REBUILDING THE SOCIAL FABRIC: CHALLENGING AND
TRANSFORMING UNWARRANTED INFLUENCES IN THE EDUCATIONAL
INSTITUTIONS IN NIGERIA

By

YETUNDE A. ODUGBESAN

A dissertation submitted to the

Graduate School-Newark

Rutgers, The State University of New Jersey

In partial fulfillment of the requirements

For the degree of

Doctor of Philosophy

Graduate Program in the Division of Global Affairs

Written under the direction of

Dr. Marc Holzer

And approved by

_____

_____

_____

_____

Newark, New Jersey
May 2017

ABSTRACT OF THE DISSERTATION

REBUILDING THE SOCIAL FABRIC: CHALLENGING AND
TRANSFORMING UNWARRANTED INFLUENCES IN THE EDUCATIONAL
INSTITUTIONS IN NIGERIA

By YETUNDE A. ODUGBESAN

Dissertation Chair:
Dr. Marc Holzer

How does corruption become socialized? Corruption is a major global problem. The

effects are devastating. Corruption undermines rule of law, breaks down the social

fabric of society, erodes morality and positive values systems. It significantly

undermines public trust in institutions and their leaders. On a societal level, the

pervasiveness of corruption within a society can lead to an increase in negative

structural and systemic practices as well as encourage individual corrupt behavior

that ultimately erodes public morality. Considering these reasons and more, this

dissertation analyzes the role academic dishonesty in institutions of education plays

in normalizing deviant behavior, which may result in the socialization of corruption.

DEDICATION

To my children, my loving husband, my wonderful parents and my committee

members, I am deeply grateful. Thank you.

ACKNOWLEDGMENTS

I would like to thank Dr. Marc Holzer, who has mentored me and guided me throughout this journey. Dr. Holzer has been an amazing pillar and role model for me as an academic and leader. I marveled at his tenacity and accomplishments and most importantly his dedication to public service. Thank you for always encouraging me and helping me to reach my fullest potential. It has been an honor to have you by my side as the Chair of my dissertation. Thank you to my committee members, Dr. Coicaud, Dr. Ferguson and Dr. Jancsics. Each of you has played a significant role in my academic journey and the manifestation of this dissertation. I am deeply grateful.

TABLE OF CONTENTS

LIST OF TABLES AND ILLUSTRATIONS

CHAPTER 1 INTRODUCTION

     The second Millennium Development Goal specified by the United Nations says that all human beings should have access to a basic education. Education is one of society's most powerful institutions. Education is the fundamental precondition for political development, democracy and social justice. There is no development without education. The world community has long since recognized this fact and developed clear political demands and consciousness on the subject as well.

     According to the OECD Report on Education in Focus, "Early philosophers such as Aristotle and Plato pointed out that education was central to the moral fulfillment of individuals and the well-being of the society in which they live."[1] Education completes the socialization process for children and is charged to instill respect, integrity, morality and understanding of rules and laws. Most studies on corruption focus on the roots of corruption as a collaborative effort between bad leadership, political instability and historical conquests; however, the role of education is rarely seen as a major cause in the formation, perpetuation and socialization of corruption. One of the greatest threats affecting institutions of education is corruption. Corruption in the education sector can be defined as "the systematic use of public office for private benefit, whose impact is significant on the availability and quality of educational goods and services, and, has impact on access,

---

[1] Organisation for Economic Co-operation and Development. http://www.oecd.org/education/skills-beyond-school/EDIF%202013--N°10%20(eng)--v9%20FINAL%20bis.pdf

quality or equity in education."[2] Corruption, if unchecked in institutions of education can cause a breakdown of good social values, increase the tolerations of academic dishonesty within schools and create further inequalities within society.[3]

Corruption in institutions of education is not peculiar to only certain countries. It is a global phenomenon. To fully understand the effects of corruption in institutions of education, this study will focus on Nigeria as the unit of analysis. One may ask, "Why is Nigeria the focus of this research?" Or more importantly, "How can the state of affairs in Nigeria contribute to a larger conceptual work on corruption?" Nigeria provides a unique and substantive case.

Nigeria has many compelling factors that push her into the forefront of global recognition. Nigeria ranks as the tenth largest nation in the world and is Africa's most populated country—with approximately 170 million people. These 170 million have the potential to influence and create an enormous impact in the work force, both nationally and internationally. Institutions of education provide the technical, educational and moral preparedness needed for individuals to assume positions in the workforce. However, corruption in institutions of education in Nigeria significantly affects transmission channels of human capital formation, safety status and civic capital, furthermore reducing public sector integrity, government efficiency, entrepreneurship, equity and the overall developmental potential of the country.

---

[2] http://www.oecd.org/education/skills-beyond-school/EDIF%202013--N°10%20(eng)--v9%20FINAL%20bis.pdf

[3] Hallak, J.; Poisson, M. 2002. Ethics and corruption in education (Policy Forum No. 15). Results from the Expert Workshop held at the IIEP, Paris, France, 28-29 November, 2001. Paris: IIEP-UNESCO.

Furthermore, the effects of corruption in institutions of education in Nigeria can lead to the de-legitimization of the state, resulting in political and economic instability, which can have severe global impacts. The rise in cross-border terrorism attacks emanating from Boko Haram, a terrorist network from Nigeria, is a result of unchecked corruption, rise in youth unemployment and poverty. For these reasons and more, immediate attention should be paid to education. Its implication for poverty, crime, unemployment and other problems, if unaddressed, can have global implications.

The issue of corruption in Nigeria's educational system continues to cause many issues for a country with enormous potential. Nigeria is still the world's fifth-largest oil producer, as well as a leading supplier of non-sulfuric "sweet crude" to the United States. Some of Nigeria's wealth comes from producing natural resources, including gas, petroleum, tin, columbite, iron ore, coal, limestone and lead. Nigeria is the largest economy in Africa. With a GDP of approximately $569 billion, Nigeria is also considered to be one of the NEXT ELEVEN by Goldman Sachs, as having a high potential of becoming, along with the BRICS, one of the world's largest economies in the 21st century.[4] Goldman Sachs chose these countries, all with promising outlooks for investment and future growth.[5] The criteria used by Goldman Sachs were macroeconomic stability, political maturity, openness of trade and investment policies, and the quality of education.[6] Nigeria is

---

[4] Global Economics Paper No: 153 The N-11m: More Than an Acronym.
[5] Ibid.
[6] Global Economics Paper 134 and Jim O'Neill, BRIMCs
http://www2.goldmansachs.com/our-thinking/

also a member of the Commonwealth of Nations and the seventh most populous country—it has the seventh largest trade surplus, along with the U.S., of any country worldwide. [7]

According to Economist Jim O'Neill, who introduced the idea of the Bric countries—Brazil, Russia, India and China as potential powerhouses of the world, he has now identified the "Mint" countries—Mexico, Indonesia, and Nigeria as emerging economic giants.[8] Nigeria's transformation as a leading economic powerhouse is not an overnight story. There have been various industries that have ushered Nigeria into this coveted spot. For instance, the entertainment industry named "Nollywood" a play of words off America's very own Hollywood as an industry that employs over one million people raking in almost $3 billion a year.[9] The entertainment industry is the second largest industry after agriculture.[10] In addition, Nigeria's telecom industry has provided mobile access for over 200 million residents, ranking Nigeria number seven out of seventy-one countries.[11] These datasets reveal that Africa as whole is not as poor as we think it is. Nigeria represents tangible, noteworthy and major financial gains that are happening in Africa.

---

[7] Global Economics Paper No: 153 The N-11m: More Than an Acronym.

[8] "The Mint countries: Next economic giants?" http://www.bbc.co.uk/news/magazine-25548060

[9] Friedmnan, Uri. "How Nigeria's Become Africa's Largest Economy Overnight" April 2014. http://www.theatlantic.com/international/archive/2014/04/how-nigeria-became-africas-largest-economy-overnight/360288/ (Accessed November 7, 2016)

[10] Friedman, Uri. "How Nigeria's Become Africa's Largest Economy Overnight" April 2014. http://www.theatlantic.com/international/archive/2014/04/how-nigeria-became-africas-largest-economy-overnight/360288/ (Accessed November 7, 2016)

[11] Nigerian Telecommunication Commission. http://www.ncc.gov.ng July 2013 (Accessed November 7, 2016.)

As a Nigerian-American, I understand firsthand the complex dualities that Nigeria represents. On one hand, we are considered an economic powerhouse with increasing trade relations and a growing number of foreign direct investments; however, on the other hand, statistics show that we are on high alert as becoming a fragile state.[12] Nigeria ranks 13 out of 178 countries on the 2016 Fragile State Index List.[13] Nigeria is known to be plagued with rampant corruption that has continued to compromise its level of development and legitimacy. The presence of corruption undermines the government's performance and undermines people's trust in the government.

Nigeria's standing, as one of the largest exporters in oil, has not fully served as a relief fund for the country's 170 million people. With all Nigeria's natural resources, there is a serious pandemic that continues to erode the wellbeing of its citizens. The presence and spread of corruption is an endemic problem that has affected most facets of life for Nigerians, jeopardizing their standing as having a high potential of becoming one of the world's largest economies.

In the global community, respect for Nigeria and its political legitimacy may be diminishing. For these reasons, it is useful to study how endemic corruption in Nigeria affects the continent and global community. United States President, Barack Obama has said, "Nigeria is critical to the rest of the continent and if Nigeria does

---

[12] 2016 Fragile State Index. http://fsi.fundforpeace.org/rankings-2016
[13] Ibid.

not get it right, Africa will not make more progress."[14] Thus he emphasized

Nigeria's key role in the progress and the development of Africa.

Why is corruption prevalent in Nigeria? This research plans to take a distinct

approach in uncovering one of the causes of widespread corruption in an African

country, through analyzing the role education may play in the deterioration of

morality and value systems and what education can do to promote and establish

ethical leadership at all levels of society.

For many credible countries, corruption is a consequence of their weak past

and present but should not be the cause of a weak future, and certainly not the only

challenge.[15] This study is an intellectual exercise rooted in paving the way for

improvements in Nigeria, despite the presence of corruption. Corruption is a global

phenomenon, affecting both developed and developing nations. The damage that

corruption does to the development of a nation causes serious human rights issues.

All people should be able to enjoy the right to adequate healthcare, education, fair

justice and an electoral system. Most importantly, they need the opportunity to live

meaningful and purposeful lives. The study of corruption further sheds light on the

damaging consequences that high levels of corruption have on society, individual

mobility and development.

Education is the cornerstone of democratic development and the precedence

for rule and law of a country. According to the Global Partnership for Education,

---

[14] "How Important is Nigeria to Africa?" BBC. June 2007. Accessed December 5, 2011 http://www.bbc.co.uk/blogs/africahaveyoursay/2010/06/how-important-is-nigeria-to-af.shtml

[15] "The Mint countries: Next economic giants?" http://www.bbc.co.uk/news/magazine-25548060

education gives people the knowledge and skills they need to live better lives by boosting productivity and opening doors to financial attainment.[16] Education is the key to addressing gender-based inequalities and exclusion. It is a tool that has the power to rectify the majority of societies' ailments. "Education is the most powerful weapon which you can use to change the world."[17] In addition, education also has the power to ingrain both positive and negative teachings. However, the ultimate purpose of education is to do good in society. As Nelson Mandela says, "Education is the most powerful weapon which you can use to change the world." Which is why there is a global commitment to providing better education for youth around the world.

It is known that education promotes greater participation and has contributed over time to the many democratic and social movements around the world. Access to education has given those who were considered voiceless the confidence to speak out against the injustices of their government. No illegitimate government will be able to withstand the power of a well-educated majority. Unfortunately, that is not a reality in many places around the world. The article, "Millions of Children Still Lack Access to Education," states "Only 65% of children in conflict affected nations reach the final grade in primary school, in contrast to 86% across other developing

---

[16] Education Counts Towards the Millennium Development Goals. United Nations Educational, Scientific and Cultural Organization. 2011. P. 4 http://unesdoc.unesco.org/images/0019/001902/190214e.pdf (Accessed October 14, 2016)
[17] https://blog.usaid.gov/2013/04/education-the-most-powerful-weapon/ (Accessed October 14, 2016)

countries."[18] A report titled, "Fixing the Broken Promise of Education for All,"

released by UNICEF and the UNESCO Institute for Statistics, found that 58 million

children between the ages of 6 and 11 still lack access to education, while 63 million

lower secondary school-age adolescents are also out of school.[19] Sub-Saharan Africa

and South Asia have the highest number of out-of-school children.[20]

There is no mistaking that is it well understood that education is a social good.

However, is it possible for education to be used as a weapon to instill contrary

teachings or values that go against the positive tenets that education is supposed to

provide? Education is the most powerful weapon to change the world for good, yet

we have increasingly seen through historical and present-day examples of how

formal institutions of education have deliberately caused more harm than good. For

example, we have seen the dangerous effects of indoctrination often hiding behind

the term "education." Indoctrination or thought reform is the process of forcibly

inculcating ideas or attitudes by coercion. Indoctrination is often used in the context

of religious dogma, theology and political opinions. Much priority has been given to

the role of indoctrinating children and adults with religion and political opinions that

have in recent times been used as a key weapon in brainwashing those who engage

in and support terrorism.

---

[18] "Millions of world's children still lack access education."
http://mashable.com/2015/02/03/global-education-children/#QuP8Unh4PkqW (Accessed October 14, 2016)
[19] Fixing the Broken Promise of Education for All. Unesco Institute for Statistics. 2015.
http://www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf (Accessed October 14, 2016)
[20] "Millions of world's children still lack access education."
http://mashable.com/2015/02/03/global-education-children/#QuP8Unh4PkqW (Accessed October 14, 2016)

Interestingly, research has shown that terrorist networks often target children because they are easier to influence. We cannot overlook how indoctrination can be intertwined with socialization. In an article written by Kalsoom Lakhani, he states, "While not all religious schools in Pakistan are radical in nature, some estimates claim that about 15% preach violence or militancy."[21] In the case of Pakistan, where religious schools, also called madrasa, have been competing in regards to enrollment with both public and private schools, parents are opting to send their children due to costs to either madrasa or government schools which provide free education. In order for one to carry out a terroristic or corrupt act, one must first become corrupt in mind.

Objective of Study

This study argues, that for corruption to be socialized or embedded in a culture it must first start through formal or informal institutions of education. Informal education is education outside of standard school setting. Formal education is delivered by trained teachers in a class-room setting. The class and teacher are guided by a set curriculum that results in a formal degree or diploma. For suicide bombers or terrorists to carry out acts of terrorism, the ideology, reasons, grievance, religious manipulation and indoctrination must first begin through some form of informal or formal education.

The most destructive form of corruption occurs in institutions of education. Institutions of education, beside familial presence, are the first to influence a child

---

[21] Lakhani, Kalsoom. Indoctrinating Children: The Making of Pakistan's Suicide Bombers. 2010. https://www.ctc.usma.edu/posts/indoctrinating-children-the-making-of-pakistan's-suicide-bombers (Accessed November 27, 2016)

outside of his or her home. What is learned and observed in the classroom, especially during the primary and secondary experiences, has a great effect on behavior and value systems. If institutions of education suffer from a breakdown of ethical and moral values, then this will, in turn, have a negative effect on the development both socially and politically in a society.

This study takes a closer look at the role of corruption in institutions of education as a mechanism of disruption and the break down of positive social values. This study will utilize theories in Social Science on the normalization of deviant behavior and the breakdown of social control mechanisms. The purpose of this study is to find answers to the root causes of corruption becoming normalized and socialized in society. By finding out the cause of what causes corruption to be deeply rooted into one's culture, this will in turn provide resolutions on how to further tackle systemic corruption. In addition, this study sheds light on the importance of scholars taking a closer look at the role education plays in the breakdown of social values and the normalization of widespread deviant behavior.

Corruption: Concepts, Categories and Root Causes

Corruption is widely recognized as a major economic problem around the world, creating inequities in economic, societal and human development. It deprives people of a prosperous future by diverting federal funds into private bank accounts; it demoralizes political trust and undermines rule of law. For these reasons and more, there is growing interest in the empirical analysis of the origins and factors of corruption. This dissertation explores the effects of corruption in institutions of education, an area that has not received enough attention and investigation. In

addition, it answers the following research question: how does corruption become socialized? This study is motivated by a desire to better understand how corruption becomes embedded in a culture and what other underlying factors contribute to the normalization of corruption in a society.

Existing conceptual work on corruption tends to give an analytic-theoretical styled definition of corruption or provides an array of phenomena and paradigms; this proves the difficulty of finding a common ground in the concept of corruption. The cause and impact of corruption vary across disciplines, making it difficult to define and study corruption empirically. Nevertheless, scholars in the field have taken much interest in corruption research; however, further exploration in corruption and education is needed.

Transparency International provides a yearly list of perceived corruption around the world. The 2016 Corruption Perception Index (CPI) Table is their most recent list. This year's index includes 176 countries and territories.[22] In Table 1, Nigeria is ranked 136 out of 176 countries with a CPI score of 28. The CPI table ranks a country's perceived level of public sector corruption on a scale of 0 (highly corrupt) to 100 (very clean). A country's rank indicates its position relative to the other countries in the index.

---

[22] Transparency International.
https://www.transparency.org/news/feature/corruption_perceptions_index_2016
(Accessed March 18, 2017)

Table 1. 2016 Corruption Perception Index[23]

RANK	COUNTRY/TERRITORY	SCORE
1	Denmark	90
1	New Zealand	90
3	Finland	89
4	Sweden	88
5	Switzerland	86
6	Norway	85
7	Singapore	84
8	Netherlands	83
9	Canada	82
10	Germany	81
10	Luxembourg	81
10	United Kingdom	81
13	Australia	79
14	Iceland	78
15	Belgium	77
15	Hong Kong	77
17	Austria	75
18	United States	74
19	Ireland	73
20	Japan	72

RANK	COUNTRY/TERRITORY	SCORE
21	Uruguay	71
22	Estonia	70
23	France	69
24	Bahamas	66
24	Chile	66
24	United Arab Emirates	66
27	Bhutan	65
28	Israel	64
29	Poland	62
29	Portugal	62
31	Barbados	61
31	Qatar	61
31	Slovenia	61
31	Taiwan	61
35	Botswana	60
35	Saint Lucia	60
35	Saint Vincent and The Grenadines	60
38	Cape Verde	59
38	Dominica	59
38	Lithuania	59

RANK	COUNTRY/TERRITORY	SCORE
41	Brunei	58
41	Costa Rica	58
41	Spain	58
44	Georgia	57
44	Latvia	57
46	Grenada	56
47	Cyprus	55
47	Czech Republic	55
47	Malta	55
50	Mauritius	54
50	Rwanda	54
52	Korea (South)	53
53	Namibia	52
54	Slovakia	51
55	Croatia	49
55	Malaysia	49
57	Hungary	48
57	Jordan	48
57	Romania	48
60	Cuba	47

RANK	COUNTRY/TERRITORY	SCORE
60	Italy	47
62	Sao Tome and Principe	46
62	Saudi Arabia	46
64	Montenegro	45
64	Oman	45
64	Senegal	45
64	South Africa	45
64	Suriname	45
69	Greece	44
70	Bahrain	43
70	Ghana	43
72	Burkina Faso	42
72	Serbia	42
72	Solomon Islands	42
75	Bulgaria	41
75	Kuwait	41
75	Tunisia	41
75	Turkey	41
79	Belarus	40
79	Brazil	40

---

[23] Ibid.

RANK	COUNTRY/TERRITORY	SCORE
79	China	40
79	India	40
83	Albania	39
83	Bosnia and Herzegovina	39
83	Jamaica	39
83	Lesotho	39
87	Mongolia	38
87	Panama	38
87	Zambia	38
90	Colombia	37
90	Indonesia	37
90	Liberia	37
90	Morocco	37
90	The FYR of Macedonia	37
95	Argentina	36
95	Benin	36
95	El Salvador	36
95	Kosovo	36
95	Maldives	36
95	Sri Lanka	36
101	Gabon	35
101	Niger	35
101	Peru	35
101	Philippines	35
101	Thailand	35
101	Timor-Leste	35
101	Trinidad and Tobago	35
108	Algeria	34
108	Côte d'Ivoire	34
108	Egypt	34
108	Ethiopia	34
108	Guyana	34
113	Armenia	33
113	Bolivia	33
113	Vietnam	33
116	Mali	32
116	Pakistan	32
116	Tanzania	32
116	Togo	32
120	Dominican Republic	31
120	Ecuador	31
120	Malawi	31
123	Azerbaijan	30
123	Djibouti	30
123	Honduras	30
123	Laos	30
123	Mexico	30
123	Moldova	30
123	Paraguay	30
123	Sierra Leone	30
131	Iran	29
131	Kazakhstan	29
131	Nepal	29
131	Russia	29
131	Ukraine	29
136	Guatemala	28
136	Kyrgyzstan	28
136	Lebanon	28
136	Myanmar	28
136	Nigeria	28
136	Papua New Guinea	28
142	Guinea	27
142	Mauritania	27
142	Mozambique	27
145	Bangladesh	26
145	Cameroon	26
145	Gambia	26
145	Kenya	26
145	Madagascar	26
145	Nicaragua	26
151	Tajikistan	25
151	Uganda	25
153	Comoros	24
154	Turkmenistan	22
154	Zimbabwe	22
156	Cambodia	21
156	Democratic Republic of Congo	21
156	Uzbekistan	21
159	Burundi	20
159	Central African Republic	20
159	Chad	20
159	Haiti	20
159	Republic of Congo	20
164	Angola	18
164	Eritrea	18
166	Iraq	17
166	Venezuela	17
168	Guinea-Bissau	16
169	Afghanistan	15
170	Libya	14
170	Sudan	14
170	Yemen	14
173	Syria	13
174	Korea (North)	12
175	South Sudan	11
176	Somalia	10

The 2016 CPI results show how much corruption is a global problem. The results show that sixty-eight per cent of countries worldwide have a severe corruption problem. Half of the G20 are among them. In Europe and Central Asia, Director Anne Koch states "While a handful of countries in Europe and Central Asia have improved, the general picture across this vast region is one of stagnation." Not one single country, anywhere in the world, is corruption-free. Nordic countries come out great; however, many reports have linked some of countries to corruption elsewhere in the world.

North Korea and countries in the Middle East and North Africa region—, Libya and Sudan again appear as 3 of the bottom 10 countries. Chantal Uwimana, Director for Sub-Saharan Africa states, "Forty out of the region's 46 countries show a serious corruption problem and there's no improvement for continent powerhouses

Nigeria and South Africa." The human and societal impact of corruption is huge; however, to tackle corruption and provide sound recommendations one must first understand the concepts, root causes and typologies of corruption.

Concepts of Corruption

Corruption can be viewed through a myriad of lenses. For example, Bayley states that corruption is political prostitution where public office is for sale to the highest bidder for private gain.[24] With this type of corruption, for example, in some countries police officers often distort cases, conceal evidence, and intimidate witnesses for those who are willing to pay to receive such favor. Werlin states that corruption is the privatization of public goods.[25] Public officials can use their position and access to public resources for their own personal use. For instance, toll booths, public schools, government properties can all be illegally acquired. Corruption is, albeit, complex, but for the purposes of this study, it is defined as "dishonest or fraudulent conduct by those in power."[26]

Corruption can be divided into various categories: bribery, fraud, extortion, favoritism and nepotism. According to Dike, bribery is defined as the payment (in money or kind) that is taken or given in a corrupt relationship.[27] These include

---

[24] Bayley, D. H. (1966) 'The Effects of Corruption in a Developing Nation', Western Political Quarterly, vol. 19, no. 4, pp. 719–32.
[25] Werlin, H. H. (1973) 'The Consequences of Corruption: The Ghanaian Experience', Political Science Quarterly, vol. 88, no. 1, pp. 71–85.
[26] Oxford Dictionary
[27] Dike, Victor E., "Corruption in Nigeria: A New Paradigm for Effective Control." Africa Economic Analysis. Online Publication Accessed May 31, 2013: http://www.africaeconomicanalysis.org/articles/gen/corruptiondikehtm.htmlm

kickbacks, gratuities, pay-offs, sweeteners, greasing palms, etc.[28] Fraud involves

deceit, counterfeiting, racketing, smuggling and forgery.[29] Embezzlement involves

theft of public resources by public officials.[30] It occurs when a state official steals

from the public institution in which he/she is employed. The embezzlement of

public funds is one of the most common ways of economic accumulation, perhaps

due to lack of a strict regulatory system.

Extortion involves money and other resources extracted using coercion,

violence or threats to use force.[31] Favoritism, which can be viewed as nepotism, but

slightly different, is a mechanism of power abuse implying a highly biased

distribution of state resources. Nepotism is a special form of favoritism in which an

office holder prefers his/her *kinfolk* and family members.[32] *Nepotism* occurs when

one is exempted from the application of certain laws or regulations or given undue

preference in the allocation of scarce resources because of his or her relation to the

individual(s) in power.[33]

Categories of Corruption

There are studies that take a more holistic approach, by studying the divisions and

categories of corruption. Corruption can be grouped into six categories: Grand,

Political, Corporate, Administrative, Petty and Systemic. Grand corruption is defined

as corruption that involves the heads of state, ministers, and other senior government

---

[28] Ibid.
[29] Ibid.
[30] Ibid.
[31] Ibid.
[32] Ibid.
[33] Ibid.

officials. It serves the interest of a few at the expense of public good. Grand

corruption also involves the distortion of policies and interference with functioning

of the state at high levels of government. An example of grand corruption is detailed

in Transparency International, which states, "Ukrainian ex-President Viktor

Yanukovych and his cronies stand accused of stealing US $7.5 billion."[34] President

Yanukovych, in addition to committing grand corruption, is also allegedly complicit

in many corrupt activities as well as the murder of activists.[35] He is currently living

in Moscow under the protection of the Russian government. Most politicians who

are involved in grand corruption come from countries that are often unable or

unwilling to bring grand corruption to justice.[36]

Political corruption also takes place at the highest level of government. It

affects the way decisions are made, as it manipulates political institutions, rules of

procedure, and distorts the institutions of government. Political corruption is the

main characteristic of "kleptocratic" regimes, that is, regimes ruled by thieves.[37]

Political corruption challenges the fundamental principles of democracy or

democratic governance.[38] According to Sandholtz and Koetzle, political corruption

is defined as the misuse by government officials of their governmental powers for

---

[34] Transparency International. Transparency International. http://www.transparency.org/news/feature/what_is_grand_corruption_and_how_can_we_stop_it (Accessed December 16, 2016)

[35] Ibid.

[36] Ibid.

[37] Dike, Victor E., "Corruption in Nigeria: A New Paradigm for Effective Control." Africa Economic Analysis. Online Publication: (Accessed May 20, 2013)

[38] Sandholtz, Wayne; Koetzle, William (2000) "Accounting for Corruption Economic Structure, Democracy and Trade" International Studies Quarterly, 44(1): p. 31.

illegitimate private gains. [39] William Brownsberger states that public officials realize

the potential to make more money by stealing without possibly getting caught and

are tempted on to even greater corrupt acts. [40]

In addition, cronyism, nepotism, patronage, and trading in influence are also

forms of corruption. Parochialism, which is when political officials place local or

vanity projects ahead of the national interest is a form of corruption, and political

corruption also involves electoral fraud.[41] Gombeenism, the practice of usury, is

another form of corruption. Its origin is the Irish word "gaimbin" which means

monetary interest.[42] Gombeenism is described as the acts of a "Gombeen man,'" a

shady person who is always on the prowl for a get-rich-quick scheme at the expense

of someone else. This term was widely used during the famine in Ireland when shop

owners decided to lend those who were starving food and goods at ruinous interest

rates. [43] Corruption involves acts of gombeenism often seen displayed by business

owners and politicians. The causes of the Wall Street meltdown in the United States

are a reflection of this.

---

[39] Ibid. pp. 31-50.

[40] Brownsberger, N. William. Development and Governmental Corruption - Materialism and Political Fragmentation in Nigeria. The Journal of Modern African Studies Vol. 21, No. 2 (Jun., 1983), pp. 215-233

[41] R.K. Carty, (1944), Party and Parish Pump: Electoral Politics in Ireland, Wilfrid Laurier University Press. https://books.google.ie/books?id=iNtIeXsK1ocC&printsec=frontcover&dq=parish+pump+politics&hl=es&sa=X&ved=0ahUKEwjK0LX11o3LAhUFmg4KHfoqDooQ6AEIGzAA#v=onepage&q=parish%20pump%20politics&f=false (Accessed December 16, 2016)

[42] de Bhaldraithe, Tomás (1977). *Éigse*. **17**. National University of Ireland. pp. 109–113.

[43] Great Famine. Britannica. https://www.britannica.com/event/Great-Famine-Irish-history (Accessed March 10, 2017)

Electoral fraud is the illegal interference with the process of an election. Such acts affect vote counts, depress the vote share of the rival candidates, use intimidation at polls, increase vote count for the favored candidate, hack voting computers and deliberately manipulate the results of an election. Corporate corruption occurs in the relationship between private business corporations and the suppliers or clients.[44] It also occurs when corporate officials use the corporation resources for private gain, at the expense of the shareholders. Administrative corruption, also referred to as bureaucratic corruption, includes spreading of bribery crimes, profiteering, abuse of authority, embezzlement among public servants. Petty corruption refers to the everyday abuse of entrusted power by low and mid-level public officials in their interaction with everyday citizens. According to, U4 Anti-Corruption Resource Center, petty corruption is also described as a corruption of need or survival.[45]

Often times low-level civil servants who are grossly underpaid or not being paid their salaries for months may supplement their income by collecting small but illegal fees and bribes. Although petty corruption does not involve the type of amount siphoned by those involved in grand or political corruption, regardless of the amount, the monies collected are not "petty" for the individuals adversely affected. For example, issuing false building permits as a form of petty corruption may cause serious accidents and kill people. There were several cases in India and Asia where

---

[44] Montesh, Moses. Conceptualizing Corruption: Forms, Causes, Types and Consequence. http://www.icac.org.hk/newsl/issue30eng/button4.htm (Accessed December 16, 2016)
[45] U4 Anti Corruption Resource Centre. http://www.u4.no/glossary/petty-corruption-see-bureacratic-corruption/ (Accessed December 18, 2016)

buildings collapsed due to false building permits.[46] So the consequences can be tragic. It is the poorest members of society that experience bribes the most with public administration.[47] Services like schools, hospitals, local government services, police, taxing and so on are unfortunately susceptible to corruption, therefore disproportionally affecting individuals in society who depend on these services daily.

