

Combating Corruption in Nigeria Tertiary Institutions: Call for Change

Emmanuel N. Ogu O.P, Ebere Bosco Amakwe HFSN

Abstract— In the '60s through the '80s, the Nigerian educational system was a model for many African countries, and its tertiary institutions attracted many gifted students and scholars from all over the continent and beyond (Adeaga 2012). In fact, Nigeria was regarded as the UK and the US of Africa where parents sent their children for further studies. However today, the story is a complete reverse since rich Nigerians now send their children not only to the UK and US, but astonishingly, to South Africa, Ghana, Kenya, Tanzania and even Uganda for further studies. What went wrong? Who were responsible for the fall of the Nigerian academic Ivory Tower? How could the old glories of Nigeria's tertiary institutions be restored? In addition to exploring, identifying and scrutinizing answers to these questions, this paper proposed successful strategies to tame the elephant in the room - corruption in the country's academia. However, the biggest task of this work is to elucidate how to implement those policies. This is important because corruption must be stopped not just by punishing the culprits but also by sanitizing the entire education system in order to make it extremely difficult for corruption to breed in (Egbefo 2012). Therefore, this article recommends the following "best practices" (Johnson 2012). 1. Promoting the culture of transparency at all levels; 2. Institutionalization of ethical government; 3. Education against corruption for all; 4. Nigerian organizations uniting against corruption; 5. Access to basic academic procedural information and 6. Role of the family. It concludes qualified candidates for admission and recruitment into any tertiary institution in Nigeria should not give any bribe to be admitted or hired because it is their basic human right. On the other hand, those who are not qualified should not deprive those who are, of their right and positions. Any tertiary institution in Nigeria where honesty, fairness and the rule of law abide, will be corruption-free

corruption in the political life of a nation is a tragedy while corruption in the educational sector is a double tragedy. Because the educational sectors have tremendous capacity to set in motion an uncontrollable reproductive process of corruption in the larger society and thereby mar the development of structures (Onwuka 2009).

Index Terms— Corruption, Education, Institution, Organization, Tertiary, Transparency.

I. INTRODUCTION

Highlight The above quote makes the case for why corruption in higher education is a growing concern for governments, educators, other stakeholders and even students around the globe. Those working in institutions of higher

learning now face a unique convergence of pressures that is creating a heightened threat to the integrity of the higher education enterprise worldwide. For many observers, academic corruption is regarded as a serious threat to the integrity and reliability of certification in higher education, leading to skepticism as to the validity of results and suspicion about real performance (Hallak and Poisson 2007) especially in sub-Saharan Africa. Not only within the educational system, also the phenomenon of academic corruption is a growing concern for the job market as it affects its efficiency since education is an effective tool for those engaged in economic, social, cultural, political transformation and national development (Egbefo 2012). In addition, corruption undermines democracy and the rule of law, leads to human rights violation, distorts markets and erodes the quality of life in countries where it is common. For instance, in Nigeria corruption has become an embarrassingly ingrained vice which appears to be almost out of control (Adeniran 2008).

Some aspects of corruption in this West African nation have been addressed in some works. For instance, in the oil sector (Gray 2007); in civil service sector (Adejumo and Ogbewe 2011); in government (Steven 2006; Makinde *et al* 2016; Smith 2014; Bamidele *et al* 2015); in arm forces (Aremu *et al* 2009); in national development (Bamidele *et al* 2016; Idris and Salisu 2016; Ibrahim and Okunade Sheu 2016). Nevertheless, it is important to make a distinction between the above-mentioned forms of corruption and academic corruption. For instance, political corruption occurs when affiliation to a political party (or a trade union) is required to obtain a position in the public administration or to acquire an undue favour. Legislative corruption happens when politicians sell their votes to pressure groups. Administrative corruption arises when public officials accept pay-offs to allow a person to secure a procurement contract or to evade taxes. Bureaucratic corruption occurs when a bureaucrat is paid to speed up normal procedures to clear files or slow down investigations undertaken to document files for court. In each case, corruption involves a transaction between private and public sector actors through which collective goods are illegitimately converted into private benefit. In addition to money, these benefits can take the form of protection, special treatment, commendation, promotion or sometimes the favours of women or men. In most cases, transactions are characterized by secrecy (Hallak and Poisson 2007).

However, corruption in higher education is the most

Emmanuel N. Ogu, O.P, Ph.D., Senior Lecturer, Department of Philosophy and Religion, Dominican University, Ibadan, Nigeria
Ebere Bosco Amakwe, HFSN, Ph.D. Assistant Professor of Communication, College of Communication and the Arts, Seton Hall University, New Jersey, USA

detrimental of all because of its negative impact on all aspects of society - economic development, social cohesion, leadership effectiveness, academic credibility and credentials validity. In fact, endemic corruption in educational institutions leads to the formation of sustainable corrupt leaders in all spheres (Osipian 2014). This author in another study explained that “the three major issues in higher education are access, quality and equity. These three are universal and are at stake in every nation because corruption affects all three of them” (Osipian 2008). Furthermore, according to the author corruption has negative impact on the quality of higher education and other services, it increases inequality in access to higher education, and it causes inequalities in enrollment and in the academia in general. It is against this background that this paper sought to do an in dept. analysis of corruption in the areas of student’s admission and faculty recruitment in institutions of higher learning in Nigeria, areas and processes noted for getting corrupted easily (ibid). This research is crucial because these are the two important aspects in the life of any academia because when merited students are admitted and the most qualified faculty recruited through sound processes, academic institutions in Nigeria will be sanitized, and the menace of corruption minimized. At the end, the article will recommend some strategies for achieving this.

II. CONCEPTUAL EXPLANATION

The word corruption in Medieval Latin express refers to moral decay, wicked behaviour, putridity and rottenness (Johnson 1996). Chamber 20th Century Dictionary used stronger word to define corruption – “to taint, to debase, to spoil, to destroy the purity of, to pervert, and to bribe (2001).” Milovanovic (2001) argues that corruption could be of bribes or other dishonest means for achieving disgraceful ends, as a symptom of an ailing society. Webster’s New World Basic Dictionary of American English defines corruption as a change from good to bad, evil or wicked ways, other dishonest dealings (1998). Corruption thus represents the failure of a society to manage the competing interests of different groups in a fair and meritocratic way (Transparency International 2013). On his part, Idoniboye-Obu (2014) grouped the definition of corruption as:

lack of integrity or honesty; use of a position of trust for dishonest gain; moral perversion; impairment of virtue and moral principles; destroying someone’s honesty or loyalty; undermining moral integrity; and inducement (as of a public official) by improper means (as bribery) to violate duty.

