

## CORRUPTION AND EDUCATIONAL DEVELOPMENT IN ENUGU STATE: AN EMPIRICAL ANALYSIS

CHIOKE, STEPHEN CHINEDU

PhD Student

Department of Public Administration

Faculty of Management Sciences

Nnamdi Azikiwe University, Awka

Phone: +2347038962039

E-mail: [eruditescholar001@gmail.com](mailto:eruditescholar001@gmail.com)

&

PROF. AGBODIKE, FLORENCE C.

Department of Public Administration

Faculty of Management Sciences

Nnamdi Azikiwe University, Awka

Phone: +2347031996242

E-mail: [florenceagbodike170@gmail.com](mailto:florenceagbodike170@gmail.com)

### Abstract

*The problem of the study is to examine if there is a relationship between corruption and educational development in Enugu State. Thus, the main objective of the study is to examine the extent corruption has affected the development of Education Sector in Enugu State 2010 – 2018. The research adopted Survey research method as the research method for this study. Both primary and secondary sources were used in the course of this research. Hence, structured questionnaire was constructed on a 5point Likert scale and was used to collect the primary data needed for this study, while textbooks, journal, unpublished works were duly consulted and adequately referenced as secondary sources. The population of the study comprises three hundred and sixty two (362) tutorial staff of selected public secondary schools in the three Senatorial Zones in Enugu State. Stratified proportionate random sampling technique was adopted as the sampling technique for the study. To carry out the data analysis, the researcher adopted descriptive and inferential analyses using Statistical Package for Social Science (SPSS). The main finding is that corruption affects the development of Education sector in Enugu State. It concluded that academic corruption is a cankerworm which is notorious for retarding the development of education and academic performance of students. The study therefore recommends that since there are noticeable incidences of favouritism in allotment of grades, end of the term examinations should be marked like external examinations.*

**Keywords:** Corruption, System Theory, Education, Sustainable Development, Empirical Analysis.

## **Introduction**

The need to exterminate corruption cannot be overemphasized. In this sense, there is need to eschew corruption. But the matter is that, "...in Nigeria, we toy around education thinking that we have gotten human resources and therefore we can do away with education with application of corruption as a shortcut for good results for our children (Samson, 2013)." Unfortunately, this abnormal perspective has degenerated into the culture of poor academic performance, high cost of education, moral decadence, bribery, nepotism, licentiousness, sex for grades, sexual harassment, drop-out rates, irregular school attendance, poor retention and associated issues (Chioke, 2021). Another issue as posited by Stefan (2017) is that, "The prevalence of wide-scale bribery in school admissions, for instance, increases the costs of education, thereby limiting access among lower income students. In highly afflicted countries, corruption deteriorates educational quality and increases the risk of unqualified practitioners in professions with critical public impact, such as medicine, nursing, education, architecture, or law."

To many, education is seen as a solution for vast range of tasks of the society and the bedrock for national development (Ozochi, 2008:3). It is certain that, "Corruption is a universal phenomenon having no regards for ethnic background, race creed, or even geographical location (Egwemi, 2012)." And as such, the world is ridden and riddled by several forces which are centrifugal in nature. These forces more often than not contribute to the parochial views associated with the educational policies and attendant agencies. In fact, this has affected the nation's educational sector and its system on a bad note. Be that as it may, there is no doubt that public administration which could be understood as, "the act of the implementation of governmental well formulated policies or programmes by a group of government personnel known as bureaucrats (Chioke, 2012:1)" is one enveloped in a complicated web of limitations. These anomalies over the years have made the implementation of educational policies seemingly impracticable and academic corruption overtly impregnable. Sequel to this, the educational difficulty/quagmire posed by corruption is enormous and alarming. 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)." While this is true, Nicholas (2001) at a European Commission (EC) meeting was quoted by Dike (2003) to have stated that, "Nigeria has enough money to tackle its poverty challenges. If the government can win this battle against corruption and mismanagement, the money will start to turn into functioning public schools system, health services and water supply, thus laying the foundation to eradicate poverty." This calls for a complete systemic overhaul.

