

Effect of Corruption on the Academic Performance of Business Education, Public Administration and English Language Students In Nigerian Universities

Ohiwerei, Franklin Ohiole *, Mrs. Janet Onimawo **, Mrs. Mary E. Ohiwerei ***

* Ph.D., Department of Vocational and Technical Education, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

** Ph.D, Department of Public Administration, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

*** Department of English, Faculty of Arts, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

DOI: 10.29322/IJSRP.9.04.2019.p8869

<http://dx.doi.org/10.29322/IJSRP.9.04.2019.p8869>

Abstract- This paper examines the effect of corruption on academic performance of business education, public administration and English language students respectively in Nigerian universities. It discusses the meaning of corruption in Nigeria universities, contributors to corruption in Nigeria university system. In addition, the paper sort to find out whether corruption is actually the problem in Nigeria university system, the effect of corruption in business education, public administration and English language in Nigeria universities; types of corruption in Nigeria universities were examined. The paper however, examined whether there are lecturers who discourage corruption and ways in which corruption can be eradicated in Nigeria universities. Finally, it discusses the corruption in universities globally, eradication of corruption in Nigerian universities, is corruption applicable to Nigerian universities alone? A historical survey was used to analyze and evaluate the perception of various authors with a view to informing and educating researchers, business educators, public administrators, English language lecturers as well as scholars the current issues relating to state of corruption in Nigeria universities and globally. Conclusion and recommendations were accordingly made.

Index Terms- academic, education, business, corruption, universities, Public Admin, English.

I. INTRODUCTION

This research work is collaboration among office technology education, public administration and English language lecturers in the university system in order to achieve a common goal.

Business education is an academic programme designed to train students which upon graduation are likely to be referred to as business educators or business people. They receive training which will make them to be fully integrated into the society thereby living no missing link between the universities and the various industries in positive ways. Public administration is a department that produces graduates capable of working in any sector in and outside the country and English language graduates are produced to work in both educational institutions and all sections of the economic as without English Language; these sectors communication cannot yield any positive result. These

three departments are components of the university educational system nationally and internationally.

Corruption according to the Pitman (1974) is the process of corrupting, decay, dissolution while Web (2014) stated that corruption is the act of corrupting or of impairing integrity, virtue, or moral, principles, the state of being corrupted or debased, loss of purity or integrity, depravity, wickedness, impurity, bribery.

Johnston (1996) opined the word corruption comes from the Latin word corruption, which in medieval Latin expressed a moral decay, wicked behaviour, putridity, rottenness.

According to Salisu (2000) the simple definition of corruption is that it is the misapplication of public resources to private ends. For example, public Officials may collect bribes for issuing Passports or Visa, for providing goods at sea/airport for awarding contracts or artificial scarcity. Konie (2003) identified two types of corruption, which are, Vertical corruption, and this involves managers and decision makers. It is common in less developed countries and; Horizontal corruption which involves the entire Officials, uninformed and laymen groups in the countries. These two types of corruption, if not seriously addressed and eradicated, will cause retardation in the economic and political state of any nation.

Okole and Raymond (2014) opined that colonialism imported corruption to Africa and by extension Nigeria. It explains corruption from different perspectives and concluded that corruption is innate and deep seated in Nigeria particularly in the public sector.

Corruption evolves from family the smallest part of the system. Even in the bible there was corruption when in Matthew 26 v 14-15, Judas Iscariot went to the chief priests, and said unto them, what will ye give to me and I will deliver Jesus unto you? And they covenanted with him for thirty pieces of silver.

The problem here therefore is that the researchers want to find out the effect of corruption on academic performance of students in business education, public administration and English language. The purpose of this research is to determine whether there is corruption in Nigeria and other countries universities system, those who are contributors to corruption in university system, whether corruption is actually the problem, whether corruption has effect in business education, public administration and English language students in Nigerian universities, whether there are types of corruption in Nigerian universities, determine

whether there are some lecturers who dislike corruption and whether corruption can be eradicated in Nigeria and other countries universities.

The findings of this research is hoped to be of immense benefit to both Nigerian and other countries governments. It will enable the governments to monitor the corruption in their countries universities systems and their countries at large. It will help lecturers to focus on the right attitude in performing their duties professionally. It will also help the students to work hard and also put confidence in them. It will help researchers for literature materials. It will help the universities authority to check lecturers' excessiveness. It will help to improve qualities of graduates' educational standard both nationally and internationally

II. CORRUPTION IN NIGERIA UNIVERSITIES

Corruption was imported into Nigeria because before the colonial masters came into Nigeria there was none corruption because people were made to swear an oath for suspected act of corruption therefore, various cultures do not accept corruption/stealing. When someone stole anything and committed adultery he/she is made to dance round the village or a cause will be placed on the subject entire family until the cause is reversed by appeasing the gods. In Nigeria the Edos, Yorubas, Igbos and the Hausas all have institutions that fight corruption for instance the Yoruba of Oyo-mesi the king making body, acted as a check against the abuse of power by the Alafin (the Oba) or the King of Oyo. The Alafin was constrained to rule with caution and respect for his subjects. When he is proven to have engaged in acts that undermined the interests of his subjects, such as gross miscarriage of justice for personal gains, the Oyo-mesi would, in the words of Yunusa Salami "present him with an empty calabash or parrot's eggs as a sign that he must commit suicide" since he could not be deposed, according to tradition. Igbo on the other hand, the titled chiefs sat together to address the more difficult issues of governance, and there is a saying among the Igbo that a "titled man does not lie." If one wanted to hear the truth, to be granted pristine justice according to the prevailing standards, he/she only needed to get the impeccable body of titled men to hear the case in question, Okoro and Raymond (2014).