Systemic corruption is not necessarily seen as a category of corrupt practice; however, it is a situation in which the major institutions and processes of the state are routinely dominated and used by corrupt individuals and groups.[48] Systemic corruption also known as endemic corruption is when corruption is an essential aspect of the economic, social and political systems.[49] State capture or legal corruption coined by Daniel Kaufmann also fall into this category when the regulations are already tailored to benefit particularistic interest groups.[50]

There are essentially three types of analysis of corruption: macro-level, meso-level and micro-level. The categories of corruption are often analyzed through those three levels. Macro-level analysis of corruption analyzes corruption that occurs at the top, among the elite of society, also known as political or grand corruption. It is

---

[46] Bagri, Thirani Neha. "Frequent Building Collapses Mar Mumbai." New York Times. https://india.blogs.nytimes.com/2013/06/25/frequent-building-collapses-mar-mumbai/ (Accessed February 18, 2017)

[47] U4 Anti Corruption Resource Centre. http://www.u4.no/glossary/petty-corruption-see-bureacratic-corruption/ (Accessed December 18, 2016)

[48] Ibid.

[49] Ibid.

[50] Hellman, J., & Kaufmann, D. (2001). Confronting the challenge of state capture in transition economies. Finance and Development, 38(3), 31–35.

often the highest profile incidence of corruption. Macro-level analysis traces the outcomes of interactions such as corruption over a large population.

Meso-level analysis indicates a population size that falls between the macro and micro levels. This level of analysis focuses on a community or organization, or it can be designed specifically to reveal connections between micro and macro levels. In addition, the meso level unit of analysis includes but is not limited to clan, tribe, community, village, town, city, state or formal organization.

Micro-level analysis is the smallest unit of analysis in the social sciences. The micro-level is also referred to as the local level and it typically deals with an individual or a small group of individuals in a particular social setting. For example, micro-level analysis of corruption would analyze the effect of corruption on families in a particular social setting.

Causes of Corruption

Corruption ranks amongst the biggest threats to global economic prosperity. The negative and detrimental impacts of corruption always outweigh any perceived benefits. And the unfortunate reality is that corruption too often occurs where there is an opportunity and where unscrupulous individuals are present.[51] It is, therefore, no surprise that fighting corruption has become one of the most challenging issues facing our countries today.[52]

Within the study of political corruption, Sandholtz and Koetezle state that the

---

[51]The Global Compact.
http://www.enewsbuilder.net/globalcompact/e_article001147094.cfm?x=b11,0,w
[52] Ibid.

economy and culture are two main factors in the causes of political corruption.[53] On

the other hand, Thomas and Znaniecki state that to understand the breakdown of

political systems one must look at the existing impact of collective societal values.[54]

The causes and impacts of political corruption vary across disciplines. Among the

many causes of political corruption are the presence of political instability, weak

judicial systems, weak institutions, poor reward systems, culture (gift giving, family

pressure, patriarchal society), black markets, civil unrest caused by social, religious

and tribal tensions, income inequality and the accessibility to abundant natural

resources and more.[55] These factors also have an inverse relationship to corruption,

meaning that many of these causes are encouraging factors to the development and

presence of corruption.

Corruption has a direct impact in the way decisions are being made at all

levels. It affects budgetary decisions and financial allocations that ultimately weaken

institutions, specifically institutions of education that rely heavily on the

government. In many countries that suffer high levels of corruption in their

education system, such as India, Russia, Nigeria, there is an influx of privatized

education institutions, where people decide to set up and personally own primary

and secondary schools as well as colleges.

---

[53] Sandholtz, William, Koetzle, William. "Accounting for Corruption Economic Structure, Democracy and Trade" International Studies Quarterly. (2000). 44(1): pp. 34.
[54] Thomas, W. I. & Znaniecki, F. (1918-20). The Polish Peasant in Europe and America. Chicago: University of Chicago Press.
[55] Ackerman, Rose-Susan. "The Political Economy of Corruption—Causes and Consequences." The World Bank. April 1996. pp.1-4

According to Mbaku, unlike political corruption that involves the political elites siphoning funds from governmental trusts to private bank accounts, bureaucratic corruption is an opportunist behavior amongst civil servants who attempt to increase their level of compensation by lobbying lawmakers and politicians into engaging in activities to influence the political system and maximize benefits accruing to them.[56] Mbaku also asserts that the emergence of bureaucratic corruption in colonized countries happened shortly after independence. He states,

> Many African countries abandoned the institutional frameworks inherited from the Europeans and opted for systems intended to promote economic growth and national development. Many eventually developed dictatorships and one-party systems of government; many adopted statism as the development path. It was believed that state control of resource allocation would enhance the government's ability to improve national welfare.[57]

Corruption is a direct result of poorly designed institutions and incentive structures. There has been an evolution from European-created institutions, made solely for resource extractions to post-independence institutions, solely for self-enrichment. Unfortunately, some public and elected officials were often more concerned in pursuing their own interests and preferences. For example, federal money for schools and roads, to provide food security and improvements in infrastructure, improvement of healthcare delivery and education is put into jeopardy due to the mismanagement of governmental funds at the macro-level.

Bureaucratic corruption also occurs in public administration. Bureaucratic corruption is the type of corruption that can affect people daily, such as in schools,

---

[56] Mbaku, Mukum John. Bureaucratic Corruption in Africa: The Futility of Cleanup. Cato Journal. Online Publication: Accessed May 24, 2012.

[57] Mbaku, John Mukum. "Bureaucratic Corruption and Policy Reform in Africa." The Journal of Social, Political, and Economic Studies, Vol 2l. 19, No. 2. 1994. p. 1

hospitals, police stations and licensing offices. This type of corruption is the most damaging because it is heavily depended on by a majority of citizens within a society. It is especially damaging in institutions of education that are responsible to provide moral enrichment and are first in line to develop children into full-fledged professionals, those who have acquired the necessary skills and teachings to add productively to the economy. Corrupt practices that take place in the school arise from the need of a student to acquire an education, certificate or degree and the need of the teacher or administrator to acquire money–either to supplement a dwindling salary or to simply enrich themselves.

Scholars in the field refer to this form of corruption as a corruption of need or petty corruption, which occurs when one conducts business in the public sector through inappropriate procedures.[58] According to Jain, "Bureaucratic corruption refers to the corrupt acts of the appointed bureaucrats in their dealings with their superiors (the political elite) or with the public."[59] People may be lawfully entitled to service or goods, yet in order to receive it, they may need to bribe a bureaucrat. Bureaucrats may also extract payments while carrying out a task for their political elites and in some cases will also take money for services that are not available.[60]

In developing countries, corruption of need forces people to pay bribes to get access to basic public services that are often withheld. According to William De Maria, corruption is reproduced by ordinary people out of necessity That which may

---

[58] Dike, Victor E., "Corruption in Nigeria: A New Paradigm for Effective Control." Africa Economic Analysis. Online Publication: Accessed May 20, 2013
[59] Jain, K. Arvin. Corruption: A Review. Blackwell Publishers. 2001. p. 75
[60] Ibid.

appear to be corruption to the onlooker is normal survivalist behavior.[61] Justesen and

Bjornskov argue that poor people, because they need basic public services such as

education, water or legal enforcement, suffer from petty forms of corruption,[62]

although Justesen and Bjornskov argue that poor people are more likely to fall

victim to corrupt bureaucrats. One can also argue, however, that all people in

society, both rich and poor, succumb to paying bribes for goods or services that are

often being illegally withheld. What is in question is what is being negotiated and

what is the object that is being used to barter? In a society where people from all

levels of socio-economic status are forced to operate under a corrupt system, poor

people may be more likely to be disenfranchised and negatively affected, not more

likely to give bribes in return for their needs, as Justesen and Bjornskov argue.

Roots of Corruption

Society and culture play an important factor in the facilitation of corruption. Culture

is defined as the behavior, belief characteristics, practices and traditions that

represent a large group of people.[63] Culture plays a powerful role in every aspect of

life, such as business, family obligations, education and religion. In many traditional

settings, family obligations take precedence. Men and women particularly in African

societies are highly influenced by societal pressures to meet their family obligations.

[61] De Maria, William. "Cross-Cultural Trespass: Assessing African Anti-Corruption Capacity." International Journal of Cross Cultural Management. Sage. December 2008. Vol 8 no. 3 p. 9

[62] Justesen, K. Mogen and Bjornskov, Christian. "Exploiting the Poor: Bureaucratic Corruption and Poverty in Africa." Working Paper No. 139. Afrobarometer Working Papers. 2012. p. 3

[63] De Maria, William. "Cross-Cultural Trespass: Assessing African Anti-Corruption Capacity." International Journal of Cross Cultural Management. Sage. December 2008. Vol 8 no. 3 p. 9

This may, at times, tempt a person to act against his or her own higher values. Victor

E. Dike states,

> The influence of extended family system [sic] and pressure to meet family
> obligations are more in less developed societies. For instance, Nepotism and
> the strength of family values are linked to the feeling of obligation. Corruption
> is at times a motivated behavior responding to social pressures to violate the
> norms, to meet the set goals and objectives of a social system. [64]

The role of culture may also be viewed as a risk or encouraging factor that promotes

corrupt behavior; this makes it even more difficult to combat, given its entrenchment

in the traditional way of life.

The tree of corruption has numerous political, cultural, social, psychological

and historical roots. The causes of corruption depending on geographic location may

have historical roots, dating as far back to colonial rule. It can be argued that the

causes of corruption date even further back to biblical times; however, it may be

more accurate to place responsibility on various factors for the spread of corruption

within the country. In his study of political leadership, Ogbeida argues that political

leadership and corruption are interwoven. Ogbeida argues that those in political

leadership positions—both in government and military—have contributed to the

economic and infrastructural decay. He defines leadership as a body of people who

lead and direct the activities of a group towards a shared goal. It also denotes the

ability to lead, direct and organize a group.[65]Also, leadership can be defined simply

as the ability to rule, and more importantly, to influence. He asserts that leadership is

---

[64] Dike, Victor E., "Corruption in Nigeria: A New Paradigm for Effective Control."
Africa Economic Analysis. Online Publication:
http://www.africaeconomicanalysis.org/articles/gen/corruptiondikehtm.html
[65] Ogbeidi, M. Michael. "Political Leadership and Corruption in Nigeria Since 1960: A
Socio-Economic Analysis." Journal of Nigerian Studies. Vol. 1 No. 2 Fall 2012 p. 3

a process of social influence by a person who influences others to accomplish an objective and directs an organization in a way that makes it more cohesive and coherent.[66]

Research on the root causes of corruption focuses on political instability, poor leadership and other historical indicators; however, the role of education is never listed amongst the root causes in the perpetuation and socialization of corruption. The role of education in society as a major pillar of social good often serves as a deterrence to scholars from receiving heavy criticism. However, this study asserts that it very possible for education to be corrupted. Education is similar to that of religion, as it provides society with the building of morality, values and other positive installments. We have seen throughout history how religion as inherently good as it is supposed to be, outright corrupts individuals to kill, steal and illegally acquire someone else's land, all in the name of religion. In fact, we can trace the European conquest of Africa and trace it back to the influence of religion.

We have seen throughout history how religion, which is also supposedly meant to provide some sort of social good in addition to adding to the moral development of society, comes under criticism for being used as a justification to enslave people and commit terroristic attacks. Jean-Jaques Rousseau argued that man is inherently good; however, it is external factors that change the individual for worse. These external factors that Rousseau was referring to, were society, education and religion.

---

[66] Ibid. p. 4

CHAPTER 2: LITERATURE REVIEW & THEORETICAL FRAMEWORK

The Sociology of Education

The sociology of education refers to the analysis of how individual experiences

shape the way in which individuals interact with schooling.[67] Education

encompasses both informal and formal training of modern industrial societies.

Education is understood to rectify the many handicaps of society. It is considered a

means to achieving greater equality, wealth and status for all.[68] Sociologist Emile

Durkheim, who is considered one of the fathers of sociology, established the basis of

sociology of education through his research on the morality of education. Durkheim

believed that society is the source of morality and he also argued that society could

be changed or reformed through education. In his book, *Moral Education*, Durkheim

describes morality as composed of three elements: discipline, attachment and

autonomy.[69] In regards to discipline, Durkheim states that discipline contains

egotistic impulses and relegates one to submission of authority.[70] Attachment is

explained as the necessary willingness to be committed to social groups, and

autonomy is considered an individual's responsibility, the ability to modify, apply,

extend and interpret rules.[71]

---

[67] Sociology of Education. October 2016; 89 (4) http://soe.sagepub.com Accessed October 11, 2016

[68] Sargent, M. (1994) The New Sociology for Australians (3rd Ed), Longman Chesire, Melbourne p.412

[69] Ash, Roberta T. "Durkheim's "Moral Education" Reconsidered: Toward the Creation of a Counterculture." The School Review 80.1 (1971): 111. http://www.jstor.org.proxy.libraries.rutgers.edu/stable/pdf/1084226.pdf (Accessed October 11, 2016).

[70] Ibid.

[71] Ibid.

According to Durkheim, for society to function under the understanding of right and wrong, the education system must be able to implant moral teachings in children in society. He further states, "For, without morality, there is no society; the social fabric falls apart, the society is plunged into a state of anomire (normlessness, lack of regulation), and the individual is hopelessly isolated and alone."[72] Sociologist Pierre Bourdieu, who is famously known for his work on social theory, presented the argument that social capital forms the foundation of social life and dictates one's position within the social order.[73] Bourdieu's cultural capital refers to the collection of symbolism such as skills, tastes, posture, clothing, mannerisms and in its institutionalized form, credentials and qualifications such as degrees or titles that symbolize authority.[74]

While Durkheim sets the stage of how institutions of education are responsible for implanting morality into children who then carry these values into adulthood, Bourdieu adds an interesting element arguing that institutions are the ones that implant what he calls *Habitus.* Habitus refers to the physical embodiment of cultural capital, deeply ingrained habits, skills, and disposition that we possess due to our life experiences.[75] Bourdieu states, "The thing about the habitus was that it was so ingrained that people often mistook the feel for the game as natural instead

---

[72] Ibid. p.112

[73] New Connections to Classical and Contemporary Perspectives Social Theory Re-Wired. http://routledgesoc.com/category/profile-tags/cultural-capital (Accessed October 16, 2016)

[74] New Connections to Classical and Contemporary Perspectives Social Theory Re-Wired. http://routledgesoc.com/category/profile-tags/cultural-capital (Accessed October 16, 2016)

[75] Ibid.

of culturally developed. This often leads to justifying social inequality, because it is (mistakenly) believed that some people are naturally disposed to the finer things in life while others are not."[76] Bourdieu argues that cultural capital and habitus are derived and inculcated first in the family; however, this study argues that cultural capital and habitus are largely formulated and cemented through the introduction of formal education. Individuals develop deeply ingrained habits, skills and dispositions not only due to life experiences but through the inculcation of knowledge. The development of behavior and moral compass also is formed through the teachings of those in authority in the areas of education, family and religion.

To fully explain the intersectionality of society and education we must understand the relationship again asserted by Durkheim. Durkheim reminds us that institutions of education are developed to train children to become knowledgeable, skill-based, upstanding moral human beings, teaching them the characteristics and behavior of what is good and acceptable in society. These qualities are understood to be taught in institutions of education, qualities that will enable the functioning of a legitimate, morally balanced and democratic government.

However, what happens when the very institutions of education, which are responsible for providing technical skills and knowledge, in which the society depends upon to be transformed into innovation, invention and productivity and

---

[76] New Connections to Classical and Contemporary Perspectives Social Theory Re-Wired. http://routledgesoc.com/category/profile-tags/cultural-capital (Accessed October 16, 2016)The thing about the habitus, Bourdieu often noted, was that it was so ingrained that people often mistook the feel for the game as natural instead of culturally developed. This often leads to justifying social inequality, because it is (mistakenly) believed that some people are naturally disposed to the finer things in life while others are not.

most importantly positive societal values, rule of law and code of conduct lacks good

morals and values? At what point in an individual's educational journey does the

lapse of morality in teaching and conduct from those in authority result into the

acceptance of negative habitus? Bourdieu asserts that *cultural capital,* which

consists of the familiarity with the dominant culture in society, is another

explanation of how inequalities in institutions of education are maintained.

Bourdieu further explains that education assumes the possession of cultural capital,

which only a few students possess, those often from high-class backgrounds.[77]

Bourdieu also claims that those who are not fortunate to receive an education

who come from lower backgrounds are often at a disadvantage because teachers and

administrators in institutions of education also reflect societal status quo. This

reflection of status quo can be seen through the language, teachings and topics of

what is discussed in class in which students from high-class backgrounds would only

have access to or understand. [78]Bourdieu argues that this leaves lower-class students

at a disadvantage. Bourdieu states,

> The education system has a key role in maintaining the status quo. Cultural
> capital is inculcated in the higher-class home, and enables higher-class
> students to gain higher educational credentials. This enables higher-class
> individuals to maintain their class position, and legitimates the dominant
> position which higher-class individuals typically goes [sic] on to hold. [79]

Institutions of education reflect what occurs in society. Bourdieu claims that teachers

reflecting the status quo are often seen in private institutions as opposed to public

---

[77] Sullivan, Alice. Bourdieu and Education: How Useful is Bourdieu's Theory for Researchers. http://www.cls.ioe.ac.uk/library-media/documents/BOURDIEU%20NetherlandsJournal.pdf (Accessed October 21, 2016)
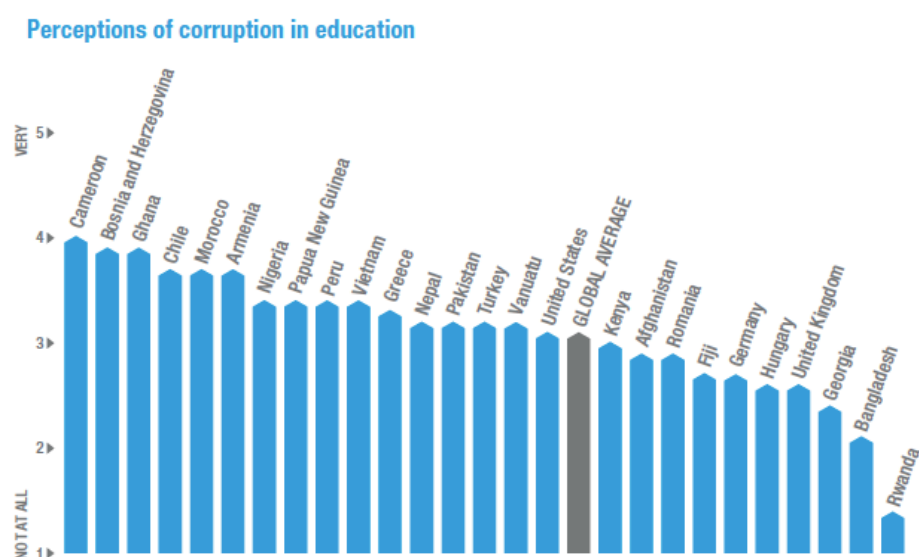
[78] Ibid.

[79] Ibid.

ones. The privatization of schools in developing countries often caters to an elite class in society which maintains and reflects the status quo.

Transparency International has given great insights at the level of gross misconduct amongst academic officials and administrators in developing countries. Students and families are often forced to bribe teachers to falsify grades, receive admissions into a school, receive undue favor from a school professor or administrator, and more. School officials also blatantly ask for monetary bribes, gifts or sexual favors from students in return for favorable grades, graduation, admission or pre-access to exams.

Per the Global Corruption Report on Education, the perception of corruption in education is particularly high in many developing countries. Many of the countries listed are also perceived to high levels of corruption in their public sector. Table 2. Provides these figures:

Table 2. Perception of Corruption in Education[80]

Perceptions of corruption in education

The above table illustrates the growing issue of the global perception of corruption

in institutions of education around the world. This sort of behavior is a form of

cultural capital where institutions of education are merely reflections of what goes

on in society. And because institutions of education have high levels of influence on

their students, these students then go out in to the job market and perpetuate the

same behavior and belief systems learned in school. School officials then take

advantage of the breakdown of laws, accept and engage in unscrupulous behavior

with students or parents who are willing to spend any amount to have favorable

outcomes for themselves or their children and who will continue to grease the wheel
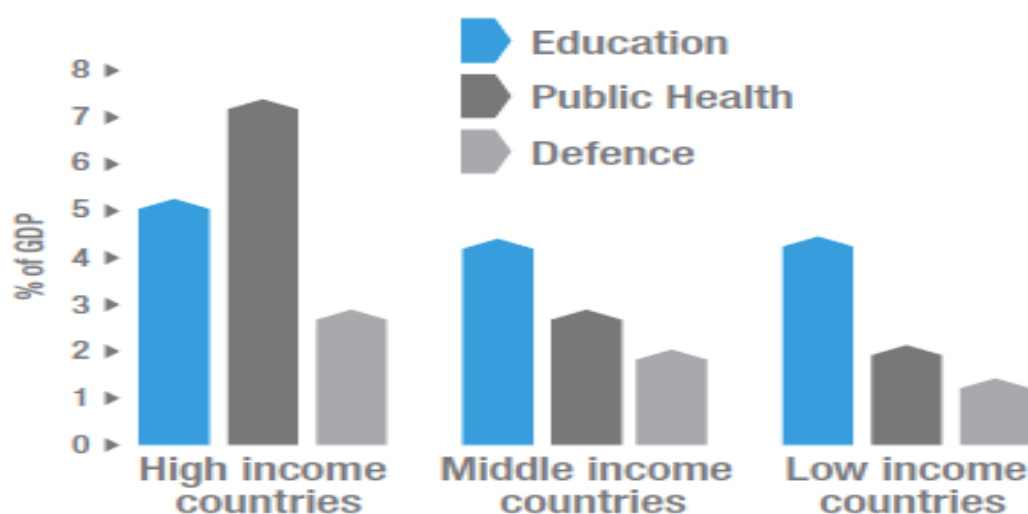
of corruption.

The Social Value of Education

Education is by far one of the biggest expenditures of a given country. In many

---

[80] Table 2. Global Corruption Barometer 2013', Transparency International. Data missing
for Niger

nation states, education occupies the time and attention of a high proportion of the population. The commitment to expand educational opportunities has resulted in the greatest share of governments' recurrent expenditure used on education. In low developing countries, public expenditures on education are especially significant compared to other public budget items.

In most countries, per the Global Corruption Report on Education by Transparency International, even with small GDPs, education budgets represent high percentages of public funds – for example, 59 million dollars in Haiti and 104 million dollars in Sudan in 2006.[81] The World Bank Databank released the world development indicators from 2009-2010, and reveals that education is the largest or second largest recipient of public funds. Table 3 shows 2009 global averages of basic government expenditures.

Table 3: Basic Government Expenditures: Global Averages in 2009[82]

---

[81] Global Corruption Report. Transparency International. 2013. p. 4
[82] Global Corruption Report. Transparency International. 2013. P.. 4

In addition to public funding, education systems around the world also receive high amounts of aid to increase access to universal primary education. The risk in corruption and leakage is also exacerbated by the sheer amount of monies that are dispersed through multiple administrative layers. Also, private forms of education play a significant part yet are also subjected to an increased risk of perpetuating corrupt practices.[83] Because of the perceived impact of education it is an attractive target for political and financial manipulation.[84]Regardless of the role it plays in society, it is still vulnerable to corrupt practices.

The role of education on the country, societal and individual level is enormous and carries great responsibility. On a country level, the more educated the society, the higher levels of innovation, overall productivity and political stability. On a societal level, education serves a great social responsibility. Education completes the socialization process by teaching the child honesty, equality, right and wrong, cooperation, respect, upholding the rule of law and more. On an individual level, education provides an individual the ability to create value and a livelihood for themselves. Furthermore, it serves as a tool for self-improvement mentally, spiritually and personally.

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people or individual are transferred from one generation to the next through teaching, training, or research known as auto

---

[83] Global Corruption Report. Transparency International. 2013. p. 4
[84] Ibid

didacticism.[85] We know that education is more than just teaching, writing or learning. It is one of the most important investments a country can make. Education does the following: promotes human rights, promotes women and girl rights, increases income, reduces poverty, saves children's lives, boosts economic growth, raises crop yields and most importantly fosters peace and may reduce crime; however, no matter how much a government spends per capita on education, it's useless if the education being transmitted is unethical, inadequate or immoral.

There is a difference between teaching specific information and teachings that are rooted in quality and ethics. To educate means to transfer knowledge, skills and habits to a group of people, even if such knowledge is corrupt. Quality education taught ethically is what teaches children honesty, equality, right and wrong, cooperation, respect, upholding the rule of law. It is what turns those same children into upstanding and rule-abiding individuals in society. Upstanding and rule-abiding citizens reflect the quality of education received and the reflection of social values and norms practiced in society.

We have seen the effects of inadequate education, schools in deplorable conditions, teachers and administrators who lack quality preparation to teach and more. We have seen even in the United States places where institutions of education are failing the students they are supposed to educate. All throughout the world exists pockets of places where institutions of education that are practically failing and lack the infrastructure needed to adequately educate and train their students result into high drop-out rates, increase in crime, increase in police patrol and reduction in

---

[85] http://en.wikipedia.org/wiki/Education

overall learning. [86] Can we possibly imagine what will happen if institutions of

education are inherently flawed, unethical or corrupt? What does this mean for

society? Furthermore, what would the social norms and values look like?

Global Cases of Academic Dishonesty in Institutions of Education

According to Frederick H. Harrison, "A country which is unable to develop the skills

and knowledge of its people and to utilize them effectively in the national economy

will be unable to develop anything else."[87] Corruption and poor governance are

acknowledged as major impediments to realizing the right to education and to

reaching global development goals.

Per Transparency International Global Corruption Report on Education,

corruption in education takes on various forms, from leakage and embezzlement of

federal funds, illegal fees and bribery, corruption in procurement, ghost or non-

functioning schools receiving government money, fake diplomas, nepotism in

appointments, high rates of absenteeism amongst faculty and school administrators,

sexual exploitation by teachers and other education personnel.[88] Table 3., shows a

range of risk and locus of corrupt practices that have been identified by United

Nations Development Programme (UNDP).[89]

---

[86] Burdick-Will, Julia. "School Violent Crime and Academic Achievement in Chicago."
Sociology of education 86.4 (2013): 10.1177/0038040713494225. PMC.
http://doi.org/10.1177/0038040713494225 (Accessed Oct 28, 2016.)

[88] Global Corruption Report: Education. Transparency International. Routledge. 2013. pp.
33-88
[89] The source for the information in Table 4 is the following: Hallak, J. & Poisson, M.
(2007). 'Corrupt schools, corrupt universities: what can be done?' IIEP UNESCO.

Table 4. Corrupt Practices in the Education Sector

Area	Corrupt Practices
Finance	• Transgressing rules/procedures • Inflation of costs and activities in budget estimates • Embezzlement
Specific allowances (fellowships, subsidies, etc.)	• Favoritism, nepotism • Bribes • Bypassing criteria • Discrimination (political, social, ethnic)
Construction, maintenance and school repairs	• Fraud in public tendering • Collusion among suppliers • Embezzlement • Manipulating data • Bypass of school mapping • Ghost deliveries
Distribution of equipment, furniture and material (including transport, boarding, textbooks, canteens and school meals)	• Fraud in public tendering • Collusion among suppliers • Siphoning of school supplies • Purchase of unnecessary equipment • Bypass of allocation criteria • Manipulating data • Ghost deliveries
Writing and assigning of textbooks	• Fraud in the selection of authors (favoritism, bribes, gifts) • Bypass of copyright law • Students forced to buy materials copyrighted by instructor
Teacher appointment, management, payment and training	• Fraud in the appointment and deployment of teachers (favoritism, bribes, gifts) • Discrimination (political, social,

	ethnic) • Falsification of credentials/use of fake diplomas • Bypass of criteria • Pay delay, sometimes with unauthorized reductions
Information systems	• Manipulating data to misrepresent • Selecting/suppressing information • Irregularity in producing and publishing • Information • Payment for information that should be provided free
Examinations and diplomas, access to universities	• Selling exam information • Examination fraud (impersonation, cheating, favoritism, gifts) • Bribes (for high marks, grades, selection to specialized programmes, diplomas, admission to universities) • Diploma mills and false credentials • Fraudulent research, plagiarism
Institution accreditation	• Fraud in the accreditation process (favoritism, bribes, gifts)

Education is supposed to strengthen personal integrity and is a critical tool in

addressing corruption. Recently, however, it has been discovered that institutions of

education can be as corrupt as other sectors and values of fairness and impartiality,

once thought to be universal characteristics of university systems, can be supplanted

by the interests of specific individuals, families, ethnic groups, and institutions.

According to Transparency International,

> Education is a fundamental human right and a major driver of human and economic development. It strengthens personal integrity and shapes the societies in which we live. Since education typically comprises 20-30 per cent of a country's budget, it is critically prone to corruption, from national education ministries to local schools and universities.[90]

Education is frequently the sector that has the greatest funds being disbursed to the greatest number of recipients at multiple levels, and therefore it is at great risk of leakage.

In addition, this study argues that there may be a connection to corruption in institutions of education and corruption taking place in other sectors within a country since these sectors are run by human beings who interact with one another daily. The purpose of education as stated prior is to educate and inform students and provide them with the necessary skills needed to go out into society, get a job and become productive. The job force is highly dependent on institutions of education to prepare students to be successful assets. If students engage or are exposed to corrupt behavior early on in their education without ever being corrected or disciplined, this may have a subsequent effect on the way in which they behave in the workplace. The Global Report on Education also asserts that if young people see corruption as an indispensable means for getting ahead in education, they are more likely to engage in corrupt behaviors well into adulthood.[91]

In Nigeria, there is this notion that in order to get ahead or advance in one's workplace there must be a "hidden" door one must go through or there must be one "Oga at the top," a Nigerian saying which means that there is always some godfather

---

[90] http://www.transparency.org/topic/detail/education
[91] Global Corruption Report: Education. Transparency International. Routledge. 2013. p. 6

who you must bribe to move ahead. So in essence, you have people graduating with this type of ideology or precondition of success. To succeed which is mostly quantified by educational attainment and wealth requires more than just academic merit and hard work; it requires your money, your cooperation and at times your body.