However, studies have shown that corruption covers a wide range of activities, such as: favoritism; nepotism; clientelism; bypass of criteria, ghost workers, influence peddling, soliciting or extortion of bribes; and embezzlement of public goods, among others (Hallak and Poisson 2007). Expatriating on the concept of corruption, John Kerry - the former US Secretary of State poetically affirmed:

Corruption is a social danger because it feeds organized crime, it destroys nation-states, it imperils opportunities

particularly for women and girls, and it facilitates environmental degradation, contributes to human trafficking, and undermines whole communities. It destroys the future. Corruption is a radicalizer because it destroys faith in legitimate authority. It opens a vacuum which allows the predators to move in corruption is an opportunity destroyer because it discourages honest and accountable investment; it makes businesses more expensive to operate; it drives up the cost of public services for local taxpayers; and it turns a nation’s entire budget into a feeding trough for the privileged few (2016).

Little wonder then, the late Nigerian matriarch – Dora Akunyili defined corruption simply as “not doing the right thing” (2009). This unfortunately has become a way of life in Nigeria and the definition of corruption provided by Trines (2017) describes the situation better:

In highly corrupt countries, corruption is not merely an opportunistic criminal activity of a few “bad apples,” but a systemic phenomenon entrenched in social norms and the political system. This type of endemic corruption has the most immediate impact on people’s daily lives and tends also to have a profoundly corrosive effect on education.

Corruption in the management of the education section then includes shrinking hours lecturers “actually spend in classroom teaching; the decline and debasement of academic standards; ... the concomitant grade inflation; ... and the bloat of non-teaching staff” (Roche 1994). Kagu *et al* (2016) added other forms of academic corruption like:

use of teaching time for private business, failure of teachers to plan their lesson, poor methods of evaluation, aiding and abating examination malpractices and using wrong teaching methods and instructional materials as well as sexual harassment, disrespect for teachers and the school rules and regulations, truancy, unwholesome relationship between male and female students.

Hallak and Poisson (2007) defined corruption in higher education 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, as a consequence on access, quality or equity in education. “This is because corruption erodes the core values of the educational process and thereby undermines and distorts human capital formation and, weakens social cohesion by engendering distrust in interpersonal and intergroup relation (Idoniboye-Obu 2014). On the same note Egbefo (2012) explained that:

Corruption in education is the pervasion of the expected standard of behaviour by those in authority in the educational system for their own personal gain to the detriments of others and the system in its pursuit of quality manpower and national development. Corruption in the system has made it easy for some scholars to describe schools are no longer institutions of learning but instead as money exchange department to help

students pass examination and gain admission into higher institutions.

These come in two forms – “grand corruption” and “petty corruption” with the later as “bribery for admission, good grades, graduation or the hiring of teachers” (Trines 2017) of which the former and later are the areas of concern for this paper.

Why Corruption in the Admission Process?

In most societies like Nigeria, educational attainment is recognized as the most fundamental instrument for modernization and development as well as cultural, economic, political, social and technological transformations of individuals and societies (Idoniboye-Obu 2014). This makes education a vital necessity and leaving many people in a position of dependency. Some countries are overburdened by rapidly mounting demand for education, fueled by population growth, increased income levels and social mobility (Trines 2017). Studies have shown that corruption in admissions to universities is traditionally considered as one of the most corrupt areas of the education sector (Osipian 2013) because as this paper will argue later, many diverse agents are involved in the practice. Another reason is that illegal payments for school entrance and other hidden costs help to explain the seriousness of the problem (Hallak and Poisson 2007). This fact informed the affirmation of Kagu et al (2016) that “admission into institutions of higher learning has been abstained through the influence of money.”

The Agents of Corruption in Students’ Admission Parents

As already mention, parents’ role in paying illegal fees to administrators to get their children admitted into institutions of higher learning is a brutal global reality. For instance, Johnson (2012) noted that “wealthy Americans buy their children’s way into the most prestigious colleges and universities. “Similarly, Transparency International (2013) found that data from “seven African countries showed that 40 per cent of parents pay illegal fees for education” because “parents are driven by a natural desire to provide the best opportunity for their children and are often unaware of what constitutes an illegal charge.” In Nigeria for instance, it is found that most parents directly, systematically, fantastically and shamelessly induce teachers and management of schools through gifts and other incentives to grant unmerited favour to their children. Even some parents go the extra mile to initiate immoral relationship either between them and teachers, lecturers or administrators of higher institutions, between the above listed stakeholders and their children especially girls to lure teachers, lecturers or administrators into bending rules in favour of their children. In addition, these parents do witch-hunt teachers, lecturers or administrators who might refuse to yield to their pressure (Nwaokugha and Ezeugwu 2017).

Non-Academic Staff

These range from gatemen, secretaries, and those who are not

lecturers but who have access to the decision-making bodies in any higher institution. For instance, it is a known fact that corruption lays in wait for students and lecturers on the day of their first attempt to gain entrance into the gates of any institution. Studies have shown that security men at the gates of educational institutions in Nigeria receive bribes from parents, students and lecturers to push their files ahead of others. By doing so, they get themselves involved in corrupt and fraudulent practices that might disrupt meaningful academic activities (Nwaokugha and Ezeugwu 2017). These people facilitate the admission of unqualified candidates as students and offering admission to candidates beyond carrying capacities approved for courses and classrooms (Adebisi 2012).

Lecturers

It is very unfortunate that some lecturers are known for extorting money from the parents, relatives and friends of the incoming students in order to help them get admission. Some do, like in the case of non-academic staff initiate sexual relationship either with the students or their relatives in order to grant them admission (Adebisi 2012).

The Effects

As noted above, the reason why it is important to combat corruption in education sector is because it helps to limit access to education (particularly for the most disadvantaged groups), to deteriorate the quality of education, and to increase social inequalities. Put in a long-term perspective, corruption in admission entails a misallocation of talents and the propagation of a ‘culture of corruption’ (Hallak and Poisson 2007) because when young minds are groomed in corruption that becomes their way of life.