Again, corruption has been painted in lurid colours by scholars and attendantly herein portrayed as the most discussed endemic issue across several entities in the globe today. Transparency International (TI) (2015) reveals that at least six billion people worldwide live in countries considered as corruption ridden countries. Of the nations, worldwide 68% are seen to have been characterized by serious corruption problems (TI, 2015). It is the position of

the researcher that, Nigeria is at the forefront of the above percentage. It is therefore not a new thing that, "In Nigeria, it surprises many as to why a country so endowed, both in human and mineral resources, is as well ridden and riddled with underdevelopment in perpetuity. Yet, in any analysis of why Nigeria's greatness is being delayed or slowed down, and why majority of her people have failed to see democracy as a means to development, corruption has remained a chief variable (Tunde, 2008)." Also, it is clear that favoritism is among the many things that engineer corrupt practices here and there. Based on this, Boris (2005) was right to have noted that, "If there is no bias, there is no corruption." Thus, there is cogent and urgent need to examine the effects of corruption on development of education sector in Nigeria with reference to Enugu State. To achieve this, variables thrown up will be systematically studied.

### **1.2 Statement of the Problem**

No doubt, Nigeria is blessed with mineral resources that ought to translate to capital that would save the nation from educational development problems. It is difficult to measure the prevalence cum effects of corruption in Nigeria's polity as a whole, but it would be fair to estimate that it is high in the country's education sector and quite endemic in many component States' Education sector especially Enugu State, Nigeria. Now, the main problem of the study under investigation is to examine the nexus between corruption and underdevelopment of education sector in Enugu State. In this sense, most people believe that corruption slows the pace of educational development of the state and the country at large. In examining the nexus between corruption and underdevelopment of education sector in Enugu State, the following variables will be investigated: poor academic performance, plagiarism, favouritism in allotment of grades to students, ghost teaching and other associated issues. These indicators may have contributed in hampering educational development of the state.

According to Chr. Michelsen Institute (CMI) (2006), "Corruption in teacher recruitment and promotion lowers the quality of public teaching. As criteria for recruitment are repeatedly bypassed, unqualified personnel are often appointed." Today, corruption is one of the major factors hindering staff recruitment process in public schools in Enugu State. This as herein speculated has contributed in making the State boisterous and bankrupt in terms of educational development. One identifiable factor that has facilitated this is bias which compels the state government not to follow laid down rules. Bias seen in the educational ecology of Nigeria today appears in form of favouritism, which often affects the calibre of teachers employed.

### **1.3 Research Questions**

The following research questions guided the study:

1. What is the relationship between corruption and development of Education sector in Enugu State?
2. To what extent has corruption affected staff recruitment process and educational development in Enugu State?

#### **1.4 Hypotheses**

The following Null hypotheses guided the study:

HO<sub>1</sub> – There is no significant relationship between corruption and the development of education sector in Enugu State.

HO<sub>2</sub> – The process of recruiting staff by not following laid down rules have no significant effect on development of education sector in Enugu State.

#### **1.5 Corruption in Education Sector: A Brief Explanation**

Corruption in education is the systematic use of public office for private benefit, whose impact is significant on access, quality or equity in education (Muriel, 2017). One could deduce from the afforested that corruption in education impacts on: access to education, quality of the education accessed, and equity in the education accessed. While the researcher agrees that education is relatively accessible in Enugu state, there are serious question marks regarding the quality of the education accessed and equity is remarkably not assured. This anomaly is perpetuated by the interplay of corrupt indices in education sector. Therefore, “Measures to prevent corruption in the field of education are geared in particular to enhancing the quantity, quality and efficiency of the education system, and of course access to education (Muriel, 2017).”

According to Jordan (2016), “Corruption can be found at macro, meso and micro level in the education sector. So-called “grand corruption” involving large sums is found essentially in the field of procurement (school buildings, textbook production, etc.), while “petty corruption” is found in the other areas.” Muriel (2017) asked what corruption in education means? The author provides answers to this question as follows: “School budgets not reaching schools, unjustified teacher absence, mandatory private tutoring, fake diplomas and certifications (Muriel, 2017).” In another parallax, Jordan (2016) argues that, “An education system can be corrupt in several ways, including:

- through its education functions,
- through the supply of goods and services,
- through professional misconduct, and
- in the treatment of taxation and property.”