Such graduates then flood the job market assuming various positions within all sectors, which means that each sector is bound to have many individuals who are willing to operate and engage in such practices. These same individuals also take up posts in the government, justice system, run for elected office and are in positions of both administration and executive authority. They end up in positions where they are making very important decisions. They oversee doling out federal or local funds to social programs and ensuring expenditures are met. They are in constant interaction with others. For example, those who do not acquire an executive position may succumb or be forced to engage in corrupt acts to move ahead or win the favor of their boss or director.

In some places where corruption has become institutionalized, a Nigerian citizen named George Onmonya Daniel gave his response to an article written by the BBC titled, "How Deep is Corruption in Africa." Daniel stated, "If you don't take a bribe you are a fool. Honest people are called fools. In hospital people die because doctors steal drugs and send them to their private hospitals. It is everywhere."[92] It is important to point out that countries who experience high levels of corruption

---

[92] "How Deep Is Corruption in Africa?" http://news.bbc.co.uk/2/hi/africa/3819027.stm (Accessed December 19, 2016)

according to, the 2015 CPI table (see page 17) also experience systemic corruption and are more likely to have rules and regulations that are not fully enforced or at times open to manipulation.

This poses a big problem and a complex question. Is it possible that those who hold positions in authority as well as civil servants in all levels and in all sectors are just operating in the manner they know best? Or engaging in what is viewed and accepted as "normal" behavior but is truly defined as corruption? Could institutions of education be responsible for systemic corruption? For example, let's look at the issue of leakage and embezzlement in institutions of education. Uganda and Kenya serve as an example of what happens when mismanagement of funds is squandered before the school ever sees them. In the case of Uganda, the first Public Expenditure Tracking Survey (PETS) in the education sector in Uganda, in 1996, identified several problems in service delivery, most importantly large-scale resource leakage in a capitation grant programme to schools. On average, only 13 per cent of the annual per-student grant from the central government reached the schools in 1991-1995.[93] Eighty-seven per cent was captured by local officials for purposes unrelated to education, yet there was no evidence of increased spending in other sectors.[94]

In Kenya, it was discovered that 48 million dollars was misappropriated from 2004 -2009.[95] What is important to point out is that there are individuals who are responsible for ensuring that the appropriation of funds goes directly to the source.

---

[93] Transparency International.
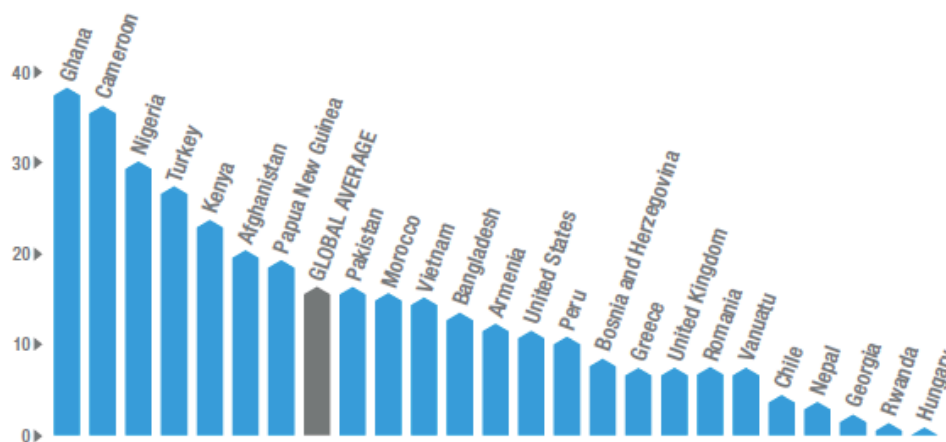http://www.transparency.org/gcr_education/content/schools
[94] Ibid.
[95] Ibid.

From the local officials to those who work in the government, all are responsible and most importantly all should understand the notion of right and wrong and the functions and responsibilities of their position. This study does not assume that with proper education everyone will be upstanding in society; the main issue is when corrupt behavior becomes normalized within society. Anti-corruption studies have argued that laxity in rules and regulations on the governmental level is responsible for the proliferation of corruption; however, institutions of education may well be responsible for the socialization of corrupt behavior.

Corruption in institutions of education occurs both in formal and informal settings from formal primary school and to informal rural teachings all the way to institutions of higher education. Table 5 also provides information on the percentage of people who paid a bribe in education in various countries:

Table 5. Percentage of People Who Paid a Bribe in Education[96]

Percentage of people who paid a bribe in education

The Global Report on Corruption in Education also frames the issue of bribes in

---

[96] Global Corruption Report. p. 8. 2013

education. The table illustrates a growing trend amongst primarily African and

Middle Eastern countries.

The 2013 Transparency International Global Report illustrates a growing issue

of corruption in higher education in Australia. In April 2015, the Australian

Broadcasting Corporation uncovered how institutions of higher education in

Australia are being compromised due to corruption practices mainly because of the

pressure of accepting foreign students. [97]This has resulted in the falsifying of grades,

graduating poorly qualified or unqualified nurses, widespread plagiarism and

cheating. Corruption appears to be a big issue in Russia. Writer Goolam

Mohamedbhai depicts how alarming corruption in institutions of education is. He

states:

> Corruption in modern Russian higher education might take the form of
> cheating on entrance exams, paying a bribe to facilitate the admissions
> process, bribing professors for better grades. Corruption is also suspected
> among faculty and senior administrators who may clandestinely negotiate any
> number of benefits for themselves. It mentions that nearly 50% of the student
> intake of 7.5 million in 2008/2009 academic year had to face corruption.[98]

Russia similar to other places with high levels of corruption also face the challenges

of creating an atmosphere of acceptance when it comes to corruption. Another issue

is the growing number of fake and bogus schools that have been shut down

throughout the world. South Africa has even had a problem with bogus schools,

shutting down nearly 42 fake schools in 2015.[99]

---

[97] Mohamedbhai, Goolam. "High Education: A Hotbed of Corruption?" Inside Higher
Ed. https://www.insidehighered.com/blogs/world-view/higher-education-hotbed-
corruption (Accessed October 28, 2016.
[98] Ibid.
[99] Ibid.

Ghost schools are schools that exist on the government roster that continue to receive government pay for their teachers' salaries and so forth but are defunct, non-functioning or non-existent and provide absolutely no services to students. In Pakistan, it was discovered that they had approximately 6,480 ghost schools in the Sindh providence alone.[100] In 2011, the education minister from the province of Balochistan estimated that as many as 5,000 primary schools in his province were not providing services to students.[101] In mid-2012, funding for a federal education programme was called into question following allegations that 8,000 ghost schools also known as bogus schools were receiving funding through the programme.[102]

In addition to ghost schools, many countries are suffering from degree mills where it has been reported that politicians, religious leaders, senior officials in governments have purchased fake degree certificates of well-established universities without doing any periods of study or examinations. Obtaining higher degree certificates is essential to having and maintaining a type of social status, especially amongst the elite and ruling class. For these reasons and more, degree mills have been surfacing in various parts of the world to provide individuals who will pay any amount for a fake degree.

In India, the Vyapam scandal has garnered global attention and has shaken the government of Madhya Pradesh to its core. Per The Guardian Newspaper, thousands of young men and women have paid bribes worth millions of pounds to a network of

---

[100] The Dawn (Pakistan), 'Ghost Schools Arithmetic' 26 April 2009.
[101] Express Tribune (Pakistan), 'Ghost Schools, Ghastly State of Education', 10 October 2011.
[102] News International (Pakistan), 'Billions Sunk in 8,000 Ghost Schools: Official', 18 July 2012.

political operatives to rig official examinations run by the Madhya Pradesh Vyavsayik Pariksha Mandal.[103] The Madhya Pradesh Vyavsayik Pariksha Mandal, known as Vyapam, is a state body that conducts standardized tests for thousands of highly coveted government jobs and admissions to state-run medical colleges. [104] The scandal became public in 2013, prompting the Madhya Pradesh government to convene a special task force of state police to handle this issue. The scandal became a national concern when after over 40 deaths that were ruled as suicide or inconclusive after secondary autopsies and investigation, it was concluded that those 40 deaths were homicides of students, faculty members and some elected officials related to the Vyapam scandal.

The Vyampan scandal ended up arresting 2,235 people of whom 1,860 were released on bail.[105] Amongst those jailed were government ministers, government officials, children of government officials, deans and professors of medical schools, students, heads of examination units, parents of students and more. The Vyampan scandal raised a bigger issue which was the paying and scheduling of bright students by "middlemen" from out of town to take examinations for weak students who were willing to pay any amount. These "middle men" would charge outrageous amounts of money, pay the bright students a cut and schedule them bi-weekly to sit in and take exams on behalf of their clients. In addition, the Vyampan Scandal also exposed the rise of tuition based privatized schools. These schools were considered "star

---

[103]Sethi, Aman. "The mystery of India's deadly exam scam." 2015.
https://www.theguardian.com/world/2015/dec/17/the-mystery-of-indias-deadly-exam-scam (Accessed October 28, 2016)
[104] Ibid.
[105] Ibid.

schools" that taught the best and brightest of Madhya Pradesh. It was where

middlemen recruited their students and where parents would spend fortunes to

ensure that their children were being taught by "star teachers" who, in turn, were all

a part of the Vyampan scandal. The scandal, because of its sheer magnitude,

garnered international attention. It exposed the massive corruption in institutions of

education in India but also throughout the world. There are thousands of cases of

corruption in institutions of education all around the world. Corruption in its various

forms is not peculiar to any given country.

Normalization of Deviant Behavior

The forms of corruption and magnitude vary from region to region. To fully

understand the effect of corruption, in institutions of education, on society, this study

takes an innovative approach to explaining the corruption phenomenon through a

social behavioral theory approach in Social Science, which further helps to explain

the process of the breakdown of social values. This study is explained through the

Normalization of Deviance theory introduced by Diane Vaughn, which states that

people within the organization become so much accustomed to a deviant behavior

that they do not consider it as deviant, despite the fact that they far exceed their own

rules for elementary safety.[106] People grow more accustomed to the deviant behavior

the more it occurs.[107]

According to Ashford and Anand who introduce the idea of the normalization

of corruption in organizations, there are three mutually reinforcing processes that

---

[106]http://www.consultingnewsline.com/Info/Vie%20du%20Conseil/Le%20Consultant%2
0du%20mois/Diane%20Vaughan%20(English).html
[107] Ibid.

underlie normalization. They state:

> (1) institutionalization, where an initial corrupt decision or act becomes embedded in structures and processes and thereby routinized;[108]
> (2) rationalization, where self-serving ideologies develop to justify and perhaps even valorize corruption; and [109]
> (3) socialization, where naïve newcomers are induced to view corruption as permissible if not desirable.[110]

To people outside of the organization, the activities seem deviant; however, people within the organization do not recognize the deviance because it is seen as a normal occurrence. The model that Ashford and Anand provide explain how otherwise morally upstanding individuals can commit corrupt acts and how cogent institutions can also reinforce and normalize individual deviant behavior through engaging in corruption as well.

To understand corruption in institutions of education, one must take a closer look at the persistency it presents. According to Hallak and Poisson, among the main factors leading to corrupt behaviors is the normalcy of behavior. Buying services such as grades, accesses to exam scores are considered a normal pattern of behavior.[111]

This study takes a closer look at the breakdown of institutions of education as a communal institution that provides a formal experience of learning. Criminologist Edwin Sutherland who developed the Differential Association Theory, asserts that criminal behavior is learnable and learned in interaction with other deviant persons.

---

[108] Ashforth, Blake E., and Vikas Anand. 2003. "The normalization of corruption in organizations." *Research in Organizational Behavior* 25: p.1
[109] Ibid.
[110] Ibid.
[111] Hallak, Jacques and Possion, Muriel. "Ethics and Corruption in Education." International Institute for Educational Planning/UNESCO. 2011. p. 14
http://www.unesco.org/iiep/PDF/Forum15.pdf

This study also analyzed the corruption phenomenon through the lenses of

Differential Association Theory, which has eight key points:

> 1. Criminal behavior is learned in interaction with other persons in a process of communication.[112]
> 2. The principal part of the learning of criminal behavior occurs within intimate personal groups.[113]
> 3. When criminal behavior is learned, the learning includes techniques of committing the crime, which are sometimes very complicated, sometimes simple, and the specific direction of motives, drives, rationalizations, and attitudes.[114]
> 4. The specific direction of motives and drives is learned from definitions of the legal codes as favorable or unfavorable.[115]
> 5. A person becomes delinquent because of an excess of definitions favorable to violation of law over definitions unfavorable to violation of the law.[116]
> 6. Differential associations may vary in frequency, duration, priority, and intensity.[117]
> 7. The process of learning criminal behavior by association with criminal and anti-criminal patterns involves all the mechanisms that are involved in any other learning.
> 8. While criminal behavior is an expression of general needs and values, it is not explained by those needs and values, since non-criminal behavior is an expression of the same needs and values.[118]

Differential Association Theory explains why an individual may choose to behave in

a deviant manner. Sutherland's assertion is most useful when explaining peer

influences among deviant youths or special mechanisms of becoming a certain type

---

[112] Matsueda, L. Ross. Differential social organization, collective, action and crime. 2006. Springer Science + Business Media B.V. Crime Law Soc Change. DOI 10.1007/s10611-006-9045-1. http://faculty.washington.edu/matsueda/Papers/DSO.pdf (Accessed October 28 2015)
[113] Ibid.
[114] Ibid.
[115] Ibid.
[116] Ibid.
[117] Ibid.
[118] Ibid.

of criminal.[119] Differential Association Theory also asserts that people will choose

the criminal path when the balance of definitions for law breaking exceeds those for

law abiding. Furthermore, individuals are more likely to be influenced by those of

high status within a group and therefore more likely to follow in their footsteps.

Students who grow up witnessing or in direct frequent contact with adults or

authority figures who engage in corrupt acts without consequence and who have a

considerable amount of authority or influence over their well-being and development

will more than likely engage in the same acts.

Differential Association Theory paints a clear depiction of the effects of

teachers, faculty and administration coercing students to engage in a corrupt act.

Sutherland also asserts that individuals will engage in criminal behavior if the

following behaviors are met:[120]

1. The person had learned the requisite skills and techniques for committing
   crime.
2. The person has learned an excess of definitions favorable to crime over
   unfavorable to crime.
3. The person has the objective opportunity to carry out the crime.

Sutherland argues that if all three conditions are present and a crime does not occur

or if only one out of the three occurs then the theory can be falsified.[121] In the

various scenarios of corruption cases, the Vyapam scandal and the case of Russia

---

[119] Ibid.

[120] Matsueda, L. Ross. Differential social organization, collective, action and crime. 2006. Springer Science + Business Media B.V. Crime Law Soc Change. DOI 10.1007/s10611-006-9045-1. http://faculty.washington.edu/matsueda/Papers/DSO.pdf (Accessed October 28 2015

[121] Ibid.

graduating unqualified foreign nursing students represent all three categories of Sutherland's argument. The school officials as well as the students are aware of the techniques needed to commit corrupt acts such as cheating, plagiarism, falsifying documents, bribery. In addition, since corruption involves the engagement of two parties whether willing or unwilling, there is an understanding that the benefits of the act committed far outweigh not committing the crime and most importantly at least one party in the engagement has the objective opportunity to carry out the crime.

According to Clifford Shaw and Henry D. McKay, researchers from the Chicago School who developed the Social Disorganization Theory asserted that the root cause of crime can be traced back to some form of social disorganization. The Social Disorganization Theory states that a person's neighborhood or ecological characteristics are a substantial factor in shaping the likelihood that that person will be involved in illegal activity. However, Shaw and McKay link this theory of social disorganization to youth delinquency, but I argue that this can be linked to a larger conceptual framework of corruption.

In many low developing countries, institutions of education from primary to tertiary level are becoming privatized, going from public to private ownership and control. This is especially seen in developing countries that see privatizing the education system as a way to re-structure their economy. The United Nations Education, Scientific and Cultural Organization produced a study titled, The

Privatization of Education in Developing Countries: Evidence and Policy

Implications stated that there are three modes of privatization in education:[122]

1. The outsourcing of specific state activities to private providers;
2. The introduction of market-based or other self- regulatory governance instruments sometimes involving forms of deregulation of the education sector;
3. The provision of schooling by private organizations, either partially state-funded and in compliance with public regulations, or independently.

In many developing countries, the provision of schooling by private organizations is on the rise. This is a growing trend in countries in Africa, the Middle East and South Asia. Countries are failing to provide their children with adequate education, having led to the development of more for profit privatized schools.

In an article titled, "The $1-A-Week School, it is stated, "A census in Lagos found 12,000 private schools, four times as many as on government records. Across Nigeria 26% of primary-age children were in private schools in 2010, up from 18% in 2004. In India in 2013, 29% were up from 19% in 2006. In Liberia and Sierra Leone, around 60% and 50% respectively of secondary-school enrollments are private."[123]Many of these private schools cater to a small minority of those who belong to the upper-echelons of society further displacing thousands of children who cannot simply afford tuition costs. Many of the privatized schools are extremely

---

[122] United Nations Educational, Scientific, and Cultural Organization. The Privatization of Education in Developing Countries: Evidence and Policy Implications. 2015. http://unesdoc.unesco.org/images/0024/002438/243824e.pdf (Accessed December 24, 2016)

[123] "The $1-A-Week School. "The Economist. 2015 http://www.economist.com/news/leaders/21660113-private-schools-are-booming-poor-countries-governments-should-either-help-them-or-get-out (Accessed October 31, 2016)

competitive, wealthy and connected families are willing to do whatever it takes to ensure favorable outcomes for their child.

The socio-economic surroundings of many developing countries provide conditions that allow corruption to foster. Even with a rise in privatized schools that cater to the wealthy, one may think that corruption is primarily about people getting rich; however, corruption's connection to the poor in society runs much deeper.[124] In conditions where corruption has become a way of life for many, poor people are often exploited, forced to engage in bribery to survive.

Corruption in the Education Systems in Nigeria

Children enormously benefit from wise, quality-based education as they navigate through life. This study argues that some facets of educational institutions seem to be merely in existence to extort its students. Similar to the way in which some politicians use the government for personal enrichment, the educational system has also become corrupt, with teachers and faculty members demanding bribes from students. Not only do some students in Nigerian universities pay professional examination takers to take standardized examinations for them, but also some principals and teachers participate in paying professional examination takers, to improve their school's academic performance in the standardized examinations.[125]

---

[124] Johnston, Micahel. "Poverty and Corruption." Forbes. 2009."http://www.forbes.com/2009/01/22/corruption-poverty-development-biz-corruption09-cx_mj_0122johnston.html"

[125] Uzoigwe, O. G., "Corruption in Education and Assessment Systems: The WAEC Experience in Nigeria." Federal Ministry of Education on "Character formation in Secondary Schools' May 22, National Theatre, Lagos.

Students who are financially well off sometimes visit the headquarters of

various examination councils or boards to pay staff members to award them high

grades for various subjects in the standardized examinations. It appears that students

are therefore taught and forced to scheme and bribe their way through their

education. If so, this could probably mean that these students may continue to

scheme and bribe their way through life.[126]

> Studies have yet to analyze if the rise in privatized schools in Nigeria has
> exacerbated the problem of corruption within schools. There are about *48,242*
> primary schools with *16,796,078* students in public schools and *1,965,517* in
> private schools in Nigeria. In addition, Nigeria has *7,104* secondary schools
> with *4,448,981* students.[127]A close assessment revealed that students were
> exploited by school heads at both private and public school in the name of
> enrollment fees and success in their examination as they do in collaboration
> with officials who are supposed to inspect and monitor such activities.[128]

The Nigerian culture places high emphasis on four types of "achievements":

academic, wealth, social status and marriage. However, out of the four, more

emphasis is placed on wealth. Depending on the individual, it does not matter how

the wealth is attained; it could be through politics, educational attainment, business

or fraud, stealing and other means. Society's disregard for the way people achieve

their goals or attain their wealth often leads people into inappropriate behavior. This

---

125

[127] Dike, Victor. The State of Education in Nigeria and the Health of the Nation. 2002. http://www.afbis.com/analysis/education10204234737.htm (Accessed December 24, 2016)

[128] Odia, O. L., Omofonmwan, I.S., Educational System in Nigerians and Prospects. J. Soc. Sci., 14(1): 81-86 (2007) https://pdfs.semanticscholar.org/4349/efb6e8351b1c8665c47695c66870d2582a06.pdf (Accessed December 16, 2016)

disregard also leads to embezzlement of public funds, offering or accepting bribes, electoral rigging and examination malpractice. The cultural pressure faced by individuals in society in every sector has contributed to the proliferation of corruption and other deviant acts.

The cultural and family pressure to attain wealth affects ordinary everyday people who also may happen to be teachers, principals, professors, policemen and the like. Students also face pressure to succeed. The need to survive and excel financially forces some school administrators to collect bribes to compensate or "pad" their pockets. The students who engage in paying the bribes are often motivated by the "need" to excel academically because that guarantees a certain level of financial success and social status. The Differential Association Theory states that, "If a person is hungry but has no money, there is a temptation to steal. But, the use of 'needs 'and 'values' is equivocal. To a greater or lesser extent, both non-criminal and criminal individuals are motivated by the need for money and social gain."[129] Low-level citizens who are simply trying to survive frequently commit corruption out of need.

Culturally this is also the informal training or transmission of traditional values that include the pursuit of education, the attainment of good grades and distinction, the acquirement of wealth and social status. These beliefs are ingrained

---

[129] Matsueda, L. Ross. Differential social organization, collective action, and crime. 2006. Crime Law Soc Change DOI 10.1007/s10611-006-9045-1. P 3 http://faculty.washington.edu/matsueda/Papers/DSO.pdf (Accessed March 5, 2017)

within society and also have a role to play in the value system. However, formal education has cemented and legitimized these values even further within the psyche of people. Literature within the education and sociology field argues that institutions within societies are a mere reflection of what is currently going on. However, this study argues that the relationship between society and institutions is actually a reciprocal process. Society influences institutions and institutions also influence and change or sustain the value systems currently presented in society. Table six is a chart illustration that shows the reciprocal relationship between society and institutions.

Chart 6. Society and Institution Relationship change arrow

 Chart six displays the relations between institutions of education and society. Both entities influence one another in a reciprocal manner. Education is considered a sub-system in society, helping to carry out specific functions for society as a whole. Talcott Parsons argues that education acts as the "focalizing socializing agency," school acts as the bridge between family and society.[130] In addition, Parsons states that within the family the child is treated in terms of "particularistic" standards, however as the child grows into an adult he must ascribe to more "universalistic"

---

[130] Ibid.

standards.[131] Furthermore, children who grow into adults are forced to submit or accept the behavior, attitudes and ideology of the ruling class. In the case of institutions of education that are supposed to mitigate or correct the ills of the ruling class specifically in the case of Nigeria, the education system teaches those in authority how to exploit and teaches those who are not part of the ruling class or in positions of authority to submit. Hence, educational systems reflect and influence the social order and culture of which they are a part, but the influence remitted from educational systems upon students may be more detrimental, thus having a severe negative impact on the culture and social order.

This study argues that the breakdown in social values may derive from morally drained institutions of education that are considered communal institutions responsible for teaching, leading and facilitating relationships amongst people. McKay argues, "Common neighborhood or societal values are essential in controlling crime as is basic ethnic, cultural and linguistic unity. However, once an area suffers from the basic causal elements of crime, there may be no going back. The area may become contaminated with a defective culture that may influence inappropriate behavior in children."[132] Could Nigeria be operating under a defective culture and even worse instilling those values in children early on?

---

[131] The Relationship Between Education and Society. http://www.yourarticlelibrary.com/education/the-relationship-between-education-and-society-7040-words/8584/ (Accessed February 7, 2017)

[132] http://www.ehow.com/about_6736498_shaw-mckay_s-social-disorganization-theory.html

CHAPTER 3: HISTORICAL CONTEXT OF NIGERIA

Introduction

Since independence, Nigeria has suffered from political corruption. Thus, it is useful to understand the concept of political leadership. According to Ogbiedi, political leadership involves the ruling class that bears the responsibility of managing the affairs, resources and political entities, by setting and influencing policy priorities affecting the territory, through different decision-making and institutions created for the development of the territory.[133] In Nigeria, the political elite and those who assume decision-making positions embarked on a quest to secure power, suppress opposition, and have access to unlimited funds for personal use.

Scholars also have asserted that corruption in Nigeria stems from a deep, ingrained, social-psychological issue. William Brownsberger argues that in post-colonial African countries, people feel that the more materialistic possessions one has the more successful, powerful, fulfilled and equal one might feel. Brownsberger conceptualizes the idea why political and public officials would do anything to look and become wealthy. The dazzling status of the white man (and the successor or black elite) burned into populace a desire to appear and act as did their dominators, and this led the most successful to corrupt excesses. According to Browmsberer, the European was their "superman."[134] The trappings of his total dominance- his clothes,

---

[133] Ogbeidi, M. Michael. "Political Leadership and Corruption in Nigeria Since 1960: A Socio-Economic Analysis." Journal of Nigerian Studies. Vol. 1 No. 2 Fall 2012. p. 4
[134] Brownsberger, William. Developmental Corruption –Materialism and Political Fragmentation in Nigeria. The Journal of Modern African Studies. Vol. 2, No.2 (June. 1983) Cambridge University Press. p. 225

his automobiles, his houses, his written words, and regal life represented perfect success and nobility. [135]The media perpetuates characteristics of dominance, according to Brownsberger. In order to be a part of the elite, one must have specific characteristics, which entail wealth.

Pre-Colonial Nigeria and Beginnings of Colonialism

To understand how and why Nigeria is the way it is today, it is useful to review its political history and trajectory. Early history documents that the first people who settled in Nigeria, around 3,000 years ago were the Nok people.[136] These skilled artisans and ironworkers flourished between the fourth century B.C. and the second century A.D. in a large area above the confluence of the Niger and Benue rivers. It is said that the The Nok achieved a superior level of infrastructural development; however, such development was not to be seen in the region until the next 1,000.[137]

Before 1500, present-day Nigeria was divided into states, which can still be attributed to the modern ethnic groups that trace their history to these origins.[138] These early states included the Yoruba kingdoms, the Edo kingdom of Benin, the Hausa cities, and Nupe. The sixteenth century ushered in a political high point in Nigeria's history. During this period, the Songhai Empire flourished, stretching from the Senegal and Gambia rivers and incorporating part of Hausaland in the east.[139] At the same time, the Sayfawa Dynasty of Borno asserted itself, conquering Kanem and

---

[135] Ibid. p 226
[136] Global Security. http://www.globalsecurity.org/military/world/nigeria/history-01.htm (Accessed November 29, 2016)
[137] http://www.mongabay.com/reference/new_profiles/129.html
[138] Global Security. http://www.globalsecurity.org/military/world/nigeria/history-01.htm (Accessed November 29, 2016)
[139] Ibid.

extending its control westward to Hausa cities that were not under Songhai imperial rule.[140]

During the 19th Century, the British had conquered the different parts of present-day Nigeria. These areas were grouped into Protectorates, namely Lagos, Niger Coast (also known as Oil River Protectorate), and the Northern Protectorate.[141] For ease of administration and control, the Northern Protectorate and the Southern Protectorate (made up of Lagos and Niger Coast) were amalgamated in 1914 by the British.[142] Thus came into existence the country presently known as Nigeria. Sir Frederick Lugard was known as the British soldier or mercenary of Africa and Colonial Administrator of Nigeria. After his military career, Lugard joined the Imperial British East Africa Company. In their service, he was sent to many regions all over the world to secure British dominance.

Before Lugard came to Nigeria, the country already had well-established ways of political behavior. During Lugard's quest to establish British dominance over land, resources and people, the Emir of Kano and Sultan of Sokoto fought against such imposition until their eventual demise in 1903. After successful campaign against the Emir of Kano and Sultan of Sokoto, Nigeria would become fully controlled by Britain. By the time Nigeria became fully colonized by the British in 1906, Sir Lugard resigned as commissioner. For a job well done, Luggard was knighted for his services to Nigeria in 1906.

---

[140] Ibid.
[141] Ibid.
[142] Ibid.

Nigeria was first discovered by Portuguese explorers in 1415.[143] (See Appendix A

for Map of Pre-Colonial Africa) The Portuguese began seizing ports.[144] The

Portuguese gained control of the Atlantic coast and commanding a major sector of

trade in Africa until the seventh century. Portuguese discovery of gold in Africa

invited many European countries to embark on their own search for this valuable

resource. The "Gold Coast"[145] attracted the greatest attention from Europeans in the

16th and 17th century.[146] However, Europeans were more concerned with agriculture

and tropical produce, which they believed would yield major economic benefits. For

these reasons, European powers needed human labor in the Americas to make this

potential come to reality. Thus began the Transatlantic Slave Trade. It would not

have been fully possible for the Europeans to easily capture Africans without the

consent of some African rulers. In his book, How Europe Underdeveloped Africa,

Walter Rodney explains further by stating,

> African rulers found European goods sufficiently desirable to hand over
> captives which they had taken in warfare. Soon, war began to be fought
> between one community and another for the sole purpose of getting prisoners
> for sale to Europeans, and even inside a given community a ruler might be
> tempted to exploit his own subjects and capture them for sale. A chain

---

[143] Rodney, Walter. How Europe Underdeveloped Africa. 1973. Bogle-L'Ouverture
Publications, London and Tanzanian Publishing House, Dar-Es-Salaam 1973, Transcript
from 6th reprint, 1983; Transcribed by Joaqiun Arriola
http://abahlali.org/files/3295358-walter-rodney.pdf (Accessed November 29, 2016)
[144] Ibid.
[145] History of Ghana.
http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=plg (Accessed
December 1, 2016)
[146] Rodney, Walter. How Europe Underdeveloped Africa. 1973. Bogle-L'Ouverture
Publications, London and Tanzanian Publishing House, Dar-Es-Salaam 1973, Transcript
from 6th reprint, 1983; Transcribed by Joaqiun Arriola
http://abahlali.org/files/3295358-walter-rodney.pdf (Accessed November 29, 2016)

> reaction was started by European demand for slaves (and only slaves) and by their offer of consumer goods — this process relating to divisions within African society. [147]

Throughout the seventeenth century, the source of African labor and exploitation of its resources proved to be a major course in the accumulation of capital for Europe. (See APPENDIX B. Map of Pre-Colonial Africa, 17th and 18th Centuries).

