

# Effects of Corruption on Educational Administration in a Democratic Nigeria

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**Abstract:** Corruption is a major problem hindering the development of education in Nigeria. Corruption has penetrated the entire educational system. This paper purpose of this paper is to assess the effects of corruption on the educational administration in Nigeria. Data from secondary sources were used to provide empirical backing for the various points raised in the paper. The paper concludes that reduction of funds for school administration, inadequacy of professional teachers, infrastructural facilities, ineffective school supervision, poor staff development, poor achievement of educational objectives, poor quality education, examination malpractices, ineffective educational planning and poor implementation of educational programme are the effects of corruption on the educational administration in Nigeria. In order to address these problems of corruption in the educational administration, the government should fully involve the public in the administration of education in term of funding provision for the sector. Anti-corruption units should be established in all the ministries and agencies of education to help check mate corrupt practices among staff. Regular auditing of commissions, agencies and ministries of education account could help check financial corruption within the system.

**Keywords:** Corruption, Education, Administration, Democratic.

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## 1. Introduction

Education is one of the largest human organization which services affect everyone in the society. It is also perceived as the panacea to the problems of ignorance, poverty and disease. Consequently, everybody in the society is concerned with the question of how this large human organization is managed, especially as there appears to be a strong and positive linkage between education and national development (Jibola Kadir, 2018).

Corruption is one of the challenges militating against effective educational administration in a democratic Nigeria. Lawal & Tobi, (2006) noted that corruption in education is a global problem which has institutionalized in a way that it has become the measure which gives room for mismanagement of educational funds, decayed facilities, as well as favouritism in the appointment of staff. Corruption is an unethical behaviour by a person entrusted with a position of authority which involves embezzlements, bribery, and mismanagement of financial resources, political favouritism, and poor infrastructures among others alongside being an immoral act practiced by people in position of authority.

Corruption have penetrated almost all public institutions in Nigeria include educational institutions. The corruption is more felt in the administrative level because that is the organ that allocates both human and materials resources for the management of education. It is imperative to examine the effects of corruption on educational administration in Nigeria.

## 1.2 Theoretical Framework

This study is hinged on the system theory. A system theory is a theory that deals with the relationship between different parts. The theory looks at the structure and interdependence rather than the constant attributes of objects and individuals. The wholeness, constituent parts and also the interrelationships among the various parts is what the system theory approach considered

mostly. It critically considered complex interrelationships among the parts in the whole system. The system theory emphasizes the relationship between parts and interaction with each other. This theory viewed the organization such as the universities as a unified whole and purposeful system composed of interrelated parts. The whole is greater than its component parts. A change in any component of a part may affect the entire system functionally or adversely (Musa, 1999). Systems are made up of key major elements such as input, process and output. Input in educational systems could be grouped into: policies, plans, administration, supervision, finance, teachers, curriculum, and facilities/equipment, personnel such as students, lecturers, administration staff, management staff and non-academic staff. The inputs are subjected to various processing activities such as teaching, lecturing, assignments, seminars, workshops, researches, publications, studies, discussion and counseling. As a result, they come out as outputs capable of satisfying the systems aspirations and expectations. The outputs consisted of the individuals who are supposed to be qualified, well skilled, highly knowledgeable, well cultured persons, employable and productive individuals, disciplined individual and possessing positive values (Musa, 1999). But when the inputs such as funds are not properly used for the processing of the inputs such as students, when funds meant for the supply of inputs like lecturer and infrastructural facilities are mismanaged, it would definitely affects the entire system and the output would be bad that is unqualified students and poor administrations. The attainment of the objective of educational administration depends on the available human and materials resources which when available in right quality and quantities aid smooth administration in the educational institutions.- Corruption in education is dangerous. It causes wastage and reduces the quality of education.