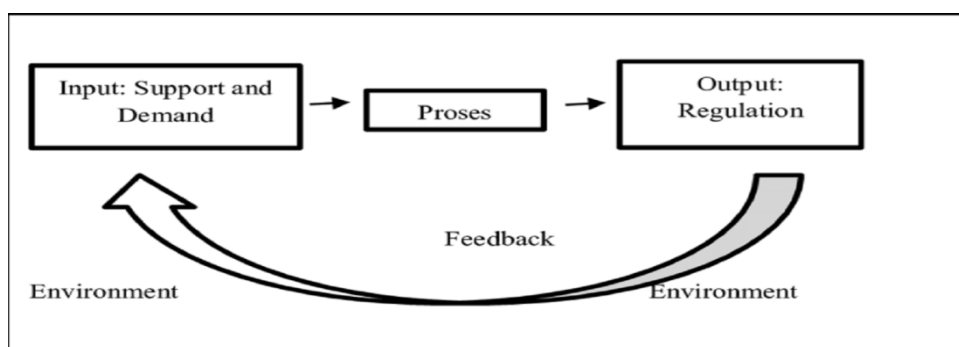
Corruption is likely to concern all areas of planning and management, i.e., information systems, the building of schools, recruitment, promotion (including systems of incentives) and appointment of teachers, the supply and distribution of equipment and textbooks, the allocation of specific allowances (fellowships, subventions to the private sector, etc.), examinations and diplomas, out-of-school activities and so forth (Jordan, 2016). Then, at this point a look at: how does corruption affect education is paramount. Regarding this, Muriel (2017) notes that it, “Reduced access for the poor, less teaching hours, ill-equipped schools, Social acceptance of fraud.” With this, the education sector of any organized political setting is bound to fail and the students thereof will witness poor academic performance.

## 1.6 Theoretical Framework

This study is anchored on System theory. It is herein adopted because educational sector is an integral part of the general system. However, the question that comes up at this point is what is Systems theory? And how does it relate to this research topic? Systems theory was proposed by a Biologist, Ludwig Von Bertalanffy in 1940s. Banathy (1997) posits that, “Von Bertalanffy defined system as elements in standing relationship.” Importantly, Sapru (2013) noted that, “In the systems approach, a system is defined as a set of inter-related and interdependent parts arranged in a manner that produces a unified whole.” Indeed, the theory regards an organization as a unified system with various arms/parts (Chioke, 2021). Also, Akpala cited in Ugwu and Okonkwo (2015) intones, “...the systems approach tries to give managers a way of looking at the organization as a whole. In so doing, systems theory tells us that the activity of any part of an organization affects the activity of every other part.” But, “in brief, the systems approach views the organization as a whole and involves the study of the organization in terms of relationship between technical and social variables within the system. Changes in one part, technical or social, will affect other parts and thus the whole system (Ibid).”

Then; looking at the education sector in Enugu State which is plagued by this social variable called ‘*corruption*,’ one could observe that this affects other parts of the state and Nigeria as a whole. To this end, corruption in Nigeria has plagued the bureaucratic structure of educational organizations (nursery schools, primary schools, secondary schools, colleges of education, polytechnics, and universities) which are inseparable parts of the entire system. It is against this backdrop that it should be noted that corrupt practices within the ecology of education sector affects the nation’s development as well as the component units. This being the case, the logic is that, there is no sustainable development in the State and by implication the country at large. Thus, systems theory provides us with a general analytical tool for diagnosing an organization (Chioke, 2021).