The end of the nineteenth century in Africa's history is famously coined, "The Scramble for Africa." This was the deliberate colonization, occupation and invasion of African territories by Europeans. In 1870, only ten percent of Africa was under the colonization of Europeans; by 1914 it had increased to ninety percent of the continent with Liberia, Dervish state (Present day Somalia) and Ethiopia as independent states. The Berlin Conference is a major contributory factor in the undoing of Africa. The purpose of the 1884 Berlin West Africa Conference was to establish a system of management and control over the colonized states in Africa to reduce outbreaks of armed conflict between rival colonial powers.[148] Most importantly, the Berlin Conference would result in the portioning or carving of African states resulting into the ultimate undoing of the continent.

The conclusion of the meeting was the presentation of The General Act. The General Act, ratified by all major colonial powers, including the United States, set out the conditions in which territory may be acquired in Africa; it internationalized two rivers (Niger and Congo) and areas neutral.[149] In addition, the meeting also

---

[147] Ibid.
 http://abahlali.org/files/3295358-walter-rodney.pdf (Accessed November 29, 2016)
[148] Craven, Matthew. London Review International Law (2015) 3 (1)
 http://lril.oxfordjournals.org/content/3/1/31.full (Accessed December 1, 2016)
[149] Ibid.

served as the political and legal bases for the partitioning of African territories amongst colonial powers. The meeting can be accredited to German chancellor Otto von Bismark who called the gathering to major western powers. Ultimately, The Scramble for Africa resulted in a hodgepodge of geometric boundaries that that divided Africa into fifty irregular countries disregarding culture, language, religion and pre-existing and functioning communities. (See Appendix C for map of Africa after 1884 Berlin Conference.) Nigeria's pre-colonial era consisted of different ethnicities and distinct cultures that lived together in peace, harmony and tolerance under various empires. Scholars argue that before British colonization, Nigerians were tolerant of other cultures and ethnicities. According to Okene, ethnic groups in Nigeria today are by-products of history, representing groups that emerged because of deliberate acts of statesmanship and social engineering.[150]

Nigeria's Independence

As time went on, British colonial rule subjugated, alienated and took away the rights of the indigenous people, resulting in the agitation for self-government. Between 1922 and 1959 the history of Nigeria was dominated by the struggle for freedom and independence. Among the notable Nigerians who led the movement of independence were Sir Herbert Macaulay, Dr. Nnanmdi Azikwe, Chief Sire Ahmadou Bello and Chief Anthony Enahoro; they are known as the founders and fathers of Nigerian Nationalism.

Britain eventually gave some concessions to Nigerians. This gave rise to the

---

[150] Okene, Ahmed Adam. MDS/State, Good Governance & Development. Online publication. Retrieved June 22, 2013 http://www.academia.edu/1746926/MDS-_SGD_2-_Political_development_in_Nigeria

series of constitutions that came into existence, including the Clifford Constitution of 1922, the Richards Constitution of 1946, the Macpherson Constitution of 1951, and the Lyttleton Constitution of 1954. With these constitutions, Nigerians were allowed only a limited role in contributing to the affairs of their own land. Thus, Nigerians continued to fight for their independence.

On 1 October 1960, they were successful. Nigeria gained freedom from British colonial rule and became self-governing. Nigeria was administered at the center by the Federal Government and three regional governments of the country. In 1963, the Midwest Region was carved out of the Western Region making a Federation of four regions. During this First Republic, a parliamentary system of government was in operation. This lasted until January 1966. Nigeria's checkered history was filled with foreign-extraction and home-extraction of its vast resources. During Nigeria's colonial era, the British extracted everything in terms of natural resources, land and labor. Nigerians constantly lived their day-to-day lives with foreigners whose sole purpose for being in Nigeria was to enrich themselves. Thus, Nigerians developed a skewed view of leadership; they viewed people in authority as using their position, not as a form of public service, but as a means of public exploitation.

Nigeria's Political Overview

The Independence of Nigeria ushered a wave of nationalism that the continent was already experiencing during the time. However, Nigeria's political history post colonialism is filled with coup d'etats, political fractions, succession and great controversy. It is evident that when Nigeria's independence was ushered in the elite

class of society was not prepared and did not have the necessary knowledge to lead a

country. Political leadership bears the responsibility of managing the affairs and

resources of a political entity and setting priorities affecting territory through

decision making and institution building. However, the type of political leadership

that has been well documented and discussed in scholarly books often depicts

Nigeria's ruling class as those who showed more interest in how the affairs of the

state could be beneficial to themselves and their counterparts. Nigeria would spend

the majority of its independence under military control.

The First Republic was under the leadership of Nnamdi Azikwe (1963-1966)

the first President of Nigeria. Sir Abubakar Tafawa Balewa (1963-1966) would serve

alongside Azikwe as the Prime Minister. Their tenure, however, was marked by

widespread corruption with impunity.[151] According to Michael M. Ogbeidi, "In fact,

it appeared there were no men of good character in the political leadership of the

First Republic. Politically, the thinking of the First Republic Nigerian leadership

class was based on politics for material gain making money and living well."[152] In

1966, a coup eventually occurred in which the military was responsible for removing

Azikwe and killing Balewa and other senior political officials. Azikwe would

survive repeated assassination attempts and later become the Chancellor of the

University of Lagos from 1972-1976. Despite the presence of killing, the

government was placed under military control of General Aguiyi Thomas Ironsi.

---

[151] Ogbeidi, M. Michael. "Political Leadership and Corruption in Nigeria Since 1960: A Socio-Economic-Analysis." Journal of Nigerian Studies. Volume 1. Number 2. Fall 2012. P. 6 http://www.unh.edu/nigerianstudies/articles/Issue2/Political_leadership.pdf (Accessed December 6, 2016)
[152] Ibid.

Ironsi ruled Nigeria for only seven months (January 1966- July1966) until he was killed by another staged coup in which Yakubu Gowon would emerge as the ruler. Yakubu Gowon (1965-1975) also experienced a coup by Baka Dinka which was unsuccessful. Eventually, Gowen would be ousted and Murtala Muhammed took over. Olusegun Obasanjo (1976-1979) would resume leadership from Muhammed who too was killed. Obasanjo promised the Nigerian people to return the country to civilian rule and a new constitution was written in 1978. The history of Nigeria continues in this same fashion with leaders who barraged the Nigerian people with unfulfilled promises.

The Second Republic of Nigeria which was under President Shehu Shagari (1979-1983), in which the resurrection of corruption took shape. Shagari's administration was plagued with rampant corruption and mismanagement of oil revenues which resulted in the 1983 coup by military General Muhammadu Buhari (1983-1985) who also promised the Nigerian people that they would stop corruption and restore public trust in elected officials; however, Buhari would experience a coup of his own in 1983 by Buhari's military chief Ibrahim Babangida (1985-1993). Babangida would rule Nigeria for two terms, which too were with controversy. During Babangida's term, two failed coups were carried out by opposition groups. In 1990s a new constitution was established that promised to return Nigeria to civilian rule. In 1992, the Federal Council allowed the presidential elections to take place; however, Babangida annulled the result claiming fraud, and the election was postponed to 1993.

The 1993 election of Nigeria marked a significant point in Nigeria's history.

The election was held for the first time in Nigeria, and it is believed to be the first free and fair election where Moshood Abiola was declared winner. However, Babangida would again declare election fraud and decided to annul the result. This sparked outrage with thousand protesting Babangida's annulment. Hundreds of pro-democracy activists were killed and arrested. Due to mounting pressure and international criticism Babangida resigned on August 27, 1993 handing over the government to Ernest Shonekan, a civilian appointed by Babangida. Shonekan would only rule Nigeria for three months, the shortest rule in history. He also experienced a coup of his own. He was overthrown by military head Sani Abacha. Sani Abacha is regarded as the most infamous President of Nigeria because of how ruthless his regime was.

President Sanni Abacha is known for leading Nigeria's most illegitimate, ruinous and reckless regime.[153] Abacha is known throughout Africa, the press and the international community as a crook, thief, and mastermind of defrauding the Nigerian people and government. The United Nations Office on Drugs and Crime and the World Bank, under a new initiative called the Stolen Asset Recovery (STAR) reported that Abacha stole a staggering amount of $505.5 million dollars in stolen funds, recovered by the Nigerian government from Swiss authorities.[154] At the end of Abacha's regime it is reported to have taken $2 to 5 billion dollars from Nigeria's Central Bank. As a percentage of nominal GDP, Abacha took between

---

[153] Ogundiya, Ilufoye Sarafa. "Political Corruption in Nigeria: Theoretical Perspectives and Some Explanations." The Anthropologist, 11(4). Pp. 288
[154] Ibid.

1.5%-3.7% of the annual GDP.[155]

> In Abuja alone, the army general was asked to forfeit six ultra-modern
> buildings worth millions of naira. In addition, his family was asked to return
> $625,263,187.19 and over 75 million British Pounds and another 100 million
> naira illegally acquired through the state. This is not inclusive of two hundred
> and fifty million naira and a total of ninety-seven million naira forfeited to the
> Nigerian state by his sons, Mohammed Sani Abacha and Abdulkadir Abacha
> respectively.[156]

Abacha used his position as a leader in the government to directly steal money from

oil transactions. In a climate where their governance went unchallenged, The Head of

State and other public officials used power and violence as a means of controlling the

country's economic system.

Not only did he siphon money from the government, he dismantled all

electoral institutions, shut down independent publications, banned all political

activity and suspended the constitution.[157] Abacha's regime was filled with

corruption, series of human-rights violations and civilian killings. Abacha would

later die at the age of 54 in 1998 from an alleged heart attack. Olusegun Obasanjo,

who was jailed by Babangida for plotting against Babangida, was supposed to serve

25 years in prison for treason; however, after the death of Abacha he was released

from prison.[158] Obasanjo was encouraged to run and would win successful primaries;

he would later run for President and was declared the first democratically elected

---

[155] Ibid. p. 289
[156] Ibid.
[157] Political History of Nigeria.
http://www.crawfordsworld.com/rob/apcg/Nigeria/Unit4NigeriaHistory.html (Accessed
December 9, 2016)
[158]Ibid.

president and served from 1999-2007, a strict contrast from when he was military

dictator of Nigeria from 1976-1979.[159]

Umaru Musa Yar'Adua was the second president of the fourth Republic of

Nigeria in 2007. His term was short lived. Yar'Adua would pass away due to health

conditions in 2010. His successor Goodluck Jonathan would become the interim

president and was later declared president through a free and fair election. Jonathan

would spend one term as President (2010-2015). Jonathan would run for a second

term; however, his presidency, like many other throughout history, would be riddled

with corruption and mismanagement of governmental funds. He would lose to

current President of Nigeria Muhammadu Buhari who previously ruled Nigeria as a

military head from 1983-1985.

Buhari's presidency has committed itself to combatting corruption, going

relentlessly after politicians and public officials who have embezzled or

misappropriated federal funds. One of the biggest cases of relevancy to Buhari's

presidency is the pursuit to hold former Minister of Petroleum Diezani Alison-

Madueke who served under Jonathon's presidency accountable in the court of law

for allegedly stealing over 30 Billion naira from the government and oil

transactions.[160] The Economic Financial Crimes Commission (EFCC) was

established in 2003 as a government law enforcement agency that investigates

---

[159] Ibid.

[160] Iriekpen, Davidson. "Court Orders Forfeiture of Diezani's $153 million to FG."
http://www.thisdaylive.com/index.php/2017/01/07/court-orders-forfeiture-of-diezanis-
153m-to-fg/ (Accessed February 7, 2017)

financial crimes such as fee fraud and money laundering.[161] Since the established of

the EFCC they have successfully been able to bring corrupt officials to trial as well

as recover over 2 trillion dollars in cash to date.[162] Although the EFCC has held its

share of controversy, the anti-corruption watch dog has been actively performing its

duties under Buhari's administration. The history of corruption in Nigeria and

instable political leadership has caused a series of detriments to Nigeria's economic

growth.

Since independence, Nigeria has made N96.2 trillion naira in crude oil

sales.[163] Approximately, $400 billion in oil money has been stolen by its leaders

since independence.[164] In 1999, the poverty level was 45% and in 2012, 76%. This in

part due to the mismanagement of resources through corruption; the money made

from oil from 1999-2011 was more than all that was made from 1960-1999. In an

article written by Anthony Akinola, "Akinola: Nigeria's History of Corruption." He

states,

> The civil war (1967-70) and the oil wealth during the Gowon era (July 1966-
> July 1975) brought a new dimension to official corruption in Nigeria. It was

---

[161] Economic and Financial Crimes Commission. https://efccnigeria.org/efcc/about-efcc/the-establishment-act (Accessed December 9, 2016)

[162] Ogundipe, Samuel. "Nigeria Publishes Details of Recovered Assests, Withholds Name of Looter" June 4, 2016. http://www.premiumtimesng.com/news/headlines/204676-nigeria-publishes-details-of-recovered-assets-withholds-names-of-looters.html (Accessed December 9, 2016)

[163] Ndujihe, Clifford. "Under Jonathan, Nigeria earned $51 trillion from crude oil." http://www.vanguardngr.com/2016/08/jonathan-nigeria-earned-n51trillion-crude-oil/ (Accessed February 7, 2017)

[164] Sotubo, Jola. "$400bn oil money stolen since independence – UK firm: The global crude industry security watchdog said the money was lost to mismanagement and theft." Pulse Nigeria. http://pulse.ng/business/in-nigeria-400bn-oil-money-stolen-since-independence-uk-firm-id3745342.html (Accessed February 7, 2017)

an era of "boom" for soldiers and their surrogates who masqueraded as contractors. While General Yakubu Gowon himself has continued to live a relatively modest life style since being ousted from power (he is said not to have built a house for himself while in office), 10 of his 12 state governors were indicted for corruption and self-enrichment by the Murtala Muhammed-Obasanjo administration.[165]

According, to the United Nations Office on Drug and Crime, estimates close to 400 billion US dollars have been stolen by Nigeria's political elites between 1960 and 1999 and the figure continues to rise.[166] Ilufoye Ogundiya addresses cases of Nigerian ex-presidents and public officials who used their political position and influence to commit large-scale corrupt acts. One example of this act is by former Nigeria's Inspector General of Police, Tafa Balogun who stole approximately 17 billion naira from 2002 to 2005.[167] Tafa pleaded guilty in an orchestrated court trial and received a mere six months in jail in the same country where a common thief receives seven years in jail for stealing fowl or cigarettes. This shows the class bias of the judicial system.[168]

Much attention is given to the effects that political instability and corruption has had on Nigeria's economic development. However, researchers have failed to look at other factors that contribute to the proliferation of corruption on the local level. Researchers have ignored the power of corruption as culture and the

---

[165] Akinola, Anthony. "Akinola: Nigeria's History of Corruption." Guardian Nigeria. http://guardian.ng/opinion/columnists/akinola-nigeria-s-history-of-corruption/ January 2015. (Accessed November 7, 2016)
[166] "Nigeria Corruption Busters." United Nations Office of Drug and Crimes http://www.unodc.org/unodc/en/frontpage/nigerias-corruption-busters.html
[167] Ogundiya, Ilufoye Sarafa. "Political Corruption in Nigeria: Theoretical Perspectives and Some Explanations." The Anthropologist, 11(4): p. 285
[168] Ibid. p. 287

devastating effects the Nigeria's institutions may play in the socialization and acceptance of corruption on larger scales. According to the Head of Strategy and Reorientation, Mr. Gabriel Aduda, "Corruption in education affects more people than corruption in other sectors, both in rural and urban areas basically because schools are the breeding grounds for future generations. Corruption threatens equal access, quantity and quality of education."[169]I argue that socialization of corruption emanates from formal education rather than from a political system.

Education Under British Colonial Rule of Nigeria and Post- Independence

Prior to colonialism, Nigerian people began to settle; they also began to develop systems of governance and traditional rules of law. These forms of traditional rules of government by Nigerians were cut short by the British amalgamation of Nigeria. In addition, Nigeria's educational system consisted of informal training around agriculture and native tradition.

Prior to the establishment of British education during colonial rule, education was centered around religious and traditional teachings. There was an overarching goal that was shared amongst various cultures within Nigeria. The objectives of the Nigerian traditional education were:[170]

- a. To develop the child's latent physical skills;
- b. To develop character;
- c. To inculcate respect for elders and those in positions of authority;
- d. To develop intellectual skills;

---

[169] Edukugho, Emmanuel. "How Corruption Weakens Education Sector" September 8, 2009. http://www.vanguardngr.com/2009/09/how-corruption-weakens-education-sector-efcc/ (Accessed December 9, 2016)

[170] Fafunwa, A.B. History of Education in Nigeria. London: Macmillian Publishers. 1974

e.   To acquire a specific vocational training and to develop a healthy attitude towards honest labor;

f.   To develop a sense of belonging and active participation in family and community affairs; and

g.   To understand and promote the cultural heritage of the community at large.

The objectives of the Nigerian traditional education were to produce individuals who were respectful, cultured, skilled and most importantly, would conform to the social order of the day.[171] In addition, children were also taught to imitate the adults and understand their geographic terrain. In all, traditional Nigerian education before the implementation of colonial education was based on functionalism.

Before the British arrived in the northern parts of Nigeria, which is predominately and currently Muslim, Islamic schools were among the major sources of education. Students were taught by a Mallam, also known as one who teaches or has knowledge in Qur'anic studies. These Islamic schools continued to function in Northern Nigeria even when missionaries came over during colonialism to evangelize and spread the word of the Gospel.

British colonial policies on Education were implemented in Nigeria between 1882 and 1962. [172] Prior to the establishment of formal British education in Nigeria, western missionary education was observed from 1842 to 1882. The purpose of the missionary bodies in Nigeria was to teach Nigerians about the gospel and to evangelize the word of God. However, as time passed, the colonial government

---

[171] Suliaman, Folasade. Internationalization in Education: The British Colonial Policies on Education in Nigeria 1882-1926. Journal of Sociological Research. Vol. 3, No. 2 (2012). http://www.macrothink.org/journal/index.php/jsr/article/view/2222/1882
[172] Ibid.

became critical of the educational practices of the missionaries.[173] They believed that it lacked standards, academic rigor and proper curricula. [174]

The colonial government was inundated with the tasks of governing and managing the political and economic affairs of Nigeria and needed individuals with the proper skills, both technical and intellectual to fill junior and administrative positions in the colony. The missionaries whose primary concern was evangelizing and teaching skills that would only be beneficial to the work of the church was no longer in line with the needs of the colonial government. The colonial government decided, according to Folasade Suliaman in her article, "Internationalization in Education: The British Colonial Practices on Education in Nigeria," to enact laws to guide the existing schools and their proprietors which would form the existing foundation upon which the education system in Nigeria and other African countries are built upon.[175]

In the year of 1872, the colonial government financed the majority of the education activities in Lagos through three prominent missionary bodies. This financing led to the beginning of grant-in-aid that led to the 1882 ordinance which sought to address inequities in the educational system. The ordinance had to be rectified and re-constructed to entail environmental relevance or perhaps relevance to the Nigerian people. The 1887 ordinance provided the following:[176]

---

[173] Ibid.
[174] Ibid.
[175] Ibid.
[176] Ibid.

a. Constitution of a Board of Education which was made up of the Governor who was the chairman, members of the Legislative Council, four nominees of the governor and the inspector of schools;
b. Appointment of an inspector of schools and a sub-inspector of schools and other education officers;
c. Extension of grants-in-aids to teacher training colleges;
d. Empowerment of the governor to open and maintain schools;
e. Assessment of the conditions of grants-in-aids to infant schools, primary schools, secondary schools and industrial schools, based partly on the subjects taught as well as the degree of excellence in the schools and safeguarding of religious and racial freedom;
f. Issuance of certificates to teachers;
h. Admission of pauper and alien children into schools;
i. Establishing of scholarships for secondary and technical education.

The 1887 ordinance was unable to be achieved by the missionary administrators and schools that were already established at the time. Reverend Henry Car was a Nigerian educator and administrator who also served as an Acting Director of Education with British Colonial government in Nigeria. It was Reverend Car who advocated for government control of the education sector.

Western education slowly developed in the Northern parts of Nigeria in 1947.[177] According to Nigeria-History & Background,

Western education slowly entered the northern region. In 1947, only 66,000 students were attending primary schools in the north. Ten years later, the number enrolled had expanded to 206,000 students. In the western region, over the same period, primary school enrollment expanded from 240,000 to 983,000 students. The eastern region experienced the most dramatic growth in primary enrollment during this period, jumping from 320,000 to 1,209,000 students.[178]

There would be a series of ordinances passed before the amalgamation of

---

[177] Nigeria-History- Background- Education, Students, Schools, and People-StateUniversity.com. Nigeria - History Background (Accessed April 2, 2017)
[178] Ibid.

Nigeria. Each ordinance for the colonial government sought to improve the condition and quality of teachers. However, the primary role of education under colonial governance was to provide primary and secondary education which was enough to teach the English language, grammar and basic skills. Colonial administrators needed a labor force that would be able to assist in the affairs of the colony. The main purpose of the establishment of the institutions of education was not to produce well literate, academic scholars who had superior technical skills. Nigerians were being needed only to fill junior cleric work.

In addition, colonial education created vast divisions and divisiveness amongst Nigerians. It did not acclimatize the people in Nigeria to their various cultures and prepare to advance them. The colonial government's main purpose was to introduce their own culture. In *Problems of Nation Building in Africa* by Nwabughuogu, he states:

> Western Education, itself a product of missionary activity and colonial government reinforced the divisive tendencies in African societies. There were noticeable divisions between those who had acquired western education (usually called the educated) and those who had not (called the illiterates). The educated often treated illiterates as inferior and this created enmities between the two. Even among the educated, there were [sic]still discrimination centered on the type of school attended, the level of education attained, the type of course pursued and the quality of certificates obtained ... [179]

The aims of colonial government were never to create a sustainable Nigeria or advanced institutions of education. The colonial government deliberately abandoned the education sector to the religious missions and private individuals, without any

---

[179] Nwabughuogu, A. I. (2009) Problems of National Building in Africa. Okigwe, FASMEN Communication. P. 33 – 34.

clear policy in place.[180]

Education is a process of interactions, whether formally or informally between people. It is through this process that values, beliefs and knowledge are transmitted. In Nigeria, the majority of children attend formal school and are not homeschooled. Since the introduction of Western education by British colonists, the value of a degree or technical certificate is still highly coveted. Nigerians still do believe that certification and obtaining a formal education is a necessity.

In the 1950s, Nigeria would adopt the British schooling system and reference it as Form Six. Form six would divide grades into six elementary years, three junior secondary years, two senior secondary years, and a two-year university preparation program.[181] Those who scored high on exit examinations at the end of Form Six usually were qualified to enter universities.[182] The 1960s would mark a tumultuous time in Nigeria's history. The second half of the sixties brought the Nigerian Civil War. The Nigerian Civil War also known as the Biafran War was filled with ethnic riots and killings against the Igbo tribe. The Igbos would make up most of the Eastern region of Nigeria and planned to secede from Nigeria and form their own country, calling it the The Republic of Biafra. Studies and historical accounts of of the Biafran War seldom discuss the impact the war had on the educational system and framework of Nigeria. The war physically and

---

[180] Suliaman, Folasade. Internationalization in Education: The British Colonial Policies on Education in Nigeria 1882-1926. Journal of Sociological Research. Vol. 3, No. 2 (2012). http://www.macrothink.org/journal/index.php/jsr/article/view/2222/1882

[181] Nigeria-History- Background- Education, Students, Schools, and People-StateUniversity.com. Nigeria - History Background (Accessed April 2, 2017)

[182] Ibid.

structurally destroyed the majority of the education system in the Eastern region in

Nigeria.

After the war, reconstructions were a major priority. By 1976, the Nigeria

government made a law making education compulsory for all children between the ages 6

and 12. The Education system in Nigeria is based on the 1977 National Policy on

Education (NPE). In 1977, the Nigerian government issued a policy statement on the

philosophy of Nigeria's education system. The document issued statements on the

government's view on primary to tertiary education in Nigeria. The national educational

aims for the policy were:

- The inculcation of national consciousness, unity and integration;
- The inculcation of correct types of values and attitudes for the survival of the individual and the Nigerian society;
- Addressing issues of imbalance in access to quality of resources and education.

The policy also introduced the 6-3-3-4 educational systems, which include 6 years of

primary education, 3 years of junior secondary school, 3 years of senior secondary

school and 4 years of university education.[183] The Universal Basic Education (UBE)

system of 9-3-4 was replaced by the former universal primary education scheme of

6-3-3-4 and was launched by the Nigerian government to eradicate illiteracy and

stimulate the national development goals as well as the United Nations Millennium

Development Goals. The UBE bill was put into force in 2004 by the National

Assembly. Under UBE, students attend six years of primary school and three years

of junior secondary, thus totaling nine years of compulsory and uninterrupted

---

[183] Imam, Hauwa. Educational Policy in Nigeria from the Colonial Era to the Post-Independence Period. Italian Journal of Sociology of Education, 1, 2012. P. 190.

schooling.[184] This is followed by three years of senior secondary schooling. Until

2006, entry to junior secondary education was based on the Common Entrance

Examination, but entry is now automatic.[185]

A junior secondary school certificate is issued to students at the end of their junior

secondary schooling. Students then proceed to take the Secondary Senior Certificate

Examination (SSCE) at the end of grade 12.[186] The SSC is issued by the West African

Examination Council (WAEC) or the National Examination Council (NECO).

According to the WAEC website, WAEC is West Africa's foremost examining board

established by law to determine the examinations required in the public interest in the

English-speaking West African countries, to conduct the examinations and to award

certificates comparable to those of equivalent examining authorities internationally.[187]

For entrance into tertiary-level institutions in Nigeria, students are required to take the

Joint Admissions and Matriculations Board (JAMB). Students who sit for the JAMB

must have obtained WAEC or NECO certificates.

WAEC has come under considerable criticism and has been blamed for the

corruption woes facing institutions. In Ghana, West Africa, in 2002, the Basic Education

Certificate Examination (BECE) questions were cancelled due to a massive leakage; in

2008, the West African Senior School Certificate Examination 2008 (WASSCE) too was

cancelled, and students were marked down, leaving them with no option than to re-sit

---

[184] Onyukwu, Jennifer. Education in Nigeria. World Education News and Review. 2011 http://wenr.wes.org/2011/08/wenr-julyaugust-2011-practical-information (Accessed March 3, 2017)
[185] Ibid.
[186] Ibid.
[187] The West Africa Examination Council. http://www.waecnigeria.org/AboutUs/AboutWAEC.aspx (Accessed March 3, 2017).

for, the exam, another avenue WAEC uses in taking money from desperate students who

want to pass.[188] These issues are seen throughout West African countries. In addition,

JAMB has also been under heavy criticism. Individuals have been paid to sit down to

take examinations for others; students especially from wealthy backgrounds have paid

instructors to reveal exam questions beforehand, and other examination malpractices

have occurred. This has been an ongoing problem in Nigeria and other West African

countries.

Education is shared responsibility of the state and local governments;

however, the federal government provides 2% of its revenue.[189] The Ministry of

Education oversees and plays a dominant role in regulating the education sector,

engaging in policy implementation and quality control.[190] As of January 2015, the

International School Consultancy (ISC) listed Nigeria as having 129 international

schools.[191] The country has a total number of 129 universities among which federal

and state government own 40 and 39 respectively, while 50 universities are privately

owned. In order to increase the number of universities in Nigeria from 129 to 138 the

Federal Government gave 9 new private universities their licenses in May 2015.[192]

---

[188] Boateng, Emmanuel Agyemfra. "WAEC is to blame!" 2015.
http://www.ghanaweb.com/GhanaHomePage/NewsArchive/WAEC-is-to-blame-363340
(Accessed March 3, 2017)

[189] Onyukwu, Jennifer. Education in Nigeria. World Education News and Review. 2011

[190] Ibid.

[191] The International School Consultancy. http://www.iscresearch.com/information/isc-news.aspx (Accessed March 3, 2017)

[192] https://en.wikipedia.org/wiki/Education_in_Nigeria

CHAPTER 4: MIXED-METHODOLOGY

Introduction

This research is guided by the central question, "How does corruption become socialized?" What role does formal education play in the socialization of corruption? The purpose of this research is to contribute to a larger framework of corruption studies and explore the many challenges facing institutions of education in Nigeria. The policy recommendations in Chapter 7 may work in similar countries dealing with the same issues.

In order to effectively explore the phenomenon of corruption, address the research questions at different levels and overcome the limitations of a single design, this research utilized a mix method approach. Mixed methods research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative data and qualitative research. The benefit from utilizing a mixed method approach is that it allows for gaining a deeper understanding of the study and corroboration. The quantitative part of this study examines the correlation between a set of independent variables, derived from literature on corruption, criminology, public administration and education under factor groupings: cultural, psychological and collective social values while the qualitative part provides deeper insights into the mechanisms facilitating corruption in educational insights.

The onset of this study began purely as a quantitative research. The quantitative methodology tested three hypotheses to enable impartiality, generalization, prediction as well as variables being measured. The quantitative

methodology utilized a convenience sample. The more usable survey responses

received from the sample, the more accurate the estimation will be on the

relationship between the variable being tested.

The onset goals of the research were as follows:

- Investigate the concepts of corruption among students and practitioners enrolled in institutions of education in Nigeria.
- Test the relationship between academic dishonesty at the secondary and
- tertiary level and corruption in society.
- Test the impact of the following factors on academic dishonesty in institutions of education: culture, psychological and social, among students who are currently or were previously in an institution of education in Nigeria.

Hypothesis

This study tested the following three hypotheses:

- Academic dishonesty in tertiary education leads to the socialization of corruption in society.
- Academic dishonesty amongst people in authority leads to the normalization and acceptance of corruption.
- Academic dishonesty and corruption in Institutions of Education in Nigeria leads to the breakdown of positive value systems in society.