Corruption has manifested in many ways in Nigerian universities. It involves the demanding for money as a "kick back"(Blocking) or making love with the ladies students before a service which employer had already paid for is rendered to such a student. Also financial mismanagement by officers of the university as well as favouritism and nepotism etc. Corruption is a cancer that has eaten deeply into the fabric of Nigeria system.

The principle of honesty existed in the dictionary of some lecturers which school of thought the authors belonged to fight are to and defend the integrity of the university as well as defend the helpless students. While the reversed is in the case of few deviant lecturers who in their dictionary honesty is dead i.e. quick way of making money is what they believed. These categories of lecturers formed a powerful group/click and are closed to management. Management believed them more than the honest lecturers. Once any of the honest lecturers' pick-up any of the dishonest lecturer before you know through their click such honest lecturer is been set-up and he/she suffers for something he/she knows nothing

about. Honest lecturers are rewarded negatively in terms of promotion, opportunities, advancement and position etc. While dishonest lecturers are re-enforced positively by way of promotion, appointment and advancement often undermine their bad attitude to work. This group of lecturers are popularly referred to as "Any Government in Power" (AGIP). They see the honest lecturers as impediment to their success.

Ezeaku (2016) opined that some students are victimised for not buying books published by the lecturers and made mandatory for all students, expressed further that a radio broadcaster recently narrated how he found it very difficult to purchase such books during his university days, when he found out that the compulsory book was the exact work of another foreign author. Academic corruption does not end there, lecturers publishing articles, projects or books written by other lecturers and management turn their eyes away because they are loyalist to them.

Money have been collected for the purchase of equipment and facilities for the training of business education, public administration and English language students and these equipment and facilities were never bought or purchased and even when they are bought, they are either inferior that will not last for two months or short supply that falls below the total number of amount of money that was collected. A business education lecturer who refuses to teach his/her students but set examination for the students is equally corrupted. Also students who do not meet up to seventy five percent class attendance for lectures are not qualified/expected to write such examination and if they are allowed to write such examination, corruption has taken place. When a student is unable to pay his first semester school fee and he/she is not allowed to write his/her first semester's examination by university authority and by second semester, this student has paid for both first and second semester fee but only allowed to write his/her second semester examination, the university authority has committed corruption. This is because that student has paid for the first semester examination which he/she was earlier denied of. Supposing this student is in 300 level that means he/she needs to pay another first semester school fee after the graduating year to come back and write the first semester examination he/she was not allowed to write.

The above enumerated corruption problems are bedevilling the teaching and learning of business education in Nigerian universities by extension affecting the business education, public administration and English language students academic performance calls for this research investigation. This paper sought to find out whether we must continue to be wallowing and swimming in corruption to the detriment of the performance of business education students in Nigerian universities.

III. CONTRIBUTORS TO CORRUPTION IN NIGERIAN UNIVERSITY SYSTEM

- (a) Government
 - Appointment of Vice Chancellor
 - Lack of fund
 - Policies
 - Insincerity
- (b) University Authority
 - Vice Chancellor
 - Deans

- Heads of Departments
- Lecturers
- Corrupt Practice by Students
- Corrupt Practice by Parents
- Environment
- Secret Court

(c) National University Commission (NUC)

(d) Nepotism – Ethnicism

Is corruption actually the problem?

Once you have a good system, good leadership, proper supervision, corruption cannot exist in Nigeria and other countries Universities. It is however, authors' categorical statement that corruption is not actually Nigerian's problem rather; it is the bad leadership in Nigeria, as well as in the educational system. During the era of the military reign of General Buhari and Idiagbon, Nigerian citizens' fears corruption though they were military which we the authors do not subscribe to. This equally translated to campuses. The university is a sub-section of the society and whatever that happens in the academic environment is a total reflection of the society itself. Therefore, the university is not isolated from the environment. It is unfortunate as at today that General Buhari and Idiagbon who fought corruption to a standstill in the past but the same Buhari though with Osinbajor are unable to fight the same corruption to a standstill in the present administration. Though many critics claimed that President Buhari is surrounded by corrupt men who brought him to power, in effect, it will be difficult for him to fight the same people. Therefore, fighting corruption is only on the pages of news papers in Nigeria today by extension Nigerian university system is swimming in corruption. Even the very few corrupt people arrested by Economic Financial Crime Commission (EFCC) currently being tried in Nigeria are not being tried the way ordinary person in Nigeria would like them to be tried to serve as deterrent to other. This is a total reflection of the university system.

According to Ibenegbu (2017) the dynamic impact of corruption in Nigeria is felt by every layer of the population. The most fragile social layer is poor households and small firms. Corruption in this sector of economy reduces any chances to increase human investment and capital. Cases of corruption in Nigeria are widely associated with poor public finance management. The increasing number of barriers from public provisions decreases the ability to do business. GDP and jobs in Nigeria Foreign direct investment sector has significantly decreased in the last decade. Foreign investments can provide real growth of GDP and jobs in Nigeria. Still, investors do not like the idea of spending even one cent in vain. Government effectiveness is also damaged due to the situation with corruption. The officials on high levels of Nigeria also get bribes. It means that their interests in creating laws can be strictly lobbied by price. Corruption in Nigeria is associated with low standards of living.