Lack of Quality

As a result of corruption in the admission process in Nigeria, a lot of students with low academic performance are admitted, resulting in poor quality graduates in the society who will not find their bearing when they get into the labour force. Idoniboye-Obu (2014) decried this fact saying: “with regard to the quality and relevance of higher education in Nigeria, there are claims that graduates of Nigerian universities are barely literate, carry unworthy degrees and require retraining before use by employers” and even by foreign tertiary institutions when they apply for higher degrees (Adebisi *et al* 2012). They are “unable to think critically or write a simple letter” (Sykes 1990). The crucial problem with getting wrong students into institutions of higher learning, as most authors cited in this paper argue, is that they engage in criminal activities like exam malpractices, cultism, stealing, physical attack on lecturers and campus rioting. All these help to make the already bad case of lack of academic quality worse. As Trines (2017) observed, in highly afflicted countries, corruption deteriorates educational quality and increases the risk of unqualified practitioners in professions with critical public impact, such as medicine, nursing, education, architecture, or law. Again, corruption also affects the reliability of academic research findings.

Lack of Access

In a society where admission into institutions higher learning should be done by merit, but today in Nigeria it has become a matter of who knows who, bribery and influence. Some parents are made to pay money in order to secure admission for their children/wards. Some non-teaching staff are used as well to extort money for admission. This has resulted in good students not gaining the admission they merited. Their positions are given to students who did not pass the JAMB in the first place. These illegal fees for admission, are a heavy burden, especially for the poor, and can lead them to drop out (Hallak and Poisson 2007). A research by (Trines 2017) found that the prevalence of wide-scale bribery in school admissions, in many parts of the world, increases the costs of education, thereby limiting access among lower income students and Nigeria is a good example of this because:

access problems in the country are currently so severe that less than applicants gain access to university. limited access to education in Nigeria... contributed to the use of bribes and personal connections to gain coveted places at universities, with some admissions officials reportedly working with agents to obtain bribes from students. Those who have no ability or willingness to resort to corruption face lost opportunities and unemployment (Ibid).

In short, when access to education or its quality suffers, the potential of individuals, communities and nations is squandered. Corruption in the education sector is a key reason why such waste occurs (Transparency International 2013).

On the same note, Nwaokugha and Ezeugwu (2017) found that corruption in education industry:

Makemany peoplenot to have access to education which in addition to being a fundamental human right is a springboard for their empowerment and emancipation infrastructural deficits and inability of a people to have access to education systematically renders useless the ability of the people to engineer national development as generations of citizens are left frustrated, disgruntled and disenchanted in addition to manifesting terrible immorality in the forms of militancy and insurgency.

Lack of Equity

Similar to the problem of access is lack of equity. Corruption in education has detrimental effects on the efforts of a state to promote social equality, fair competition, competence and merit. Common sense shows that in societies where students pay for admission before they are admitted into educational institutions, admissions easily becomes the exclusive right of those who can pay but who unfortunately have nothing to offer to the education industry or to the general society. On the other hand the sons and daughters of the poor who cannot afford to pay but may have something to offer to both the education industry and the larger society may be left out (Nwaokugha and Ezeugwu 2017). Studies have shown that corruption in education most affects the poor and disadvantaged, particularly women and children, who are

unable to bear the hidden cost of admissions or play by the rules that determine success. Thus, vulnerable members of society lose the opportunity to realize their full potential, andsocial inequality is maintained (Transparency International 2013) and therefore they resort to criminality. For instance, the involvement of some youths in Nigeria in high profile deviant behaviours like militancy and insurgency is due to the type of frustration they received in the hands of state institution notably education and everyone knows the retrogressive consequences of militancy and insurgency in terms of losses to human and material resources as well as national development of a state (Nwaokugha and Ezeugwu 2017). In fact, studies have found a correlation between Boko Haram insurgency, corruption and illiteracy (Collier 2007, Deckard and Pieri 2017).

Lecturers Recruitment and Corruption: Causes

As this paper has argued so far, favoritism, nepotism, bribes and payoffs in lecturers' recruitment tend to lower the quality of university lecturers because less qualified among them are recruited (Idoniboye-Obu 2014; Amini-Philips and Ogbuagwu 2017). Recruiting teachers who are not qualified as a result of corruption, terribly creates infrastructural deficits that result in poor instructional delivery (Nwaokugha and Ezeugwu 2017). Some factors are responsible for this.

Government Influence

It is a global certainty that the issue of corruption is unavoidable in any discussion about the Nigerian government. In fact, it is not an overstatement to say that corruption is the central function of the Nigerian State (Deckard and Pieri 2017). Thus, there are strong links between societal corruption and corruption in tertiary institutions. Studies have shown that authoritarian regimes in many parts of the world "encourage educational corruption and control universities" (Osipian 2012), which makes it difficult for universities to break away and therefore there is a clear lack of university autonomy (Osipian 2008). This is typical of Nigeria too. For instance, Ogbette et al (2017) found that "erosion of university autonomy and academic freedom" are the causes of most of the university strikes in Nigeria. Strikes are ways through Governing Councils of Universities demanded from the government, among other things, academic freedom, autonomy, as well as the setting up of a special body, to review the conditions of service of the universities' staff (Anonaba 2015; Wokoma 2011) including their employment process. All these are the roles the federal government should play in the development of the academic sector in the country, but that is not happening. In fact, Adebisi et al (2012) found that imposition of unqualified candidates on the institutions for appointment as lecturers are one of the major corrupt practices often perpetrated by the government. This is because Nigeria do not have "well-developed meritocratic norms" (Altbach 2015). The idea that someone can be imposed on an institution for recruitment because he or she is from a particular group or has certain familial links (godfathers/mothers) is seen as acceptable.

Influence of the Academic Senate/Administration

Nigerian universities have now become an ivory tower in the throes of corruption scandals where things are no longer at ease. Corruption allegations mounted on top officials of the Nigerian Universities are fingered in maladministration (Ahmodu and Sofoluwe 2018) like the recruitment and promotion. The high handedness, arbitrariness and corruption on the part of university administration is alarming and are some of the causes of academic Union's agitation (Arikewuyo 2015). Studies have shown that the recruitment and promotion of staff, academic and nonacademic into the educational system is done by who is pushing the files. This fraudulent method gives way to unqualified persons as well as depriving competent hands the opportunity to contribute to the body of knowledge which is the main function of education. This, in turn, affects the quality of students and academic workproduced (Egbefo 2012). Again, with senior staffs such as Rectors, Provost and Vice-Chancellors who happen to oversee their institutions, corruption harmonizes very well with ethnicity and under their joint covers, certain appointments and positions are reserved and made the exclusive rights of some members of certain ethnic groups even when they do not have the requisite qualifications to enable them pick up and occupy such positions (Nwaokugha and Ezeugwu 2017). This kind of high handedness, arbitrariness and corruption on the part of university administration are some of the causes of strike and agitation in the education sector (Ogbette et al 2017).