To illustrate this system, the following diagram is x-rayed:



Source: [www.researchgate.net](http://www.researchgate.net)

From the above diagram, one could see how the forces that interplay in a system interact. First, the people support and demand from the system, which when processed develop into an output in form of regulation. To understand System theory the more, the terms below are thrown up and demystified accordingly: *Systems*, *Subsystems*, and *Super-systems*. It has been

said that, “Systems are a set of interrelated parts that transform inputs into outputs through processing. Subsystems do the processing. Super-systems are other systems in environment of which the survival of the focal system is dependent” anonymous literature concluded. Therefore, we suffice it to note that the principle of systems theory is the interrelatedness of parts (Chioke, 2016).

### **Application of the Theory to the Study**

One of the tenets of this theory depicts that every part must obey the rules of any whole to which it belongs. Applying this theory in this dimension, the research shows how teachers and students have been able to obey educational rules and social values. Since systems regulate what may pass between them and the environment; there is need to examine how the sector has been able to check academic corruption and the extent to which improvement is needed vis-à-vis the academic performance of students as part of the whole. Notably, this improvement could come in form of regulation.

Importantly, as a result of the interconnections that prevail in any system, it is herein logically stated that whatever affects a subsystem, affects the whole. This being the truth, the researcher is going to verify how corruption affects the general system in the area of educational development.

### **1.7 Research Method**

The study adopted survey research design as it proved to be suitable design for the study. The study took place in Enugu State and two schools from each of the three Senatorial Zones were selected. The total staff strength of the schools selected from PPSMB Enugu record is 362. Using Taro Yamani, the sample size of the study is 190. Structured questionnaire was adopted as research instrument and the researcher subsequently shared to 190 teachers in the selected school. However a total of 155 questionnaires were rightly filled and found useful.

### **1.8 Data Analysis**

**Research question 1:** What is the relationship between corruption and development of Education sector in Enugu State?

*Table 1 Responses on the relationship between corruption and development of Education sector in Enugu State*

| S/<br>N | ITEMS                                                                        | SA<br>(5) | A<br>(4) | UD<br>(3) | SD<br>(2) | D<br>(1) | $\bar{X}$ | Std.Devi<br>ation | Variance | Decision |
|---------|------------------------------------------------------------------------------|-----------|----------|-----------|-----------|----------|-----------|-------------------|----------|----------|
| 1       | Corruption translates to poor academic performance                           | 45        | 90       | 4         | 4         | 12       | 3.9806    | 1.05972           | 1.123    | Accepted |
| 2       | It leads to incidences of copying fellow students' assignment and plagiarism | 30        | 72       | 17        | 23        | 13       | 3.5355    | 1.20215           | 1.445    | Accepted |

|   |                                                                                                                                 |     |    |    |    |   |              |               |              |          |
|---|---------------------------------------------------------------------------------------------------------------------------------|-----|----|----|----|---|--------------|---------------|--------------|----------|
| 3 | Students unable to afford bribes are witch-hunted during internal and external examinations                                     | 97  | 44 | 2  | 10 | 2 | 4.4452       | .90555        | .820         | Accepted |
| 4 | Corruption encourages favouritism in allotment of grades to students                                                            | 105 | 18 | 11 | 19 | 2 | 4.3226       | 1.12201       | 1.259        | Accepted |
| 5 | Corrupt practice in form of ghost teaching by ghost teachers/Youth Corps members affects development of education in the state. | 80  | 21 | 18 | 28 | 8 | 3.8839       | 1.34818       | 1.818        | Accepted |
| 6 | Lack of well-equipped libraries and laboratories and stealing/conversion of school books for personal gain.                     | 26  | 84 | 1  | 41 | 3 | 3.5742       | 1.11045       | 1.233        | Accepted |
|   | <b>Grand Total</b>                                                                                                              |     |    |    |    |   | <b>3.957</b> | <b>1.1246</b> | <b>1.283</b> |          |

**Source:** Chioke, S.C (2019) *filed work*

**Research question 2:** To what extent has corruption affected staff recruitment process and educational development in Enugu State?