Research Design

The research design tested the three hypotheses through mixed method design

utilizing a convenience sampling. A convenience sampling also known as

availability sampling is a specific type of non-probability sampling method that

relies on the data collection from population members who are conveniently

available to participate in the study. The reason why a convenience sampling was

used is because surveying individuals in Nigeria proved to be difficult. On two

occasions, I traveled to Nigeria to survey respondents who were college students,

graduates, faculty and members of administration; however, the majority of the respondents refused to take part in the survey due to fear of retribution or discovery even after making it very clear that the survey was anonymous.

In addition, some individuals who were members of faculty and administration at different institutions of education also refused to take part in the survey. Although corruption is a topic that receives wide attention in Nigeria, people are very hesitant to speak boldly about these issues, especially if it deals with something they have an investment in. In this case, it was viewed that partaking in this study would somehow affect their job or status as a student. Due to these reasons, I decided that it would be safer and more productive to survey respondents who resided in the United States of America but attended school in Nigeria.

This form of convenience sampling allowed me to garner information from a larger pool of people who because of geographic location felt more comfortable in giving their honest feedback without fear of retribution or reprisal. The study surveyed 150 respondents in which 63 could be utilized for this study. To find a wide range of respondents who reflected the various cultures, demographics, locations and tribal affiliation of the Nigerian population, the survey was disseminated through the Nigerians in the Diaspora Organization (NIDO), the Nigerian Consulate in New York, social media announcements and direct email to identify individuals who have studied in formal institutions of education in Nigeria but are currently based in the United States. Qualitrics, a research software was utilized for this study to collect and tabulate the online data.

Utilizing the Nigerians in the Diaspora Organization as a vehicle to reach Nigerians in the diaspora was a key instrument in this study. NIDO is an umbrella organization for all Nigerian professional groups in America, and the membership of the organization comprises both individuals and groups. [193]NIDO is a non-profit organization headquartered in Washington DC; members of NIDO have migrated from Nigeria and the majority have attended primary, secondary or university in Nigeria and obtain post-graduate degrees. Most importantly, NIDO encompasses a very diverse pool of members who come from every part of Nigeria in terms of cultural, geography, tribal affiliation, gender and more. By providing them with the survey, it enabled me to test a wider pool of respondents. There is no other organization that is a reflection of the diverse population of Nigeria than NIDO. Nigeria is spread across 36 states divided into 774 local government areas that represent 500 ethnic groups with a recorded 521 languages. In addition, due to safety concerns and the inability of a large number of respondents within the country to give honest feedback, the convenience sampling assisted in addressing these complexities.

Surveys can be used for explanatory, descriptive and exploratory purposes. Survey research allows the collection of original data that helps in describing a population that would be too large to observe directly. The goal of the survey was to draw conclusions about what motivates individuals to engage in academic dishonesty or corrupt behavior in institutions of education in Nigeria.

---

[193] Nigerians in the Diaspora Organization. http://nidoamerica.org/?page_id=69 (Accessed November 11, 2016)

Population and Sampling

The population for the study comprised of current students and graduates who have attended secondary and or university in Nigeria. The main objective in selecting a countrywide sample for the survey is to avoid regional bias and to capture diverse viewpoints. With over 117 universities offering accredited and degree-granting programs, it is expected that at least 25 universities will participate in the survey. Respondents who have attended institutions of education in Nigeria have been chosen for the sample because they represent a group that can provide their account on encountering, witnessing or participating in acts of academic dishonesty and unethical procedures in an academic setting. Most importantly, the respondents selected to be interviewed all reside in the United States; thus, they may feel more comfortable in providing accurate and honest responses. Due to the limitations, there is a weak external validity of the research because I was unable to use a random sampling when everyone in the whole population has the same chance of being chosen to participate. Therefore, it is not representative in statistical terms but provides important information about my studied group.

Survey Design

The questionnaire was designed to obtain data by generating specific questions. This is a common method often used in quantitative research studies, to elicit information that will be useful for analysis. The construction of the questionnaire's goal was to determine how people think, act, and what they understand. Therefore, the questionnaire created provided this study with the flexibility needed to code, tabulate responses and encourage respondents to truthfully answer all the questions

presented. The questionnaire was designed to generate responses to the research and to test the related hypotheses as indicated. Questions have been formulated in a way that is cohesive and clear to the respondents. Due diligence and care was taken to avoid posing any controversial or personal questions that could potentially put the respondent at any risk so that anonymity is actualized.

The questionnaire in Table 19 (see appendix) incorporates screening questions, general knowledge questions, personal attitude and opinions and focused questions. Screening questions provide a background and demographic of respondents. Questions that dealt with personal attitude and opinions provide more knowledge on how people think and their unique perspectives. Questions that dealt with behavior sought to find out how people act and react to certain stimuli. Knowledge questions sought to help respondents express their opinions about the institutions of education in Nigeria. This questionnaire is made up of mainly attitude, behavior, factual and opinion questions. Please see Questionnaire in Appendix on page 154.

The variable for the study goes as follows:

Independent Variable: Institutions of Education/Academic Dishonesty

Dependent Variable: Socialization of Corruption

Individual Characteristics:

- Demographics: age, state where completed undergraduate or secondary school, ethnicity, gender

- Socialization: concept of corruption, political orientation, professional identity**.**

Data Analysis Limitations

The research design used for this study is a mix-method methodology carried out by interviews and surveys. This study is limited in carrying out any form of surveys or interviews in Nigeria, West Africa due to respondents not feeling comfortable disclosing the nature of corruption in institutions of education for fear of retribution even if their identities are withheld. In addition, because of safety reasons this study will only interview Nigerian diasporans located in the United States who have been schooled in Nigeria. This suggests limitation in terms of external validity or generalizability of this study. Due to some technical difficulties, the unwillingness of Nigerian people to talk openly about corruption and limited resources of the research project the survey analysis is not based on a representative sample. Rather it reflects the opinion of several members of the Nigerian diaspora in the US. Moreover, results of qualitative studies are inherently not generalizable in the 'traditional quantitative' sense. Yet, they have strong internal validity and interpretive quality. They provide important understanding of corruption in education from viewpoints of people who have experienced the Nigerian education system.

The method used in this study is not suitable to prove causality amongst variables. The findings do not prove a direct causal relationship. In Social Sciences, the only legitimate way to find and prove a causal relationship is through controlled experiments within laboratory context. This study does not have a controlled group and it is not a rigid experimental design (E.g. subject were not randomly assigned). My analysis revealed some correlations but it does not implicate direct causal relationship. All of the findings do not implicate direct causal relationship. However, the study does provide a deeper

insight to what's happening and grounds for future explorations.

CHAPTER 5: FINDINGS

Quantitative Data Analysis

The descriptive tables below provide the following information about the

respondents of the survey: age, profession, educational background, type of school

system attended, gender, perception and attitude. The data collected and tabulated

was further analyzed through a bivariate analysis (T-tests).

Table 7. Age Groups

Q: Into which of the following age groups do you fit?

Age	Frequency	Valid Percent
18-30	8	15.1
31-40	24	45.3
41-50	8	15.1
51 and above	13	24.5
Total	53	100

Table 7 is the descriptive statistics of the respondents who took the survey.

Majority of the respondents, almost 50%of the sample were between the ages of 31

to 40. The second highest age demographic of the respondents was 51 years old and

above. The 3th and 4th age groups had the same number of respondents in both age

groups. The 3rd age group represented was 18 to 30 and the 4th was 41 to 50 years

old.

Table 8. Profession of Respondents

Q: Profession

Job	Frequency	Valid Percent
Academic teaching	20	43.5
Business	8	17.4
Professional	5	10.9
Media/ Journalist	9	19.6
Public Sector	4	8.7
Total	46	100

Majority of the respondents 43.5% held professions in the teaching and education field. The second highest sector 19.6% which respondents held professions in was media specifically as a journalist and the rest of the professions reflected by the respondents were public sector professions, business and other professional positions.

Table 9. Type of Schooling Received

Q: Did you attend private or public schooling?

School	Frequency	Valid Percentage
Private	23	50
Public	7	15.2
Private & Public	16	34.8
Total	46	100

The majority of the respondents (34.8%) stated that they had public or private

education. A large of respondents (16%) stated that attended both pubic and private institutions of education in Nigeria.

Table 10. Gender

Q: What gender are you?
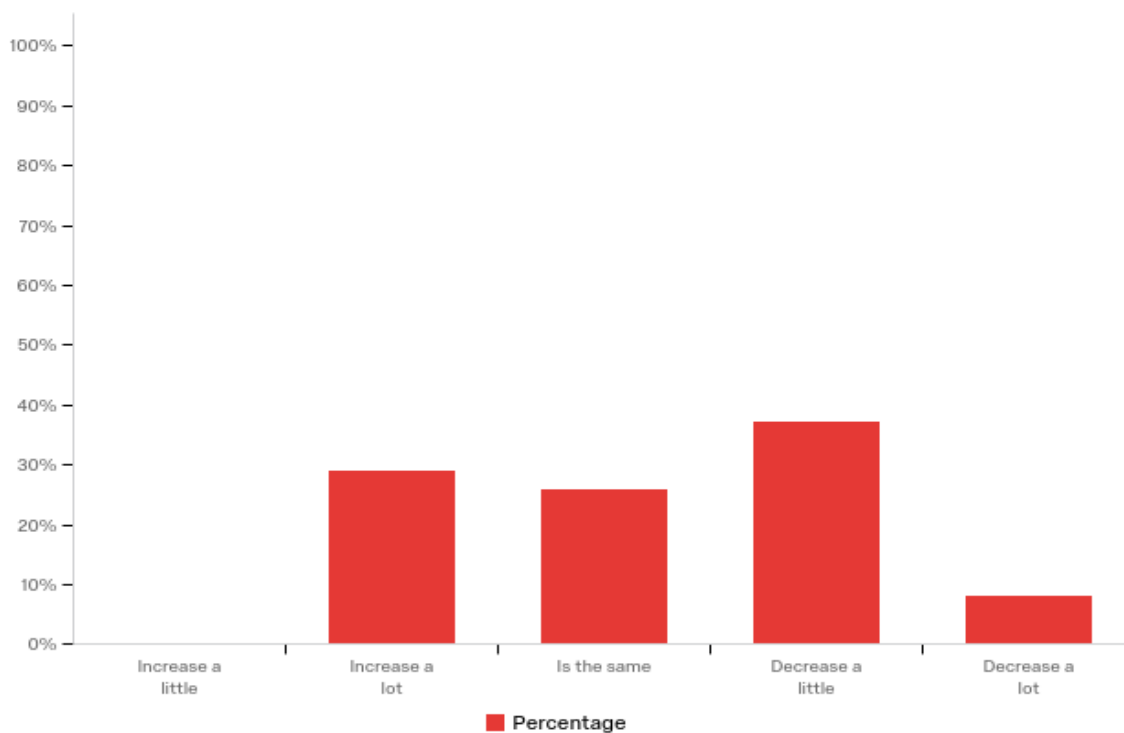
Gender	Frequency	Valid Percentage
Female	36	67.9
Male	17	32.1
Total	53	100

The majority of the respondents of the survey were female (67.9%) and males at (32.1%).

The following charts show the percentage of the respondents' attitudes, satisfaction rate and perception of corruption in Nigeria.

Table 11. Level of Corruption in Nigeria

Q: Has the level of corruption changed in Nigeria?

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Has the level of corruption in Nigeria changed?	2	5	3	1	1	62

Table 11 shows the percentages of the respondents' answers on if the levels of corruption have increased or decreased in Nigeria. The respondents were asked, "Has the level of corruption changed in Nigeria?" The percentages of the values are: Increased a little: 0%, Increased a lot: 29%, Remained the same: 26%, Decreased a little: 37%, and Decreased a lot: 8%. Overall respondents feel that corruption in

Nigeria has decreased a little. However, if we were to add the values (Increase a lot and Remains the same) it would be 55% which is significantly more and is a better reflection of the population sampled.

Table 12. Level of Corruption in Nigeria Within the Next Five Years

Q: How do you expect the level of corruption in Nigeria to change in the next five years?

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How do you expect the level of corruption in Nigeria to change in the next five years?	2	5	4	1	1	63

Table 12 shows the respondents' perception about the level of perception in Nigeria.

The respondents were asked, "How do you expect the level of corruption in Nigeria to change in the next five years?" Table 12 shows the percentages of their responses. The percentages of the values were 0% felt that it will increase a little, 6% felt that it will increase a lot, 10% felt that it will remain the same, 40% felt that it will decrease a little and 44% felt that the levels of corruption will decrease a lot. The results show that Nigerians are optimistic about the future of Nigeria.

Table 13. Extent of Corruption Affecting Lives in Nigeria

Q: Some people believe that corruption affects different spheres of life in Nigeria. In your view, to what extent does corruption affect lives?

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Some people believe that corruption affects different spheres of life in Nigeria. In your view, to what extent does corruption affect lives?	3	4	4	0	0	62

Table 13 shows the results of the respondents answer to the following question, "Some people believe that corruption affects different spheres of life in Nigeria. In your view, to what extent does corruption affect lives?" The results of the respondents are, 0% felt not at all, 0% felt to a small extent, 3% felt corruption affects the lives of Nigerians to a moderate extent and 97% percent felt that it affects the lives of Nigerians to a large extent. The majority of the population sampled overwhelmingly felt that corruption has a major impact on the lives of Nigerians. This results show that the human impact of corruption is high and it is essential that the effects of corruption be viewed not only in economic terms. It is important to highly consider the human impact on ordinary citizens which has proved to be much more catastrophic. It suggests that corruption is huge social problem affecting the life of ordinary citizens.

Table 14. Extent to Which Corruption in Institutions of Education Affect Lives in Nigeria

Q: To what extent does corruption in Institutions of Education affect lives?

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
To what extent does corruption in Institutions of Education affect lives?	3	4	4	0	0	60

Table 14 shows the results of respondents' responses to the following question, "To what extent does corruption in Institutions of Education affect lives?" The results regarding the extent that corruption in institutions of education affects lives in

Nigeria are the following: 0% felt not at all, 0% felt to a small extent, 12% answered to a moderate extent and 88% answered to a large extent. The majority of the population sampled argued that corruption in institutions of education overwhelmingly affects lives.

Table 15. The Opinions of Males and Females on Corruption (T-test)

The findings are broken into male and female to compare or contrast the way in which men and women view corruption within society. My attitude items were measured with five point Likert scales. They are ordinal-level variables which allowed me to calculate their means and use them in this following bivariate analysis.

Descriptive

		N	Mean	Std. Deviation	Sig.	* < 0.05
Has the level of corruption in Nigeria changed?	Female	36	3.42	0.996	0.292	
	Male	17	3.12	0.857		
	Total	53	3.32	0.956		
How do you expect the level of corruption in Nigeria to change in the next five years?	Female	36	4.31	0.889	0.482	
	Male	17	4.12	0.928		
	Total	53	4.25	0.897		
Some people believe that corruption affects different spheres of life in Nigeria. In your view, to what extent does corruption affect lives?	Female	36	3.97	0.167	0.497	
	Male	17	4	0		
	Total	53	3.98	0.137		

How has the level of corruption in institutions of Education in Nigeria changed?	Female	36	3	1.069	0.156
	Male	17	3.41	0.712	
	Total	53	3.13	0.981	
How do you expect the level of corruption in institutions of Education in Nigeria to change in the next five years?	Female	35	4.23	1.031	0.29
	Male	17	3.88	1.219	
	Total	52	4.12	1.096	
To what extent does corruption in Institutions of Education affect lives?	Female	35	3.83	0.382	0.273
	Male	17	3.94	0.243	
	Total	52	3.87	0.345	
The education system in Nigeria instills positive values in their students.	Female	36	2.61	0.838	0.197
	Male	17	2.94	0.899	
	Total	53	2.72	0.863	
Administrators, faculty and senior leadership take their profession seriously.	Female	36	2.81	0.92	0.314
	Male	17	3.06	0.659	
	Total	53	2.89	0.847	
Administrators, faculty and senior leadership are people who can be trusted.	Female	36	2.5	0.737	0.428
	Male	16	2.69	0.873	
	Total	52	2.56	0.777	
Academic integrity is practiced and highly upheld in institutions of education in Nigeria.	Female	36	2.42	0.604	0.182
	Male	16	2.69	0.793	
	Total	52	2.5	0.672	
Do you believe that faculty, administrators and senior leaders in the	Female	36	2.44	0.843	0.128

education sector of Nigeria see their profession as a form of public service?						
	Male	16	2.81	0.655		
	Total	52	2.56	0.802		
There are visible commitments to student development in institutions of education in Nigeria.	Female	36	2.36	0.762	0.212	
	Male	17	2.65	0.786		
	Total	53	2.45	0.774		
Cheating on exams is acceptable.	Female	36	1.56	0.998	0.085	
	Male	17	1.12	0.332		
	Total	53	1.42	0.865		
Cheating on exams is a natural, daily occurrence.	Female	36	2.61	1.022	0.3	
	Male	17	2.29	1.047		
	Total	53	2.51	1.031		
Faculty, administration and senior leadership often engage in academic dishonesty.	Female	36	2.42	0.937	0.11	
	Male	17	2	0.707		
	Total	53	2.28	0.885		
Faculty, administration and senior leadership bribe, extort or threaten their students.	Female	36	2.56	0.969	0.022	*
	Male	16	1.94	0.574		
	Total	52	2.37	0.908		
Institutions of education in Nigeria are supportive to the academic growth of their students.	Female	36	2.58	0.806	0.083	
	Male	16	3	0.73		
	Total	52	2.71	0.8		
Institutions of education in Nigeria are responsible for the acceptance of corrupt behavior.	Female	36	2.33	0.986	0.171	

	Male	17	1.94	0.899		
	Total	53	2.21	0.968		
Institutions of Education in Nigeria are responsible for the break down of good social values.	Female	36	2.56	1.081	0.029	*
	Male	17	1.88	0.857		
	Total	53	2.34	1.055		

It was hypothesized that Institutions of Education in Nigeria are responsible for the

breakdown of good social values. Table 15. Shows that 36 females significantly

(p<0.29) found that Institutions of Education in Nigeria are responsible for the

breakdown of good social services while 17 males do not significantly view

institutions of Nigeria to be responsible for the breakdown of good social values.

The study also found that amongst the women and men both tested, women

significantly (p.0.22) believed that faculty, administration and senior leadership

bribe, extort or threaten their students.

Those were the only two areas that were found to be statistically significant

differences between female and male opinions. The interesting part of the results of

the t-test was the emergence of gender. The t-tests were appropriate to compare the

means of continuous variables across different groups (female-male). T-test is used

for testing whether two groups have different means of a continuous variable. The

opinions items were treated as quasi continuous variables and calculated means

scores for each.

There was a statistically strong difference in the results when it came to

analyzing the data of the men and women surveyed. The average scores of men of

both items were significantly lower than the scores of their female counterparts and

were also lower than the sample average of such items. The responses of the men

surveyed were not significantly strong in relation to the questions that were asked.

The findings reveal something much deeper; there is a difference in perspective

between the women and men surveyed. For question 15, which states, "Does

Faculty, administration and senior leadership bribe, extort or threaten their students,"

and question 18, which states, "Are institutions of education in Nigeria responsible

for the breakdown of good social values," men did not agree to either question;

however, the women surveyed overwhelmingly agreed. The results were quite

striking as well as interesting that there was a significant difference in response.

The difference in response prompted me to delve deeper into the research. I wanted

to find out what factors could possibly be present that would cause a different

response between men and women to the same question. I decided to interview a

small pool of men and women. I believe that the interviews will allow me to gain

more understanding of underlying reasons why women and men felt differently

despite both sexes being affected by the state of corruption within the country. The

interviews will be useful to understand the participant's experiences as a student in

the institutions of education in Nigeria.

Qualitative Data Collection

There were six respondents interviewed for the study. The demographics of the

respondents ranged in ages 26 to 60. There were three females and three males. The

interviews were conducted in person and through phone interviews. Respondents

were made aware that the conversations would be recorded. Each respondent

consented to participate in the interview, accept voice recordings and provide honest

feedback to questions being asked. Respondents were made aware that their identity would be kept anonymous through the entire process. The respondents have been given pseudo names to protect their identity. The respondents are from these three universities: Lagos State University, Ibadan University, Cross River University of Nigeria, West Africa. Table 16 is a descriptive demographic of the respondents interviewed.
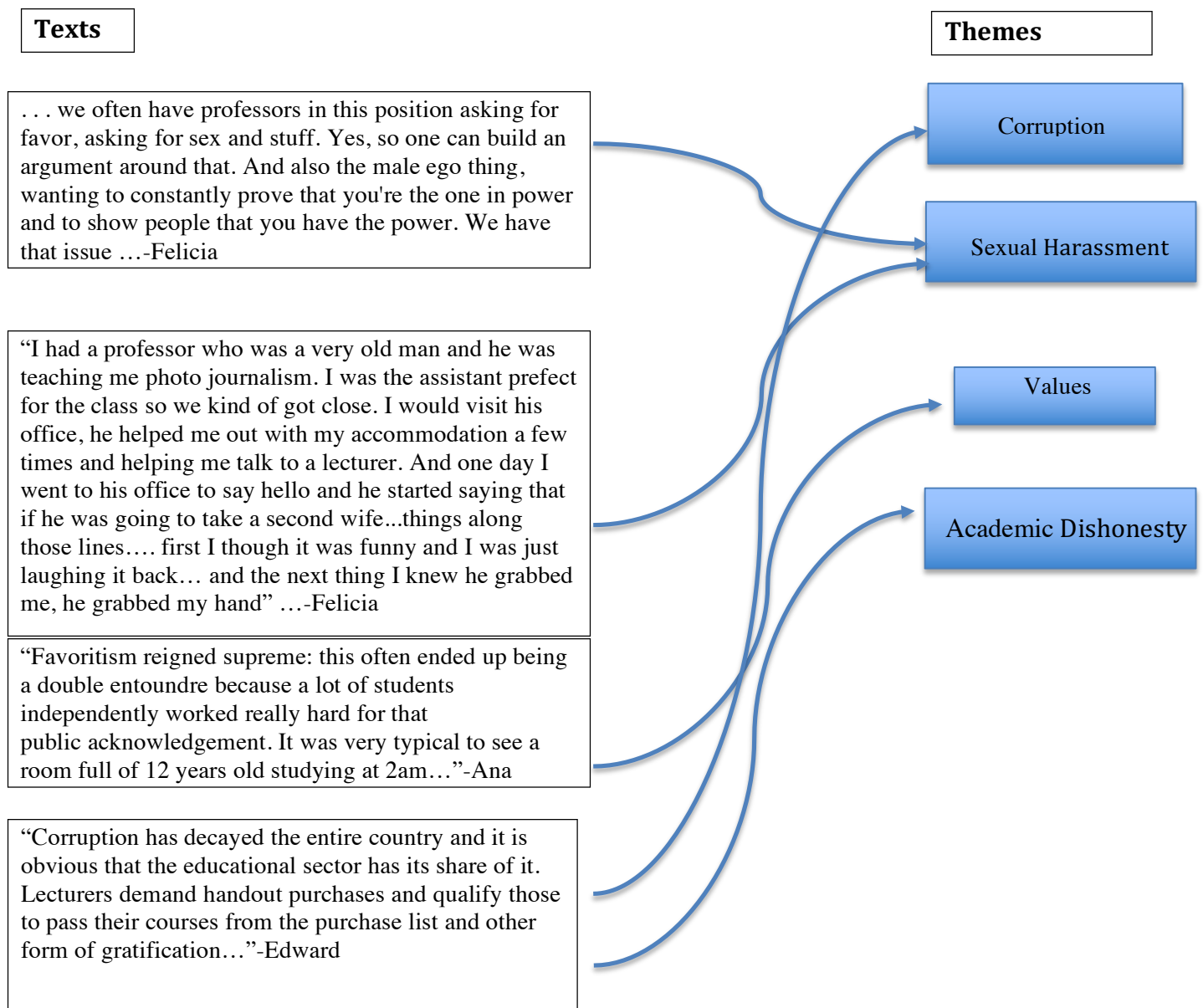
Table 16. Demographics of Interviewees

Name	Age	Education Level	Gender
Respondent Ana	33	College	Female
Respondent Betsy	58	College	Female
Respondent Carl	59	College	Male
Respondent Dan	25	College	Male
Respondent Edward	61	College	Male
Respondent Felicia	29	College	Female

During the individual interviews with the respondents, similar and connecting themes began to emerge. In order to make connections and assess if there were any reliability from the interview to overarching topics being introduced in this study, I began to create a chart that included topics and sub-topics that emerged from the textual data. This form of textual analysis is referred to as map analysis. In the field of Social Science, the dominant solution to analyzing textual analysis has been content analysis. This part of the study is a qualitative analysis of semi-structured in-depth interviews. Qualitative coding was used to analyze unstructured textual data.

The use of map analysis is used to focus on the extraction of concepts and the relationships among them. While reading through the transcripts of the interviews, I began to create labels for blocks of textual data that described various recurring themes. I began to code the respondent's words and establish properties of each code. Table 17 is a coding chart utilized to analyze textual data from the interviews.

Table 17. Coding Chart of Textual Analysis

Texts

Themes

. . . we often have professors in this position asking for favor, asking for sex and stuff. Yes, so one can build an argument around that. And also the male ego thing, wanting to constantly prove that you're the one in power and to show people that you have the power. We have that issue …-Felicia

"I had a professor who was a very old man and he was teaching me photo journalism. I was the assistant prefect for the class so we kind of got close. I would visit his office, he helped me out with my accommodation a few times and helping me talk to a lecturer. And one day I went to his office to say hello and he started saying that if he was going to take a second wife...things along those lines…. first I though it was funny and I was just laughing it back… and the next thing I knew he grabbed me, he grabbed my hand" …-Felicia

"Favoritism reigned supreme: this often ended up being a double entoundre because a lot of students independently worked really hard for that public acknowledgement. It was very typical to see a room full of 12 years old studying at 2am…"-Ana

"Corruption has decayed the entire country and it is obvious that the educational sector has its share of it. Lecturers demand handout purchases and qualify those to pass their courses from the purchase list and other form of gratification…"-Edward

Corruption

Sexual Harassment

Values

Academic Dishonesty

CHAPTER 6: DISCUSSION

Global Implications of Corruption

The growing phenomenon of corruption itself has precedents spanning hundreds of years; however, particular focus on corruption in education has only begun to receive attention starting from the 1990s. Even then the concept and implications of corruption in education were yet to take complete form. Definitions and questions on the financial effect corruption may have on the economy is what has taken precedence in corruption research. Studies on the moral and human effects of corruption have not received enough attention. The implications of corruption in education are extremely damaging. From breakdown of positive values systems, sexual exploitation of students to creating an atmosphere of acceptance and tolerance of corrupt practices, the aftermath can be gravely destructive to a society and future generations.

It is imperative to study in-depth the effects corruption can have on society as a whole starting first with its citizens. What are the human costs of corruption? Institutions like Transparency International and other anti-corruption institutions illustrate the growing effects of corruption on people. When corruption levels are high there is a lack of quality service and justice. Corruption in judiciary systems leads to improper justice. Victims of crimes or offenses end up suffering the consequences. Administrators, judges and those who work in the justice system who

engage in corrupt acts lose the trust and faith of the very citizens they are to protect. In addition, culprits can roam free, receive reduced sentencing or stall investigations.

Transparency International details the story of Carmela, a housekeeper in Venezuela living on a small income. Her son Samuel who is 27 years old was dragged from his house and detained by the local police for no reason. The police station demanded a bribe in order to release Camela's son who was illegally detained for no reason.[194]Another story details an eroded justice system. A shop owner in Yemen has his store broken into by armed robbers who steal 15,000 dollars' worth of merchandise. He states, "You go straight to the police, but as soon as you start explaining what's happened, the on-duty officer stops you. He can't write anything down, he says, until he's been paid. And he wants several hundred dollars. Next, the detective arrives to take fingerprints. He wants his money, too."[195]That was the scene that 33-year-old Hussein, owner of small shop says he confronted.[196] These stories are widespread in areas where corruption has distorted the function of the justice system.

Countries with high levels of corruption also experience high levels of health problems in addition to substandard health facilities and treatments. Such low quality services are all done by contractors and health officials involved done to save money. Often times, the medicines that are provided are substandard or fake in order to make or save money. The privatization of health care facilities in countries experiencing high levels of corruption also causes a major problem for citizens of

---

[194] Transparency International.
https://www.transparency.org/news/story/the_price_of_justice (Accessed January 5, 2017)
[195] Ibid.
[196] Ibid.

that country who do not have the financial means to pay for private clinics to receive adequate healthcare. Public hospitals also operate on a cash-for-service basis. For example, in Nigeria many public hospitals and clinics will not treat an individual even if on the verge of death if a down payment is not received before treatment. The failure to establish free emergency healthcare systems in many developing countries has been a huge impediment to achieving many of the United Nations Millennium Development Goals. Not only does, this cause impediments, in healthcare deliverables on a state and local level, it also puts citizens and most vulnerable groups in society at a huge disadvantage. Health institutions are unlikely to help people who don't have money or powerful connections.

Transparency International narrates real stories of corruption; it illustrates the growing problem in the health sector of illegal backhander and user fees plaguing people in many parts of the world. The story of Kamal from Morocco whose name has been changed for protection urgently needed a brain scan for his 11-year old daughter who is partially blind, who injured her head.[197] The nurse at the hospital stated that it would take Kamal's daughter months to receive a CT scan; however, if he wanted his daughter to be seen sooner he should pay 500 dirhams (US$60), on top of the standard 200-dirham (US$24) scan fee.[198] For Kamal, who is a vendor at local market, paying the nurse would cost him his whole monthly income.[199] Unfortunately, this is the story of many low-income people who need urgent medical care but are denied due to not paying an over-inflated bribe for services that they are entitled to for half the cost.

---

[197] Ibid.
[198] Ibid.
[199] Ibid.

Political corruption also plays a huge role in the deterioration of public trust for public officials. When politicians engage in bribery, electoral fraud, siphoning public and federal funds into private bank accounts and more, public trust is eroded. Political trust is extremely important when it comes to voting and electing political officials. If the public lacks faith and trust in their public officials, then a citizen's civic duty to vote during elections wanes or the desire to vote is lost altogether.

