
Corruption as the Bane of Quality Education in Tertiary Institutions in Nigeria

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Abstract

This study focused on the negative role of corruption in hindering of quality education in tertiary institutions in Nigeria, especially in higher institutions in Enugu State. Three Research questions and three hypotheses guided the study. The Descriptive survey Research design was adopted for the study. The multi-stage simple random sampling technique was employed in sample selection for this study. The sample size for the study was 320 respondents, made up of 100 lecturers and 220 students, all drawn from four higher institutions in Enugu State. The data collected for the study were analyzed using the mean, while the hypotheses were tested using the t-test at 0.05 probability level of significance. The findings of the study include, that corruption constitutes a cog in the wheel of progress towards quality education in tertiary institutions in the country. Corruption in tertiary institutions is caused by many and varied factors, such as excessive desire for wealth, promotion and sex. Corruption can be drastically reduced or eradicated by adoption of relevant and requisite educational/administrative policies. Based on these findings some recommendations were made.

Introduction

The term corruption has become a household name in this country. It has been defined in various ways by both individuals and organizations. For instance, Ighovojah (1998) defined corruption as a form of transaction which violates the duty of a public office holder with the partial motive of acquiring or amassing resources illegally for personal advancement and self-gratification. On the other hand, the IMF cited in Akpochafo (2010:312) defined corruption as “the misuse of entrusted power for private benefits” and these benefits can be money, power or status. In the same vein, Transparency International cited in Akpochafo (2010:32) defined corruption as “the use of public office for private gain.” In line with this definition Nkom (1982) defined corruption as the pervasion of public affairs for private advantage”.

Unarguably, corruption does not only prevail in public offices but also in private offices and among individuals in the society. Thus, Andreski (1968) defined corruption as “the practice of using the power of office for making private gain in breach of law and regulations nominally in force”. Perhaps, a more encompassing definition was given by Obi & Obikeze (2006) that corruption can be described as a situation whereby government officials and private economic agents allow personal interests to override considerations of public interest”. Thus, corruption prevails both in public and private settings in society and the driving force goes beyond massive accumulation of wealth.

Remarkably, corruption is as old as man, because if trickery is seen as a form of corruption, then the serpent used corruption to get Adam to eat the forbidden fruit. Thus, some people see corruption as a global phenomenon that is endemic in all governments,

and that it is not peculiar to any continent, region, country and or ethnic group. It cuts across faiths, religious denominations and political systems and affects young and old, man and woman alike (Akpochafo 2010)

According to the American Heritage Dictionary, fourth edition, the term “quality” means high degree or grade of excellence. Thus, quality education refers to education that is sound, comprehensive and functional in its context and even elsewhere. By this definition, quality education process requires committed human and non-human resources and effective learning environment conducive to effective teaching and learning. On the other hand, quality education according to UNESCO (1998) is a multi-dimensional concept which should embrace all functions and activities, teaching an academic programme, research and scholarship, staffing and students, buildings, facilities, equipment, service to the community and academic environment. However, it is the human resource aspect that is prone to corruption.

As postulated by Ighovojah (1998) cited in Akpochafo (2010) there are different types of corruption, such as political, bureaucratic, economic, judicial, moral and security corruptions and so on. However, in an educational setting like tertiary institutions, one is mainly concerned with moral and bureaucratic corruptions. Moral corruption refers to an individual’s deliberate honesty, integrity, selflessness, objectivity, sympathy and empathy in order to obtain subjective and selfish gain. It involves a situation where one deliberately ignores ethics or simple code of conduct in order to achieve personal goal (s). This type of corruption cuts across all the other forms of corruption there may be, since one has to suppress or ignore his conscience before engaging in any form of corruption at all. Bureaucratic corruption on its own part, occurs in public administration (civil/public service) or at the implementation end of policies. It has to do with negligence of duty, passing of the buck, greasing of palm before rendering of service or offering of appointment/admission and so on.