**Table 2 Responses on the extent to which corruption affected staff recruitment process and educational development in Enugu State**

| S/N | ITEMS                                                        | SA<br>(5) | A<br>(4) | UD<br>(3) | SD<br>(2) | D<br>(1) | $\bar{X}$ | Std.Devi<br>ation | Varian<br>ce | Decision |
|-----|--------------------------------------------------------------|-----------|----------|-----------|-----------|----------|-----------|-------------------|--------------|----------|
| 7   | It encourages bribery favouritism in appointment of teachers | 115       | 5        | 4         | 27        | 4        | 4.2903    | 1.27395           | 1.623        | Accepted |
| 8   | Entry examinations are usually leaked                        | 15        | 82       | 17        | 16        | 25       | 3.2968    | 1.25963           | 1.587        | Accepted |

|    |                                                                                   |    |    |    |    |    |               |                |               |          |
|----|-----------------------------------------------------------------------------------|----|----|----|----|----|---------------|----------------|---------------|----------|
| 9  | Recruitment and selection is based on godfatherism.                               | 67 | 33 | 20 | 19 | 16 | 3.7484        | 1.38917        | 1.930         | Accepted |
| 10 | Great disregard for educational rules and existing education policies.            | 75 | 30 | 5  | 24 | 21 | 3.7355        | 1.51648        | 2.300         | Accepted |
| 11 | Institutional acceptance of fraud, culture of bribery and materialism.            | 29 | 88 | 8  | 17 | 13 | 3.6645        | 1.15251        | 1.328         | Accepted |
| 12 | It leads to recruitment and selection of teaching staff with poor qualifications. | 15 | 65 | 30 | 41 | 4  | 3.2968        | 1.04555        | 1.093         | Accepted |
|    | <b>Grand Total</b>                                                                |    |    |    |    |    | <b>3.6720</b> | <b>1.28847</b> | <b>1.6945</b> |          |

**Source:** Chioke, S.C (2019) *filed work*

### 1.9 Test of Hypotheses

This section presents with the test of formulated hypotheses using Chi Square at 0.05 level of significance.

**Hypothesis One:** There are no significant effects of corruption on the development of education sector of Enugu State. For hypothesis one, the researcher uses responses of respondents on items, 1, 2, 3 and 4 to test the hypothesis.

**Table 3 Calculation of Chi Square value for Hypothesis One**

| Fo | Fe    | Fo – Fe | (Fo – Fe) <sup>2</sup> | $\frac{(Fo - Fe)^2}{Fe}$ |
|----|-------|---------|------------------------|--------------------------|
| 45 | 69.25 | -24.25  | 588.0625               | 8.4918                   |
| 90 | 56    | 34      | 1156                   | 20.6428                  |
| 4  | 8.5   | -4.5    | 20.25                  | 2.3823                   |
| 4  | 14    | -10     | 100                    | 7.1428                   |
| 12 | 7.25  | 4.75    | 22.5625                | 3.1120                   |
| 30 | 69.25 | -39.25  | 1540.5625              | 22.2463                  |
| 72 | 56    | 16      | 256                    | 4.5714                   |
| 17 | 8.5   | 8.5     | 72.25                  | 8.5                      |
| 23 | 14    | 9       | 81                     | 5.7857                   |
| 13 | 7.25  | 5.75    | 33.0625                | 4.5603                   |
| 97 | 69.25 | 27.75   | 770.0625               | 11.1200                  |
| 44 | 56    | -12     | 144                    | 2.5714                   |
| 2  | 8.5   | -6.5    | 42.25                  | 4.9705                   |
| 10 | 14    | -4      | 16                     | 1.1428                   |

|              |       |       |           |                 |
|--------------|-------|-------|-----------|-----------------|
| 2            | 7.25  | -5.25 | 27.5625   | 3.8017          |
| 105          | 69.25 | 35.75 | 1278.0625 | 18.4557         |
| 18           | 56    | -38   | 1444      | 25.7857         |
| 11           | 8.5   | 2.5   | 6.25      | 0.7352          |
| 19           | 14    | 5     | 25        | 1.7857          |
| 2            | 7.25  | -5.25 | 27.5625   | 3.8017          |
| <b>TOTAL</b> |       |       |           | <b>161.6058</b> |

Therefore, the  $\chi^2$  calculated is 161.6058

Degree of freedom (df) = (4 – 1) (5 – 1)

Where r = number of rows

c = number of columns

df = (4-1) (5-1)

= 3 X 4

= 12

With assumed 5% (0.05) level of significance = 21.026

**Decision:** Since the calculated value of Chi Square (161.6058) is greater than the table value (21.026), we reject the null hypothesis and accept the alternative hypothesis which states that, there is significant relationship between corruption and the development of education sector in Enugu State.

