



## **BUSINESS EDUCATORS' PERCEPTION OF MEASURES CAPABLE OF CURBING CORRUPTION IN TERTIARY INSTITUTIONS IN KWARA STATE**

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### **Abstract**

*The study determined the perception of business educators on measures capable of curbing corruption in tertiary institutions in Kwara State. It adopted the descriptive survey design. Population of the study consisted of 94 business educators from tertiary institutions in Kwara State. The entire population was used for the study. A research question to determine the business educators' perception of measures to curb corruption in tertiary institutions in Kwara State was assessed using mean and standard deviation while two hypotheses were tested using independent t-test at 0.05 level of significance. A validated questionnaire with reliability coefficient of 0.71 was used for data collection. Findings showed that all the 50 items generated for the study were perceived by business educators as capable of curbing corruption in tertiary institutions in Kwara State. The study revealed that there was no significant difference based on gender on the measures capable of curbing corruption among business educators in Kwara State. There was also no significant difference between the perception of senior and junior business educators on the measures capable of curbing corruption in tertiary institutions in Kwara State. The study concluded that the fifty items listed in the questionnaire were measures capable of curbing corruption in the tertiary institutions. It was recommended among others that there should be positive attitudinal change among educational stakeholders to embrace positive social value of honesty, integrity, discipline and sound moral standard in all academic programs of the institutions. Tertiary institutions should include corruption control courses in the school curriculum.*

**Keywords:** Corruption, Business, Educators, Tertiary, Institutions, Perception, measures.

### **Introduction**

Corruption is a cankerworm that has eaten dip into the fabric of many sectors of Nigeria economy. Corruption has become Nigeria's biggest challenge (Uzochukwu, 2017). This is particularly so in tertiary institutions in Kwara State. Every year, we hear of cases of deceit, embezzlement, and certificate forgery, issue of fake receipts, inflated contracts, abandoned projects, and admission scams into tertiary institutions. There are many various cases of academic corruption carried out by both lecturers and students in tertiary institutions. Corruption is practiced by male and female, senior and junior members of staff of the institution. This type of corruption is described by Ile, (2011) as a loss of integrity, depravity, wickedness, impunity or bribery, and misuse of public power for private benefit. The Transparency International (TI) defined corruption as using private or public benefits for personal gains. Section 2 of the Anti-Corruption Act (2000) says corruption include bribery, fraud and other related offences but in its simplest terms, it means the abuse/misuse of



power or position of trust for personal or group benefit (monetary or otherwise). It is seen as a form of dishonest or unethical conduct by a person entrusted with a position of authority. Most of the people who are corrupt have access to power and resources of the organization (Enenmo, 2011).

Education, all over the world, is seen as a driving force for growth and development. Education can help to attain the desired growth and development if it is of good quality. A sound system of education is critical to the transformation of a country's economy. Tertiary institutions in Nigeria and indeed, Kwara State, are expected to be the center of excellence in teaching, research, innovations and community service. Education is a changing agent that influences learners' behavior towards a desirable direction. It is capable of improving learners' knowledge, skill, attitude etc. towards a positive direction. Tertiary education is committed to exemplary scholarship and professionalism.

According to (Azuka 2011), corruption has impact on cost, volume and quality of educational services of tertiary institutions. Every aspect of education is affected by corruption. An issue that seems to be threatening the attainment of quality of education in Nigeria tertiary institutions today is corruption (Seligon, 2002). Corruption tends to be dragging the efforts of the tertiary institutions in Nigeria to public ridicule. Corruption is destructive; it reduces interpersonal trust and reduces economic growth (Seligon, 2002). Corruption in tertiary institutions distorts the efficiency and quality output of the system. By World Bank (2008) assessment, about 25% of procurements cost in Africa and other under developing nations is wasted on corruption, while, the figure could be less than 10% in developed countries. This goes on to show that there is a correlation between level of corruption and national development. Ojiako & Uzoko (2011) highlighted some of the common corrupt practices in tertiary institutions to include examination malpractices, aiding and abetting examination malpractices, extortion, forged certificates, victimization, poor work ethics, poor quality academic service delivery, sexual harassment/sex for marks, sale of marks/scores, lack of transparency and accountability by management, lack of due process in students admission, supply of outdated/ill- equipment and issuing false research result.