Ibenegbu (2017) further stressed that top 10 banks in Nigeria has a long history of corruption. In 1975, the officials of Gowon Administration were involved in the cement importation scandal. This scandal included almost all officials of the central bank and defence ministry. Nigerian officials were accused of falsifying ships manifestos. Millions of dollars from the budget were lost. - Olusegun Obasanjo administration was a deeply

corrupt government. Even the head of the state was involved in scandals with telecommunication firm ITT. Olusegun Obasanjo was criticized for his Operation Feed the Nation Program. It was mainly associated with land stealing. His famous project Otta Farm Nigeria was supposedly born out of this scandal. Olusegun Obasanjo - The real problem with Nigerian corruption occurred during the administration of Shehu Shagari. Few buildings that contained the financial documents of the government officials were burned down. Few days later, it was shown that the officials transferred money from the country with the help of Asian importers. - Babangida Administration helped corruption to obtain an official status in Nigeria. Ibrahim Babangida was accused of corruption, bribery, power abuse and even drug trade in Nigeria. His reign provided a new class of citizens in Nigeria. They are called nouveau riche. They were mainly the closest friends and family members of the state head. Ibrahim Babangida now lives in an exquisite mansion in Nigeria. Obasanjo administration - Obasanjo established a new trend of corruption during his years in power. It was the first time in the history of the country that FBI and international detectives investigated the case of corruption in Nigeria. It was the first time a U.S. Congressman was involved in Nigeria corruption. - Goodluck Jonathan managed to improve positions of Nigeria in the world corruption ratings. Still, his presidency did not miss scandals. They were mostly connected with secret deals between the NNPC and some people in the administration. According to the American financial researches, if the corruption in Nigeria does not slow down, then by the year of 2030, it will cover about 37% of GDP. It means that every citizen starting from today will lose about \$1000 to corruption every year. By the year of 2030, this number will increase up to \$2000 per person. Still, if Nigeria tackles the problem with corruption in the next decade – Nigerians may expect to have about \$535 billion of GDP by 2030. This tremendous sum can't go without a price. The potential benefits of anti-corruption programs are enormous. It includes increasing number of jobs, conditions of life and wages. Today the numbers provide a completely different picture. Corruption in Nigeria can be dealt with. The desire of eradicating corruption should come not only from politics in high cabinets but also from regular people. Low-income families should be the main power of changes as they are the majority of the population.

IV. EFFECT OF CORRUPTION IN BUSINESS EDUCATION, PUBLIC ADMINISTRATION AND ENGLISH LANGUAGE IN NIGERIAN UNIVERSITIES

From the above definitions, we can deduce that corruption in business education, public administration and English language in Nigerian universities does not only refer to bribery alone as may have been contemplated by the view of the general public. Corruption in Nigerian universities therefore include; allocation of business education courses to non-business education lecturers who do not receive training as business education teachers or experts but teach business education courses e.g. Technical education and Home Economic Education lecturers teach business education students in Nigerian universities. Allocation of special courses of interest by heads of departments to their friends and relations in public administration and English language departments. Awarding of unmerited grades to undeserving business education, public administration and English language

students by some lecturers who collect money from the students, popularly referred to as “BLOCKING”. Alteration or upgrading of business education, public administration and English language students scores from lower grades to higher grade e.g. “E” or “D” to “B” or “A” grades. Collection of gifts from their students to influence their grades. Having sex with the female business education, public administration and English language students to influence their grades. Written notes from senior lecturers to business education, public administration and English language junior lecturers to upgrade or pass their girl friends or relations. Cheating in the examination hall by students by way of smuggling in turn text book, or written papers, use of handset, students impersonation, students collecting two booklets, smuggling it out from the examination hall to a friend outside the hall to assist in answering the questions and smuggle back into the hall to submit when others are rushing to submit their answered booklets. Two students coming into the hall to write one examination, at the end of the examination, the most intelligent student will submit his/her booklet in favour of the failed student while the second student will smuggle out his/her booklet. This occurred mostly with the student having carryover courses to write. Students also are in the habit of answering questions and sending the answers through text messages to their friends who are writing examination in the hall.

The university administrators have contributed to corruption in no small way in the sense that they determine whosoever they want to make a Professor. Irrespective of the fact that the lecturer possesses scattered degrees e.g. having first degree in one field of study, second degree in another field of study and third degree Ph.D in different field, yet is being promoted. Again, even when the university authority knows that some of the articles accepted for promotion are plagiarised, yet, these categories of staff are regularly promoted to become Professors.

According to Olaleye-Oruene (2018) The global perception of Nigeria as the ‘black hole of corruption’ should be seen in its proper historical context, where corruption is the vestige of a colonial legacy. Moreover, within the international trade which is dominated by the North, corruption is the norm in Nigeria. With the introduction of corruption into the Nigerian ethos, its tentacles permeate from the highest echelons of government to the lowest level of the Civil Service, both national and local. Any transaction involving a public official must involve a bribe from the corrupter to the corruptee. The proceeds of crime are handled by fences -the financial institutions. The perpetrators of corruption are deemed to have personality defects which are responsible for their deviant behaviour. The victims are the Nigerian public who have been adversely affected by the deprivation which has resulted in underdevelopment and perpetual economic slavery. The myriad corruption control measures adopted have failed essentially because of the protection of vested interests compounded with corruption in the judiciary, guanos and law enforcement agencies.

Corruption reduces the image and low morale of university, lecturers, students, a nation, economic growth, employment opportunity, enhances inequalities and reduces the government’s capacity to respond to people’s needs. Also corruption leads to poverty in the society”. Corruption encourages laziness and weak society, weak economic growth and weak social developments. No wonder why Nigerian President Buhari stated in abroad in 2018 that “Nigerian youths are lazy”. Under paid and overworked over-inflated contract; If an engineer built a bad bridge and the

bridge collapses the highest number of persons that may have been killed may not be up to 100 persons but if a teacher/lecturer inculcate corruption habit into 100 students and these students by extension will destroy the whole word as each of the them will continue to multiply corruption into their students.