**Hypothesis Two:** There are no significant effects of corruption on the value system of Enugu State. For hypothesis one, the researcher uses responses of respondents on items, 7, 8, 9 and 10 to test the hypothesis.

**Table 4** Calculation of Chi Square value for Hypothesis Two

| Fo  | Fe   | Fo – Fe | (Fo – Fe) <sup>2</sup> | <u>(Fo – Fe)<sup>2</sup></u><br>Fe |
|-----|------|---------|------------------------|------------------------------------|
| 115 | 68   | 47      | 2209                   | 32.4859                            |
| 5   | 37.5 | 32.5    | 1056.25                | 28.1666                            |
| 4   | 11.5 | 7.5     | 56.25                  | 4.8913                             |
| 27  | 21.5 | 5.5     | 30.25                  | 1.4069                             |
| 4   | 16.5 | -12.5   | 156.25                 | 9.4696                             |
| 15  | 68   | -53     | 2809                   | 41.3088                            |
| 82  | 37.5 | 44.5    | 1980.25                | 52.8066                            |
| 17  | 11.5 | 5.5     | 30.25                  | 2.6304                             |
| 16  | 21.5 | -5.5    | 30.25                  | 1.4069                             |
| 25  | 16.5 | 8.5     | 72.25                  | 4.3787                             |
| 67  | 68   | -1      | 1                      | 0.0147                             |
| 33  | 37.5 | -4.5    | 20.25                  | 0.54                               |
| 20  | 11.5 | 8.5     | 72.25                  | 6.2826                             |
| 19  | 21.5 | -2.5    | 6.25                   | 0.2906                             |
| 16  | 16.5 | -0.5    | 0.25                   | 0.0151                             |

|              |      |      |       |                 |
|--------------|------|------|-------|-----------------|
| 75           | 68   | 7    | 49    | 0.7205          |
| 30           | 37.5 | -7.5 | 56.25 | 1.5             |
| 5            | 11.5 | -6.5 | 42.25 | 3.6738          |
| 24           | 21.5 | 2.5  | 6.25  | 0.2906          |
| 21           | 16.5 | 4.5  | 20.25 | 1.2272          |
| <b>TOTAL</b> |      |      |       | <b>193.5069</b> |

With assumed 5% (0.05) level of significance = 21.026

**Decision:** Since the calculated value of Chi Square (193.5069) is greater than the table value (21.026), we reject the null hypothesis and accept the alternative hypothesis which states that, the process of recruiting staff by not following laid down rules have significant effect on development of education sector in Enugu State.