There is another form of fraudulent recruitment process Charles and Osah (2015) pointed out in their research – the phenomenon of “uncalled teachers.” These are retired or sacked lecturers from the private and public sectors that had no prior degree in education before they started teaching, but who comfortably get accepted into universities because of corruption. Their characteristics are:

They become teachers by accident; b) Teaching is their “second or third love”. They are willing and always ready to leave teaching for any other “good” job; c) They left other jobs for teaching. In most cases, they have been sacked in their “dream” jobs or they have retired from other jobs and in most cases too, they are “broke”; d) They do not have any form of pity for the whole education system. All their activities are geared toward the destruction of the system directly or indirectly; e) They are in most cases very corrupt. They indulge and promote corruption in the system; They do not really care for promotion, so they do less research; and g) They create “very cogent reasons” for their acts of corruption. They never regret engaging in any form of corruption (ibid).

They are described as those who pass off a poorly researched, poorly written, shoddy supervised, PhD dissertation or research project, and populate our intellectual and social space with half-baked, barely literate “Doctors”... They come thirty minutes late to a one-hour lecture, and depart ten minutes before the end....Allocate their courses to junior colleagues or graduate students while she/he goes out in search of private contracts

or political appointments....They crash in, in the last two, three weeks, rush students through a full-semester syllabus, and turn in grades at the end of the semester....They shut-up students and tell them: “Don’t ask questions in my class, you are to listen” (ibid).

The danger is that in recent years, according to the authors, they have dominated the higher education sector and it appears that the system cannot survive without them because they are in the majority (Ibid).

Role of the Lecturer-Applicants Themselves

The briary that happens with the admission of students also takes place with the recruitment of lecturers. The applicants for lecturer jobs do give bribes to the secretaries and even to the highest person in the administrative cadre in order to be considered for the position. No wonder Altbach (2015) observed that “academic posts are often “sold” in the sense that those seeking appointments to lectureships or professorships must curry favor with selection committees through gifts or other emoluments.” In addition, the issue of fake certificates is now common in tertiary institutions that even those in the higher ladder are affected (Egbefo 2012) because they were recruited with such credentials without proper verification. Now as leaders in the sector, they are perpetuating the evil by recruiting applicants with fake certificatesalso. However, it is important to note here that, this problem is not peculiar to Nigeria alone. There are reported instances of “faculty vitae ...fabrication and falsification” in the United States too (Braxton 1999).

Non-Academic Staff

As with the government and university administrators, and as in the case of students’ admission, non-academic staff play a detrimental role in the appointment of unqualified candidates as lecturers. They contribute to the compromise of the standard of promoting academic staff which in many cases has led to the promotion of mediocrity in the institutions of higher learning (Adebisi 2012). They are mostly the secretaries and personal assistants to the Chancellors, Vice Chancellors, Rectors and Academic Deans.

III. THE EFFECTS

Breeds Culture of Corruption

Some of the notable effects of corruption in lecturers’ recruitment are decline in the employment standard, overstaffing, polarization of academic positions which result in giving them to mediocre and imposters (Egbefo 2012). Studies have shown that corruption in the appointment of lecturers can thus encourage the development of misbehaviour in tertiary institutions, such as the payment of illegal fees for admission, for exams, soliciting sex for grades, etc. (Hallak and Poisson 2007).Unfairness and partiality ininstitutions of higher learning convey a wrong message to the younger generation. Infect, it teaches them that falsification of CVs and certificates, and bribing are acceptable waysto advance their careers; that personal effort and merit do not count; and that success comes rather from favouritism, manipulation and bribery. These in turn,

contribute to the development of a ‘culture of corruption’ and of cynicism in society. It undermines any incentives that would motivate young people to work hard. In this sense, it contradicts one of the major aims of education, which is to transmit civic culture together with values of integrity, equity, fairness and social justice (Hallak and Poisson 2007) and increase the numbers of “incompetent future leaders and professionals” (Transparency International 2013) in the society.

Promotes Low Academic Quality

Corruption in lecturers ‘recruitment impacts on the quality of teaching because bribery and nepotism in the hiring of lecturers bring unqualified teachers into the classrooms and lower the quality of instruction (Trines 2017). Also, hiring corruption can undermine the general public’s trust in the value of education, and more specifically of academic certificates. For example, the certification of physicians and other professionals cannot be trusted in some cases. More generally, corruption in education not only contributes to preparing unqualified young professionals, but also it distorts the whole mechanism of selection of career educators. This has many implications for the political, social and economic development of any country. For instance, it has been estimated that developing countries could improve their GNP per capita by 5 per cent if they were to base their leadership upon well-educated individuals and professionals (Hallak and Poisson 2007). As already mentioned, it should also be noted here that bribery and godfather/motherism in the hiring of lecturers bring unqualified teachers into the classrooms and automatically, lower the quality of instruction and academic productivity.

The Way Forward

It is a known fact globally that in the ‘60s through the ‘80s, the Nigerian educational system was a model for many African countries, and its tertiary institutions attracted many gifted students and scholars from all over the continent and beyond (Adeaga 2012). In fact, Nigeria was regarded as the UK and the US of Africa where parents sent their children for further studies. However today, the story is a complete reverse since rich Nigerians now send their children not only to the UK and US, but astonishingly, to South Africa, Ghana, Kenya, Tanzania and even Uganda for further studies. What went wrong? Who were responsible for the fall of the Nigerian academic Ivory Tower? How could the old glories of Nigeria’s tertiary institutions be restored? In addition to exploring, identifying and scrutinizing answers to these questions, this paper proposed successful strategies to tame the elephant in the room - corruption in the country’s academia. However, the biggest task of this work is to elucidate how to implement those policies. This is important because corruption must be stopped not just by punishing the culprits but also by sanitizing the entire education system in order to make it extremely difficult for corruption to breed in (Egbefo 2012). Therefore, this article recommends the following “best practices” (Johnson 2012). 1. Promoting the culture of transparency at all levels; 2. Institutionalization of ethical government; 3. Education against corruption for all; 4.

Nigerian organizations uniting against corruption; 5. Access to basic academic procedural information and 6. Role of the family.

Promoting the Culture of Transparency at all Levels

To begin with, transparency means clearness, honesty, openness, to act predictably and understandably (Hallak and Poisson 2007). For instance, in education sector, transparency is the extent to which students, parents, academic and non-academic staff, etc. Can understand the basis on which educational procedures like Joint Admissions and Matriculations Board (JAMB) exams are conducted, scored and the admission of students are carried out. Emphasizing on this point the Australian Council for Educational Research (ACER) (2016) affirmed:

transparency in admissions is both a means of ensuring public and stakeholder confidence in the quality of processes for enrolling students as well as a tool that can be used by providers to clearly articulate their academic expectations of students who are admitted for study.