Today some business education, public administration and English language graduates cannot produce a simple type-setting manuscript, letters, tabular, memo, balance account, prepare cash book etc. Pedagogically, some cannot teach and they are unable to use teaching aids as well as unable to impact knowledge on their students. While public administration graduates cannot perform their duties in terms of administration and other office duties and the English language graduates cannot write letters without full of errors for instance some of them use the word “world” for sound words and sound words for “world”. Some cannot differentiate between present and past tenses while making sentences. Some of them cannot teach English language or impact knowledge on others. Some cannot express themselves literarily.

V. TYPES OF CORRUPTION IN NIGERIAN UNIVERSITIES

1. Impersonation in examination hall
2. Writing examination outside the examination hall and squeezing the paper into the exam hall.
3. Giving and receiving bribes – (blocking)
4. Favouritism in Course Allocation
5. Manipulation of scores/record by Course Adviser
6. Exploitation of students through Faculty Dues
7. Exploitation of students through Departmental Dues
8. Moderation of examination paper
9. Inflation of contracts by university administrators
10. Kick back and payment upfront
11. Abuse of university’s property
12. Lodging university’s fund into private accounts
13. Examination malpractices
14. Adulterated food or hazardous drugs
15. Misappropriation and embezzlement of fund
16. Unexecuted paid contract
17. Manipulation of course form
18. Using proxy names to buy property
19. Admission fraud
20. Over invoicing of items purchased
21. Appointments of qualified/unqualified relations/friends
22. Nigeria University Commission – Accreditation team
23. Diversion of fund by some TETFUND officials
24. Lack of infrastructure
25. Exploitation of Students by university authority

Parents are known to have used unauthorised means to influence their children's or wards' admission to federal government secondary schools, commonly referred to as unity schools. JAMB score has been inflated for admission in to the university in Nigeria, and this has led to cheat by some students and parents. There are some examination centers that have specialised in examination malpractices. Parents and children go for centres where they are been charged exorbitant fees to guarantee a minimum score of 300 in the JAMB score which automatically guarantee their admission into the university of their choices. These centers are popularly referred to as miracle centers.

According to Osipian (2008) embezzlement as a phenomenon of corruption in higher education works in two major directions: embezzlement from the university, committed by university employees, and embezzlement by the university, including misappropriation of research grants from the government. Both of these forms may qualify as white-collar crime.

Furthermore, there is healthcare fraud that takes place in university hospitals, medical centres, and other medical facilities that operate under the auspices of higher education institutions. Healthcare fraud occurs when patients and/or insurance companies are overcharged for the services performed charged for services not performed, or services are not rendered appropriately according to set procedures. This type of fraud is not related to academic process per se, unless medical treatment is a part of training for medical students.

In Nigerian university system today, some students and their parents are in the habit of finding ways of purchasing unmerited marks from very few unprofessional lecturers in order to enhance their grades in their final examination. Students and non-academic staff print fake school fee receipts thereby defrauding the university authority and some unsuspecting students are usually discovered by the audit department.

Osipian (2008) stated that plagiarism is committed both by students in writing academic papers and by faculty in scholarly writing and research. Reports on plagiarism may be found in media sources in the Russian Federation, the US, and the UK. It appears, however, that while the widespread plagiarism in the US and the UK is taken seriously, especially among professors, and becomes an issue of public debate, in the Russian Federation plagiarism is regarded as a normal way of writing papers. While in the US media, corruption in access to higher education is not discussed directly. However, there is a room for corruption in the admissions and some of the corrupt actions are discussed without using terms “corruption” or “fraud”.

Nwaobi (2004) opined that Nigeria must be one of the very few countries in the world where a man's source of wealth is of no concern to his neighbour, the public or the government. Wealthy people who are known to be corrupt are regularly courted and honoured by communities, religious bodies, social clubs and other private organizations. This implies that people who benefit from the largesse of these corrupt people rarely ask questions. Dadajo (2008) stated that the poor salary levels of most public servants have not kept pace with inflation, which has eroded their purchasing power. It is also clear that the process of gaining power in Nigeria is either by armed force or the influence of money.

VI. ARE THERE LECTURERS WHO DISCOURAGE CORRUPTION?

In a university environment where corruption is free for all, undermining of norms, rules and regulations are the order of the day, there are still very many Lecturers who hate corruption. They will never be involved in corruption, such group of Lecturers have high moral of self-discipline. Overtime, they have made frantic efforts to change the lives of those corrupt Lecturers, by explaining to them the side effect of corruption that if nemesis elude them, it will definitely catch-up with their children or relations.

There are very many decent lecturers who are not corrupt in the Nigerian university system that the author can still honourably point at today. There are still very many good lecturers today who paid school fee for students who they do not know but as a result of pity, there are still very many lecturers today who gave their text books to students free of charge. There are still very many good lecturers today who provide food for students and there are still very many good lecturers today who have used their personal money to treat sick students in the hospital. It is very sad, wicked, barbaric, satanic, and ungodly to hear that some evil lecturers are involved in corruption. The university system is still the most disciplined institution as compared to the public servant, political sector and other sectors in Nigeria today. This was born out of the fact that none of these sectors has had the political will to sack its staff, but in the past many lecturers have been sacked for various corruption offenses in Nigerian universities. This is in line with Ezeaku (2016) who stated that the Governing Council of university of Calabar will continue to be commended over a bold step taken recently towards the fight against corruption in Nigerian universities.

VII. CORRUPTION IN UNIVERSITIES GLOBALLY

Corruption is not applicable to Nigerian universities alone but to other countries universities like U.K., U.S., Russian Federation, Ukraine etc.