## 2. Concept of Corruption

The word corruption has not been pinned down to a single definition. Many researchers have defined corruption in different ways. According to Obi and Obikeze as cited in Akinola (2014) corruption can be defined as a situation whereby government officials and private economic agents allow personal interests to override considerations of public interests. Akinola (2014) defined corruption as a process by which a person induces another person in kind or cash for personal gain. Corruption has assumed an embarrassing dimension in a democratic Nigeria. Corruption appears to be an official policy in public and private transactions. According to him Corruption is a cancer that has eaten deep into the fabric of our national life of which education administration is prime. Ahmodu, &Sofoluwe, (2018) also defined corruption as the misuse or abuse of public office for private gains and wide array of illicit behaviour e.g. bribery, extortion, fraud, nepotism, grafts, theft, embezzlement, falsification of academic records, kickbacks, influence peddling. Chinyere, &Chukwuma (2017) defined corruption as absurd or deviant disposition of people in institutions of higher learning which violates the ethical standards. The prevalence of corruption in tertiary institutions is viewed to negate the core values of education at this level. Khan et al., (2012) see corruption as involving the improper and unlawful behaviour of public-service officials, both politicians and civil servants, whose positions create opportunities for the diversion of money and assets from government to themselves and their accomplices. Transparency International (2010) defined corruption as the abuse of power by individuals to whom is entrusted for personal gain. Every organization has individuals or persons entrusted with the power to coordinate and direct the affairs of the organization. Some of these individuals misuse the power bestowed on them by doing things contrary to that which is expected of them only to their own advantage. Milovanovic, (2001) submitted that corruption involves bribes and other dishonest means for achieving particular disgraceful ends which is an indication of an ailing society. Ojiade (2000) viewed corruption as any systematic vice perpetuated by individuals, society or State in forms of favouritism, nepotism, tribalism, undue wealth, power, position among other things at the detriment of public. Dike (2003) defined corruption as failing attitude of people towards certain expectations by society that connotes negativity and is evident in all aspects of society, economic, social, religious and educational. Lawal and Tobi (2006), corruption is any conscious attempt or deliberate diversion of resources

from the satisfaction of the general interests to that of the selfish (personal or particular interest). Corruption has a pervasive and troubling impact on education as it distorts public choices in favour of the affluent and reduces the institutions capacity to provide social safety grids (United Nations Development Programme, 2000). Corruption in this paper refers to any form of dishonest action or behaviour or unethical conduct by a person entrusted with a position of authority, often to acquire personal benefit. Corruption may include many activities including bribery and embezzlement, though it may also involve practices that are legal in many countries. No any meaningful development that can take place in the atmosphere of corruption practices. Corruption is the hampering the development of education.

Corruption free educational system will enhance sustainable educational development. A free corruption educational system will guarantee provision of quality education, employment of adequate professional teachers, provision of adequate infrastructural facilities, effective educational planning, supervision, administration, ensure effective capacity development programme for teachers and effective implementation of educational programme.

### **3. Concept of Educational Administration**

Ogunode (2021) sees Educational administration as the systematic way of arranging educational resources to actualize the objectives of educational institutions. Gift (2018) sees educational Administration is concerned with integrating the appropriate human and material resources that are made available. Kalagbor (2017), defined educational administration as the process of identifying, mobilizing and utilizing scarce human and material resources relevant in education for the purpose of achieving specific educational goals efficiently and effectively. Nwankwoala (2016), viewed the educational administration as a broad umbrella encompassing a number of processes such as: planning, coordinating, controlling and being involved in other management processes and contribute to formulation of policies. In order to achieve these goals, the head of the educational organization plans carefully various programmes and activities and made effective for achieving the purposes of a programme of an educational institution.

According to Kalagbor (2017), the following activities and programmes come under the scope of educational administration at the institutional level: (a) Deciding the purposes of the institution or school, (b) Planning for academic or curricular and cocurricular activities, (c) Preparing the time table and the time schedules for various activities, (d) Assigning duties and responsibilities to the staff members, (e) Organizing curricular and co-curricular programmes, (f) Directing and motivating the staff of the institution, (g) Coordinating by efforts of people to achieve the purpose. h. Exercising control over the staff, (i) Conducting periodical reviews about the progress, achievements and failures of the institution, (j) Taking measures for staff development, (k) Maintaining order and discipline, (l) Management of materials, (m) Management of finance, (n) Maintaining records and registers up to date, (o) Maintaining human relationships, (p) Supervision of the work of teachers and other employees, (q) Giving feedback to the teachers performing well and taking remedial measures for teachers not performing well. Educational administration in this paper is viewed as the practical arrangement of educational resources to execute educational programmes with the aims of attaining the educational goals.