The human effects of corruption in education have enormous effects on the lives of people and the society at large. Corruption in education socializes people to accept and almost tolerate the existence of corrupt acts. It distorts the real definition of corruption as a form of culture, way of life or a part of tradition. I argue that corruption in institutions of education have more negative effects than corruption in other sectors because the normalization of deviant behavior and the socialization process of corruption emanates from the onset of when a child receives an education. The young are the first victims of corruption in education, which affects their integrity and dignity for life, as well as society at large.[200] There have been many negative effects of corruption on education but most important is corruption's effect on student's behaviors and opinions.

Implications of Corruption in Institutions of Education in Nigeria

Head Strategy and Reorientation Unit of Economic Financial Crime Commission of Nigeria, Mr. Gabriel Aduda stated, "Where personal effort and merit do not count and success comes through manipulation, favoritism and bribery, then the very foundations

---

[200] Global Report on Corruption in Education. Transparency International. p. 20. 2013

of society are shaken."[201] The implications of corruption in institutions of education in

Nigeria are most seen in the normalization of the act within society. Studies have

discussed the implications of corruption in institutions of education as it relates to

productivity of employees in the job sector, as it relates to the performances of sectors

within society but studies have failed to delve into the concept of how it socializes

people, normalizes deviant behavior and reinforces negative values systems that become

embedded in the cultural fabric of society.

      According to Clinical Psychologist Dr. Giada Del Fabbro, criminologist Dr.

Elisabeth Grobler, and Rhodes University organizational psychology lecturer Alwyn

Moerdyk, they list the certain characteristics that make committing corrupt acts easier:

- Impaired empathy – individuals struggle to put themselves in the shoes of Another or understand how their actions may affect the wellbeing of someone Else;[202]
- Self-centeredness – individuals prioritize their own needs over those of Others;[203]
- Manipulation – individuals deceptively influence systems or other people's perceptions;[204]
- Entitlement – individuals believe that they deserve to succeed or have their needs met more than others and that they deserve special treatment; and,
- Tendency to project blame on to others – individuals avoid taking responsibility for their actions.[205]

Moerdyk also notes that other characteristics associated with corruption involve thrill-

seeking behavior, social conformity, need for instant gratification and strong need for

---

[201] Edukugho, Emmanuel. How Corruption Weakens Education Sector. http://www.vanguardngr.com/2009/09/how-corruption-weakens-education-sector-efcc/ (Accessed January 9, 2017)

[202] Pillay, Kavisha. The Psychology of Corruption. 2013. http://www.corruptionwatch.org.za/the-psychology-of-corruption/ (Accessed January 9, 2017)

[203] Ibid.

[204] Ibid.

[205] Ibid.

power.[206]Although all these traits may be evident facilitators in corrupt behavior, the ground starts with the manipulation of students as young as those enrolled in primary school. The socialization process starts in the school systems as opposed to the home or innate traits.

The former chief psychologist in India's public service commission, Dr. Niranjan Prasad Upadhyay says corruption is an anti-social activity learned through poor parenting.[207] He states,

> Everyone's personality is a creation of his or her family. Family provides a framework within which human beings may find roots, continuity and a sense of belonging. Parents serve as the first socializing agents. Especially, sound family environment always persists disciplines, moral and obedience lessons. Mainly, such diversified effective lessons impart good manners, corruption free minds, and an acquired integrated personality," Upadhyay points out.[208]

Although this may be true, I argue that in order to achieve mass socialization of a certain acceptable behavior or belief it must emanate from an institution that is outside of the home. Institutions of education complete the socialization process amongst children. It is responsible for teaching morality and correcting negative issues, values and behaviors that are learned within the home. Institutions of education are responsible to provide the right values systems, which are then projected and carried out within society. In essence if the institution of education, which completes the socialization process for all children, who then grow into adults, is flawed and broken then in essence children are being conditioned and socialized to accept and act in a way that is supported within society.

---

[206] Ibid.

[207] Upadhyay, Niranjan Prasad. Corruption: Psychosocial Issue. *Occasional Papers in Sociology and Anthropology* Vol.8 2003 pp.193-194

[208] Ibid. p. 194

Corruption in Institutions of Education Leads to Lack of Infrastructural Support

The implications of corruption in institutions of education in Nigeria is particularly seen

in the lack of infrastructural development, lack of student services, poor state of

academic standards, lack of professionalism and ethical standards in the secondary

schools and institutions of higher education, normalization of deviant behavior, growth

of private educational institutions, growth in sexual exploitation of students, the

cementation of patriarchy within the Nigerian Society.

Ana, one of the respondents who partook in this study's interview, is a 33-year -

old graduate of University of Lagos in Lagos, Nigeria. She grew up in Lagos and

attended primary and secondary school there. She stated,

> "My experience of growing up in Nigeria and going through the school system
> was emotionally draining. Having had the chance to compare the school system of
> Nigeria and that of United States, there is a stark difference. Corruption in the
> school systems still exists and is "noticeable" even when I attended secondary
> school."

Corruption in institutions of education lead to lack of infrastructural support.

Respondent Ana narrates her experience going through the school system of Nigeria and

the understanding even at an early age that something was amiss when it came to the

education systems and infrastructure in Nigeria.

The words of Eke Okechukwu explain the current state of infrastructure in

Nigeria today. He states,

> "It is not a matter of rhetoric or polemics that basic infrastructure in Nigeria is in
> a semi-comatose state, and from colonial times up till now there are no visible
> accomplishments. Indications of present day, issues of infrastructural

development have remained on the lips of successive administrations with no visible indications of accomplishments."[209]

The development of infrastructure is the precondition to socioeconomic prosperity within a nation. Prior to Nigeria's independence, the British Administration colonial schooling was education for subordination, exploitation and the underdevelopment of adequate sustainable infrastructural systems. Fast forward to current day Nigeria, even with Ministry of Power, Works and Housing receiving in 2017 a federal budget of N529 billion, the highest in total allocations amongst all ministries, still does not provide a source of relief regarding infrastructure in Nigeria's school systems.

Professor Mahmood Yakubu who previously served as the executive secretary of the Tertiary Education Trust Fund appointed by former President Umaru Musa Yar'Adua and currently the Chairman of Independent National Electoral Commission headed a 10-man Needs Assessment Committee and discovered alarming infrastructural problems in Nigeria's school system. The committee found physical buildings for teaching and housing students were grossly inadequate. The assessment found the following:[210]

1) Laboratories and workshops were old, obsolete, with inappropriate furnishing. They suffered from overcrowding, scanty and broken furniture, lacking equipment and vital consumables.
2) Kerosene stoves were being used as Bunsen burners especially in the universities of Jos and Uyo.
3) Power and water supply problems. Several engineering workshops were under

---

[209] Okechukwu, Phillip Eke "Theoretical and methodological issues in Infrastructure development: the case of Nigeria" in the Book of Proceeding of 56th Annual congress of the Historical Society of Nigeria held at Osun State University Osogbo on 31st October – 2nd November 2011.
[210] Edukugho, Emmanuel. "Education sector stinks! Infrastructure bad, now worse." December 2, 2013. Vanguard. http://www.vanguardngr.com/2013/12/education-sector-stinks-infrastructure-bad-now-worse/ (Accessed February 20, 2017)

zinc sheds and trees, while many faculties of science discipline were running what can be termed as dry lab as they don't have reagents and tools for carrying out proper experiments.

4)   More than 50 per cent of the universities do not use public address systems in their lecture rooms or theatres, none had fully automated libraries, less than 35 per cent partially automated, many with outdated books, while less than 20 per cent use interactive boards and less than 10 per cent of the universities have video conferencing facilities.

5)   There were a total of 701 physical development projects across all the public universities, out of which 163 or 23.3 per cent are abandoned.

6)   There has been over the last two decades an upsurge of student population in almost all Nigerian universities, but there was no commensurate improvement of accommodation and other student services.

7)   Most of the universities depend on water tankers and boreholes. Healthcare facilities are grossly inadequate. There is no university that has a functional integrated water supply and distribution system.

The deplorable conditions of many of the publicly funded universities in Nigeria point to a larger issue. Although James Q. Wilson and George Kelling, who proposed the Broken Windows Theory, linked communities or places with physical disorder (i.e., broken windows, abandoned buildings, vacant lots, trash-filled areas) to subsequent occurrences of crime, I, however, argue that the recurrent dilapidated state of public universities in Nigeria as documented by Mohammed Yakubu unveil a certain disorder within society. The Broken Windows Theory focuses more on the triggers of crime within a community and links it to the rundown of a community that aesthetically looks unkempt and abandoned; however, the theory can be expanded to include not only crime but can also delve further into linking corruption to the breakdown of value systems.

The breakdown of public institutions of education in Nigeria symbolizes something bigger. It symbolizes what is actually valued and celebrated in society. Private institutions of education in Nigeria are built with the finest architectural plans. For example, British International School (BIS), a secondary school in Lagos University is built in design and fashion comparable to any first-class university in America. They

charge $26,750 per year and boast of the finest dormitories, technology and education curriculum.[211]

Dan, who is a respondent of the interview, is 25 years old, and was one of those students who attended Greensprings School in Lekki, Lagos for secondary school before coming to the United States to pursue his education. He states,

> "I went to school considered for the rich and famous and yes I attest it was very different experience from those who attending public secondary school. Our opportunities not only rest in our academic but also connections. My classmate father was an Ambassador and my other friend's father was billionaire by all rights. Many of us had jobs already lined up for us . . . even before getting accepted into university. Lucky for many of us, our parents sent us to school outside of Nigeria."

Children who attend this school are those from wealthy and highly politically connected families; however, children who attend public secondary schools that are fifteen minutes away from BIS are forced to learn under inadequate and deplorable conditions even with a federal allocation of over 500 billion naira.

In addition, private universities also provide aesthetically pleasing and adequate physical conditions. However, public universities, which possibly experience more leakage in federal funds, cannot offer their students one tenth of what private institutions in Nigeria offer. Wilson and Kelling state, " . . . once communal barriers—the sense of mutual regard and the obligations of civility—are lowered by actions that seem to signal, "no one cares." We suggest that "untended" behavior also leads to the breakdown of community control."[212] This breakdown of community control can lead to an increase in

---

[211] British International School. http://bisnigeria.org
[212] Wilson, J. Q., & Kelling, G. (1997). Broken windows. *POLICY-ST LEONARDS-, 13*, 3-4.

corrupt behavior amongst administrators and faculty who may be more likely to bribe students due to lack of social and legal control mechanisms.

Furthermore, the conditions of public institutions of education at all levels also bring to light the role of what is valued in society. Culturally, wealth and social status are things that are admired, praised and celebrated. Education is viewed as a vehicle to obtain wealth and social status by way of professional position in society. Education is highly regarded because it is a seen as a means to an end; however, it's the means (i.e., education) that is praised; it's the outcome.

Those who are of a particular social status or high financial background are those who have access to and can afford quality and adequate healthcare, education, housing, food and more. Betsy, who is 58 years of age, currently lives in the United States and is a registered pediatric nurse. Betsy was born and raised in Nigeria and attended and graduated from the university in Nigeria with a degree in health. She worked as a midwife in one of the teaching hospitals in Nigeria in their labor and delivery unit. She came to the United States around 1980 and continued her studies here to become a registered nurse specializing in pediatric care. Betsy narrates her experience working in one of the teaching hospitals in Nigeria. She states

> " . . . I don't know if I should name the hospital. I really don't, I still have old friends who are still working there. In Nigeria we have a problem of stable electricity, which even affects hospitals. Now, I am sure the teaching hospital are running on state of the art generators but while I was there in 70s things were very different. The hospitals were very basic, we managed with what we had. I remember an incident when a patient had an adverse reaction to a medication given to her, the meds were fake. We didn't know they were fake but to cut costs the administration would often go through different channels of getting the meds to stock for us. Also, many times we had severe leaks in the roof during hammertime season and because it was a public hospital it took a very long time

> to get basic things fixed . . . however the private hospitals were always nicer even back then because their client were from the upper echelons of society . . . Anyway at the end of the day, everything is related, cheating in schools to buying medicine from off the counter its all related."

Betsy's interview talks to a wider issue in Nigeria. At the end of her comment she states that everything is related, implying that not only are institutions of education affected with corruption and lack of infrastructural development, but so are the institutions of health. The lack of care or value for the physical structures of public institutions of education reveal that those who are not of the same social and financial standing do not deserve the care, dedication or support of those who are in power.

The symbolism of power in this case constitutes aesthetically pleasing houses, cars, modes of dress, institutions you belong to. Vanguard Newspaper wrote a special report on the state of the education infrastructure in Nigeria.

> In most of the public schools especially in the rural areas schools are dilapidated buildings; with roofs, almost falling down; with no windows, no fence to protect the buildings, no water for the pupils within the school compound to drink thereby exposing them to danger when crossing the busy roads in search of water and worst is that most of the classrooms visited are without benches and desks to sit and write on by the pupils.[213]

Much like the Broken Windows Theory that link "unattended" and dilapidated communities to an increase of provocation of crime, the same can be said in the normalization of deviant or corrupt behavior within an organization (schools) and its link to the abandonment of maintaining adequate structures.

---

[213] Vanguard News. "Gov Aliyu weeps over dilapidated infrastructure in public schools in the state" December 2013. http://www.vanguardngr.com/2013/12/gov-aliyu-wept-dilapidated-infrastructure-public-schools-state/

Sexual Exploitation of Students and the Normalization of Male Dominance in Nigeria

Sexual exploitation and harassment of students by teachers and administrators are reflections of corrupt education systems. Sexual exploitation and harassment are not peculiar to systems of education in Nigeria. They are a global issue affecting school systems and students worldwide. Places where control mechanisms are lax, corruption levels are high and fear of reprisal in reporting crimes, especially conducted by those in power are breeding grounds for teachers and administrators to engage in such action without regard. Sexual harassment is defined as unwanted sexual advances or remarks typically in the workplace, professional or social setting. Sexual harassment and abuse in schools is further defined as unwanted sexual advances, forceful activity and contact, remarks both written and oral and gestures.

The story of Respondent Felicia who is 29 years of age and attended University of Ibadan is an experience that is far too common amongst young women. Felicia was a model student at the University Ibadan; her vigor and excellence in her studies afforded her the opportunity to be chosen by her Professor as his class aide. Her professor mentored her and gave her responsibilities to assist in class. During her interview, she narrated how one day she decided to visit her Professor in his office in school, something she normally did to check in with him regarding class duties. Her professor was senior in faculty ranking and was around 64 years old she narrated.

> "One day, I went to his office like normal. We engaged in regular talk about class and the week's readings. During our conversation, he praised my efforts and commending my work in class. And then he said something to me that surprised me he said, "You know if I was to ever take a second wife, I would choose you." Felicia narrated how that comment took her by surprise. What happened next took Felicia by surprise. She said, "Then he started coming towards me, he grabbed me

with such force. He was an old man but the force he grabbed with me took me at surprise. I started to push him and he let go. He then proceeded to tell me I just like you and want to give you a hug."[214]

Felicia stated that she immediately left his office but never told anyone about that incident because she feared that she would be punished by the Professor.

Felicia's experience is no different than what many students have experienced. In an article titled, "Harassment, Sexual Abuse Corrupts Education Worldwide," it is stated,

> Sexual violence in education ranges from low-level gratuitous actions to convey messages of power – such as inappropriate sexualized comments or gestures, or unwanted physical contact … to threats of exam failure, punishment or public ridicule, and sexual assault and rape. In higher education, it often involves sex in exchange for good grades or leaked exam questions, and sometimes also admission to an institution or to a high-status course.

Corruption in institutions of education do not involve just the exchange of money, for students who do not have the financial capability to give money, their bodies become commodities of exchange for preferential treatment, access to course exam answers or admissions into a preferred institution of choice.

Respondent Ana recalled that while attending one of the Universities in Lagos she witnessed both male and female students being sexually exploited.

> "As far as I was aware; every student regardless of gender was a potential opportunity for extortion. Both women and men faculty have engaged in such acts. I've heard of stories from some of my male friends in school who slept with their teachers or school administrators for a favorable outcome on an exam or to receive test materials. In a patriarchal system like ours, men still have the upper hand even if they too are being exploited."

Ana raises an interesting point about the power dynamics facing male and female students and their role in a patriarchal system.

Nigeria is considered to be a patriarchal society. Sociologist Gerda Lerna defines Patriarchy as the manifestation and institutionalization of male dominance over women and children in the family and the extension of male dominance over women in society in general.[215] In Nigeria, women regardless of religious or tribal affiliation are taught to be submissive to their husbands, are viewed as second-class citizens, and it is generally assumed that a woman's success professionally or financially is due in large part to the influence, access or financial capital of a male figure in her life. There is still a general belief that a woman's place in society is in the kitchen. Girls in many parts of Nigeria are still withheld from furthering their education because it is more valuable to send a boy to school.

In *The Creation of Patriarchy* by Gerda Lerna she states that the role of patriarchy in a society can be traced all the way back to the establishment of slavery in ancient times. She suggests that the institutionalization of slavery and the subordination of women slaves who were reduced to mere sexual objects for slave masters, to house help, and a mechanism to produce more children to be used as labor should be considered the earliest form of private property.[216] Lerna's explanations of the root causes of patriarchy also tie into the history of Nigeria and other African countries that experience colonialism and institutionalized slavery. In pre-colonial Africa, women held active roles in politics and government. In addition to having roles of significance in politics, they also held pivotal roles in religion as well. In African culture, traditional religion

---

[215] Lerner, Gerder. 1986. The Creation of Patriarchy. New York: Oxford University Press.
[216] Ibid.

plays a major role alongside western religion. Generally, Africans believe in a Supreme

Being or God and also believe that there are lesser gods or divinities that were created

by God. Many of these divinities or lesser gods were women who were called

Goddesses. They were worshipped and adored by both men and women. These

traditional religions are still practiced today in many countries in Africa especially in

Nigeria.

In "Women and Colonialism," Kathleen Sheldon emphasizes that in many parts of

West Africa, women were members of associations run by and for women, and gave

women the final say in disputes over markets or agriculture.[217] The effects of

colonialism significantly altered the way a woman's role in society was viewed by men

and also by fellow women. Sheldon states,

> Analysis of the development of legal systems under colonialism suggests that
> women were at a disadvantage, as 'customary' laws were established based on
> male testimony that gave men, especially elite men, advantages over women in
> issues of marriage and divorce. Women's precolonial [sic] political activity was
> generally disregarded by the colonial authorities, who turned exclusively to men
> when they established local political offices.[218]

The colonial agents themselves were nearly always men, and the reality of the role

women held prior to colonization was simply ignored. It can be argued that these

customary rules changed the dynamic in which women not only saw themselves but how

they were treated by men. This change in dynamic between and men and women's

relations in society was further cemented by the way in which men behaved in the

household. Paternalism or paternalistic dominance describes the relationship between a

---

[217] Kathleen Sheldon "Women and Colonialism". In *Oxford Bibliographies* in African
Studies, http://www.oxfordbibliographies.com/view/document/obo-9780199846733/obo-
9780199846733-0067.xml (accessed 25-Feb-2017).
[218] Ibid.

dominant group considered superior to a subordinate group. Lerna states that this concepts emirates from historical family relations in which under patriarchy, the father held the absolute power. In exchange, he owed them economic support and protection. In addition, male children's subordination was temporary and the wives and daughters are life long until the daughter becomes a wife and is placed under the dominance/protection of another man.

The concept of paternalism explains the cultural emphasis placed on men in Nigerian society to provide financially for their family. Often times, this form of permanent pressure can have negative effects. In addition to historical effects of colonialism, patriarchy and paternalistic dominance, women continue to struggle on how to operate and defend themselves against systems and traditions that do not protect their rights and value in society.

Until expanding the research to encompass a qualitative framework to further understand the results of the t-tests, multiple t-tests were carried out and it found that out of 36 females significantly ($p<0.29$) found that Institutions of Education in Nigeria are responsible for the breakdown of good social services, while 17 males did not significantly view institutions of Nigeria to be responsible for the breakdown of good social values. The study also found that amongst the women and men both tested, women significantly ($p.0.22$) believed that faculty, administration and senior leadership bribe, extort or threaten their students. There was a statistically strong difference in the results when it came to analyzing the data of the men and women surveyed. The findings reveal something much deeper, that there is a difference in perspective between the

women and men surveyed.

Research on corruption fails to explore the dynamics of gender and the
implications of inequality amongst sexes when it comes to corruption. Most research
specifically focusing on corruption in education tends to focus only on poor leadership,
misappropriation of federal funds and the overall climate of systematic corruption.
However, what this study reveals is that corruption within society is also used as a
mechanism to gain power. In societies that have a patriarchal foundation, corrupt acts,
sexual abuse or sexual harassment committed by men may go unchallenged or even
become normalized.

In addition to the role of patriarchy, Dey, Rorn and Sax present three theoretical
models specifying the likely causes of sexual harassment:[219]

a. Is the social cultural model that views harassment as the enforcement of
    gender role inequalities within the social system, the prevailing patriarchal
    system subordinates the position of the women to that of the man. Thus,
    sexual harassment is seen as a tool of domination to keep the woman
    perpetually subordinated to men.
b. The natural/biological model argues that the intent is not to harm, or harm
    women, but that men are naturally aggressive in pursuing their sexual
    urges. A similar version of this view posits that sexual harassment is the
    product of attraction of the man to the women.
c. The organization model argues that the existing hierarchical authority
    relations and structures organizations arc responsible for the incidence of
    sexual harassment.

Dey, Rorn and Sax's theoretical model speaks to the ongoing issues of sexual

exploitation in Nigeria. Institutions are often the reflection of values that society holds.

---

[219] Dey, E.L, Korn J.S and Sax I.J, 1996. 'Betrayed by the academy: The sexual
harassment of women college faculty' Journal of Higher Education, 67(:2).

The Institutions of education in Nigeria are a reflection of patriarchal norms and values in which female students are harassed and in some cases raped by their male counterparts.

Respondent Felicia narrated her sister's story and her experience with sexual harassment at her university. For purposes of protection, Felicia's sister is named Rebecca. Rebecca failed out of university because she refused to have sex with her professor. Felicia states,

> "My sister challenged the institution, the senate committee and did a whole trial and these guys are friends, they are not going to penalize the lecturer because of a student. My sister had a second class lower instead of a first class upper because this man was a downfall to her whole learning. Female students are afraid to report acts of sexual harassment by those in authority. For instance, if you are in your first year in a university and you are trying to challenge your professor, you will find even other professors telling you are you sure you want to do that because you have three more years. They would say, don't put yourself under the spotlight like that. People are afraid."

In addition to a lack of control mechanisms and breakdown of values systems reinforced through institutions of education in Nigeria, there are effects of patriarchy and power dynamics at play as well.

It is no surprise that such acts committed by those in authority can have negative influences on students. In Nigeria's tertiary education there has been an increase in cult or gang activity, obscene dressing by female students and drug abuse. The common accusation of many of these lecturers is that they are provoked to commit such acts due to the mode of dressing by their female students. According to Taiwo O.M., the trends of occurrence of sexual harassment is most commonly from male lecturer to female

student motivated by provocative dressing and sexual gestures. [220] Table 18 illustrates the trends discussed:

Table 18. Showing trends of occurrence of Sexual Harassment[221]

Trend of Occurrence	Frequency	Percentage
Male lecturer to female students	2470	98.8%
Female student to male lecturer	1560	62.4%
Male student to female student	1975	79%
Male lecturer to female cleaner	1389	55.6%

While the claims of the mode of dressing or solicitation of sexual exploits by female students who want to quickly pass through their courses may be true, that still does not justify sexual harassment or abuse of any kind from those in authority. The above patterns in Table 10 show that females are at risk of sexual harassment from their male counterparts.

What my study further reveals is that deviant and immoral behavior is upheld and further normalized through institutions. When corruption is embedded in institutions of education it begins to socialize and normalize the act itself. The interviews with the respondents' further reveal that corrupt acts committed by school officials ie. lecturers, faculty and administration significantly change the behavior of students and suck them into an immoral environment in which they have no power to defeat or to defend themselves against.

---

[220] Taiwo M. O, Omole O. C, Omole O. E. Sexual Harrassment and Psychological Consequence among Students in Higher Education Institution in Osun State, Nigeria International Journal of Applied Psychology 2014, 4(1): 13-18 p. 16
[221] Ibid.

Respondent Edward who is 61 years old discussed how bad the educational system in Nigeria is now. He also disagreed when asked if men were perceived to be more corrupt than women. He stated,

> "Corruption is a social vice. Anyone can be corrupt irrespective of sexual orientation. Generally the school system has gone from bad to worst in Nigeria between 1971 and 1999 when I started and ended at the tertiary level. Students have resorted to playing and other bad social vices instead of studying. I have never engaged in such act but I know many who have. Honestly, its like one thing after another. I see some good kids who because of the system have taken advantage of loop holes and lack of punishment. It went from cheating on exams then to buying exams, then to getting involve in cults and then robbery… cheating seemed like a gateway to other bad social vices."

Even though students at the tertiary level are old enough to understand the difference between right and wrong, could it be that their environment has influenced their behavior for the worse? For students who have other positive structures—individuals, families or institutions to turn to—they might not be as affected by growing up in institutions with systemic corruption. However, it might very well be the case that for students who do not have a constant presence of positive familial or social structure, they may fall prey to the negative influences caused by corrupt lecturers or administration.

Prostitution amongst female students at the tertiary levels in Nigeria has become a social vice that has publicly stained institutions of education in Nigeria. In Nigeria's ivory towers, which is the last stage that molds the leaders of tomorrow, it is not only facing the issues of academic dishonesty, sexual exploitation but also prostitution amongst female students. One may ask how did such immoral and indecent acts creep into the corner of institutions of education? This study also ascertains that socialization

of corruption through institutions of education is a major root cause. In the article,

"Prostitution in Nigeria's Higher Schools," Eruke Mume states,

> Prostitution has assumed a more sinister dimension with the invasion of the tertiary institutions by older male members of the privileged class to fetch girls from the school to be used as commercial sex workers. The concept of ARISTOS from the word ARISTOCRATS came about when rich elite invade university female hostels in search of girls/students of easy virtue to satisfy their sexual desires for fees.[222]

If students, especially female students, are conditioned to believe that in order for them

to succeed in their studies, they must ultimately use their bodies and not their brains,

corrupt behavior can become normalized if not addressed or corrected.

In a society that celebrates wealth, social status and power without the proper

enforcement of control mechanism, the rise in social vices are unavoidable. Campus

prostitution is defined as female students who use their bodies in order to secure

underserved favors.[223] In Sexual Harassment and Psychological Consequence among

Students in Higher Education Institution in Osun State, Nigeria, Taiwo M.O argues that,

"Some female students who are lazy in their studies sometimes motivate the male

lecturers into an unethical relationship with a view to ''use what they have to get what

they want'', which is a common slogan among such female students who will not attend

classes, sit for any form of assessment and would desire to pass their exams:[224] Taiwo

M.O assertion and characterization of some female students as "lazy" is an incorrect

---

[222] Mume, Eruke. "Prostitution in Nigeria's Higher Schools." 2017. The Pointer. http://thepointernewsonline.com/?p=34277 (Accessed February 8, 2017)

[223] Ibid.

[224] Taiwo M. O, Omole O. C, Omole O. E. Sexual Harassment and Psychological Consequence among Students in Higher Education Institution in Osun State, Nigeria International Journal of Applied Psychology 2014, 4(1): 13-18 p. 16

assessment. If those in authority who make decision that can alter a student's future are committing corrupt and immoral acts and are too culpable in regards to female students using their bodies to pass their class, this sends clear message to all students that they must yield to such advances or environmental norms to succeed.

The Los Angeles Times conducted a study on sexual exploitation of students in Nigeria's tertiary institutions. The study stated, "From Associated Press interviews with officials and 12 female college students, a pattern emerges of women being held back and denied passing grades for rebuffing teachers' advances, and of being advised by other teachers to give in quietly."[225] Chibnall & Saunders encapsulate the problem with both the perpetrators and students who engage in immoral acts by a statement of an architect who was convicted of corruption, the architect said, "I will never believe I have done anything criminally wrong. I did what is business. If I bent any rules, who doesn't? If you are going to punish me, sweep away the system. If I am guilty, there are many others who should be by my side in the dock (on trial)." This quote perfectly explains many of the responses of students who engage in academic dishonesty or immoral behavior and lecturers who do the same. When corruption is embedded within an organization, individuals are less likely to take responsibility for their actions as they see it as a group problem and not an individual act.

Ashford and Anand's explanation of the normalization of corruption in organizations also sheds light on the reasons as to why good people engage in bad things. The overall characterization of Nigeria's students as victims and also being

---

[225] Houreld, Katharine. "Sexual harassment plagues Nigeria's schools." Los Angeles Times.

labeled as morally bankrupted could be in large part due to acts of those in leadership roles. Ashford and Anand's assessment states that leadership plays a pivotal role in the normalization of corruption within organizations. According to Ashford and Anand,

> … the 'behavior of superiors' was ranked as the most influential factor, followed by a cluster of factors – 'formal policy or lack thereof,' 'industry ethical climate,' and 'behavior of one's equals in the company'; tellingly, 'one's personal financial needs' came last…leaders do not have to actually engage in corruption to serve as role models: rewarding, condoning, ignoring, or otherwise facilitating corruption - whether intentionally or not, or explicitly or not- often sends a clear signal to employees… Second, organizational structures and processes are often contrived to insulate senior managers from blame, thereby further encouraging corruption.[226]

The onset of academic dishonesty in institutions of education releases a can of worms in which each worm is a consequential problem. The onset of this study endeavored to answer, "How does corruption become socialized?" Through initial quantitative methods, this study was able to gather pertinent information that uncovered unexpected elements that prompted further investigation. With the addition of a qualitative analysis in the forms of interview and textual analysis, it was discovered that women were grossly affected by corruption in institutions of education. The underlying sources of corruption in institutions of education were fueled by the normalization of deviant behavior, unhealthy gender norms, patriarchal norms and the dominance over women, which was not only reflected in society but also reinforced through institutions of education.

---

[226] Ashford, E. Blake and Anand Vikas. The Normalization of Corruption in Corruption in Organizations. 2003. Research in Organizational Behavior, Volume 25, 1-52. https://www.researchgate.net/profile/Blake_Ashforth/publication/230557421_The_Normalization_of_Corruption_in_Organizations/links/0a85e53890e81bf2d6000000/The-Normalization-of-Corruption-in-Organizations.pdf (Accessed February 28, 2017)

In addition, after review of many cases of sexual harassment and corrupt acts committed by school officials, it is clear that the organizational structures within specifically the tertiary level are structured so that senior management and lecturers are protected from blame. There are no independent processes that will protect the student and bring justice efficiently and effectively.