According to Osipian (2008) Cheating is yet another phenomenon of corruption, reflected equally in the media in the US, the UK, and the Russian Federation. Cheating is committed by students in tests and examinations and by prospective students in entry examinations and national tests regarded as entry examinations. Cheating should not be considered as a relatively innocent or less explicit form of corruption, as compared with bribery. Buying a term paper online often replaces the need to pay a bribe. In this case the faculty member is not involved in corruption, but the student achieves the same goal of receiving an unearned grade or admission to a college.



Source: Getty

According to Matthews (2017) the scale of student misconduct in Ukraine has been exposed by a survey of undergraduates that found nearly half have paid bribes and almost all admitted to cheating in exams and plagiarism. Of 600 students

surveyed at public universities in Lviv a city in the west of Ukraine seen as relatively uncorrupt 48 per cent had paid bribes.

Osipian (2008) explained trends in time in each category more or less reflect the trends in the higher education industry. Private education loans in the US, education fees in the UK, and standardized examinations in the Russian Federation are all in the news along with cases of corruption that accompany these changes and reforms. The dynamics of reporting different aspects of corruption in the media are presented in Figures 1-5. The date presented point to the phenomenal growth in the number of media reports on corruption in higher education over the last decade.

The Chronicle of Higher Education pays most attention to such phenomena as fraud, cheating, plagiarism and embezzlement.

While the Times Higher Education Supplement reports mostly on cheating and nepotism domestically and on bribery and nepotism internationally. And Guardian points to cheating, plagiarism, and fraud in the academic profess, in research, and in access to higher education. The number of reports over the last decade appears to be minimal. Gazeta.ru pays most attention to bribery, extortion, and fraud that takes place in academia, and that may be found in admissions to higher education institutions, in the academic process, in issuing educational credentials, and in licensing and accreditation. Accordingly, most corruption is found in interactions between faculty and students and state and universities.

Figure 1. Dynamics of the Chronicle of Higher Education reports on corruption in higher education by phenomenon, 1998-2007.

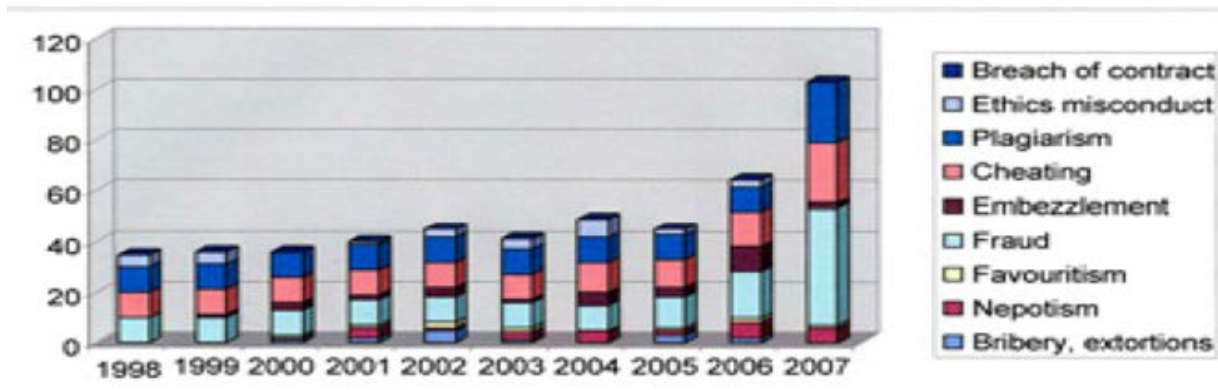


Figure 2. Dynamics of Gazeta.ru reports on corruption in higher education by phenomenon, 1998-2007

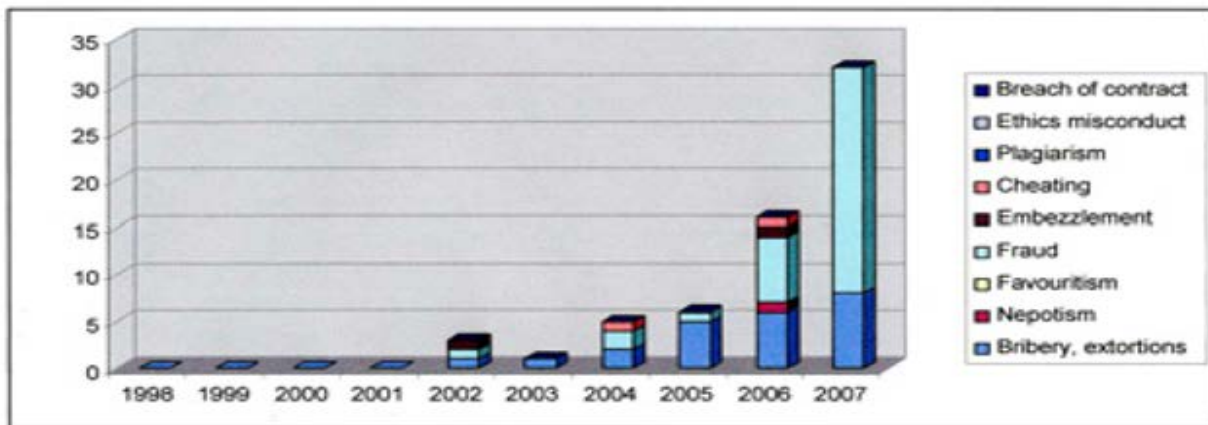


Figure 3. Dynamics of Newsru reports on corruption in higher education by phenomenon, 1998-2007