### **4. Effects of Corruption on Educational Administration**

There are many effects of corruption on educational administration. This paper would considered the following as effects: reduction of funds for school administration, inadequate of professional teachers, inadequate infrastructural facilities, poor supervision, poor staff development, hindered achievement of educational objectives, poor quality education, examination malpractices, educational planning and poor implementation of educational programme.

#### **4.1 Reduction of Funds for school administration**

The high rate of corruption in the educational administration in Nigeria has led to the reduction of funds meant for the implementation of educational programmes. Ogunode, Josiah & Ajape (2021); Ogunode (2021) and Acho & Abuh, (2016) that the little funds released are mismanaged

in the system. This action of corruption is responsible for the meager resources for administrative functions. Kayode (2013) that funds that should have been used for better education, health, infrastructure and other item needed to encourage a good life of Nigerians at the grassroots are misappropriated by a microscopic few. Jibola-Kadir, (2018) did a study that investigated corruption in the education system and management of primary schools in Nigeria and the result revealed that there was no significant difference between the provision of adequate fund, provision of facilities and infrastructures, appointment of educational expert and management of primary education in Nigeria. Suleiman (2005) also noted that corruption coupled with economic and political mismanagement has led to instability and gross abuse of power, led to the decaying infrastructure, inadequate staffing, poor and failing education standards, the disappearance of grants, trust funds, loans and of the entire project without a trace. Some of the funds made available for the provision of quality education are sometimes diverted for selfish use while in other cases, the budget for the educational sector are misappropriated. This has given rise to the inadequacy of funds for managing the secondary level of education (Njideka, Esther & Confidence 2015). The report Teaching and Learning: Achieving Quality for All shows that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not soon because of poor-quality education that cannot ensure that children learn (NEEDS, 2014). Transparency International says 66 percent of the money Nigerian governments allocate to education is stolen by corrupt officials (Punch, 2020).

#### **4.2 Inadequate Professional Teachers**

Inadequate professional teachers in the Nigerian educational institutions can be linked to the high rate of corruption in the recruitment processes in the various ministries where teachers are recruited. In 2018, the Socio-Economic Rights and Accountability Project claimed that there were allegations of corruption in several federal universities relating to the employment of unqualified staff; unfair allocation of grades; contract inflation; truncation of staff's salary on the payroll; certificate scandal; examination malpractice; sexual harassment; and issuance of results for expelled students to graduate (Punch 2020). Ogunode & Paul (2021) identified corruption as another big reason for the shortage of professional teachers in the Nigerian educational institutions. The funds budgeted and released for employment of teachers are looted or diverted by some administrators in the educational institutions. The school administrators institutionalized what is called ghost workers in their various schools and are collecting their salaries instead of employing the teachers in the schools. Ghost worker corruption is one of the most common form of corruption in the educational institutions in Nigeria. The Governor of Imo state Governor Hope Uzodinm observed that the state has uncovered over 100 ghost workers, including more than 60 "dead or non-existent persons" in its schools. It is a sad revelation that over sixty (60) persons on the payroll of the board were found to be dead and non-existent, while another forty (40) persons who are no longer in the service of the State are still on the payroll of the State Government. In Kwara State, the state Government has suspended a permanent secretary and four other senior officials over their alleged involvement in the recruitment of 'fake' teachers and suspicious deductions of workers' salary at the state Universal Basic Education Board (SUBEB). The minister of finance and budget in Nigeria revealed that over 70,000 ghost workers that have been identified through the approved the Integrated Payroll and Personnel Information System (IPPIS) (Ogunode & Paul 2020; Naiarenews 2020).

#### **4.3 Inadequate Infrastructural Facilities**

Inadequate infrastructural facilities in the schools can also be linked to the corruption practices in the award of capital projects, embezzlement and mismanagement. Asiyai (2015) submitted that When fund meant for the smooth and effective management of universities are mismanaged, misappropriated and embezzled, the entire universities suffer. Infrastructural facilities within the system are not reactivated, instructional facilities are not procured and maintenance of facilities