A corrupt society according to Lewis (2008) produces corrupt leaders and followers, corrupt leaders copy or establish corrupt institutions and corrupt institutions create a multiple of corrupt systems. This may explain why there is hardly any institution or system that is corruption –free in Nigeria. Consequently, tertiary institutions in Nigeria like universities, polytechnics, colleges of education and so on are not immune to this ugly affliction–corruption. In this study however, while ignoring the administrative aspect, one will focus on corruption in the academic sphere of tertiary institutions.

In actual fact, corruption is believed to be one of the major causes of low standard/quality of education in Nigeria, especially in tertiary institutions. Thus, corruption in tertiary institutions is believed to be partly perpetrated by some students and partly by some lecturers. On the part of the students, some of them may be engaged in either full time or part time employment or occupation which keeps them away from school or classes and probably hinders independent study. Many of the students are married and so are contending with family problems. On the other hand, some female students use their beauty to seduce some lecturers, while some of them serve as call girls in big hotels/lodges etc. Furthermore some of them engage in indecent dressing to entice both male lecturers and students. According to Agujiobi-Odoh (2012) in Nigerian tertiary institutions, the issue of immodest dressing among the students usually takes a centre stage.

On the other hand, some students are not qualified for admission yet they get admitted. Some of them who are from wealthy homes believe and try to ‘buy’ their way through the institution (s). Thus, according to Chuta (2012) generally, students who realize that it takes cash rather than hard work to ensure good performance in examinations and to secure either admission or job would relapse into laziness and frivolous lifestyle and resort to various forms of malpractice. Some students also engage in cult activities which may keep them away from school or classes. Such students hope to pass examinations through the ‘help’ of such cults. Some students are naturally dull and lazy and so find it difficult to keep up with the barrage of lectures, quizzes/assignments and term papers. Yet all these various groups of students will like to pass, possibly with the highest grade. Ultimately, they resort to corrupt practices.

More so, some lecturers in tertiary institutions are believed to engage in “merchandising”. Such lecturers are alleged to be selling handouts at exorbitant prices to students. This is a form of extortion and exploitation of helpless students. Worse still, any student who manages to buy the hand out will have his/her name and registration number noted and has automatically passed the course/exam. On the other side of it, if one failed to buy the hand-out, then such a person has either failed automatically or has got incomplete result or at most will get a pass popularly called “let my people go”, that is an ‘E’ in the course.

In the same vein, some lecturers are also alleged to be collecting money from students for marks in place of assignments or term paper(s). Such a lecturer may become rich both in knowledge, research and money while the students will be empty in terms of the requisite knowledge and research. In the same vein, some lecturers are said to aid and abate examination malpractice(s) either for money, sexual gratification or for other subjective reason(s). This is done either by prior leaking-out of questions set for a course or by ignoring copying during an exam or helping students to impersonate or placing his/her favoured candidate beside an intelligent student to enable the dull one to copy and so on. Further more in some institutions, some lecturers are alleged to be selling grades directly to students. Hence, different grades have respective price tags for them. The popular slang for paying of money to such corrupt lecturers is “sorting”. Thus, according to Osakwe (2009) examination malpractice has also become a major problem besetting (quality) education in Nigeria. The phenomenon has become monstrous and will take only very bold and ruthless measures to wipe out. And that the unfortunate situation is that some people who are expected to address this issue are products of examination malpractice themselves.

As further noted by Osakwe (2009) academic corruption has assumed different dimensions ranging from plagiarism, victimization, gagging of academic freedom, erosion of monitoring to production of foot soldiers/“academic hostage taking” by which junior academics under a senior colleague have no choice but to do their master’s bidding. Academic freedom that once characterized the university system is fast eroding and giving way to dangerous campus politicians, cliques and other interest groups whose interests are some other things except academics.

In the same vein, sexual harassment has become so pervasive in Nigerian tertiary education such that it has attracted the attention of a number of academics such as Osakwe (2008), Igborgbor (2008), Okecha (2008) and so on. Sexual harassment is a manifestation of power relations and most times girls and women are at the receiving

end. Sexual harassment/exploitation is not restricted to any age level as some academic elders have been known to engage in this abominable game. Some academics have lost their jobs arising from this misdemeanor. Some have continued to exploit and defile girls and make public boast of their sexual escapades. Some girls and married women have been traumatized, all in a bid to acquire a university degree or diploma from tertiary institution (Osakwe, 2009). The import of this is that after such sexual escapades such lecturers will award the female student probably a very high score or grade in his/her course(s). Does this augur well for quality education in Nigeria?