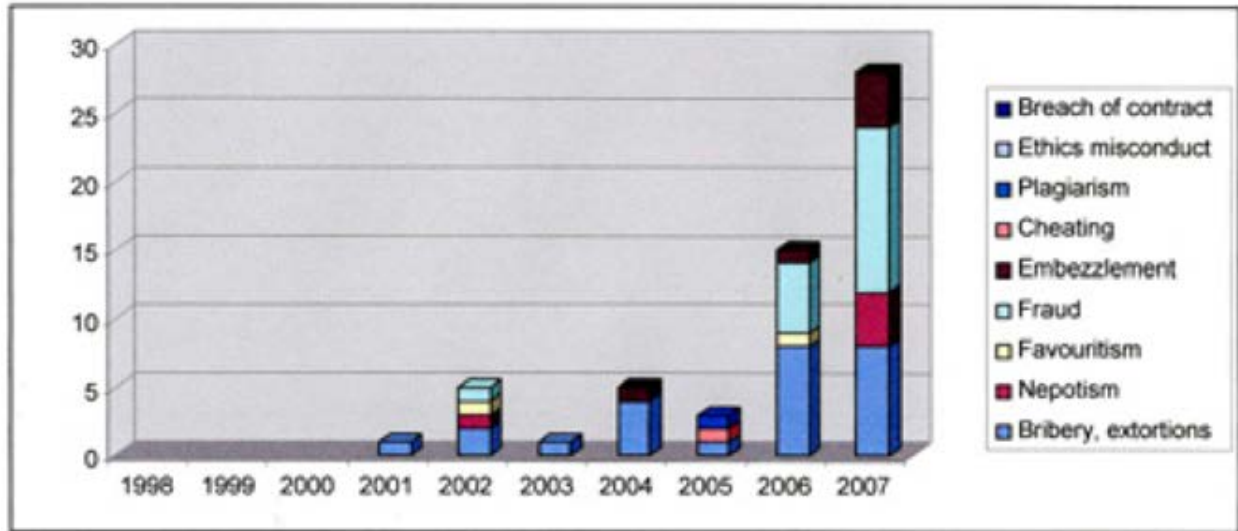


Figure 4. Dynamics of the Times Higher Education Supplement reports on corruption in higher education by phenomenon. 1998-2007.

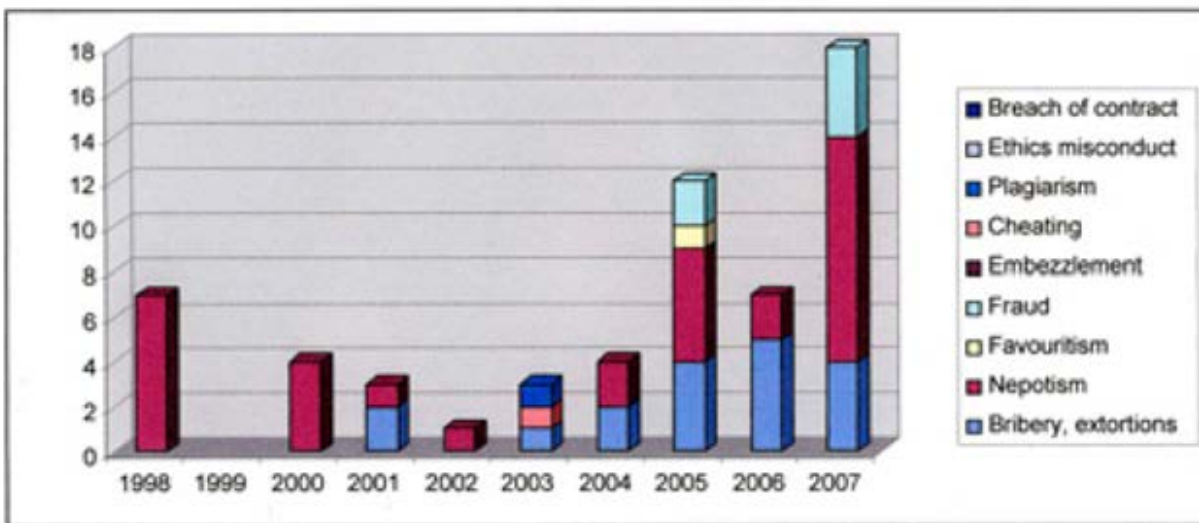
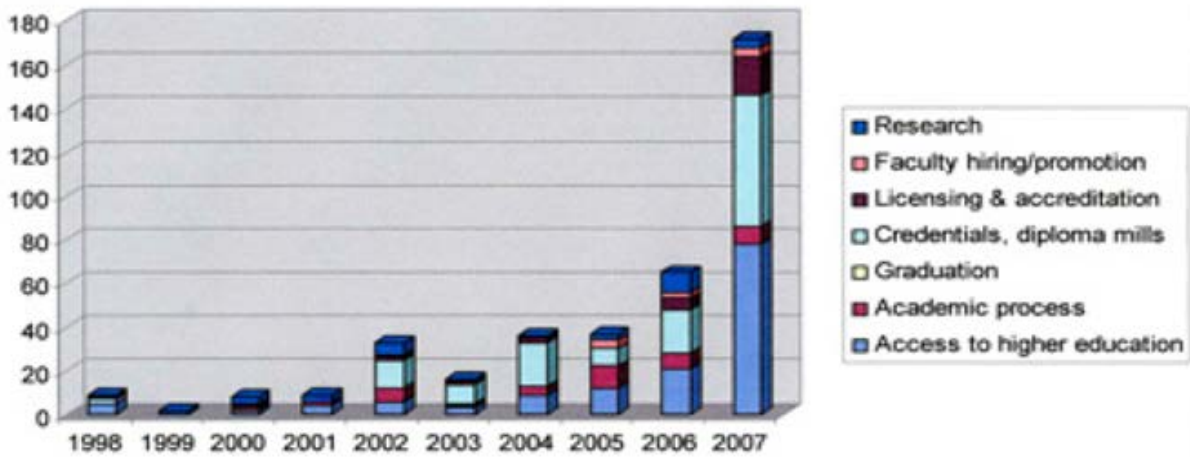