is stalled. Consequently, infrastructural facilities continue to decay while the laboratories are empty, lacking the equipments for effective teaching and learning. Student's welfare service is forgotten and the entire university environment is characterized by sub-standard facilities that have not been reactivated for so many years. Asiyai (2015) indicated that the effect of corruption are lack of good moral values, production of poor graduates, poor image of Nigeria at the international scene, poor infrastructural development, poor academic standards and poor modernization of university facilities. Kanibin, (2019) noted that *in the Nigerian context, corruption has deep roots in the fabrics of the society, impacting virtually every aspect of the Nigerian economy. Scholars have highlighted the impeding impact on the technological, political, moral development of the country. In the educational sector, it causes infrastructural insufficiencies which leads to poor educational delivery and inaccessibility to education while impacting the empowerment of citizens within the society.* JibolaKadir, (2018) observed that most importantly, corruption terribly creates infrastructural problems that result in many people not having access to quality education and thus systematically create immorality and also resort to high profile criminality like militancy and insurgency.

#### **4.4 Ineffective Supervision of Schools**

Poor supervision of educational institutions in Nigeria is also linked to the corruption in the various agencies in charge supervision. Common examples of corruption in the education sector include the embezzlement and diversion of funds, equipment and school supplies; procurement fraud; examination malpractice; sexual exploitation; nepotism; favouritism; and bribery. While all these forms of corruption contribute to significant whole-of-society consequences, these are considerably worse for students from low-income backgrounds and poor communities, because they are often the victims and rarely the beneficiaries of corruption. Ogunode & Ajape, (2021) noted that corruption has penetrated the Nigerian educational institutions. Funds released for supervision programme in many states, ministries of education and agencies have been mismanaged, looted or misappropriated by some educational officers and school principals. The high level of corruption in the ministries of education across the state government is responsible for ineffective supervision of secondary school education in Nigerian states. Ogunode & Ajape, (2021) cited Socio-Economic Rights and Accountability Project (SERAP) reports that posited the high levels of corruption in public institutions in Nigeria for the past 5 years. Of the five major public institutions surveyed, the police emerged as the most corrupt, with the power sector identified as the second most corrupt in the country today. Other public institutions identified as corrupt by 70 percent of Nigerians surveyed are the judiciary, education and health ministries. The survey reveals that the level of corruption has not changed in the last five years. The funds made available for the supervision of education sometimes end up in private pocket. Public funds made for the provision of educational services have been diverted and mismanaged.

#### **4.5 Poor Staff Development**

Poor staff development of teachers in the Nigerian educational institutions can be traced to the corruption practices in the school administration. Kanibin (2019) cited Okorosaye-Orubite (2008) in one of the workshops organize by the Universal Basic Education Board, about 800 million naira was outrageously spent on a one day training workshop. This highlights the corruption reality on ground. It can therefore be deduced that rather than the workshop serve as a means to improve the educational sector through innovative brainstorming it was used as means to line the pockets of those in charge of organizing the seminar. Ogunode & Johnson (2021) and Ajie & Wokekoro, (2012) opined that human resource development is key to sustainable national development and the corrupt practices currently plaguing the Nigerian educational sector is thwarting this development. Ifedili and Ochuba (2009), they maintained that appointment of unqualified teachers based on ethnicity and parochialism, inadequate instructional facilities, mismanagement of fund, poor remuneration of teachers among others as the factors militating against the maintenance of standard education in Nigeria. Priye (nd) observed that the scrambled to loot as much as possible by those in position of power resulted in the neglect of the educational sector. Suddenly, education that was considered to be the corner stone for the

development and modernization of Nigeria was ignored, neglected, and starved of the necessary funds and policy initiatives needed to move it forward. Increasingly, national and state governments started cutting educational funds, thereby, creating the impression that education was no longer an important strategic tool in directing the country's growth. With this development, the looting of educational funds became acceptable. Thus, it became fashionable to loot funds allocated for academic enhancement, capacity building, infrastructural development, modernization, and rehabilitation of educational institutions. The looting involved educational policymakers, bureaucrats in various educational ministries, and school officials responsible for administering the schools (primary and secondary schools and universities).