Moreover, students are also compelled to pay for one service or the other either to a lecturer or non-academic staff. Thus, according to Osakwe (2009) signing of referee reports, clearance, course form, data card all attract illegal charges.

Arguably, corruption has sneaked into tertiary institutions due to the excessive desire to “get rich quick” by some lecturers who are eager to join the class of the “Jones and Joneses” in Abuja thereby fulfilling the negative cultural expectation of a “successful person”, who apart from marrying and having children, ought to own a personal house, a car or cars, indulge in a flamboyant life style, carry out expensive burials, marriages and chieftaincy titles and so on, since inability to do these may be regarded as failure or “having not arrived”. (Akpochafor, 2010).

Furthermore, the inability of government to adequately provide the basic necessities of life such as health – care, education, housing, water, electricity and so on has turned lecturers from the pursuit of academic excellence, research and professionalism to the pursuit of money by fair or foul means in order to enable them provide some of these things for themselves. The drive for acquisition of wealth by some academics is further exacerbated by the ostentatious display of wealth occasioned by embezzlement being displayed by political office holders. For instance, a Local Government Councilor with First School Leaving Certificate earns more than a lecturer II in a federal university, coupled with the fact that the councilors are given portable and flashy cars by government. One need not to talk of higher political office holders who invariably, are products of the lecturers. This prevailing situation forms the background of this study.

Corruption is gradually permeating deeply into the system of tertiary institutions in the country, to the extent that the quality of certificates issued to graduates of the tertiary institutions in Nigeria has increasingly been on a downward trend. Many of such graduates cannot adequately defend their certificates. This significantly and adversely affects their marketability in the labour market both internally and internationally. Worse still they cannot be self-employed or independent due mainly to inadequate grooming occasioned by corruption of all sorts among other factors.

Again, quality education has continued to elude this country because a large percentage of the funds meant for the erection of structures, purchase of ICT and other equipment for teaching and learning, standard and quality textbooks for both students and lecturers and most importantly for research grants just disappear into thin air. Obviously our lecturers cannot perform magic and can only work with the facilities available, conditions and in the environment they find themselves.

Realistically, it is a widely acknowledge fact that lecturers in tertiary institutions in Nigeria are poorly paid (poor welfare package) compared to their counter parts elsewhere; especially in the light of the current rate of inflation, cultural expectations

from them by the society and also in the light of flamboyant display of wealth and affluence by political office holders. The above situation has led some lecturers to fall prey to monetary inducements by some students.

Additionally, excessive desire to get promotion, sexual inducement/harassment among others combine to undermine the achievement of quality education in tertiary institutions in Nigeria. Obviously, without quality education in tertiary institutions coupled with the high degree of corruption prevailing in the wider society, the country's economy will be developing at snail speed. The clear implication of this is that this country could be left behind by other nations in the current trend of events in a knowledge – driven, competitive and globalized world. Thus, the central question which this study seeks to address arises: What is the role of corruption in the nation's drive towards quality education?

The study was targeted at ascertaining the implications of corruption in the nation's drive towards achieving quality education in tertiary institutions in Nigeria? Specifically, the study sought to determine:

1. the causes of corruption in tertiary institutions in Nigeria
2. the role of corruption towards the realization of quality education in tertiary institutions in the country;
3. the strategies for overcoming the problem posed by corruption in tertiary institutions in the country.

The following research questions guided the study:

1. What are the causes of corruption in tertiary institutions in Nigeria?
2. What is the role of corruption in this nation's drive towards quality education?
3. What are the possible strategies that can be adopted to ameliorate the problem of corruption in tertiary institutions in the country?

The following hypotheses were formulated to guide this study. They were stated in the form of null hypotheses and will be tested at 0.05 probability level of significance.