Again, transparency is required on the part of the government, the administration of tertiary institutions and the applicants of lecturing positions. These actors should make sure that due process is followed during recruitment. The mentality of godfather/motherism, nepotism and bribery should be abhorred. In fact, Graeff *et al* (2014) found that the willingness to engage in corruption such as accepting bribe in exchange of any academic favour decrease if individuals perceive such behavior as very objectionable, i.e. a violation of social norms and if they fear sanctions regarding the severity and probability of those sanctions. Therefore, let the government and the administration of tertiary institutions in Nigeria make the above idea possible by creating and maintaining transparent regulatory systems, strengthening management capacities for greater accountability and enhancing ownership of the recruitment process in the academia. In turn, this will help build a worthy triangle that will be favourable to the educational system free from corruption (Hallak and Poisson 2007). In addition, these steps will help in the re-institution of the traditional values of openness, high moral standard, and high level of discipline into the education sector and form part of the national ethics that should guide all Nigerian citizens (Egbefo 2012). Hence, institutional administrators should ensure that only qualified students are admitted, and recruitment of lecturers be based on merit. Again, there should be a ban in the recruitment of “uncalled” teachers into tertiary institutions in Nigeria (Charles and Osah 2015).

Furthermore, university administrators should strengthen the disciplinary mechanism in their institutions to be able to take appropriate disciplinary actions against any staff caught in corrupt practices (Abebisi *et al* 2012). They should establish independent committee to oversee ethical conduct in their institutions with neutral members to avoid pressures from the institution. This committee should be responsible for drawing up institution-wide strategies to promote a culture of

academic integrity through activities like the provision of guidelines and values associated to academic integrity – honesty, fairness, trust, responsibility, respect and courage (Tauginiene et al 2018). This committee also should be responsible for the verification of the CVs and other credentials of applicants for lecturer jobs in tertiary institutions in the country.

Institutionalization of Ethical Government.

It is a common fact that ethical leadership will and should play a vital role in the solution of Nigeria's corruption problem. Unfortunately, there is a dearth of good government in the country. As Achebe (1983) puts it: "the trouble with Nigeria is simply and squarely a failure of leadership. "Corruption as it is known in the country is perpetuated by politicians, political godfathers, bureaucrats and other elite groups. As a result, they lack sincere desire or political will to combat it (Adeniran 2008). Little wonder Agbibo (2012) described Nigerian elites as "self-interest utility maximizers" who need "behavioral and attitudinal change." Also, Collier (2007) observed that the systemic malfunction in Nigeria is as a result of bad and corrupt leadership. Thus, building clean government will help regulate what the "crooked politicians" in the country are doing. Explaining this Egbefo (2012) said:

it is not that corruption is in the blood of Nigerians or that Nigerians are fundamentally different from other people in the world. But the fact remains that, corruption persists in Nigeria, especially in the education sector because of the fertile ground for corrupt practices occasioned by decades of inept political leadership. Thus, when these anomalous conditions, which make corruption attractive are removed, the vice like the garb of falsehood, would wear threadbare and lose its grip upon Nigerians.

Therefore, Nigeria needs ethical leadership with strong political will to fight the demon of corruption. Leaders who are role models of integrity, who will punish corrupt practices, support those who seek to act ethically in the face of countervailing pressures, and make sure that there is compliance with legal and ethical principles among citizens (Johnson 2012). In virtue of this, the ethical government should review the 2000 Anti-Corruption Law to include corrupt practices in the country's institutions of higher learning (Kagu 2016) especially in the areas of students' admission and lecturers' recruitment, which are the mothers of all corruption in the academia. Above all, the ministry of education needs to be the first to pursue corruption as an obstacle to high-quality education and to national development. This fight should start with a declaration of a zero-tolerance approach to corruption as an essential element in strengthening the quality of education in Nigeria (Transparency International 2013). Again, policies on educational integrity should not be left to every government to change, which is a clear sign of corruption, rather any new government should build on the policies that have been set before taking office to allow for continuity and stability in the sector.

Furthermore, Nigerian government should empower the Ministry of Education and Academic Unions to ensure that education standards and excellence are adhered to in all ramifications (Anonaba 2015) by ensuring "adequate provision of skilled manpower in the various institutions" (Adavbiele 2015). This means that tertiary institutions in the country will "enjoy freedom of teaching and academic self-governance" (Ugar 2018). For instance, one of the thorny disagreements between the Government and the Academic Unions is on the appointment of Vice Chancellors of universities. The reality is that the government appoints politicians or their friends to these positions. However, the Unions believe that Councils of Universities should not be avenues for compensating politicians who supported the Minister during an electioneering campaign. Rather, the appointment of VCs must follow some laid-down procedures. Ministers who sit in their offices and appoint VCs based on friendship or political affiliation are making a mockery of the training of future leaders, since those appointees would only owe allegiance to those who appointed them and not to their respective institutions (Arikewuyo 2015). Even Ajayi (2014) accused the government of being confused about the way it handles the affairs of the education sector and cannot be trusted to keep their words since it lacks institutionalized mechanism to realize any plan. Therefore, it is imperative for the government to develop the political will to rise above apparent exercise of arbitrary power and influence (Adebisi et al 2012).

Education Against Corruption for All

It is a generally accepted fact that education at all levels will "lower the pervasiveness of corruption" in Nigeria (Wong and Gomes 2014). Parents and students should be educated to know their rights to admission into any tertiary institution in the country after scaling through the country's requirements for that. JAMB should disseminate pamphlets containing information on what students and their families should know and do when they seek admission into any tertiary institution in the country. Similarly, any qualified applicant for a lecturing position in any institution of higher learning in the country should study and know Academic Staff Union of Universities' (ASUU) recruitment guidelines beforehand.

Above all, there should be sincere effort at sensitizing decision makers, educational planners and managers to the importance of combating corruption in education in Nigeria. This should be done through education aimed at providing them with key tools to detect and assess corruption problems; and at guiding them in the formulation of adequate strategies to curb malpractices. Improving sanity in education system entails a massive need for training at all levels, particularly, in the production, analysis, dissemination and understanding of information (Hallak and Poisson 2007). Education aimed at improving skills in management, accounting, monitoring and auditing are basic requirements for reducing corruption in academia. Better training of not only administrative staff at different levels, but also of other stakeholders in the system, such as Parent-Teacher Associations (PTA), Academic Unions and other relevant civil society organizations, should

be considered accordingly (Ibid). To achieve this, it is the duty of the Nigerian tertiary institutions' authorities to organize periodic workshops and seminars on curbing corrupt practices in the institutions (Kagu *et al* 2016).