CHAPTER 7. CONCLUSION

Overview

The objective of this study was to further examine how academic dishonesty and corrupt behavior in institutions of education lead to the socialization of corruption within society. The conclusions of this study shed light on the role of education in fomenting an atmosphere and culture of corruption. By providing a distinct insight on the causes of endemic corruption through specifically analyzing the role of academic dishonesty in education as a conduit to societal moral failure in the country of Nigeria, this study will contribute to the larger framework of corruption studies.

The findings of this study contribute a unique perspective to corruption research in examining the impact institutions of education have on the breakdown of collective values systems. In addition, the findings reveal the dynamics gender play in the perception of corruption in institutions of education. Sexual exploitation of students by teachers and those in administration has become a global problem. This study further asserts that the breakdown of collective positive social values amongst Nigeria's youths is directly attributed to corrupt acts committed by those in authority in formal institutions of education in Nigeria.

Future studies should consider adapting the proposed provisions and models offered in this study to focus on academic dishonesty and corruption in institutions of education as a hazard in the development and positive progression of higher education institutions and the potential to harness a generation of millennial who have the ability to occupy strategic leadership positions in national life. This study provides recommendations that can also be applied and utilized by countries also

facing similar issues and who also hold the desire to attain the United Nations

Millennium Development Goals by 2020. A framework of implantation is also

outlined and also provides a landing point for searches to expound upon.

Recommendations for Institutions of Education in Nigeria

1.1   Appropriate Monitoring/Supervision of the Education System

The Ministry of Education in Nigeria is responsible for overall education in Nigeria.

Its main functions are the following:[227]

- To formulate a national policy on education.
- To collect and collate data for purposes of educational planning and financing.
- To maintain uniform standards of education throughout the country.
- To control the quality of education in the country through the supervisory role of the Inspectorate Services Department within the Ministry.
- To harmonize educational policies and procedures of all the states of the federation through the instrumentality of the National Council on Education.
- To effect co-operation in educational matters on an international scale.
- To develop curricula and syllabuses at the national level in conjunction with other bodies.

In addition, their core mission as stated on their website is "To constantly attract,

develop and graduate competent, knowledgeable and talented individuals from our

Tertiary Education Institutions."[228] The Federal Ministry of Education currently has

a judicial body that oversees allegations of academic dishonesty committed by

authority figures within systems of formal education; however, before such

allegations reach the Ministry of Education it first has to go through an internal

investigation with committee members chosen by senior leadership of the school in

---

[227] Federal Ministry of Education.
http://www.education.gov.ng/index.php/department/tertiary-education (Accessed February 28, 2017)
[228] Ibid.

question. Such an investigative committee is independent of the university, which can ultimately compromise any cases involving students and faculty.

The Ministry of Education is responsible for not only the national policy on education at all levels but the quality of education provided to its most valuable group: the youth of Nigeria. Many cases of sexual harassment by students, extortion or bribery from those in positions of authority and or rape go unreported due to fear of retribution or because of the knowledge that most cases go unresolved. The story of Blessing, a 300 level undergraduate student in the University of Lagos, who was repeatedly harassed by her professor, is that Blessings denied his sexual advances and the Professor resorted to deliberately picking on her in class and giving her a D as a final grade even though she should have been awarded a B due to her work.[229] Blessing was too scared to tell and simply did not know where or to whom to turn on campus. Blessing's case is just one out of thousands of students who have experienced the same or far worse at the hands of those who are responsible for their academic and moral development.

The various cases of lecturers who financially and sexually exploit their students are numerous; however, the rate of such acts is nearly not as the same in regards to disciplinary actions taken against such acts. Students find it difficult to report such behavior because the internal judicial body or office of student affairs often does not take the matters seriously, do not discipline lecturers in a way that

---

[229] Ibekwe, Nicholas. How Nigerian Universities encourage sexual harassment of female students. Premium Times. http://www.premiumtimesng.com/news/headlines/178-how-nigerian-universities-encourage-sexual-harassment-of-female-students.html (Accessed February 28, 2017)

sends a clear message to the student body and most importantly often times the perpetrators themselves are those who are responsible for enforcing such disciplinary actions.

This study recommends that an external judicial body be formed for each state that is independent of the school. Students should feel comfortable and safe to bring complaints against those in authority at all levels in their respective institutions of education. The Ministry of Education has a Human Resources Unit that is responsible for human capital development and management. It is also saddled with the responsibility of staff career progression, appointment, posting and discipline; establishment matters of staff and record keeping also fall under the purview of the Department.[230] The branch's duties under the Human Resources Unit include the following:[231]

    i. Handling of disciplinary matters;

    ii. Preparation of briefs for Junior and Senior Staff (Disciplinary) Committees;

    iii. Secretariat of the Senior and Junior Staff Committees when in session;

    iv. Processing of appeals and petitions arising from previous disciplinary action.

Although the Ministry of Education has an arm that is responsible for the handling of disciplinary matters, most disciplinary matters, within tertiary education in Nigeria are handled by an internal committee. Often times, members of the internal

---

[230] Federal Ministry of Education. http://www.education.gov.ng/index.php/department/tertiary-education (Accessed February 28, 2017)
[231] Ibid. (Accessed March 1, 2017)

committee are compromised or subjective to the issues in which they are to make disciplinary actions.

On May 4, 2016, The Senate passed the Sexual Harassment in Tertiary Education Institution Bill, which provides up to a five and no less than two-year jail term for a lecturer convicted for sexually harassing male or female students. The bill defines sexual harassment, lists what constitutes as an offence and provides institutional disciplinary procedures. The institutional disciplinary procedures are outlined as follows:[232]

(1) Where a student complains of sexual harassment, he or she shall submit a written Sexual Harassment Complaint to the administrative head of the institution in which the complaint arose and shall specify the Sexual Harassment in Tertiary Educational Institutions Prohibition Bill, 2016

(2) The complaint mentioned in sub-section (1) of this section of this Act may be made by the student in person or by the student's relative, guardian, or lawyer, or any person who has sufficient interest in the wellbeing of the student.

(3) Upon receipt of a Sexual Harassment complaint by the administrative head, he shall, within seven (7) working days, constitute a panel to be known and called Sexual Harassment Prohibition Committee to determine sexual harassment complaints under the provisions of this Act.

---

[232] A BILL FOR AN ACT TO MAKE PROVISION FOR THE PROHIBITION OF SEXUAL HARRASSMENT OF STUDENTS BY EDUCATORS IN TERTIARY EDUCATIONAL INSTITUTIONS AND FOR MATTERS CONNECTED THEREWITH, 2016. http://www.aneej.org/wp-content/uploads/2016/07/SEXUAL-HARASSMENT-BILL.pdf (March 1, 2017)

(4) Where the complaint is against an academic staff, the Sexual Harassment Prohibition Committee shall be headed by a non-academic staff who shall not be less than the rank of an Assistant Director or its equivalent with membership which shall include a representative of the student body and a representative of the academic staff of the institution.

(5) Where the complaint is against a non-academic staff, the Sexual Harassment Prohibition Committee shall be headed by an academic staff who shall not be less than the rank of a Senior Lecturer or its equivalent with membership which shall include a representative of the student body and a representative of the administrative or non- academic staff of the institution.

(6) The membership of the Sexual Harassment Prohibition Committee shall be five persons, including a Chairman who shall direct the Committee's proceedings.

(7) Any three (3) members of the Sexual Harassment Prohibition Committee, including the Chairman, shall form a quorum.

(8) A Sexual Harassment Prohibition Committee shall conduct its proceedings with utmost fairness to the parties and compliance with the rules of natural justice.

 (9) A Sexual Harassment Prohibition Committee shall judiciously and fairly exercise its discretion with regards to the number of witnesses that may be allowed to testify during its proceedings.

(10) The decision of the Sexual Harassment Prohibition Committee, which shall be in writing, shall be by a simple majority.

(11) Where the complaint of a student is made out, the Sexual Harassment Prohibition Committee may recommend to the administrative head the dismissal of

the educator or any other appropriate sanction such as reduction in rank of the educator concerned.

(12) Where it is shown at the conclusion of the Sexual Harassment Prohibition Committee's proceedings that the complaint was false or was made with malice, the committee may recommend to the administrative head appropriate sanction against the student which may include dismissal of the student from the institution or other appropriate sanction which may include suspension for up to one year.

(13) A Sexual Harassment Prohibition Committee shall deliver its decision in writing within thirty (30) days from the date of its inauguration by the administrative head.

The issue with this bill is that it assumes the impartiality of administration heads in tertiary institutions of education and charges them with the responsibility of putting together an impartial and independent sexual harassment prohibition committee. This further provides power to authorities very well unable to responsibly carry out such duties. In addition, the bill has come with much pushback as lecturers and policy makers believe that the responsibility of sexual harassment should also be placed upon the student, as it often stated that female students at the university level often sexually entice their lecturers in order to pass their class. These females are often called "lazy"; however, this overt generalization does not take into account what operating under a negative value system can do to the psyche and decision making of a young adult. The need for an independent committee that operates outside of the university in which the administration heads have no involvement in choosing the committee members is essential to reach an impartial conclusion.

1.2   Addressing the role of Patriarchy and Culture in Facilitating Corrupt Practices in Formal Institutions of Education

In most counter corruption measures where corruption has become systemic and normalized as a way of life, literature fails to explore solutions on how to uproot corrupt acts within society. Literature on counter corruption also fails to point out the intersectionality of tradition and culture used as a mechanism to wield power by those in authority. In Nigerian culture, the respect for elders is indeed a central tenet in life. It is expected of young people to show reverence and respect to their elder or someone who is considered senior in age. In addition, children who grow up with older siblings are also taught to show the same reverence to their older siblings because of age. In households, children are taught that the man is the head of the household and his decisions are final. From the very beginning of a child's life they are taught even how to greet and show courtesy to someone senior than them. If a young man or boy is greeting an older male or female, a traditional greeting is to first bow one's head very slightly and bend their body forward slightly; this is seen as respectful and is an acceptable greeting across all religions and tribes throughout Nigeria. If a young woman or girl is greeting an older man or woman, she is to kneel down to the ground and exchange pleasantries. It is also appropriate when greeting a Nigerian elder to take time and not rush through this greeting process. Most importantly, children are not to show signs of disrespect, which can be defined as talking back, questioning, accusing or having an accusatory tone and must not dare to physically hit someone older or in position of authority. A well- respecting child will follow these rules even under difficult circumstances.

These values or "traditions" that are emphasized within the home and upheld throughout society can create troubling scenarios. In a society where the rights of young people are not seen as autonomous but linked to that of a man (i.e., father, brother, husband) an atmosphere is created where the needs, desires and rights of young people are overlooked. In addition, such cultural values reinforce the power dynamics and structures that are seen within institutions. For example, it is a big sign of disrespect for a student to publicly challenge a professor in class or talk back to a person in position of authority.

This study recommends that in order for laws and policies to be enforceable, a separation between tradition and law must commence. This can happen only through open dialogue, incorporating classes that teach both faculty and student of ways in which actions influenced or based on culture can have negative effects, and placing protective control mechanisms that reduce the power dynamics of age and gender. Institutions of education must consciously make efforts to disrupt and dismantle cultural or traditional norms that do not support the autonomy or protection of their students. Specific training on culture, codes of conduct, teacher and student relationship must begin from the primary to tertiary level.

In addition, institutions of education must create partnerships with parents or families of students, providing them with monthly or quarterly training, information and workshops that address specific cultural or traditional norms that impede a child's education and how he or she relates to society at large. More attention must be given to primary, post-primary and secondary schools to ensure that students are prepared and introduced to proper ethical training. Given the nature of and the

degree of sexual exploitation experienced by female students in secondary and university levels, sex education should be incorporated within the curriculum during secondary school. It is considered a taboo to discuss sex or have sex education in schools; however, it is imperative that young women and men are equipped with the necessary information and tools to navigate through life.

1.3   Salary Increase and Merit Recognition for Teachers/Faculty and Administration in Institutions of Education

One of the major causes of bribery in institutions of education is due in part to teachers not being adequately paid or not being paid for months on end. Often teachers are lured into bribing their students, increasing fees or requesting for payments for services or resources that are normally free in order to supplement their income. Studies on corruption in education often refer to unscrupulous teachers who use their positions to pad their pockets as committing corruption out of greed; however, I beg to disagree. The student and the teacher are often both victims of a broken system. The student understands that his or her education is paramount and that he or she is required to move forward in life and must be willing to do what is "expected" of him or her to ensure that attainment. The teacher, on the other hand, has financial obligations and responsibilities outside of his or her profession and can only survive and meet such expectations by committing such acts. These forms of corruption are wrong; however, this study perceives it as a corruption of need rather than greed. This is not to say that greedy teachers and cunning students do not exist; however, everyday corruption is often due to need or survival.

In order to mitigate and decrease the likelihood of teachers padding their pockets, the federal government must ensure that teachers and administration staff in institutions of education are paid fairly, on time and receive merit-based bonuses. In many developing countries, teacher absenteeism is also an issue facing institutions of education at all levels. According to the Word Bank, teacher absenteeism ranges from 11% to 30% in the developing world.[233] For example, in Uganda, the teacher absenteeism rate is 27%, in Ecuador, it is 53%, in India 25% and the list continues. Many of the issues in society are a direct reflection of what is tolerated, normalized and accepted on an everyday basis in institutions of education.

A focus on teacher absenteeism is a crucial focal point to address, as it constitutes another form of corruption. In many developing countries, teachers' salaries account for a high percentage of recurrent public expenditures. When teachers choose not to show up to work or go on strike as means to address their grievances, it results into a huge economic loss. It affects the overall effectiveness of the school, reduces students' achievements, and most importantly, it undermines the school's legitimacy and reputation all while providing negative role models for students who are supposed to view their teachers as mentors.[234]

---

[233] Patrinos, A. Harry. The Hidden Cost of Corruption: Teacher Absenteeism and Loss in Schools. October 2013. http://blogs.worldbank.org/education/hidden-cost-corruption-teacher-absenteeism-and-loss-schools (Accessed March 2, 2017)

[234] Edited by Campos, J Edgardo and Pradhan, Sanjay. The International Bank for Reconstruction and Development / The World Bank. The Many Faces of Corruption: Tracking Vulnerability at the Sector Level. 2007. https://openknowledge.worldbank.org/bitstream/handle/10986/6848/399850REPLACEM101OFFICIAL0USE0ONLY1.pdf?sequence=1&isAllowed=y (Accessed March 2, 2017)

The Academic Staff Union of Universities (ASUU) is a Nigerian union of university academic staff, founded in 1978. ASUU has led strikes against the Federal government of Nigeria for failing to pay teachers on time, improve salaries, revitalize the Nigerian public universities and pay the earned allowance in which the federal government is in arrears of 92 billion naira.[235] On July 1, 2013, ASUU embarked on a five-month strike, leaving students unable to attend school. Such strikes have been a recurrent problem in Nigeria and in many parts of Africa. Consistent striking of teachers and administration severely affects the educational progression of students. One way to reduce the level of strike in Nigeria, is to ensure that teachers are not owed their earned allowance/salary, to reach a level of understanding and partnership with unions in a timely manner and to hold teachers and administration accountable for being absent concurrently outside the terms of what is acceptable by the institutions. There should be clear laws and that regulate how many days a teacher can be absent throughout the semester, and if that is violated by forging attendance dates and likewise, clear grounds for suspension, termination or criminal charges are present.

1.4   Revitalize, Maintain and Re-Build the Infrastructure of Nigerian Public Institutions of Education

From primary to tertiary level, public institutions of education are in deplorable shape. From non-functioning bathrooms, leaking ceilings, lack of

---

[235] Vanguard Nigeria. "At last, ASUU suspends strike." December 2013. http://www.vanguardngr.com/2013/12/last-asuu-suspends-strike/Retrieved (March 3. 2016)

adequate or non-existent libraries and computers to overall dilapidation of physical structures are also alarming signs of the lack of value the federal government has for its institutions. The frustrations of teachers and students are centered on the misappropriation of funds that are purposely made available to states to ensure the adequate maintenance of these schools. These funds are siphoned by political leaders or senior administrators of schools. In a country that boasts of being the leading economic powerhouse in Africa and parades the title as "The Giant of Africa" students are forced to still sit on old wooden desks and chairs, sleep in hostels that have no beds, no functioning water systems, lack of security personnel and service to protect students or the institutions themselves, and the list goes on.[236] What is valued is often tended to. One can tell how serious a country takes the role of education within society by how they treat its youth population and the building and maintenance of its infrastructure.

There has been a serious flight of students out of Nigeria to attend schools outside of the country. Parents have resulted in sending their children to universities in mostly American and European countries because the universities in Nigeria cannot provide the adequate training and resources to their child. In addition, seasoned and well-educated professionals have left the country to find greener pastures elsewhere because of lack of jobs and underpay. The state of Nigeria is under serious brain and talent drain. Economically speaking, this is a huge loss for

---

[236] Oteng, Mary. "Shocking Pictures: The Deplorable State of Our Nigerian Universities." News Online. 2013. http://newsnow.onlinenigeria.com/news/advt.php?blurb=315928 (Accessed March 3, 2017)

the country in which these individuals could contribute immensely to the overall
productivity of the country.

Private institutions of education in Nigeria are supposedly trying to fill this gap
by building state of the art institutions. Their emergence was to restore the failure of
public higher education systems in Nigeria. The problem with many private schools
from primary to university level is that they only cater to a small portion of the
population, the wealthy. The growth of private schools is rapidly growing every year
and the tuition is becoming increasingly high, putting it out of reach for majority of
children and young adults in Nigeria. From a figure standpoint, the emergence of
private institutions has addressed the issue of placement. Out of one and half million
candidates seeking university admission, only 200,000 can be absorbed.[237] The
definition of privatized education is adopted from Onyekwere, Nwogu and Onojuju
as trends in which the private sector, organized or non-organized, plays a
fundamental role in the ownership of educational institutions. Nigeria has the highest
number in sub-Sahara Africa both in number of education institutions and the
population of students.[238]

Private schools in Nigeria and throughout the world have become a symbol of
luxury for those who can afford it. Their institutions revel in world-class facilities,
their teachers are educated from world-class institutions around the world, their

---

[237] Chikwem, R. The privatization and commercialization of higher education in
Nigeria. 2008 https://www.nas-int.org/currentaffairs/public-articles/721-the-privatization-
and-commercialization-of-higher-education-in-nigeria-by-roy-chikwem (Accessed March
3, 2017)
[238] Ibid.

tuition is charged in dollars or pounds; these institutions only cater to the wealthy and well-connected in society and often operate under their own rules and regulations which poses a huge problem. Even low-cost private schools are under scrutiny for providing low fees but poor in infrastructure, and young teachers are often recruited from the local community with minimum qualifications if any.[239]The federal government must put a cap on the number of private institutions of education within the country. Privatized education must be heavily regulated under a strong monitoring body to ensure quality and ethical standards.

There must also be a private-public partnership body that is tasked in exchanging best practices to be adopted by both entities under the leadership of the Ministry of Education. In addition, the federal government should step back from advocating school choice as it may only benefit a handful of the population who are more privileged. The support of privatized education as a means to re-structure one's economy or boost marketization needs to be revisited, and it may not be most conducive to the society and the future of education in the long run.

1.5   The Establishment of an Anti-Corruption Unit specifically focused on Corruption in Education

Currently there are two main anti-corruption agencies in Nigeria, the EFCC and ICPC. The Economic Financial Crimes Commission (EFCC) was established by former President Olusegun Obasanjo in 2003. The purpose of the agency is to

---

[239] Kremer, M., & Muralidharan, K. Public and private schools in rural India. In R. Chakrabarti & P. E. Peterson (Eds.), *School Choice International: Exploring Public-Private Partnerships*. Cambridge, MA: MIT Press. 2008

investigate financial crimes such as advanced free fraud (419) and money laundering in Nigeria. In 2006, the EFCC had investigated 31 out of the 36 governors in Nigeria for corruption.[240] The establishment of the Independent Corrupt Practices and Other Relates Offences Commission (ICPC) under former President Olusegun Obasanjo in 2003 was created to address corruption. The Duties of the commission are:[241]

- To receive and investigate complaints from members of the public on allegations of corrupt practices and in appropriate cases, prosecute the offenders.
- To examine the practices, systems and procedures of public bodies and where such systems aid corruption, to direct and supervise their review.
- To instruct, advise and assist any officer, agency, or parasternal on ways by which fraud or corruption may be eliminated or minimized by them.
- To advise heads of public bodies of any changes in practice, systems or procedures compatible with the effective discharge of the duties of public bodies to reduce the likelihood or incidence of bribery, corruption and related offences.
- To educate the public on and against bribery, corruption and related offences.
- To enlist and foster public support in combating corruption.

The agency does work hand in hand with the EFCC but has also come under criticism for failure to fully prosecute corrupt politicians. The issue with the EFCC and ICPC is that their main focus and energy is placed on political and grand corruption. Their main pursuit is focus on politicians who siphon money from federal accounts or use their office for undue favor.

Corruption happening every day on the local level is often ignored and deemed unimportant because of the amount of money being exchanged by ordinary citizens. It is the low-level bribery, however, that does the most damage because it is the most recurring form of corruption. It normalizes corrupt acts, and the longer it

---

[240] "Nigeria arrests runaway governor." BBC. September 2006. http://news.bbc.co.uk/2/hi/africa/4513172.stm (Accessed March 7, 2017

[241] Independent Corrupt Practices and Other Relates Offences Commission. http://icpc.gov.ng/our-role/ (Retrieved March 3, 2017)

goes unchecked the more it seeps into the fabric of society. The federal government

should enact a separate entity specifically tasked to handle examination malpractice,

bribery and other forms of corruption that occur in institutions of education. By

doing so the federal government will have the necessary information, data and

reports on corruption in schools in which they will be able to use the right tools and

resources to hold teachers and school administrators accountable.

1.6 The Future of the Education in Nigeria and Other Developing Countries

The potential that Nigeria's youth population holds is immense. Nigeria's

intense cultural emphasis on education has provided many benefits to the country

and its citizens. Such value has been carried over by immigrants to other parts of the

world. An analysis of Census data coupled with local surveys show statistically that

Nigerians in the U.S. surpass all other ethnic groups when it comes to obtaining

degrees. According to a Bloomberg report, 43% of African immigrants hold a

bachelor's degree.[242]

By many measures, African immigrants are as far ahead of American whites

in the educational achievement as whites are ahead of African-Americans. Nigerian-

Americans have a median household income well above the American average, and

above the average of many white and Asian groups, such as those of Dutch or

Korean descent.[243] Furthermore in another report by Chron, it is stated, "In the

---

[242] Smith, Noah. "It Isn't Just Asian-American Who Thrive in the U.S." October 2015. Bloomberg Report. https://www.bloomberg.com/view/articles/2015-10-13/it-isn-t-just-asian-immigrants-who-excel-in-the-u-s- (Accessed March 3, 2017)

[243] United States Census Bureau. https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_SF4_B19013&prodType=table (Accessed March 3, 2017)

census of 2006, 37% of Nigerian U.S. households have bachelor's degrees compared to 17% of all other groups; 17% have master's degrees compared to 7% of all other groups; 5% have professional degrees compared to 2% of all other groups; 4% have doctorate degrees compared to 1% of all other groups."[244] This data is a reflection of the value that Nigerians hold to be true, that a good education is the greatest accomplishment.

Such values are also entrenched in the lives of first-generation Nigerian Americans born in the United States whose parents migrated from Nigeria. Most Nigerians often leave their country in order to provide their children with a better quality of life and education. Many past and present leaders of Nigeria have traveled abroad to the Unites States, Britain and other developed countries to further their education.

For example, before becoming the first President of the Republic of Nigeria, Nnamdi Azikwe first attended Storer College, a two-year preparatory school, in Harpers Ferry, West Virginia.[245] Azikiwe participated in Storer's athletics and cross-country teams before he transferred to Howard University, Washington DC.[246] He then enrolled and graduated from Lincoln University, Pennsylvania, in 1930, obtaining a master's degree in Religion from Lincoln University in 1932 and another

---

[244] Casimir, Leslie. "Data show Nigerians the most educated in the U.S" May 2008. Chron. http://www.chron.com/news/article/Data-show-Nigerians-the-most-educated-in-the-U-S-1600808.php
(Accessed March 3, 2017)
[245] Nnamdi Azikwe. Wikipedia. https://en.wikipedia.org/wiki/Nnamdi_Azikiwe
(Accessed March 3, 2017)
[246] Ibid.

master's degree in Anthropology from the University of Pennsylvania in 1934.[247]

Azikiwe later would become a graduate student instructor in the history and political

science department at Lincoln, creating an African history course. He was a

candidate for a doctorate degree from Columbia University in New York before

returning to Nigeria in 1934. His main doctorate research was Liberia in world

politics, and the research paper was published by A.H. Stockwell in 1934.[248] The

story of Azikwe is very similar to those of many Nigerians who are afforded the

opportunity to pursue their education abroad. Nigerians are hardworking people and

if afforded the proper resources and institutions they will use that to make something

tangible of themselves. In Nigeria, however, corruption continues to be a major

hindrance in the lives of many, forcing them to take their skills and talents

elsewhere, where they will be rewarded based purely on merit.

The purpose of this study is to explore how corruption is socialized within a

society. The findings opened up a Pandora box to a host of underlying issues that

raised questions and critical thinking and sparked further exploration. What was

uncovered during the course of the study was a clear understanding of the role

institutions of education play in the breakdown of collective moral values in society,

how institutions of education are responsible for the normalization and socialization

of corrupt and deviant behavior, how men and women both view corruption

differently due to patriarchal norms in society, how the sexual exploitation of

students in Nigeria's institutions of education is a direct reflection of patriarchal

---

[247] Ibid.
[248] Ibid.

norms and power dynamics, how examination malpractice and the bribing of students is a direct reflection of the power struggles that age and tradition invoke, and how the maltreatment and undervaluing of young people emanate from familial and cultural beliefs.

This study sheds light on the human costs corruption has and the effects corruption in institutions of education can have on a whole country. It is safe to say that corruption in education can be considered the root cause of corruption permeating every other sector; after all, the majority of professionals are first trained in school before arriving at their professional destinations, meaning the values or lack thereof that they bring to the workplace can be traced back to their educational upbringing. As a Nigerian-American born in the United States, my parents too left Nigeria about 36 years ago to seek greener pastures and to ensure their children had a quality education. I was afforded the opportunity to receive a quality education and also grew up in a household where education was a number-one priority. With the support of my parents, I made the most out my education and used all of my skills, talents and gifts to be the best that I can be. I am no different than the millions of young people in Nigeria who want and deserve a quality education. They too have dreams, goals, talents, gifts and skills that they want to achieve and explore. The only difference between them and me is geographic location. Children do not get to choose the conditions, location of family in which they are born. Every child should be opportune the right to receive an adequate education and live in a country where they are valued. The hope of the findings of this study is to provide governments

with the ability to provide adequate and ethical educational training to its youth population.

Future plans are to continue studying the impact of corruption in institutions of education in developing countries and to also provide researchers with a foundation to build upon. In addition, future endeavors will be to provide developing countries with direct recommendation and policy provisions to be implemented both on the national and state levels that will enable developing countries, think tanks, anti-corruption agencies and non-governmental organizations to begin the process of implementing said recommendations emanating from this study and those that will follow.

APPENDIX

APPENDIX A: Table 19. Survey Questionnaire

1.1   Demographics
Please Circle

---

1)   Into which of the following age groups do you fit?
a.   18-30
b.   31-40
c.   41-50
d.   51 and above

2) Level of education completed in Nigeria?
 a.   Primary School
 b.   Secondary School
 c.   University

3) In which State did you complete your studies?

4) Did you attend private or public school?
 a.   Yes
 b.   No
 c.   Both

5) Which of the following best describes your tribal affiliation?
 a.   Hausa
 b.   Igbo
 c.   Yoruba
 d.   Other

6) What gender are you?
 a.   Female
 b.   Male

1.2   Attitudes Toward Corruption in Nigeria
        Please circle

---

1) In the past five years, how has the level of corruption in Nigeria changed?

1.   Increased a little
2.   Increased a lot
3.   Remained the same
4.   Decreased a little
5.   Decreased a lot

2) How do you expect the level of corruption in Nigeria to change in the next five?
   years?
1.   Increase a little
2.   Increase a lot
3.   Remain the same
4.   Decrease a little
5.   Decrease a lot

3) Some people believe that corruption affects different spheres of life in Nigeria. In your
   view, to what extent does corruption affect lives?
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

4) In your view, what two sectors are most affected by corruption in Nigeria?
1.   Government
2.   Public Sector
3.   Private Sector
4.   Education
5.   Health
6.   Judicial/Legal

1.3   Perception of the Education Sector in Nigeria

Please Circle

---

1) In the past five years, how has the level of corruption in institutions of education in Nigeria changed?
1.   Increased a little
2.   Increased a lot
3.   Remained the same
4.   Decreased a little
5.   Decreased a lot

2) How do you expect the level of corruption in institutions of education in Nigeria to change in the next five years?
1.   Increase a little
2.   Increase a lot
3.   Remain the same
4.   Decrease a little
5.   Decrease a lot

3) To what extent does corruption in institutions of education affect lives?
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

4) The education system in Nigeria instills positive values in their students.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

1.4   Perception of Faculty, Administration and Senior Leadership in Institutions of Education in Nigeria

Please Circle

1) Administrators, faculty and senior leadership take their profession seriously.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

2) Administrators, faculty and senior leadership are people who can be trusted.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

3) Academic integrity is practiced and highly upheld in institutions of education in Nigeria.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

4)   Do you believe that faculty, administrators and senior leaders in the education sector? of Nigeria see their profession as a form of public service?