1. There is no significant difference in the mean responses of lecturers and students in their opinions on corruption in tertiary institutions in Nigeria.
2. There is no significant difference in the mean responses of male and female respondents in their opinions on corruption in tertiary institutions in the country.
3. There is no significant difference in the mean responses of the respondents in Enugu and Nsukka in their opinions on corruption in tertiary institutions in this country.

Research Method and Procedure

The study adopted a descriptive survey research design. This design was adopted because according to Ali (1996) descriptive survey design studies are mainly concerned with describing events as they are without any manipulation of what is being observed. This design allowed a systematic collection of data in order to determine the role of corruption in the nation's drive towards quality education in tertiary institutions in Nigeria without manipulating the independent variables.

The target population of the study was 25000 students and 2559 lecturers of University of Nigeria, Nsukka (UNN), Enugu State University of Technology (ESUT), Institute of Management and Technology (IMT) Enugu, and College of EDUCATION, Nsukka (COE) combined. This population is made up of 14,652 female and 10,348 male

students and 1423 male and 1,136 female lecturers. Nsukka has 1350 lecturers while Enugu has 1209 lecturers respectively. In the same vein, Nsukka has 13759 students while Enugu has 11,241 students.

In view of the many sided nature of the population in the forms of location, status and sex, the multistage simple random sampling technique was adopted for the study. Consequently, 120 lecturers and 200 students were randomly selected as the sample for the study, making up a total of 320 respondents. Enugu and Nsukka contributed 50% of the respondents respectively, while in each of the locations, the status and gender of the respondents were taken into consideration to ensure fair representation of the various characteristics in the sample.

For the purpose of collecting data for the study, two sets of questionnaire were designed by the researchers. One set was designed for the lecturers and titled "Lecturers' Opinion Questionnaire (LOQ)" and the other set designed for the students was titled "Students' Opinion Questionnaire (SOQ)". The two sets were designed in form of the four scale Likert-type questionnaire. Both had the response modes of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The LOQ had 29 items, while SOQ had 26 items respectively.

The two sets of questionnaire were subjected to face validation by two lecturers respectively in the Departments of Social Science Education and Measurement and Evaluation Unit of Science Education, both of the University of Nigeria, Nsukka. The reliability coefficient of the two instruments were established using the test, re-test method on 20 lecturers and 30 students of the Federal College of Education, Eha – Amufu. Analysis of the two sets of data obtained, yielded reliability coefficients of 0.85 and 0.88 respectively for LOQ and SOQ, using the Cronbach's alpha formular.

The data collected for the study were analyzed using the descriptive statistics of mean (\bar{x}) and standard deviation. The hypotheses for the study were tested using the z – test at 0.05 probability level of significance.

Data Analysis and Results

Research Question 1: What are the causes of corruption in tertiary institutions in Nigeria?

Table 1(a): Mean responses of lecturers on the causes of corruption in tertiary institutions.

S/No	Questionnaire item	SA	A	D	SD	\bar{x}	Decision
5	Some lecturers engage in merchandising for massive acquisition of wealth.	42	37	28	14	2.9	Positive
6	Some lecturers engage in plagiarism to get money or promotion.	42	37	28	14	2.9	Positive
7	Some lecturers engage in sexual exploitation/harassment just for sexual gratification in exchange for marks/grade.	32	46	32	9	2.8	Positive
8	Some lecturers engage in corrupt practices like extortion,	23	46	32	19	2.6	Positive

	merchandising and so on because of the corrupt practices of some political office holders.						
9	Some lecturers engage in corrupt practices because of nepotism (kparakporism), favoritism and the likes	23	42	32	23	2.5	Positive
10	Some lecturers engage in corrupt practices because it is in-born in them.	14	28	51	28	2.2	Positive
11	Some lecturers engage in corrupt practices because of unavailability of Research Grant(s)	14	28	55	23	2.3	Positive
12	Some lecturers engage in sexual harassment because of indecent dressing of some female students.	5	42	55	19	2.3	Positive

Data analysis in table 2(a) indicate that questionnaire items 5 to 9 had their respective means above the critical bench mark of 2.5, while items 10 to 12 had their respective means below the critical mean score of 2.5. This then means that the suggestions of items 5 to 9 were accepted by the lecturers as among the causes of corruption in tertiary institutions, while the suggestions of items 10 to 12 were rejected by them as not being among the causes of corruption in tertiary institutions in this country.