Additionally, education for youth is crucial in this fight. For instance, Transparency International (2013) explains that a huge potential in combating corruption in education lies in education itself – that is, teaching an anti-corruption stance in the classrooms and lecture halls. With nearly a fifth of the world's population between 15 and 24 years old, young people have the potential to stop corruption both as the citizens of today and as the leaders of tomorrow. Where corruption seems commonplace, promoting integrity among young people is critical to building a better future. Developing wide-range of programs on integrating anti-corruption initiatives in school curricula, textbooks and classroom activities is key to putting an end to corruption in education. Johnson (2012) referred to this as “ethics education.” There are three reasons why education against corruption for all is crucial:

First, by giving citizens the tools and motivation to keep themselves informed, education creates a wider market for a free press, which is a vital tool for keeping corruption in check. Better-educated people are more likely to know their rights and enquire into government misconduct. Second, education also curbs corruption when it leads to the reduction of economic inequality. Economic inequality increases corruption, while education tends to equalize access to economic opportunity. ...Third, education builds self-reinforcing social trust, which is in turn known to play an important role in curbing corruption. If people believe that education makes others more trustworthy, they are more likely to mirror their expected behaviour and act more honestly (Transparency International 2013).

Therefore, as already mentioned, educational curriculum should include issues related to corruption practices in Nigeria (Kagu *et al* 2016). For example, teaching skills that promote greater transparency and accountability, stronger and implementable social justice measures and developing curricular and pedagogical measures for sensitizing citizens to rise and combat corruption in the country without fear of retaliation (Nwaokuga and Ezeugwu 2017).

Nigerian Organizations Uniting against Corruption

Organizations like the Senior Staff Association of Nigerian Universities (SSANU), the Academic Staff Union of Universities (ASUU), Non-Academic Staff Union of Universities (NASUU), Parents-Teachers Association (PTA) and the Nigerian Civil Service groups should unite and intensify their fight against corruption in Nigeria's tertiary institutions. First of all, let their negotiations/agreement with the Federal government be workers' friendly in such a way that the take-home pay and other conditions of service of an average worker in Nigeria be motivating enough to deter

them from corrupt practices (Egbefo 2012; Uzoh 2017). It is time for these organizations to pay more attention to the development of educational systems free from corruption. This is already happening in other parts of the world. For instance, Adeniran (2008) found that in Uganda, India and Bulgaria, civil society and other groups like non-governmental, community-based organizations and the media work together in anti-corruption measures in tertiary institutions.

However, for this to happen in Nigeria, strong will power is the key. Unfortunately, Nigerians are people of words and no action. According to Transparency International (2013) in order to bring an end to corruption in the education sector, all leaders and staff throughout the education system, from the various ministries of education to the local institutions, need to commit themselves to the highest ethical standards and zero tolerance to corruption. Tertiary institutions themselves should have simple, clear and accessible guidelines in place to allow administrator effect change and strengthen reputation within their institutions. Again, the internal disciplinary and accreditation bodies in Nigeria should regularly monitor the activities of the universities (Asigayi 2015). Obviously, in the education sector like any other, when one applicant, student, or employee is treated differently from another especially not based on merit, there is a risk of actual or perceived unfairness. Therefore, the enforcement of the anti-corruption rules by all responsible must be inclusive, not selective, independent, not manipulated and adequately resourced not underfunded (Johnson 2012).

Access to Basic academic Procedural Information

In the era of technological innovations when information gets to people in a matter of seconds, there is the crucial need for access to basic academic information for the public, because the failure of adequate communication both internal and external of tertiary institutions, is the failure of the entire system. Access to information is indispensable for building participation, ownership and social control on the part of all (Wick 1966). People must be sufficiently informed to be able to detect fraud. The inability to access information prevents students and families from monitoring JAMB's activities and demand answers from those in power when things go wrong with their results and school posting. On the same note, the academic committee and leadership of tertiary institutions should make available to the public the information about the recruitment procedure, criteria, biography and CVs of possible candidates applying for lecturer positions. Thus, every tertiary institution in Nigeria should engage in social networking, have functioning websites, newsletters and other periodicals through which the above information is disseminated to the public. At the end, this will allow for meritable admission process for students, competitive and unbiased choice of lecturers into universities in the Nigeria.

Role of the Family

As one of the five agents of socialization (peer group, school, religion and mass media), the family is where the acceptance and learning of norms, values and actions appropriate to

individuals as members of a society take place (Clausen 1968). Thus, Nigerian families are bound to promote moral values especially the anti-corruption ideology in their members because charity they say, begins at home. The family is the garden where the culture of transparency and good leadership skills are planted and harvested by people first. Therefore, the fight against corruption automatically must begin from the home since "what is seen in the larger society is a mirror of what obtains in many families" (Egbefo 2012). As a means of primary socialization, ethical values can best be transmitted through the family. Thus, parents and relatives of prospective candidates for tertiary institutions should teach by example. They should help in ending the culture of bribing for admission in Nigeria by not bribing no matter the pressure and teach their children to do same. Again, applicants for lecturing positions are also members of families. Let their parents, spouses, brothers and sisters serve as their first mega detectors by making sure that all the information contained in their CVs are true and that all their credentials are genuine before even, they leave the house. This is grassroots fight against corruption which goes a long way to help in curbing the ill in Nigeria.

IV. CONCLUSION

In this paper, we have argued that corruption in tertiary institutions is a global problem but endemic in Nigeria since corruption has been institutionalized as a way of life because of the nation's population and natural resources. However, "basic principles should shape efforts to deter, expose, and penalize corruption in academic institutions" (Johnson 2012) in that great nation. Looking specifically at only two out of the many types of corruption in the education sector – students' admission and lecturers' recruitment, the article found that the principal cause of corruption in student's admission in Nigeria is the rapidly mounting demand for education as a means of improving people's social and economic status. As a result, concerned parents, poorly paid non-academic staff and corrupt lecturers serve as agents who perpetuate this evil in tertiary institutions in the country. There are severe consequences of this – the admission of less qualified candidates and the production of half-baked graduates. By so doing, qualified students are denied access to education which is their right and this results to lack of equity in education attainment.