The Transparency International (TI) (2015) has published the Corruption Perceptions Index (CPI) since 1995 annually ranking countries by their perceived level of corruption, as determined by experts on bribery, cronyism, kleptocracy (desire to steal without economic necessity), economic corruption, electoral fraud, legal plunder, nepotism, slush fund, plutocracy, political scandal etc. Section 8 – 26 of the Corrupt Practices and other related offences Act 2000 clearly spell out offences and penalties covered by the Act on corruption. According to Uzochukwu (2017), the survey carried out on corruption by Transparency International in year 2000, Nigeria was rated as the most corrupt nation among the 90 countries used for the study. The rating in 2015 ranked Nigeria 136<sup>th</sup> out of the 167 countries surveyed by the Transparent International (Transparency International, 2015). This rating has positively improved foreigners perception of corruption practices in Nigeria. Uyi (2016) reported that the International Monetary Fund (IMF) studies show that countries with higher incidence of corruption are associated with lower tax revenue



and expenditure as a percentage of Gross Domestic Product (GDP), poor public finance management and provision of public goods. Corruption is associated with erosion of talents in tertiary institutions, encourages living based on nepotism, cronyism and patronage and without merit (Asiyai, 2015).

Ile (2011) believed that corruption has grievous consequences on both the victim and the nation and for this reason all efforts must be made to curb corruption in the country. Ribadu (2016) said if people are better educated, their ability to filter right from wrongdoing would attain an appreciable level. Education is important to this process of fighting corruption. Citizens need to be sufficiently educated to be able to sieve right from the wrongs and demand for what is right. Business education in this case, has role to play in the sense that it is a course specifically design to help learners refrain from all forms of social vices and to become useful citizens in the community. Ibe and Nwosu (2015) sees business education as an option to curb corruption by way of acquisition of appropriate knowledge, skills, understanding and attitude to perform in the world of business as producers and or consumers of goods and services that business offers.

Igbokwe (2005) observed that business education at all levels of education enables the learners among others to; develop business ethics and right of others, acquire skills and knowledge of business, develop basic skills for personal use in future, relate the knowledge and skills acquired to national development. This means that business education is of great value to sound moral upbringing through the utilization of skills, attitude, values and competencies acquired to avoid unemployment, to reduce greed, poverty, restiveness, fraud, stealing, corruption and other social vices. What Nigerians require, according to Osinbajo (2016), is the coalition of reasonable men and women in politics, business, religion, academics, elites, government etc. with the proposition that corruption does not pay. This is so, not because of moral injunction, but a grave reality in commerce, governance and other fields of human endeavor. For example, corrupt school executive will destroy the academic excellence of the institution, a corrupt legislature will use its legislative and oversight functions to enrich itself and compromise standard and its roles of checks and balances.

### **Statement of the problem**

Corruption has become a major problem in tertiary institution, especially in Kwara State. Although public records are scant; observations and anecdotal inferences indicate that bribery, victimization, aiding and abetting, examination malpractices, extortion, sales of scores, nepotism, embezzlement, corruption, student's admission fraud, staff recruitment fraud, inventory procurement fraud, and lack of accountability and transparency are vices in our tertiary institutions today. Unpublished institutional disciplinary committees' reports indicate that a large proportion of students engage in these vices in our tertiary institutions. It is also apparent that some members of staff (male and female, senior and junior), governing council members, politicians, school contractors etc. are also involved in corruption in tertiary institutions. The result of this is that tertiary institutional growth has been vitiated in consequence of the corrupt practices engaged in by virtually all and sundry.



This situation cannot be allowed to continue unimpeded. Indeed, if Nigeria is to develop there is the need to have all hands on deck in the war against corruption. The concern of this study is to obtain Business Educators' perception of measures capable of curbing corruption in tertiary institutions in Kwara State.

### **Purpose of the Study**

The main purpose of the study was to determine business educators' perception of measures capable of curbing corruption in tertiary institutions in Kwara State.

### **Research Question**

What are business educators' perceptions of measures capable of curbing corruption in tertiary institutions in Kwara State?

### **Hypotheses**

- Ho<sub>1</sub> There is no significant difference between the mean response of male and female business educators' perception of measures capable of curbing corruption in Tertiary Institutions in Kwara State.
- Ho<sub>2</sub> There is no significant difference between the mean response of senior and junior business educators' perception of measures capable of curbing corruption in Tertiary Institutions in Kwara State.