Table 1(b): Mean responses of the students on the causes of corruption in tertiary institutions.

S/No	Questionnaire item	SA	A	D	SD	\bar{x}	Decision
5	Some students are engaged in full/part time employment/occupation	61	101	21	14	3.1	Positive
6	Some students are married and so experience family problems and the likes.	86	86	21	7	3.3	Positive
7	Some very poor students cut corners and maneuver to graduate.	43	79	61	18	2.8	Positive
8	Some female students use their beauty to seduce some lecturers.	79	79	32	11	3.1	Positive
9	Some female students serve as call girls in big hotels, restaurants and lodges etc.	71	79	36	14	3.0	Positive
10	Some students are not qualified for admission	100	64	18	18	3.2	Positive
11	Cult activities keep some students away from classes/school.	118	71	11	0	3.5	Positive

12	Some students from wealthy homes believe they can easily 'buy' their way through.	104	68	21	7	3.4	Positive
13	Some students are naturally dull and lazy.	89	61	29	21	3.1	Positive

The above data analysis in table 2(b) indicated that questionnaire items 5-13 had their respective means above the critical mean bench mark of 2.5. Thus, all the suggestions were accepted by the students as possible causes of corruption in tertiary institutions in Nigeria.

Research Question 2

What is the role of corruption in the nation's drive towards quality education in tertiary institutions in Nigeria?

Table 2: Mean responses of the respondents on the role of corruption towards quality education.

S/No	Questionnaire item	SA	A	D	SD	\bar{x}	Decision
14	Corruption reduces the integrity of lecturers and that of tertiary institutions	234	75	7	4	3.6	Positive
15	It reduces the quality and worth of certificates issued by tertiary institutions.	218	78	16	8	3.5	Positive
16	It reduces the marketability and competitiveness of the nation's graduates both locally and internationally.	200	93	15	12	3.5	Positive
17	Corruption reduces some lecturers' productivity and striving for excellence and professionalism	192	89	39	0	3.4	Positive
18	It makes some students lazy and to avoid working hard.	187	109	24	0	3.5	Positive
19	It reduces the rate of innovation and invention in the country.	195	89	24	12	3.4	Positive

The above data analysis indicated that all the questionnaire items from 13 to 18 all had positive responses by the respondents as the negative roles of corruption in this nation's drive towards quality education in her tertiary institutions. This is because all the items had the respective mean score above the critical bench mark of 2.5. This implies that corruption is a strong cog in the wheel of progress of quality education in tertiary institutions in this country.

Research Question 3:

What are the possible strategies that can be adopted to eradicate corruption in tertiary institutions in this country?

Table 3: Mean responses of the respondents on strategies to eradicate corruption in tertiary institutions.

S/No	Questionnaire item	SA	A	D	SD	\bar{x}	Decision
20	Promotions of lecturers should be based mainly on productivity and partly on publications and not totally on publications.	153	120	39	8	3.3	Positive
21	Reinstitution of Research Grant awards will help lecturers to stop 'cutting corners'	121	136	55	8	3.2	Positive
22	Enhancement of lecturers' salaries visavis their status, societal expectations and inflationary trend will help to reduce corruption.	94	153	58	15	3.0	Positive
23	Provision of adequate incentives/facilities (offices, housing and car loans etc) can help to reduce looking for money from all possible avenues.	128	141	39	8	3.2	Positive
24	Mentoring of younger lecturers and formation of research teams/groups can reduce plagiarism.	118	129	58	15	3.1	Positive
25	Encouragement of both lecturers and students to engage in religious activities can reduce corruption	124	133	51	12	3.2	Positive
26	Banning of indecent dressing/ formulation of dressing code will reduce sexual exploitation/ harassment.	114	124	58	24	3.0	Positive
27	Departmental counseling unit should be established to counsel students against cultism, gangsterism and indecent dressing etc.	175	118	19	8	3.4	Positive
28	There should be employment, cash and book awards for students that measure up to a certain standard in every department.	172	124	12	12	3.4	Positive
29	High integrity awards should be given to worthy lecturers annually.	175	121	16	8	3.5	Positive
30	Team teaching can help in reducing arbitrary awarding of marks/grades to undeserving students.	149	105	42	24	3.2	Positive