The causes of the second form of corruption in tertiary institution – recruitment of lecturers, are favouritism, nepotism and tribalism. Even religious affiliation is a big factor too since in Nigeria, there seem not to be a sharp separation between people's religions, their social and political life. In fact, most of favouritistic and tribalistic actions are motivated by religion. Those who influence this process in country are the government, the academic administration, the lecturer-applicants themselves, and the non-academic staff. Like in other forms, the consequences of corrupt recruitment process are enormous. It breeds culture of corruption – fraudulently hired lecturer will give and teach what he/she has – corruption. This in turn, promotes low academic quality because as this paper found, most of these

lecturers pay to be recruited because they possess fake credentials. For example, when lecturers get into tertiary institutions through the back door, their and people's lives are put in danger by poorly trained but well-credentialed doctors and engineers. Also, the job market will be flooded with ill-taught and unproductive graduates.

Therefore, identifying and eliminating corruption in education sector is essential to ensuring that learning opportunities are not undermined because both admission of students and recruitment of lecturers into tertiary institutions should be based on merit, not on favouritism, nepotism or bribery. Again, preventing and prosecuting academic corruption is not just a matter of fairness but a fundamental safeguard of human lives as well. For this to happen, the culture of transparency should be institutionalized at all levels in Nigeria, there is the need for ethical government, different Nigerian organizations and unions should unite to fight corruption, families too should get involved in the fight, in age of technology, there should be access to basic information on JAMB results, the process of admission and recruitment in all institutions of higher learning in the country. There is a need for clear norms and regulations, transparent procedures specifying each of the steps involved in the admission of students and recruitment of lecturers into tertiary institutions in the country. Above all, education against corruption for all is crucial. In fact, this paper is motivated by the well-substantiated conviction that there is the need for more and better education and research in order to eliminate corruption in the academia. Despite the challenges and risks facing today's education sectors, the services they render remain among the most powerful tools for dismantling structures and cultures of corruption (Transparency International 2013).

Finally, education should be seen and treated as a basic human right of every person and not privileged and reserved for those who can buy their way into gaining admission. Also, it is the human right of students to have qualified lecturers and not unintelligent ones who bought their way into the classrooms. Furthermore, fair and merited employment is the human right of anyone who is qualified by training to teach in a higher institution. These people should not be denied of those positions by those who do not deserve them. In addition, qualified candidates for admission and recruitment into any tertiary institution in Nigeria should not give any bribe to be admitted or hired because it is their basic human right. On the other hand, those who are not qualified should not deprive those who are, of their right and positions. Any tertiary institution in Nigeria where honesty, fairness and the rule of law abide will be corruption-free.

REFERENCES

- [1] Adavbiele, J. A. (2015). "Implications of Incessant Strike Actions on the Implementation of Technical Education Programme in Nigeria." *Journal of Education and Practice*, 6(8), 134-138. www.iiste.org.
- [2] Adeaga, T. (2012). "The Decline of the Nigerian Educational System." *Matatu: Journal for African Culture & Society*, 40(1), 301-317.