### 1.10 Discussion of findings

From hypothesis one, this research has shown that there is significant relationship between corruption and the development of education sector in Enugu State. Generally, "There is no doubt that corruption is poisonous to long term **development** (emphasis mine)...(Alemika, 2012)." In this dimension, "the word, 'corruption' is now a household name in underdeveloped entities of the globe with specific reference to Nigeria. To this end, corruption is the bedrock of underdevelopment in most underdeveloped economies/countries of the world today (Chioke, 2020)." To buttress this, we glean as follows: "Moreover, when corruption results in shoddy public schools, the poor have no options and cannot turn to the private school (e.g., private secondary schools or private institutions) (Nweke and Nwankwo, 2016)." First, the study is of the view that poor academic performance is attributable to corruption. Also, corruption affects the educational development as it leads to incidences of copying fellow students' assignment and plagiarism. This has been given fillip by the trending social acceptance of academic short cuts. Generally, the issue of copying fellow students' assignment affects the development of education in diverse aspects. Amongst them is the recycling of written works like prose, drama and poetry. Again, students no longer find the need to do their assignments. Based on this, they depend on their friends' written assignments which they would copy in school on the stipulated day of submission. Today, this has made the crop of learners in the state to languish in intellectual kwashiorkor and attendant empirical bankruptcy. The seriousness students attach to do their assignments and projects is a source of worry to the researcher, most parents and teachers in the state. One of the teachers lamented that "incidences of copying of works/assignments done by another or other students and its more dangerous aspect known as plagiarism has led to academic quagmire with the state performing below her sister states in the last senior School Certificate Examination alternatively called, WAEC. And students no longer believe in their ability to assert lessons drawn from the topic taught by educators during classroom teaching." This, no doubt has negative implication beyond the classroom. The study also discovered that, students unable to afford bribes are witch-hunted during internal and external examinations. This affects the productivity of the individual and with this, the state would be forced to wallow and grope in academic darkness and educational underdevelopment will consequently remain a reoccurring decimal. The study has shown that corruption gives room for lack of well-

equipped libraries and laboratories and stealing/conversion of school books for personal gain. This is as a result of the disappearance of books, as teachers and students are culprits in the very act of smuggling out books from the school libraries thereby making school libraries in the public secondary schools in the state below the standard. This hampers the development of education sector because the absence or lack of well-equipped libraries and laboratories gives room for the disappearance of reading culture, sportsmanship, science and technology. It is widely believed that, *readers are leaders*. Since readers are leaders, the lack of well-equipped libraries will negatively affect the crop of leaders Enugu State will have in the nearby future.

The study reveals that corruption affected staff recruitment process and educational development in Enugu State. First, bribery and favouritism in appointment of teachers is yet another worrisome finding of the study. This condition impacts on the quality of education available to learners. The reason is that in the course of favouritism in appointment of teachers, less qualified teachers are selected during recruitment and selection processes in the state. Also, the study shows that there is institutional acceptance of fraud, culture of bribery and materialism. This is consistent with Chidi (2018) who contends that, "This has so deep-rooted and pervaded the nation that it has now appeared to have become a permanent characteristic of the Nigerian polity. It has become completely institutionalized, entered into the realm of culture and the value system; it is now a norm and no longer an eccentricity." The study did reveal that: entry examinations are usually leaked, recruitment and selection is based on godfatherism, and great disregard for educational rules and existing education policies. This agrees with Kunhiyop (2008) stated as follows: "Corruption encourages individuals, entities and institutions to **cut corners** (emphasis mine) and ignore legal requirements." With this we could see that: "Corruption is incompatible with one of the major aims in education – producing citizens that respect the law and human rights (Pierre, 2014)." This adds to the reason why "No one genuinely wants to occupy an office because of what he or she wants to contribute to national development. Their primary aim, interest is how they can better their own life through the office they are called to serve (Nzeribe, 2017)."

### **1.11 Summary of Findings**

The study arrived at the following findings:

- Corruption affects the development of Education sector in Enugu State. Also, in respect of hypothesis one, there is significant relationship between corruption and the development of education sector in Enugu State.
- Corruption affects staff recruitment process and educational development in Enugu State. With regard to hypothesis two, the process of recruiting staff by not following laid down rules have significant effect on development of education sector in Enugu State.

### **1.12 Conclusion and Recommendations**

It has become clear that many things have gone wrong with Nigeria's educational system and Enugu State in particular and until the system is fixed, nothing will work here and there. Academic corruption is a cankerworm which is notorious for retarding the development of

education and academic performance of students. To achieve sustainable national development in the state and beyond, there should be a well-articulated policies/efforts directed towards detecting academic corruption, preventing academic corruption and prosecuting culprits.

Based on the findings and conclusion of the study, the following remedial measures are thrown up:

- To achieve sustainability in the development of education in the state, corruption in form of ghost teaching should be legislated upon and outlawed by the State's House of Assembly.
- In order to address the second research finding, it is recommended that Staff recruitment should be done based on merit system so as to help improve the quality of education.

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