#### **4.6 Poor Achievement of Educational Objectives**

Corruption has deepened into the Nigerian educational system. Corruption is one of the major obstacles to the development of education in Nigeria. Corruption is affecting the development of both primary, secondary and higher education. The realization of various objectives formulated in the national policy on Education (FRN, 2013) is being frustrated by corruption. Asiyai (2015) noted that corruption hinders efforts to achieve education goals by reducing access to services and diverting resources away from investment in infrastructure, instructional facilities, research, innovation, community and social services while Nwankwo and Nweke (2016) opined that educational system has become a corrupt sector that such corrupt practice like misappropriation of budget allocated for education, favouritism, ghost worker among others had led the education system to be difficult in managing towards the achievement of educational goal. Godwin (2017) and Acho, (2017) submitted that corruption can sap the development potentials of not only the institutions but the entire nation. Specifically, corruption in the education sector has the potential of eclipsing any meaningful educational policies and programmes. Again, it stunts pertinent variables necessary for educational development, including multiplier effects, by rendering impotent the very structures, institutions and human resources that facilitate growth. Njideka, Esther & Confidence (2015) and Ayobami (2011) pointed out that corruption can be systematic in nature but in a long run will affect the whole life of an institution or society. Corruption can therefore limit the goals of an institution thereby resulting to wastages.

#### **4.7 Poor Quality Education**

The high rate of corruption in the educational system in Nigeria is among the factors responsible for fall in the quality of education. Ikechukwu (2014)'s study indicated that corruption had enormity of negative effects on the output from the system in the area of productivity and acceptance of degrees awarded by the institutions in the labour market. In the absence of good governance, parents and community face education provisions that are unresponsive to their needs and ineffective in raising learning outcomes. Corruption leaves communities and regions with students sitting in classrooms, lecture theatres and laboratories lacking basic teaching and learning materials and supervised by de-motivated teachers. Azresearchconsult (nd) noted that corruption is one of the major development challenges in Nigeria educational system. Corruption has also contributed immensely to the fallen standard of education in Nigeria, it has jeopardize the quality of education from primary to tertiary level, teachers, school administrators parents, students and all other stakeholders are involved in the ills of corruption.

#### **4.8 Examination Malpractices**

Examination malpractice is according to Azresearchconsult (nd) is 'any irregular behaviour exhibited by candidates or anybody charged with the responsibility of conducting examination in or outside the examination hall, before, during or after such examination'. Corruption is one of the major causes of examinational malpractices in both public and private schools today. It occurs at all levels of both public and private schools in Nigeria both directly or indirectly. All over Nigeria, the perception of corruption especially in private schools is very high and uncontrollable. This is because, corruption undermines every aspect of the Educational System among which are, political development, economic development, social development and so on. It should be emphasized here that it is not just only in governance or educational system that

corruption is found; it is equally noticeable in every human society today in Nigeria (Samson, 2012, Azresearch-consultnd)). Ike (2017) submitted that in view of the rising costs of education (school fees, enrolment fees, cost of books and other material student and even their parents will not ordinarily want to be held back by any form of deficit or failure in any6 of the required subjects, hence will go to any length to ensure success. In some cases, some teachers at the secondary school level are involved by way of encouraging student to contribute money (cooperation fees) in order to secure the needed assistance during such examinations because they, the teachers are left with no other alternative considering the fact that they are aware of the inadequate preparation of their students as well as the lack of facilities to get them properly prepared before examination. Interview with 50 school heads in Benin City, reveals that more than 50% of our secondary school students on annual basis choose to enroll and write their final year external examination in schools and the interior and some private schools where they are very sure of success at the end of the day.

#### **4.9 Educational planning**

Educational administration, planning, supervision and inspection is also affected by the high level of corruption in the educational sector. Monica, (ND) observed that corruption in primary and secondary education affects planning, school management, policy making and procurement, and teacher conduct. Examples include cheating and other academic violations; bribery, nepotism, and favouritism in school admissions, teacher appointments, and licensing of education facilities; bid-rigging in the procurement of textbooks and school supplies; diversion of funds and equipment; teacher absenteeism; and exploitation of schoolchildren for sex or unpaid labour. Ogunode (2020) observed that the limited funds provided for the planning purposes in the various ministries, department and agencies of education are been diverted and this is affecting the planning of education.