- [3] Adebisi, P. A., Adebisi, O. S., & Arogundade, K. K. (2012). "Academic Corruption and the Challenge of Unemployable Graduates in Nigeria: Implications for Entrepreneurship Development and Economic Growth." *Journal of Commerce*, 4(1), 1–12.
- [4] Adejumo, A. O. and Ogbewe, C. (2011) 'Relationship between Psycho-Demographic Factors and Perception of Corruption by Local Government Civil Servants in Osun State, Nigeria,' *IFE Psychologia*, 19(1), pp. 70–83.
- [5] Adeniran, A. (2008). "Anti-Corruption Measures in Nigeria: A Case for Selective Intervention by Non-State Actors." *King's Law Journal*, 19(1), 57–79. <https://doi.org/10.1080/09615768.2008.11427688>
- [6] Agbiboa, D. E. (2012). "Serving the Few, Starving the Many: How Corruption Underdevelops Nigeria and How There Is an Alternative Perspective to Corruption Cleanups." *Africa Today*, 58(4), 111–132. <https://doi.org/10.2979/africatoday.58.4.111>.
- [7] Ahmodu, O. L. and Sofoluwe, A. O (2018). "Review Combating corruption in Nigerian Universities through Treasury Single Account policy." *Research Journal of Business and Economic Management*, xx (xx), xx-xx, <https://doi.org/10.31248/RJBEM2018.017>
- [8] Ajayi, J. O. (2014). "ASUU Strikes and Academic Performance of Students in Ekiti State University Ado-Ekiti." *International Journal of Business Research*, 4(1), 19–34.
- [9] Akunyili, D. (2009). *Innovations for Successful Societies*. An initiative of the National Academy of Public Administration, and the Woodrow Wilson School of Public and International Affairs and the Bobst Center for Peace and Justice, Princeton University, USA. <https://successfulsocieties.princeton.edu/>
- [10] Altbach, P. G. (2015). "The Question of Corruption in Academe." Special Focus: Corruption in academe. *International Higher Education*, 7–8. <https://ejournals.bc.edu/ojs/index.php/ihe/article/download/7399/6596>
- [11] Amini-Philips, C. and Ogbuagwu, C. (2017). "Corruption and Administration of Higher Education Institutions in Nigeria." *World Journal of Social Science*, 4(2), 12–17. <http://wjss.sciedupress.com>
- [12] Anonaba, P. C. G. (2015). "Strikes in Nigeria Higher Education: An Appraisal." Paper Presented at the 3rd School of Education and Humanities International Conference on the Future of Higher Education in Africa, Babcock University, Ogun State, and August 24–26.
- [13] Aremu, A. O., Pakes, F. and Johnston, L. (2009) 'Locus of control and self-efficacy as means of tackling police corruption in Nigeria', *International Journal of Police Science & Management*, 11(1), pp. 97–107. doi: 10.1350/ijps.2009.11.1.113.
- [14] Arikewuyo, M. O. (2015). "University Management and Staff Unions in Nigeria: Issues and Challenges." *SA-eDUC Journal*, 3(1), 15–22
- [15] Australian Council for Educational Research (ACER) (2016). *Transparency of Higher Education Admissions Processes*. Higher Education Standards Panel consultation https://research.acer.edu.au/cgi/viewcontent.cgi?article=1052&context=higher_education
- [16] Bamidele, O., Olaniyan, A. O. and Ayodele, B. (2015) 'Seized by Sleaze: The Siege of Corruption and a Search for Workable Options in Nigeria.' *International Social Science Review*, 90(1), pp. 1–26.
- [17] Bamidele, O., Olaniyan, A. O. and Ayodele, B. (2016) 'In the Cesspool of Corruption: The Challenges of National Development and the Dilemma of Anti-Graft Agencies in Nigeria.' *Journal of Developing Societies* (Sage Publications Inc.), 32(2), pp. 103–129. doi: 10.1177/0169796X15610015.
- [18] Braxton, J. M. (ed.) (1999). *Perspectives on Scholarly Misconduct in the Sciences*, Columbus: Ohio State University Press.
- [19] Chambers' Twentieth Century Dictionary (2001). *Words, wit and wisdom: 100 years of the Chambers dictionary*, compiled by Ian Brookes, Jamie Nathan and Hazel Norris. Edinburgh: Chambers Harap Publishers Ltd. ISBN 0-550-10015-6
- [20] Chapman, D. and Lindner, S. (2016). Degrees of integrity: the threat of corruption in higher education. *Journal of Studies in Higher Education*, 41(2), pp. 247–268, <https://doi.org/10.1080/03075079.2014.927854>
- [21] Charles, A. and Osah, G. (2015). "Reducing Lecturer-Student Corruption in Higher Education in Nigeria." In Michael A. Omolewa; Mobolanle and Philemon Amanze (eds). *Emerging Discourses on the Future of Higher Education in Africa*. Ilshian Remon: Babcock University Press.
- [22] Clausen, J. A. (ed.) (1968) *Socialisation and Society*, Boston: Little Brown and Company.
- [23] Collier, P. (2008). *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford: Oxford University Press.
- [24] Deckard, N., & Pieri, Z. (2017). "The Implications of Endemic Corruption for State Legitimacy in Developing Nations: An Empirical Exploration of the Nigerian Case." *International Journal of Politics, Culture & Society*, 30(4), 369–384. <https://doi.org/10.1007/s10767-016-9242-6>
- [25] Graeff, P., Sattler, S., Mehlkop, G. and Sauer, C. (2014). "Incentives and Inhibitors of Abusing Academic Positions: Analyzing University Students' Decisions about Bribing Academic Staff." *European Sociological Review* 30(2) 230–41. 10.1093/esr/jct036
- [26] Gray, G. (2007) 'Nigeria: elite squanders delta's oil wealth, report says.' New York Amsterdam News, 15 February.
- [27] Hallak, J. and Poisson, M (2007). *Corrupt schools, corrupt universities: What can be done?* UNESCO: International Institute for Educational Planning.
- [28] Ibrahim, W and Okunade Sheu, A. (2016) 'Corruption and Economic Growth in Nigeria (1980-2013).' *Journal of Academic Research in Economics*, 8(1), pp. 86–100.
- [29] Idoniboye-Obu, S. A. (2014). *Corruption in higher education in Nigeria: prevalence, structures and patterns among students of higher education institutions in Nigeria*. University of Kwazulu-Natali.
- [30] Idris, M. and Salisu, S. J. (2016) 'Corruption and Infrastructural Development in Nigeria,' *International Journal of Arts & Sciences*, 9(1), pp. 135–145.
- [31] Johnson, V. R. (2012). "Higher education, Corruption, and reform." *Contemporary readings in Law and Social Justice*, 4(1), 478–495.
- [32] Kagu, B., Aminu, A. A., & Njodi, I. A. (2016). "Are Tertiary Institutions Corrupt Free?" *Proceedings of the Multidisciplinary Academic Conference*, 48–54.
- [33] Kerry, J. (2016). *Diplomacy in Action*. Remarks at the World Economic Forum. U. S. Department of State. <https://2009-2017.state.gov/secretary/remarks/2016/01/251663.htm>
- [34] Nwaokugha, D. O. and Ezeugwu, M. C. (2017). "Corruption in the education Industry in Nigeria: Implications for National Development." *European Journal of Training and Development Studies*, 4(1), 1–17.
- [35] Ogbette, A. S.; Eke, I. E.; and Ori, O. E. (2017). "Causes, Effects and Management of ASUU strikes in Nigeria, 2003-2013." *Journal of Research and Development*, 3(3), 14–23.
- [36] Onwuka, E. M. (2009). "Strategies for countering corruption in the Educational System: An Administrative overview." *International Journal of Forum for African Women Educationalists Nigeria* (Ijofuwen) 1(4) 56–63.
- [37] Osipian, A. (2008). "Corruption and Coercion: University Autonomy versus State Control." *European Education: Issues and Studies*, 40(3), pp. 27–48.
- [38] Osipian, A. (2008). "Corruption in Higher Education: Does it Differ Across the Nations and Why?" *Research in Comparative and International Education*, 3(4), pp. 345–65.
- [39] Osipian, A. (2012). Loyalty as Rent: Corruption and Politicization of Russian Universities. *International Journal of Sociology and Social Policy*, 32(3/4), pp. 153–67.
- [40] Osipian, A. (2013). "Recruitment and Admissions: Fostering Transparency on the Path to Higher Education." In *Transparency International: Global Corruption Report: Education* (pp. 148–54). New York: Routledge.
- [41] Osipian, A. (2014). Will Bribery and Fraud Converge? Comparative Corruption in Higher Education in Russia and the USA. Compare: A Journal of Comparative and International Education, 44(2), pp. 252–73.
- [42] Pierce, S. (2006) 'Looking Like a State: Colonialism and the Discourse of Corruption in Northern Nigeria,' *Comparative Studies in Society & History*, 48(4), pp. 887–914. doi: 10.1017/S0010417506000338.
- [43] Roche, G. (1994). *The Fall of the Ivory Tower: Government funding, Corruption, and the Bankrupting of American higher Education*. Washington, D.C: Regnery Publishing, Inc.

- [44] Smith, D. J. (2014) 'Corruption complaints, inequality and ethnic grievances in post-Biafra Nigeria. *Third World Quarterly*, 35(5), pp. 787–802. doi: 10.1080/01436597.2014.921430.
- [45] Sykes, C. J. (1990). *Politics and corruption in higher Education: The Hollow men*. Washington, D.C: Regnery Gateway.
- [46] Tauginienė, L, Ojsteršek, M, Foltýnek, T, Marino, F, Cosentino, M, Gaižauskaitė, I, Glendinning, I, Sivasubramaniam, S, Razi, S, Ribeiro, L, Odiņeca, T., Trevisiol, O. (2018). *General Guidelines for Academic Integrity*. ENAI Report 3A. http://www.academicintegrity.eu/wp/wp-content/uploads/2018/11/Guidelines_final.pdf