### **Method**

A descriptive research design was adopted for the study. The study sought to obtain business educators' ratings of measures capable of curbing corruption in Tertiary Institutions in Kwara State. The population of the study consisted of 94 business educators from thirteen (13) Tertiary Institutions in Kwara State. All the 94 business educators in the institutions were studied; no sample was drawn as the population was considered sizable and manageable for the study. A structured questionnaire tagged business educators' perception of measures capable of curbing corruption (BEPMCC Index) was designed by the researcher. The questionnaire consisted of fifty (50) carefully designed items after review of literature. The questionnaire was subjected to a face validation by three experts in business education to determine its adequacy and appropriateness for the study. The reliability of the instrument was ensured with Kuder Richardson 21 (K21) and a reliability coefficient of 0.71 was obtained. This was considered appropriate to gather data for the study. The items were placed on a 4 point rating scale of Strongly Agreed (SA) (SA=4), Agreed (A) (A=3), Disagreed (D) (D=2), Strongly Disagreed (SD) (SD=1). A total of 94 administered questionnaires were received. The research question was analyzed using mean rating and standard deviation. Items with mean values of 2.50 and above were considered as 'agreed' while items with mean values 2.49 and below were considered as 'disagreed'. The hypotheses were tested using independent t-test to determine the significant level of the variables at 0.05 alpha level.

### **Results**

#### **Research Question**

What are business educators' perceptions of measures capable of curbing corruption in tertiary institutions in Kwara State?



**Table 1. Mean ratings of Business Educators' perceptions of measures capable of curbing corruption in tertiary institutions in Kwara State**

S/N	ITEMS	Mean	SD	RMRK
1	Institutions should install an effective internal control system.	3.20	0.15	Agreed
2	The School management must ensure good record keeping of money and materials.	3.60	0.23	Agreed
3	Adequate training and retraining of personnel on corruption and fraud is essential.	3.60	0.24	Agreed
4	Staff and students should inculcate transparency in daily operations of business in the schools.	2.71	0.24	Agreed
5	School Management should not allow staff to over stay in sensitive positions. Adopt job rotation.	2.92	0.23	Agreed
6	The school head and the teachers must ensure satisfactory conduct of examinations in schools.	2.67	0.32	Agreed
7	School Management should be willing to apply the sanctions necessary to curb corruption in educational institution.	3.26	0.40	Agreed
8.	School head should encourage personnel to separate personal interest from public interest to avoid conflicts.	2.68	0.16	Agreed
9	School Officials should be discouraged from operating more than one bank account.	2.52	0.23	Agreed
10	The management should prevent school staff from transferring illegal money abroad.	2.56	0.43	Agreed
11	School curriculum planners should Include corruption control courses in the school curriculum in tertiary institutions.	3.20	0.52	Agreed
12	Educational institution leaders should be beyond reproach to provide the needed example on corruption.	3.72	0.32	Agreed
13	School Management must ensure payment of appropriate staff salary and improvement in workers condition of service.	3.75	0.52	Agreed
14	Management should Improve on staff recruitment policy to the institution.	3.02	0.21	Agreed
15	School management should encourage staff to report promptly any corrupt practices to the management of the institution.	2.53	0.33	Agreed
16	The management should establish a security information unit in the institution.	2.82	0.34	Agreed
17	There should be prosecution and severe punishment for perpetrators of corruption and collaborators by school management.	3.15	0.52	Agreed
18	Any staff living above his income should be	2.66	0.15	Agreed