Data analysis in the above table indicated that majority of the respondents accepted the suggestions of the questionnaire items 20 to 30 as possible strategies that can be adopted to drastically reduce or possibly eradicate the problem of corruption in our tertiary institutions in this country. This assertion is based on the fact that all means of the items 20 to 30 are each greater than the critical mean bench mark of 2.5.

Hypotheses

For the estimation of statistical relevance of mean ratings, a z-test for two sample means of the various categories was applied. The various tests yielded results as reflected in the respective tables below.

Hypothesis 1

There is no significant difference in the mean responses of the lecturers and students in their opinions on corruption in tertiary institutions in the country.

Table 4: Test of significant difference in opinions of lecturers and students on corruption in tertiary institutions.

Categories	\bar{x}	SD	N	Df	t-cal	t-crit	p-value
Lecturers	2.6	0.267	120	318	0.8	1.645	0.05
Students	3.2	0.203	200				

The result of the above test indicates that $t_{cal} < t_{crit}$ at $p < 0.05$ at 318 degree of freedom, implying that the null hypothesis should be upheld. The conclusion therefore, is that there is no significant difference in the mean responses of lecturers and students in their opinions on corruption in tertiary institutions in the country.

Hypothesis Two

There is no significant difference in the mean responses of the males and females respondents in their opinions on corruption in tertiary institutions in the country.

Table 5: Test of significant difference in the opinions of males and females respondents on corruption in Tertiary Institutions in Nigeria.

Categories	\bar{x}	SD	N	Df	t-cal	t-crit	p-value
Males	2.8	0.245	160	318	1.4	1.645	0.05
Females	3.3	0.231	160				

The result of the above test of hypothesis two, indicates that $t_{cal} < t_{crit}$ at 0.05 probability level of significance and at 318 df. This means that the null hypothesis should not be rejected. The conclusion that could be derived is that there is no significant difference between the opinions of males and females respondents in their opinions on corruption in tertiary institutions in Nigeria.

Hypothesis Three

There is no significant difference in the mean responses of the respondents in Enugu and Nsukka in their opinions on corruption in tertiary institutions in the country.

Categories	\bar{x}	SD	N	Df	t-cal	t-crit	p-value
Enugu	2.7	0.362	160	318	0.67	1.645	0.05
Nsukka	2.9	0.317	160				

The result of the above test of hypothesis three, indicates that $t_{cal} < t_{crit}$ at 0.05 probability level of significance and at 318 df. The implication of this is that the null hypothesis should be upheld. The conclusion that could be derived from this is that there is no

significant difference in the mean responses of the respondents in tertiary institution in Enugu and Nsukka in their opinions on corruption in Tertiary Institutions in the country.

Summary of Findings

The analyses of data and tests of hypotheses above yielded the following results:

1. That the role(s) of corruption in Tertiary institutions in Nigeria is that it is a serious cog in the wheel of progress towards quality education in tertiary institutions in this country.
2. That the corruption prevailing and which is permeating deeper is being caused by diverse or multifarious factors which include: excessive desire for wealth, sexual gratification, cultism among many others.
3. That the strategies that could be adopted to drastically reduce and possibly eradicate corruption in the nation's tertiary institutions include: that lecturers' promotions should be based mainly on productivity and partly on publications rather than the reverse as currently obtains; reinstatement of research grant awards to help lecturers stop "cutting corners"; enhancement of lecturers' pay packets in line with present realities on ground among others.