1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

5) There is a visible commitment to student development in institutions of education in Nigeria.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

6) Cheating on exams is acceptable.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

7) Cheating on exams is a natural daily occurrence.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

8) Faculty, administration and senior leadership often engage in academic dishonesty.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

9) Faculty, administration and senior leadership bribe, extort or threaten their students.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

10) Institutions of education in Nigeria are supportive of the academic growth of its students.
1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

11) Institutions of education in Nigeria are responsible for the acceptance of corrupt behavior.
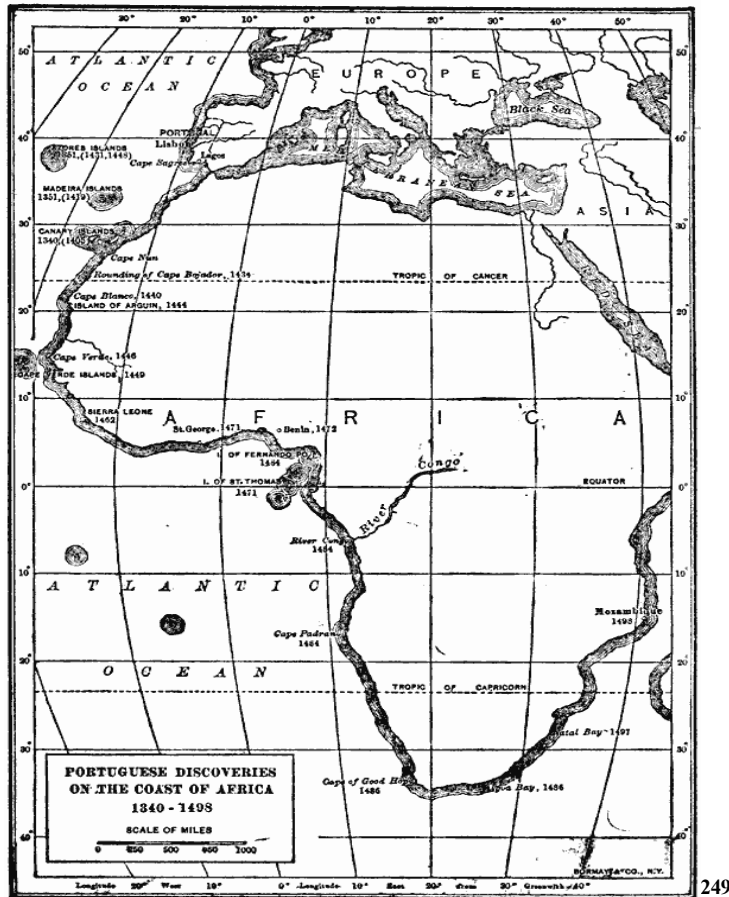1.   Not at all
2.   To a small extent
3.   To a moderate extent
4.   To a large extent

12) Institutions of education in Nigeria are responsible for the breakdown of good social values.
1.   Not at all

2.   To a small extent
3.   To a moderate extent
4.   To a large extent

APPENDIX B. Portuguese Discoveries in Africa, 1340–1498

249

[249] Albert Bushnell Hart, LL.D., The American Nation Vol 1 (New York, NY: Harper and Brothers, 1906) 71

Description: A map of Africa from 1906 showing Portuguese discoveries along the coast from 1340 to 1498. The map shows Cape Sagres and Lagos, Portugal, point of embarkation for voyages of exploration under Prince Henry "the Navigator" (1394-1460). This map shows the Portuguese discovery dates for the Canary Islands (1340, with the beginning of Spanish control in 1405), Madeira Islands (1351, rediscovered and colonized in 1419), Azores Islands (1351, rediscovered and colonized in 1431 and 1448), the rounding of Cape Bojador by Gil Eannes (1434), Cape Blanco (1441) and the island of Arguin (1444) by Nuno Tristam (Tristão), Cape Verde (1446) and Cape Verde Islands (1449) by Dinis Diaz (Diogo Dias or Diego Gomez), Sierra Leon, or Serra de Leão by Pedro de Cintra (1462), St. George or São Jorge da Mina on the Gold Coast (1471), Island of St. Thomas, or São Tomé (1471), Benin, Nigeria (1472), Island of Fernando Po (Bioko) (1484), the mouth of the River Congo (1484), Cape Padrano (1484), Cape of Good Hope by Bartholomew Diaz (1486), Cape Agulhas (1486), Natal Bay (1497) and

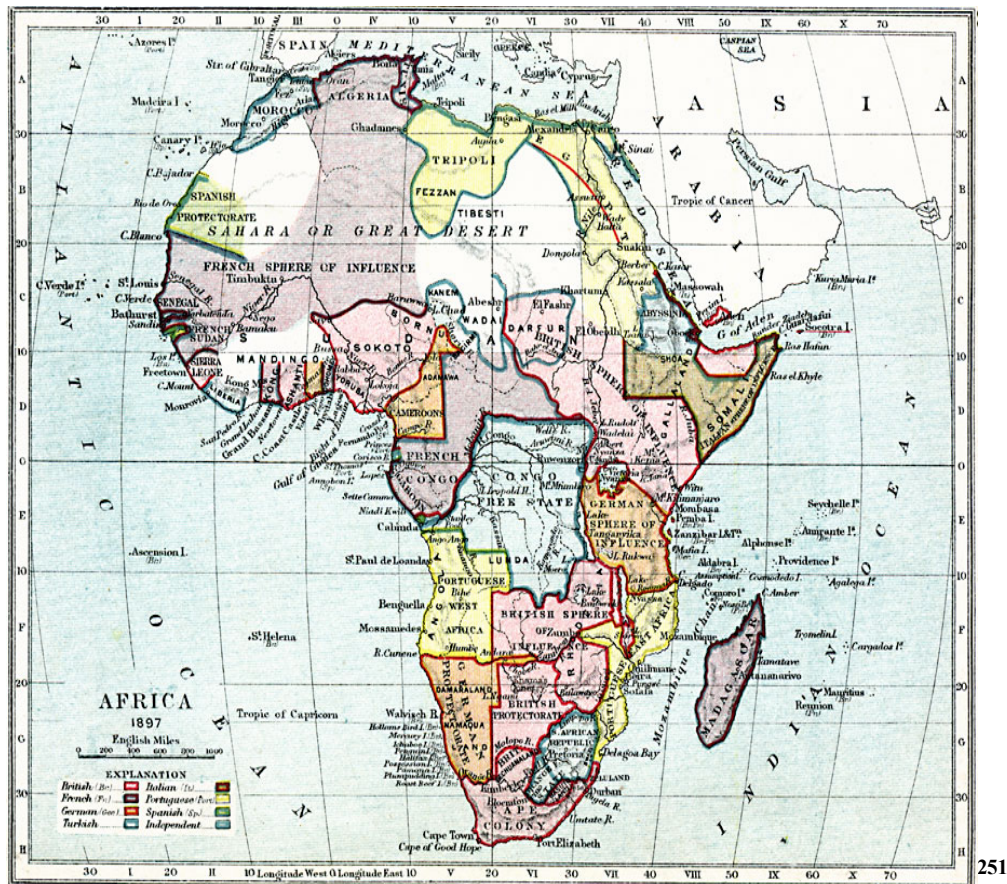APPENDIX C. Pre-Colonial Africa, 17th and 18th Centuries

Mozambique (1498) by Vasco de Gama.

Description: Map of Africa in the 17th & 18th centuries. This map is color–coded to show the possessions of European powers established in Africa, circa 1790, including Portuguese, English, Spanish, French, Dutch and Danish claims, and the Turkish Ottoman claims along the eastern Mediterranean and Red Sea coastline. The map shows major cities, trade centers, and ports, as well as major rivers and mountain systems. An inset map details the European claims along the Gold Coast and Slave Coast.

APPENDIX D: **The Partitioning of Africa, 1897**

[251] Samuel Rawson Gardiner D.C.L., L.L.D., School Atlas of English History (London, England: Longmans, Green, and Co., 1914) 66
Description: Map of Africa in 1897 showing European colonial possessions and spheres of influence, and the independent territories at the time. The map is color–coded to show the areas controlled by the British, French, German, Turkish, Italian, Portuguese, and Spanish, and the independent countries and areas of Liberia, Morocco, Abyssinia, Dafur, Wadai, Kanem, Congo Free State, Orange State, and South African Free State.

REFERENCES

Albert Bushnell Hart, LL.D., The American Nation Vol 1 (New York, NY: Harper and Brothers, 1906) 71

A BILL FOR AN ACT TO MAKE PROVISION FOR THE PROHIBITION OF SEXUAL HARRASSMENT OF STUDENTS BY EDUCATORS IN TERTIARY EDUCATIONAL INSTITUTIONS AND FOR MATTERS CONNECTED THEREWITH, 2016. http://www.aneej.org/wp-content/uploads/2016/07/SEXUAL-HARASSMENT-BILL.pdf (March 1, 2017)

Ackerman, Rose-Susan. "The Political Economy of Corruption—Causes and Consequences." The World Bank. April 1996. pp.1-4

Akinola, Anthony. "Akinola: Nigeria's History of Corruption." Gaurdian Nigeria. http://guardian.ng/opinion/columnists/akinola-nigeria-s-history-of-corruption/ January 2015. (Accessed November 7, 2016)

Ash, Roberta T. "Durkheim's "Moral Education" Reconsidered: Toward the Creation of a Counterculture." The School Review 80.1 (1971): 111. http://www.jstor.org.proxy.libraries.rutgers.edu/stable/pdf/1084226.pdf (Accessed October 11, 2016).

Ashford, E. Blake and Anand Vikas. The Normalization of Corruption in Corruption in Organizations. 2003. Research in Organizational Behavior, Volume 25, 1-52. https://www.researchgate.net/profile/Blake_Ashforth/publication/230557421_The_Normalization_of_Corruption_in_Organizations/links/0a85e53890e81bf2d6000000/The-Normalization-of-Corruption-in-Organizations.pdf (Accessed February 28, 2017)

Ashforth, Blake E., and Vikas Anand. 2003. "The normalization of corruption in organizations." *Research in Organizational Behavior* 25: p.1

Bagri, Thirani Neha. "Frequent Building Collapses Mar Mumbai." New York Times. https://india.blogs.nytimes.com/2013/06/25/frequent-building-collapses-mar-mumbai/ (Accessed February 18, 2017)

Bayley, D. H. (1966) 'The Effects of Corruption in a Developing Nation', Western Political Quarterly, vol. 19, no. 4, pp. 719–32.

Boateng, Emmanuel Agyemfra. "WAEC is to blame!" 2015. http://www.ghanaweb.com/GhanaHomePage/NewsArchive/WAEC-is-to-blame-363340 (Accessed March 3, 2017)

Britannica. Great Famine. https://www.britannica.com/event/Great-Famine-Irish-history (Accessed March 10, 2017)

British International School. http://bisnigeria.org

Brownsberger, N. William. Development and Governmental Corruption - Materialism and Political Fragmentation in Nigeria. The Journal of Modern African Studies Vol. 21, No. 2 (Jun., 1983), pp. 215-233

Brownsberger, William. Developmental Corruption –Materialism and Political Fragmentation in Nigeria. The Journal of Modern African Studies. Vol. 2, No.2 (June. 1983) Cambridge University Press. p. 225

Burdick-Will, Julia. "School Violent Crime and Academic Achievement in Chicago." Sociology of education 86.4 (2013): 10.1177/0038040713494225. PMC. http://doi.org/10.1177/0038040713494225 (Accessed Oct 28, 2016.)

Casimir, Leslie. "Data show Nigerians the most educated in the U.S" May 2008. Chron. http://www.chron.com/news/article/Data-show-Nigerians-the-most-educated-in-the-U-S-1600808.php (Accessed March 3, 2017)

Chikwem, R. The privatization and commercialization of higher education in Nigeria. 2008 https://www.nas-int.org/currentaffairs/public-articles/721-the-privatization-and-commercialization-of-higher-education-in-nigeria-by-roy-chikwem (Accessed March 3, 2017)

de Bhaldraithe, Tomás (1977). *Éigse*. **17**. National University of Ireland. pp. 109–113.

De Maria, William. "Cross-Cultural Trespass: Assessing African Anti-Corruption Capacity." International Journal of Cross Cultural Management. Sage. December 2008. Vol 8 no. 3 p. 9

Dey, E.L, Korn J.S and Sax I.J, 1996. 'Betrayed by the academy: The sexual harassment of women college faculty' Journal of Higher Education, 67(:2).

Dike, Victor E., "Corruption in Nigeria: A New Paradigm for Effective Control." Africa Economic Analysis. Online Publication Accessed May 31, 2013: http://www.africaeconomicanalysis.org/articles/gen/corruptiondikehtm.htmlm

Economic and Financial Crimes Commission. https://efccnigeria.org/efcc/about-efcc/the-establishment-act (Accessed December 9, 2016)

Edited by Campos, J Edgardo and Pradhan, Sanjay. The International Bank for Reconstruction and Development / The World Bank. The Many Faces of Corruption: Tracking Vulnerability at the Sector Level. 2007.

https://openknowledge.worldbank.org/bitstream/handle/10986/6848/399850REPLACE
M101OFFICIAL0USE0ONLY1.pdf?sequence=1&isAllowed=y (Accessed March 2,
2017)

Education Counts Towards the Millennium Development Goals. United Nations
Educational, Scientific and Cultural Organization. 2011. P. 4
http://unesdoc.unesco.org/images/0019/001902/190214e.pdf (Accessed October 14,
2016)

,ugho, Emmanuel. "How Corruption Weakens Education Sector" September 8, 2009.
http://www.vanguardngr.com/2009/09/how-corruption-weakens-education-sector-efcc/
(Accessed December 9, 2016)

Ehow. http://www.ehow.com/about_6736498_shaw-mckay_s-social-disorganization-
theory.html

Express Tribune (Pakistan), 'Ghost Schools, Ghastly State of Education', 10 October
2011.

Fafunwa, A.B. History of Education in Nigeria. London: Macmillian Publishers. 1974

Fixing the Broken Promise of Education for All. Unesco Institute for Statistics. 2015.
http://www.uis.unesco.org/Education/Documents/oosci-global-report-en.pdf (Accessed
October 14, 2016)

Global Corruption Report: Education. Transparency International. Routledge. 2013. pp.
33-88

Global Corruption Report: Education. Transparency International. p. 20. 2013

Global Corruption Report. Transparency International. 2013. p. 4

Global Economics Paper No: 153 The N-11m: More Than an Acronym.

Global Economics Paper 134 and Jim O'Neill, BRIMCs
http://www2.goldmansachs.com/our-thinking/

Global Economics Paper No: 153 The N-11m: More Than an Acronym.

Global Security. http://www.globalsecurity.org/military/world/nigeria/history-01.htm
(Accessed November 29, 2016)

Federal Ministry of Education.
http://www.education.gov.ng/index.php/department/tertiary-education (Accessed
February 28, 2017)

Friedman, Uri. "How Nigeria's Become Africa's Largest Economy Overnight" April
2014. http://www.theatlantic.com/international/archive/2014/04/how-nigeria-became-
africas-largest-economy-overnight/360288/ (Accessed November 7, 2016)

Fund for Peace. 2016 Fragile State Index. http://fsi.fundforpeace.org/rankings-2016

Hallak, J.; Poisson, M. 2002. Ethics and corruption in education (Policy Forum No. 15).
Results from the Expert Workshop held at the IIEP, Paris, France, 28-29 November,
2001. Paris: IIEP-UNESCO.

Hallak, Jacques and Possion, Muriel. "Ethics and Corruption in Education."
International Institute for Educational Planning/UNESCO. 2011. p. 14
http://www.unesco.org/iiep/PDF/Forum15.pdf

Hellman, J., & Kaufmann, D. (2001). Confronting the challenge of state capture in
transition economies. Finance and Development, 38(3), 31–35.

History of Ghana.
http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=plg
(Accessed December 1, 2016)

Houreld, Katharine. "Sexual harassment plagues Nigeria's schools." Los Angeles
Times.

"How Important is Nigeria to Africa?" BBC. June 2007. Accessed December 5, 2011
http://www.bbc.co.uk/blogs/africahaveyoursay/2010/06/how-important-is-nigeria-to-
af.shtml

Ibekwe, Nicholas. How Nigerian Universities encourage sexual harassment of female
students. Premium Times. http://www.premiumtimesng.com/news/headlines/178879-
how-nigerian-universities-encourage-sexual-harassment-of-female-students.html
(Accessed February 28, 2017)

Iriekpen, Davidson. "Court Orders Forfeiture of Diezani's $153 million to FG."
http://www.thisdaylive.com/index.php/2017/01/07/court-orders-forfeiture-of-diezanis-
153m-to-fg/ (Accessed February 7, 2017)

Imam, Hauwa. Educational Policy in Nigeria from the Colonial Era to the Post-
Independence Period. Italian Journal of Sociology of Education, 1, 2012. P. 190.

Independent Corrupt Practices and Other Relates Offences Commission. http://icpc.gov.ng/our-role/ (Retrieved March 3, 2017)

Johnston, Micahel. "Poverty and Corruption." Forbes. 2009.http://www.forbes.com/2009/01/22/corruption-poverty-development-biz-corruption09-cx_mj_0122johnston.html

Kathleen Sheldon "Women and Colonialism". In *Oxford Bibliographies* in African Studies, http://www.oxfordbibliographies.com/view/document/obo-9780199846733/obo-9780199846733-0067.xml (accessed 25-Feb-2017).

Kaufmann, D., & Vicente, P. C. (2011). Legal corruption. Economics & Politics, 23(2), 195–219.

Kremer, M., & Muralidharan, K. Public and private schools in rural India. In R. Chakrabarti & P. E. Peterson (Eds.), *School Choice International: Exploring Public-Private Partnerships*. Cambridge, MA: MIT Press. 2008

Lakhani, Kalsoom. Indoctrinating Children: The Making of Pakistan's Suicide Bombers. 2010. https://www.ctc.usma.edu/posts/indoctrinating-children-the-making-of-pakistan's-suicide-bombers (Accessed November 27, 2016)

Lerner, Gerder. 1986. The Creation of Patriarchy. New York: Oxford University Press.

Matsueda, L. Ross. Differential social organization, collective, action and crime. 2006. Springer Science + Business Media B.V. Crime Law Soc Change. DOI 10.1007/s10611-006-9045-1. http://faculty.washington.edu/matsueda/Papers/DSO.pdf (Accessed October 28 2015)

Mbaku, Mukum John. Bureaucratic Corruption in Africa: The Futility of Cleanup. Cato Journal. Online Publication: Accessed May 24, 2012.

Mbaku, John Mukum. "Bureaucratic Corruption and Policy Reform in Africa." The Journal of Social, Political, and Economic Studies, Vol 2l. 19, No. 2. 1994. p. 1

"Millions of world's children still lack access education." http://mashable.com/2015/02/03/global-education-children/#QuP8Unh4PkqW (Accessed October 14, 2016)

Mohamedbhai, Goolam. "High Education: A Hotbed of Corruption?" Inside Higher Ed. https://www.insidehighered.com/blogs/world-view/higher-education-hotbed-corruption (Accessed October 28, 2016.

Montesh, Moses. Conceptualizing Corruption: Forms, Causes, Types and Consequence. http://www.icac.org.hk/newsl/issue30eng/button4.htm (Accessed December 16, 2016)

Mume, Eruke. "Prostitution in Nigeria's Higher Schools." 2017. The Pointer. http://thepointernewsonline.com/?p=34277 (Accessed February 8, 2017)

New Connections to Classical and Contemporary Perspectives Social Theory Re-Wired. http://routledgesoc.com/category/profile-tags/cultural-capital (Accessed October 16, 2016)

News International (Pakistan), 'Billions Sunk in 8,000 Ghost Schools: Official', 18 July 2012.

Ndujihe, Clifford. "Under Jonathan, Nigeria earned $51 trillion from crude oil." http://www.vanguardngr.com/2016/08/jonathan-nigeria-earned-n51trillion-crude-oil/ (Accessed February 7, 2017)

"Nigeria Corruption Busters." United Nations Office of Drug and Crimes http://www.unodc.org/unodc/en/frontpage/nigerias-corruption-busters.html

"Nigeria arrests runaway governor." BBC. September 2006. http://news.bbc.co.uk/2/hi/africa/4513172.stm (Accessed March 7, 2017

Nigerians in the Diaspora Organization. http://nidoamerica.org/?page_id=69 (Accessed November 11, 2016)

Nigerian Telecommunication Commission. http://www.ncc.gov.ng July 2013 (Accessed November 7, 2016.)

Nnamdi Azikwe. Wikipedia. https://en.wikipedia.org/wiki/Nnamdi_Azikiwe (Accessed March 3, 2017)

Nwabughuogu, A. I. (2009) Problems of National Building in Africa. Okigwe, FASMEN Communication. P. 33 – 34.

Odia, O. L., Omofonmwan, I.S., Educational System in Nigerians and Prospects. J. Soc. Sci., 14(1): 81-86 (2007)

Ogbeidi, M. Michael. "Political Leadership and Corruption in Nigeria Since 1960: A Socio-Economic Analysis." Journal of Nigerian Studies. Vol. 1 No. 2 Fall 2012 p. 3

Ogbeidi, M. Michael. "Political Leadership and Corruption in Nigeria Since 1960: A Socio-Economic Analysis." Journal of Nigerian Studies. Vol. 1 No. 2 Fall 2012. p. 4

Ogbeidi, M. Michael. "Political Leadership and Corruption in Nigeria Since 1960: A Socio-Economic-Analysis." Journal of Nigerian Studies. Volume 1. Number 2. Fall

2012. p. 6 http://www.unh.edu/nigerianstudies/articles/Issue2/Political_leadership.pdf (Accessed December 6, 2016)

Ogundipe, Samuel. "Nigeria Publishes Details of Recovered Assests, Witholds Name of Looter" June 4, 2016. http://www.premiumtimesng.com/news/headlines/204676-nigeria-publishes-details-of-recovered-assets-withholds-names-of-looters.html (Accessed December 9, 2016)

Ogundiya, Ilufoye Sarafa. "Political Corruption in Nigeria: Theoretical Perspectives and Some Explanations." The Anthropologist, 11(4): p. 285

Ogundiya, Ilufoye Sarafa. "Political Corruption in Nigeria: Theoretical Perspectives and Some Explanations." The Anthropologist, 11(4). Pp. 288

Okechukwu, Phillip Eke "Theoretical and methodological issues in Infrastructure development: the case of Nigeria" in the Book of Proceeding of 56th Annual congress of the Historical Society of Nigeria held at Osun State University Osogbo on 31st October – 2nd November 2011.

Okene, Ahmed Adam. MDS/State, Good Governance & Development. Online publication. Retrieved June 22, 2013 http://www.academia.edu/1746926/MDS-_SGD_2-_Political_development_in_Nigeria

Onyukwu, Jennifer. Education in Nigeria. World Education News and Review. 2011 http://wenr.wes.org/2011/08/wenr-julyaugust-2011-practical-information (Accessed March 3, 2017)

Organisation for Economic Co-operation and Development. http://www.oecd.org/education/skills-beyond-school/EDIF%202013--N°10%20(eng)--v9%20FINAL%20bis.pdf

Oteng, Mary. "Shocking Pictures: The Deplorable State of Our Nigerian Universities." News Online. 2013. http://newsnow.onlinenigeria.com/news/advt.php?blurb=315928 (Accessed March 3, 2017)

Oxford Dictionary

Patrinos, A. Harry. The Hidden Cost of Corruption: Teacher Absenteeism and Loss in Schools. October 2013. http://blogs.worldbank.org/education/hidden-cost-corruption-teacher-absenteeism-and-loss-schools (Accessed March 2, 2017)

Pillay, Kavisha. The Psychology of Corruption. 2013. http://www.corruptionwatch.org.za/the-psychology-of-corruption/ (Accessed January 9, 2017)

Political History of Nigeria.
http://www.crawfordsworld.com/rob/apcg/Nigeria/Unit4NigeriaHistory.html (Accessed December 9, 2016)

Political Science Quarterly, vol. 88, no. 1, pp. 71–85.

R.K. Carty, (1944), Party and Parish Pump: Electoral Politics in Ireland, Wilfrid Laurier University Press.
https://books.google.ie/books?id=iNtIeXsK1ocC&printsec=frontcover&dq=parish+pump+politics&hl=es&sa=X&ved=0ahUKEwjK0LX11o3LAhUFmg4KHfoqDooQ6AEIGzAA#v=onepage&q=parish%20pump%20politics&f=false (Accessed December 16, 2016)

Rodney, Walter. How Europe Underdeveloped Africa. 1973. Bogle-L'Ouverture Publications, London and Tanzanian Publishing House, Dar-Es-Salaam 1973, Transcript from 6th reprint, 1983; Transcribed by Joaqiun Arriola
 http://abahlali.org/files/3295358-walter-rodney.pdf (Accessed November 29, 2016)

Samuel Rawson Gardiner D.C.L., L.L.D., School Atlas of English History (London, England: Longmans, Green, and Co., 1914) 66

Sandholtz, Wayne; Koetzle, William (2000) "Accounting for Corruption Economic Structure, Democracy and Trade" International Studies Quarterly, 44(1): p. 31.

Sandholtz, William, Koetzle, William. "Accounting for Corruption Economic Structure, Democracy and Trade" International Studies Quarterly. (2000). 44(1): pp. 34.

Sargent, M. (1994) The New Sociology for Australians (3rd Ed), Longman Chesire, Melbourne p.412

Sethi, Aman. "The mystery of India's deadly exam scam." 2015.
https://www.theguardian.com/world/2015/dec/17/the-mystery-of-indias-deadly-exam-scam (Accessed October 28, 2016)

Sharma, Yojana. "Harassment sexual abuse corrupts education worldwide." October 2013. http://www.universityworldnews.com/article.php?story=20131001155054992 (Accessed February 23, 2017).

Smith, Noah. "It Isn't Just Asian-American Who Thrive in the U.S." October 2015. Bloomberg Report. https://www.bloomberg.com/view/articles/2015-10-13/it-isn-t-just-asian-immigrants-who-excel-in-the-u-s- (Accessed March 3, 2017)

Sociology of Education. October 2016; 89 (4) http://soe.sagepub.com Accessed October 11, 2016

Sotubo, Jola. "$400bn oil money stolen since independence – UK firm: The global crude industry security watchdog said the money was lost to mismanagement and theft." Pulse Nigeria. http://pulse.ng/business/in-nigeria-400bn-oil-money-stolen-since-independence-uk-firm-id3745342.html (Accessed February 7, 2017)

Suliaman, Folasade. Internationalization in Education: The British Colonial Policies on Education in Nigeria 1882-1926. Journal of Sociological Research. Vol. 3, No. 2 (2012). http://www.macrothink.org/journal/index.php/jsr/article/view/2222/1882

Sullivan, Alice. Bourdieu and Education: How Useful is Bourdieu's Theory for Researchers. http://www.cls.ioe.ac.uk/library-media/documents/BOURDIEU%20NetherlandsJournal.pdf (Accessed October 21, 2016)

Table 2. Global Corruption Barometer 2013', Transparency International. Data missing for Niger

Taiwo M. O, Omole O. C, Omole O. E. Sexual Harassment and Psychological Consequence among Students in Higher Education Institution in Osun State, Nigeria International Journal of Applied Psychology 2014, 4(1): 13-18 p. 16

The Dawn (Pakistan), 'Ghost Schools Arithmetic' 26 April 2009.

The Global Compact. http://www.enewsbuilder.net/globalcompact/e_article001147094.cfm?x=b11,0,w

The International School Consultancy. http://www.iscresearch.com/information/isc-news.aspx (Accessed March 3, 2017)

 "The $1-A-Week School. "The Economist. 2015 http://www.economist.com/news/leaders/21660113-private-schools-are-booming-poor-countries-governments-should-either-help-them-or-get-out (Accessed October 31, 2016)

"The Mint countries: Next economic giants?" http://www.bbc.co.uk/news/magazine-25548060

The Relationship Between Education and Society. http://www.yourarticlelibrary.com/education/the-relationship-between-education-and-society-7040-words/8584/ (Accessed February 7, 2017)

The West Africa Examination Council. http://www.waecnigeria.org/AboutUs/AboutWAEC.aspx (Accessed March 3, 2017).

Thomas, W. I. & Znaniecki, F. (1918-20). The Polish Peasant in Europe and America. Chicago: University of Chicago Press.

Transparency International. http://www.transparency.org/topic/detail/education

Transparency International.
https://www.transparency.org/news/feature/corruption_perceptions_index_2016
(Accessed March 18, 2017)

Transparency International.
https://www.transparency.org/news/story/the_price_of_justice (Accessed January 5,
2017)

Transparency International. Transparency International.
http://www.transparency.org/news/feature/what_is_grand_corruption_and_how_can_we
_stop_it (Accessed December 16, 2016)

U4 Anti Corruption Resource Centre. http://www.u4.no/glossary/petty-corruption-see-
bureacratic-corruption/ (Accessed December 18, 2016)

United Nations Educational, Scientific, and Cultural Organization. The Privatization of
Education in Developing Countries: Evidence and Policy Implications. 2015.
http://unesdoc.unesco.org/images/0024/002438/243824e.pdf (Accessed December 24,
2016)

United States Census Bureau.
https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_
10_SF4_B19013&prodType=table (Accessed March 3, 2017)

United States Agency International Development.
https://blog.usaid.gov/2013/04/education-the-most-powerful-weapon/ (Accessed
October 14, 2016)

Upadhyay, Niranjan Prasad. Corruption: Psychosocial Issue. *Occasional Papers in
Sociology and Anthropology* Vol.8 2003 pp.193-194

Uzoigwe, O. G., "Corruption in Education and Assessment Systems: The WAEC
Experience in Nigeria." Federal Ministry of Education on "Character formation in
Secondary Schools' May 22, National Theatre, Lagos.
125

Vanguard News. "Gov Aliyu weeps over dilapidated infrastructure in public schools in
the state" December 2013. http://www.vanguardngr.com/2013/12/gov-aliyu-wept-
dilapidated-infrastructure-public-schools-state/

Vanguard Nigeria. "At last, ASUU suspends strike." December 2013.
http://www.vanguardngr.com/2013/12/last-asuu-suspends-strike/Retrieved (March 3.
2016)

Ward, Prothero, and Leathes, The Cambridge Modern History Atlas (New York, NY: The Macmillan Company, 1912)

Werlin, H. H. (1973) 'The Consequences of Corruption: The Ghanaian Experience' Wikipedia. https://en.wikipedia.org/wiki/Education_in_Nigeria

Wilson, J. Q., & Kelling, G. (1997). Broken windows. *POLICY-ST LEONARDS-, 13*, 3-4.