	investigated.			
19	Appointment and recruitment by school management should be done only on merit of qualification and performance.	3.72	0.22	Agreed
20	There should be close monitoring of movement of school assets and materials.	3.25	0.41	Agreed
21	The school proprietors and tax payers should demand for accountability for money collected by the school officers.	3.48	0.44	Agreed
22	School management should emphasize high moral standard of integrity, honesty, responsibility and accountability.	3.63	0.12	Agreed
23	Budget preparation and execution should be transparent and with sincerity by stakeholders.	3.82	0.14	Agreed
24	Business Educators should introduce into the Business Education curriculum anti-corruption elements of honesty, integrity, accountability, business ethics etc.	3.88	0.45	Agreed
25	The management should institute operational and administrative guidelines or manual to prevent corruption in institutions.	2.60	0.23	Agreed
26	The management should institute checks and balances through confirmation of activities or duties performed.	3.20	0.42	Agreed
27	The school management should install ICT corruption preventive equipments; such as Digital camera, closed circuit television, scanners, webcam etc.	3.20	0.52	Agreed
28	The school management should inculcate financial discipline among staff and students.	2.62	0.31	Agreed
29	The school management should celebrate honesty by school personnel and should be lifted and rewarded.	3.20	0.21	Agreed
30	Declaration of assets by school personnel should be made compulsory every year by management.	2.62	0.31	Agreed
31	Anyone who reports any corrupt cases should be adequately protected by the management.	2.61	0.25	Agreed
32	Management should educate school accountants and students on forensic auditing.	2.66	0.33	Agreed
33	School management should scrutinizing sources of income of school personnel.	2.52	0.24	Agreed
34	The school management should insist on accountability on money and material resources procured.	3.02	0.26	Agreed
35	Smart technology should be procured and used in processing transactions to give room for transparency and accountability.	3.20	0.42	Agreed
36	Electronic movement of cash should be under watch	2.68	0.41	Agreed



	and capable of being traced. Weed out corruption in our electronic process.			
37	School leaders' appointments should be based on qualification, experience and competence rather than political or ethnic considerations.	3.62	0.26	Agreed
38	The media, auditors, accountants, managers, supervisors should be encouraged to be vigilant and honest watchdogs of school systems.	3.68	0.20	Agreed
39	Parents and other stakeholders should be allowed to monitor the workings of school budget.	3.20	0.20	Agreed
40	Removal of administrative bottlenecks in bureaucracy to cut down tendencies of corruption.	2.68	0.32	Agreed
41	Schools should stop celebrating illegal acquisition of wealth through honorary degrees, donations to educational institutions etc.	3.84	0.43	Agreed
42	Receipt of any form of gratification should be discouraged by school management.	2.62	0.51	Agreed
43	Schools should be very strict/rigid in implementing rules and regulations.	3.82	0.34	Agreed
44	The school bursar should monitor on-line or mobile banking channels to detect corruption or fraud.	2.63	0.12	Agreed
45	Management should respond rapidly to new corruption techniques with open technology and user-friendly configuration tool.	2.84	0.32	Agreed
46	The auditor should adopt forensic accounting, auditing and investigation to conduct examination on fraud and corruption.	2.62	0.46	Agreed
47	The school management should engage psychologists in order to explain the impulse behind criminal behavior of school personnel.	2.83	0.51	Agreed
48	The management should set-up corruption prevention training program that can motivate and encourage employees.	2.63	0.46	Agreed
49	Every school personnel should be vigilant and report any suspicious corruption attempt promptly.	3.22	0.41	Agreed
50	The management should educate school personnel on benefit of hard work, change of attitude and perception about engaging in corruption.	3.66	0.23	Agreed

The result in Table 1 revealed the ratings of the fifty (50) items on the table on business educators' perception of measures capable of curbing corruption in tertiary institutions in Kwara State. The respondents unanimously agreed to all the items in Table 1. The mean score of the items are above the fixed decision value of 2.50. The weighted mean rating scale of the responses from business educators equally shows a positive value of 3.08.



**Hypothesis Ho<sub>1</sub>**

**Ho<sub>1</sub>.** There is no significant difference between the mean response of male and female business educators’ perception of measures capable of curbing corruption in Tertiary Institutions in Kwara State.

**Table 2: Summary of t-test result of the mean response of Male and Female Business Educators on the perceived measures capable of curbing corruption in Tertiary Institutions in Kwara State**

Group Variation	N	X	SD	Df	t-cal	t-crit	Remarks
Male	62	3.43	0.38	92	0.126	1.96	NS
Female	32	3.50	0.41				

Table 2 shows the analysis of Hypothesis 1 which sought to find out if there is any significant difference on the basis of gender the business educators’ perception of measures capable of curbing corruption in tertiary institutions in Kwara State. The result of the findings shows no significant difference on the basis of gender on the measures capable of curbing corruption in tertiary institutions in Kwara State. Table 2 revealed that the calculated t-value was 0.126 which was less than the t-critical value of 1.96. Therefore, the null hypothesis which says that there is no significant difference between the perceptions of business educators on measures capable of curbing corruption in tertiary institutions on the basis of gender was accepted.