Discussion of Findings

The first finding of this study is that corruption is a serious obstacle in the nation's drive towards quality education in this country. This finding is in line with the opinion of Chuta (2012: 247) admittedly, a poor standard of education in any society and the absence of proactive educational policies are bound to give rise to a high level of aberrant, unproductive and turbulent population. The high rate of unemployment, especially among the youth, graduates and undergraduates, the country's high poverty rate which stands at 80%, are some of the negative consequences of corruption in (tertiary institutions) in Nigeria.

The second finding of this study is that the corruption in tertiary institutions in this country is caused by many factors such as excessive desire for wealth, sexual gratification, cultism and so on. This finding is in line with the views of Chuta (2012) that there is flourishing illegal demands for money from job and admission seekers, there is also the demand for sex and money from seekers of high grades and degrees in our tertiary institutions. Again, according to Akpochafo (2010) there is the desire in many Nigerians to fulfill the cultural expectation of our people. A "successful person" apart from marrying and having children, ought to own a personal house, a car, indulge in flamboyant life style, carryout expensive burials, marriages and chieftaincy titles. Inability to do these may be regarded as a failure or "having not arrived". Osakwe (2009) posited that sexual harassment has become so pervasive in Nigerian tertiary education. Anichebe (2012) stated that cultism is a hydra-headed monster ravaging the Nigerian University system. The problem has become a national challenge.

The third finding of the study is that certain strategies should be adopted to help eliminate the problem of corruption in tertiary institutions in Nigeria. Some of the strategies include: using productivity as the main base of promotion of lecturers and partly on publications than the reverse as presently obtains; reinstatement of research grant awards to make lecturers stop "cutting corners" in order to publish as many articles as possible. This will make them to focus on both optimum service delivery coupled with

honest indepth researches that will yield reliable and useful results; enhancement of lecturers' pay packets in line with the present realities on ground among others. This finding is in line with the view of Anichebe (2012) that the University authorities should provide an enabling environment for learning, teaching and research to blossom.

The tests of the three stated null hypotheses indicate that the opinions of the different categories of respondents in terms of status, sex and location are similar as they do not have significant statistical variation. Thus, the respondents believe that corruption is the bane of quality education in the nation's tertiary institutions and that its causative factors are many and varied. Invariably, it requires diverse and carefully thought out strategies and commitment for its possible eradication.

Educational Implications

The findings of this study have far reaching implications for the academic staff and students of the tertiary institutions in the country, as well as the government and the Nigerian nation as a whole. The implication to the academic staff and students is that it requires sincere and honest innermost resolution and commitment on their part to eschew corruption in all its ramifications, so that graduates of tertiary institutions will be well groomed in both learning and character.

On the part of government (educational policy makers and administrators), the implication is that they have to make the necessary educational policies that will enhance lecturers' emoluments and those that reflect the strategies for curbing corruption in tertiary institutions. Another educational implication is that the quality of education/certificates issued by tertiary institutions will be highly improved. This will raise the nation's skilled manpower base and the prestige of the country in international committee of nations.

Recommendations

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

1. Recruitment of academic staff and admission of new students should be made more rigorous and based on merit only.
2. Stiff penalty should be meted out to any staff/student found engaging in corrupt practice(s) to serve as a deterrent to others.
3. Academic staff emoluments should be enhanced to enable them resist temptation of money by some students.
4. Indecent dressing should be banned on campuses and proper dressing code formulated.
5. Team teaching should be adopted by every department to reduce the ability of one lecturer to pass a student.
6. Promotion of lecturers should be based mainly on productivity rather than on publications entirely.
7. High integrity awards/grants should be instituted for both worthy lecturers and students.

CONCLUSION

This study has exposed the fact that corruption is highly responsible for low quality education in Nigeria, especially in her tertiary institutions. It also highlighted the fact

that corruption in tertiary institutions has many and varied causes. Thus, corruption is the bane to quality education in tertiary institutions in Nigeria. This requires carefully thought-out strategies and educational policies to possibly eradicate corruption in the nation's educational system especially at the tertiary level.

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