#### **4.10 Poor Educational Outcome**

The corruption in the educational system is responsible for poor academic outcome of many students and teachers. Monica, (ND) submitted that corruption contributes to poor education outcomes. Diversion of school funds robs schools of resources, while nepotism and favouritism can put unqualified teachers in classrooms. Bid-rigging may result in textbooks and supplies of inferior quality. When families must pay bribes for services, this puts poor students at a disadvantage and reduces equal access to education. Teachers' demands for sex may cause girl students to drop out of school. Ogonnaya (2010), some heads of educational institutions receive 10% gratification for the execution of any project in their institution. Some parents even give bribes to secondary school principal to have their children admitted in the school. Teachers also give bribes to officials in the school board, so that they will not be transferred. School proprietors give bribes also to officials of education board for them to approve their private schools. There is even sexual harassment among students and teachers in schools. With this, the implementation of educational policies is jeopardized. The report Teaching and Learning: Achieving Quality for All shows that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not soon because of poor-quality education that cannot ensure that children learn (NEEDS,2014).

#### **4.11 Uncompleted Projects**

One cardinal goal of educational administration is to ensure initiation of school projects and completion of the projects for the use of school. School projects are very important for the realization of school objectives. Due to high rate of corruption in the administration of education, many projects have been abandoned in the schools and uncompleted due to diversion of funds meant for the execution of the projects (Ogunode & Stephen, 2021). Ololube, (2016) quoted ASUU, (2016) report that pointed out that out of the 701 development projects in Nigeria universities, 163 (23.3%) are abandoned and 538 (76.7%) are perpetually under ongoing

projects. Some of the abandoned projects in Nigerian universities are over fifteen years old and some are over forty years old. 76% of Nigerian universities use well as a source of water, 45% use pit latrines and 67% of students use bush as toilets. All the aforementioned reasons that were advanced by ASUU are as a result of misappropriation of the funds marked for the execution of the projects.

#### **4.12 Poor Implementation of Educational Programme**

Corruption in the educational system in Nigeria is responsible for poor implementation of educational policies and programme. This submission is confirmed by Ogunode, Jegede, & Ajape (2021) submitted a corruption practice in the Nigerian educational institutions is another major challenge preventing the implementation of primary school policies in Nigeria. Corruption has penetrated the Nigerian educational institutions. The Nigerian government has formulated and designed many programmes to develop the secondary school education in Nigeria, but because of the huge corruption in the system such monies and funds are diverted, mismanaged and misappropriated. For examples, funds released for the national feeding programme, quality assurance and for procurement of textbooks and instructional materials sometime ended up into private bank accounts. Research reveals that funds released for the implementation of nationwide Home Grown School Feeding Programme (HGSFP) of the federal government for primary school pupils was diverted into private bank account. This actions is affecting implementation of the nationwide Home Grown School Feeding Programme (HGSFP) (Thewhistler, 2020).

#### **5. Way Forward**

In order to address these problems of corruption in the educational administration, the government should fully involve the public in the administration of education in term of funding provision for the sector. Anti-corruption units should be established in all the ministries and agencies of education to help check mate corrupt practices among staff. Regular auditing of commissions, agencies and ministries of education account could help check financial corruption within the system. There is the need to overhaul our judicial system in such a way that there will be quick dispensation of corruption cases and corrupt individuals should be made to face the law. There should be enactment and enforcement of corruption laws. Anti-corruption agencies should regularly monitor the activities of the commissions, agencies and ministries of education. Funds release for programme and policies implementation should be monitored in the hands of the receiving agencies. This will help to check funds diversion and looting.

#### **Conclusion**

Corruption is one of the major problem hindering sustainable development in the educational sector. Corruption is affecting the primary, secondary and higher education in Nigeria. Corruption has reduced the volume of money meant for the development of education in Nigeria. No any meaningful development can be achieved under corruption practices in the administration of education. However, a free corruption educational system guarantees provision of quality education, employment of adequate professional teachers, provision of adequate infrastructural facilities, effective educational planning, supervision, administration, ensure effective capacity development programme for teachers and effective implementation of educational programme. This paper identified reduction of funds for school administration, inadequate of professional teachers, inadequate infrastructural facilities, poor supervision, poor staff development, hindered achievement of educational objectives, poor quality education, examination malpractices, educational planning and poor implementation of educational programme. To solve these problems, the government should fully involve the general public in the administration of education in term of funding provision for the sector. Anti-corruption units should be established in all the ministries and agencies of education to help check mate corrupt practices among staff. Regular auditing of commissions, agencies and ministries of education account could help check financial corruption within the system. Anti-corruption agencies should regularly monitor the activities of the commissions, agencies and ministries of education.



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