**Hypothesis Ho<sub>2</sub>:** There is no significant difference between the mean response of Senior and Junior business educators on the perceived measures capable of curbing corruption in Tertiary Institutions in Kwara State.

**Table 3: Summary of result of mean response of Senior and Junior Business Educators on the perceived measures to curb corruption**

Group Variation	N	X	SD	df	t-cal	t-crit	Remarks
Senior Business Educators	38	3.18	0.36	92	0.35	1.96	NS
Junior Business Educators	56	3.11	0.48				

The result of t-test statistics in Table 3 revealed that there was no significant difference between the mean rating of Senior and Junior Business Educators’ perception on the measures capable of curbing corruption in tertiary institutions in Kwara State. The table shows that the calculated t-value of 0.35 was less than the t-critical value of 1.96. Therefore, the null hypothesis was accepted. This implies that the Senior and Junior Business Educators agreed on the perceived measures capable of curbing corruption in tertiary institutions in Kwara State.



### **Discussion of findings**

The result of the study revealed that all the 50 items listed in the instrument for the study are capable of curbing corruption in tertiary institutions in Kwara State. The data collected revealed a positive response of 'agreed'. The mean ratings of each of the items had a mean score between 2.52 and 3.88. This is above the 2.50 used as the benchmark for 'agreed' response. The weighted mean rating was 3.08. This therefore means that if the measures listed in the instrument are carefully adopted, they can effectively curb corruption in tertiary institutions. The study revealed that there was strong agreement as to the need for management to have the will to apply appropriate sanctions to curb corruption; inclusion of corrupt control courses in tertiary institution's curriculum and closely monitoring movement of school assets and materials. Curbing corruption require management emphasizing high moral standard of integrity, honesty, responsibility and accountability and that tertiary institutions should stop award and celebration of corrupt donors to education. This result is in line with the study of Uzoka (2011) who confirm that detection of fraud requires the political will of school management and that investigators be reasonably equipped in terms of knowledge and training for the assignment. In another study carried out by Ojiako & Uzoko (2011), 64% respondents (teachers and students) agreed that they have cheated in the past in examinations before. Teachers and students (98%) believed that honesty and transparency is essential in personal relationship and that corruption should be curbed by all means in educational institutions. The result of the study also revealed no significant difference between the perception of male and female on the perceived measures capable of curbing corruption in tertiary institutions. Again, no significant difference also existed between the perception of senior and junior Business Educators on the perceived measures capable of curbing corruption in tertiary institutions. The study of Ukor and Ogben (2011) on the effective measures to curb corruption, revealed homogenous agreement between the three groups of respondents i.e. bank internal auditors, external auditors, and inspectorate officers on the effectiveness of measures used in checking frauds in commercial banks in Delta State.

### **Conclusion**

Corruption is a social menace that has eaten deep into every aspect of Nigeria Economy. Curbing corruption in Nigeria has been a serious challenge to past and present governments. Corruption can be curbed in tertiary institutions through cooperation of all stakeholders in education. It is important to curb corruption in tertiary institutions because it is the center and engine that can mould the citizens of the nation. Tertiary institutions are strategic because they help in attaining the desired growth and development. It can influence, to a great extent, the economic, political, and social aspects of national development. Curbing corruption in tertiary institutions require adoption of appropriate measures and the political will to face the challenge. If corruption is curbed in tertiary institutions, it will exert a positive influence on the other sectors of the economy and the desired growth and development will be attained.



### **Recommendations**

All the items listed in Table 1 are pointing to how corruption can be effectively curbed in tertiary institutions. Base on the study, the following recommendations will be found useful in curbing corruption in tertiary institutions in Kwara State:

1. There is a need for attitudinal change of all stakeholders in education. This is necessary to re-engineer social value system from its materialistic posture. This should begin with the Tertiary Institutions.
2. The leadership in tertiary institutions must display high moral standard and effective managerial qualities and be courageous.
3. All human resources in schools as well as students should imbibe discipline, honesty, integrity and sound moral standard that can influence the society at large.
4. There should be the will by school management to apply appropriate sanctions on offenders to curb corruption in schools.
5. Tertiary Institutions should include in their curriculum courses that can help curb corruption in the society.
6. There should be close monitoring by school management of movement of school funds, assets and materials.
7. Schools should not celebrate corrupt wealthy school donors with honorary degrees.

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