcorrupt practicesin secondary schools. However, the least of all the identified items on measures of tackling corrupt practices in secondary schools is item 5which stated that "The Ministry of Education should take up an efficient supervisory role of all activities in secondary schools"

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ranked 6th with mean score of 3.17 and standard deviation of 0.76.

Discussion of Findings

This study is on causes and effects of corrupt practices in secondary schools as perceived by stakeholders in Kwara State and provided some findings. Findings of this study revealed that the major form of corrupt practices in secondary schools are students' involvement in examination malpractices, teachers' collection of bribe from students and parents and illegal additional charges on school fees. This finding corroborated the study of Nwankwo and Nweke (2016) who discovered that students influence their teachers, invigilators or supervisors to enable them have access to "expo-materials".It also supported the findings of Oyinlola (2009) who reported that parents register the children at special centre with exorbitant charges purposely to cheat during examinations and David (2002) who included sales of school instructional materials and other teaching aids to the black market especially among the science teachers, principals and bursars, collecting of undue money for continuous assessment and inter-exams grades, collecting money for change of grade or producing fake result, selling admissions without entrance examinations as forms of corrupt practices in schools.

Finding of this study also revealed thatlack of effective measures put in place to curb corrupt practices, students' poor attitude towards learning and reading predisposes them to cheat and engage in corrupt practices and poor remuneration induces teachers to collect bribe from students are most prominent causes of corrupt practices in secondary schools. This finding supported the findings of Babatope (2008) who highlighted weak government institutions, poor remuneration and pay incentives, lack of openness and transparency, absence of key anti-corrupt practices tools, culture and acceptance of corrupt

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practices by the populace as causes of corrupt practices in schools.

Finding of this study also showed that corrupt practices has negative effect on funding of education, education facilities in schools and standard of students' academic performance. This finding supported findings of David (2002) who reported that the effect of corrupt practices is the waste of financial resources as well as talent being misallocated due to educational benefits being awarded on the basis of bribery rather than merit.

In this study, the finding also revealed that parents, teachers and religious leaders need to enlighten other people on corrupt practices and its cancerous effect on education. Moral education should be given priority in the education system. The finding of the study is in line with the findings of Dike (2007) who postulated that character and moral education should be made compulsory in school and through good character and moral education the society would help the young ones develop good judgment, integrity, trustworthiness, and other essential virtues.

Conclusion

Based on the findings of this study, it can be concluded that corrupt practices are social problems that affect educational institutions in which secondary school cannot be left out. Corrupt practices are one of the major causes of examination malpractices in schools today. Students' involvement in examination malpractices, teachers' collection of bribe from students and parents and illegal additional charges on school fees are major forms of corrupt practices in secondary schools. Also lack of effective measures put in place to curb corrupt practices, students' poor attitude towards learning and reading predisposes students to cheat and engage in corrupt practices. More so, poor remuneration which do induce teachers to collect bribe from students are most prominent causes of corrupt practices in secondary schools.

The study also revealed that corrupt practices have

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negative effect on funding of education, education facilities in schools and students' academic performance. As measures to tacklecorrupt practices in schools, parents, teachers and religious leaders should enlighten other people on corrupt practices and its cancerous effect on education, more emphasis should be given to moral education and character development and students should be properly engaged in academic programmes and activities to eliminate their tendency of engaging in examination malpractices.

Recommendations

Based on the findings of this study, the following recommendations were made:

i. Schools administrators and Ministry of Education should improve on standard of conducting examination in secondary schools.

ii. All stakeholders in education should take appropriate steps against illegal additional charges on school feesin secondary schools.

iii. Government at all levels should discourage poor remuneration of teachers which normally induce collection of bribe from students and parents in secondary schools.

iv. Teachers and students should be encouraged to join anti-corrupt practices club in secondary schools purposely to develop in them right attitudes and values.

v. Parents, teachers and religious leaders should join hand in curbingcorrupt practicesin schools, at home and their places of worship.

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