Figure 5. Dynamics of media reports on corruption in higher education by locus, 1998-2007



VIII. ERADICATION OF CORRUPTION IN NIGERIAN UNIVERSITIES

The university is a sub-section of the Nigeria society; therefore it is a total reflection of Nigeria itself. This view is opined because men and women who are Lecturers in the universities came from within the Nigeria society. Pragmatically, corruption must be totally eradicated in the Nigeria society before the war can be totally won in Nigerian universities.

According to Oyinola (2011) some of the things that cause poverty in Nigeria are the Nigerian ruling and business elite. The ruling elite lack the kind of philosophical and ideological vision and orientation that is committed to developing a dream society. They have no dream beyond the satisfaction of desire. This is also a total reflection of university administrators in Nigeria. Though, corruption is a world phenomenon. It is a social problem that has interested many scholars. Ruzindana (1999) asserts that corruption in Africa is a problem of routine deviation from established standards and norms by public officials and parties with whom they interact.

Oyinola (2011) further explained that corruption is turning many young men and women into an uncaring, unnecessarily aggressive, and the devil-may-care kinds of individuals. They have been socialized to believe that might is preferable to civility, that morality and ethics are not important virtues, and that it is important to win at all cost. They have increasingly been socialized to believe that it is proper and necessary to take whatever action, including killing in order to prevail. They learn this behaviour from the administrators and teachers/instructors/lecturers/professional and parents who supposed to mould them into hard-working honourable citizens. Having used to these kinds of behaviour, many university graduates have become a moral. They lie, cheat, manipulate, threaten, exploit, and kill in some cases.

It is unfortunate to state here that corruption is not only traceable to Nigeria universities but all over the world, but the problem here in Nigeria is that corrupt people go without been punished. Corruption cannot be eradicated in the Nigeria university system without firstly eradicating corruption from the Nigeria society. To buttress this fact, the authors hereby categorically made it bold to say that corruption is not only applicable to Nigeria universities but the whole world. In 2015

Blata the FIFA president was involved and tried for corruption. This assertion is a confirmation of Ezeaku (2016) who stated that incidentally, not only those in the citadels of learning are victims of the crime of plagiarism. Many writers, public speakers, public and civil servants, students and others are all victims. They copy the works of others without acknowledging the author. Furthermore, stated that we can still remember the dust raised by Victor Dike, a Nigerian born United States based professor's suit against the former Governor of the Central Bank of Nigeria (CBN), Mr. Sanusi Lamido Sanusi, whom he (Victor) accused of grossly violating his intellectual property rights by extensively plagiarizing his work in two public lectures, he (Sanusi) gave at two Nigeria Universities. The problem with Nigeria is that the Economic and Financial Crimes Commission (EFCC) and other corruption fighting agencies do not focus their investigation tentacles on educational institutions and to compel those who have questions to answer to face the music accordingly without fare or favour. Again, Nigeria is not yet matured in copying the British law rather she ought to implement the traditional law. The British law encourages corruption while the Muslim law discourage corruption e.g. in British law corrupt officers are jailed while the Muslim law either behead the offender or had his/her hand chop-up, and the traditional law made the offender to dance round the village nicked and sometimes what he/she stole is tied to the waist or a cause is placed on the whole family of the person. The British law which Nigeria copied have all laws in place but the government apparatus are there but the courage and will is not there to take a decisive decision against the corrupt officer. Nigeria therefore, needs articulated and fearless leadership who has the political will to take the bull by the horn.

IX. IS CORRUPTION APPLICABLE TO NIGERIAN UNIVERSITIES ALONE?

According to Altbach (2012) several scandals have recently been widely reported in the United States, including the private unaccredited 'Tri-Valley University', a sham institution that admitted and collected tuition fees from foreign students. That institution did not require students to attend class, but rather funnelled them into the labour market, under the noses of US immigration authorities. In addition, several public universities have been caught admitting students with sub-standard academic

qualifications. Quality assurance agencies in the UK have uncovered problems with 'franchised' British-degree programmes, and similar scandals have occurred in Australia. A prominent example is the University of Wales, which was the second largest university in the UK, with 70,000 students enrolled in 130 colleges around the world. It had to close its highly profitable degree validation programme, which accounted for nearly two-thirds of institutional revenue. With international higher education now a multibillion-dollar industry around the world – with individuals, countries and institutions depending on its income, prestige and access – it is not surprising that corruption is a growing problem.

Lipsett (2007) reported that recent surveys by Unesco have shown that 'ghost teachers' on school payrolls, who had either left their posts or never even existed, represent 5% of salary expenditure in Honduras and 15% in Papua New Guinea. Bribe and payoffs in teacher recruitment and promotion tend to lower the quality of teachers, and illegal payments for school entrance and other hidden costs contribute to low enrolment and high drop-out. Higher education corruption usually takes the form of fake universities, bogus degrees and accreditation fraud. The report found the number of fake universities on the internet offering bogus degree had risen from 200 to 800 in 2000-04. Lipsett (2007) further stated that in Ukraine, top-ranking officials from private universities admitted in 2005 that most licensing or accreditation applications, obligatory for the country's 175 private universities, required some form of bribery for success. In the early 1990s in Uganda, for example, only 13% of the annual amount granted to schools per student actually got to schools.

From the above, it is clear that corruption is not applicable to Nigerian universities alone but a global problem that needs to be fought globally.

According to Lanteri (2017) corruption has traditionally been treated as a legal issue and consequently as a problem for the public sector to solve through lawmaking and law enforcement. This approach has failed. It has proved both ineffective, because public officials are typically on the receiving end of corruption and therefore less likely to effectively oppose it the more corrupt the country is; and inadequate, because corruption does not boil down to law enforcement, but profoundly undermines economic and human development.

According to Mohammedbhai (2016) 42 bogus high education schools in South Africa closed for offering fake programs, including 2 bogus US-based universities awarding degrees in 15 days. Most common cases of corruption in Nigeria: promotions, journals and book publications, money extortion for handouts and marks, sexual harassment. Of 475 students surveyed in 3 East African universities, 1/3 admitted to plagiarism, 25% to collusion in exams, 5% to impersonating another student in exams. Mauritius closing down branch campuses of 2 private Indian universities offering degrees not recognized in India or Mauritius.

X. CONCLUSION

Conclusively, the research reveals that corruption is not applicable to Nigerian universities alone but a global disease that must be fought nationally and internationally. The number of lecturers involved in corruption in Nigerian universities is insignificant compared to those who are not. Though, that has

rubbed the rest lecturers because when a finger touches oil it rubs others. The university system is not as bad as reported in terms of corruption by various news papers as compared to the corruption in the public places and the political sector. Often time's lecturers have been dismissed from office as a mechanism to check them. This assertion is further confirmed by Ezeaku (2016) that Governing Council of University of Calabar a few days ago reportedly dismissed five lecturers and demoted 10 others for alleged plagiarism, financial fraud and other unwholesome behaviour. This goes to show that the university system is not institutions for training corrupt individual i.e. the leaders of tomorrow. Corruption is not the problem in our university system, the problem we have is lack of good leadership and lack of political will to discipline decisively those found to have been involved in corruption.

XI. RECOMMENDATION

After a comprehensive review and analysis of corruption in Nigerian universities and other countries, the researchers therefore recommend as follows:

1. Corruption should be included in our educational curriculum and be taught right from primary schools through secondary schools to university level globally.
2. Economic Financial Crime Commission (EFCC) offices should be established in all schools right from primary schools through secondary to university level. The commission will not have any dealing with the school authority but an independent of its own to arrest and prosecute any offender. Including the school authority, lecturers and students that are found to be involved in corruption in any way.
3. Nigeria Christians and Muslims to revert to African traditional religion as it has often helped in the fight against corruption.
4. The teaching of Nigeria's social, cultural, and moral values should be introduced into our education curriculum in both primary schools through secondary to university level in Nigeria.
5. EFCC should be empowered and be granted absolute autonomy to handle cases relating to corruption in all universities in Nigeria. Anti corruption laws, legislations and regulations should be written in simpler language and made accessible to all.
6. The National University Commission in the selection of accreditation team should look for members who are strict to form the visitation panel.
7. The university system needs to be overhauled.
8. Both national and international educational curriculum need to be reviewed with a view to include the teaching of both moral instruction and fraud prevention.

REFERENCES

- [1] Altbach, P. G. (2012). Taking on corruption in international higher education – University.
- [2] [Hhttp://www.universityworldnews.com/article.php?story=20120717](http://www.universityworldnews.com/article.php?story=20120717)

- [3] Dadajo, K. I. (2008). The Constitutional fight against corruption in Nigeria: Is it enough?
- [4] International Journal of Government, Finance and Management, 8:61-70.
- [5] Ezeaku, C. (2016). Fighting corruption in universities. UNICAL's Example. The Tide Tuesday, February 2016. www.thetidenewsonline.com
- [6] Johnston, M. (1996). The search for definitions: the vitality of politics and the issue of corruption, international Social Science Journal, 149, 322.
- [7] Ibenegbu, G. (2017). Effect of corruption in Nigeria Read more: <https://www.naija.ng/1105454-effect-corruption-nigeria.html>1105454
- [8] Konie, G. (2003). National Reconciliation." The Post , a Zambian Newspaper July 23.No.2471, pp: 11.
- [9] Lipsett, A. (2007). Corruption rife in world's schools and universities. The Guardian. <https://www.theguardian.com/education/2007/jun/07/highereducation.uk>
- [10] Lanteri, A. (2017). 5 ways universities can join the fight against corruption. World Economic Forum.<https://www.weforum.org/agenda/2017/03/5-ways-universities-can-j>.
- [11] Maduegbuna, N. (2005). Anti-Corruption in Nigeria: Public Communications Perspective, Corporate Mirror, 1 (10):16-18, 48.
- [12] Matthews, D. (2017). Student bribery and cheating 'endemic' in Ukraine.
- [13] Mohamedbhai, G. (2006). Fraud and corruption in higher education. Why, how and what role for quality assurance? CHEA International quality group 9CIQG).
- [14] Nwaobi, G. C. (2004). Corruption and Bribery in the Nigerian Economy: An empirical investigation public Economics 0404006, EconWPA. Retrieved from: <http://papers.ssrn.com/so13/papers.cfm?>
- [15] Okole, O. P. And Raymond, A. O. (2014). Global journal of human social sciences political science. Vol. 14 issue 7 version 10. (a)
- [16] Osipian, A. O. (2008). Corruption in Higher Education: Does it differ across the nations and why? Research in Comparative and International Education. Vol/ 3(4). www.wwwords.co.uk/RCIE
- [17] Oyinola, O. A. (2011). Corruption in Nigeria: An appraisal. [http://unllis.unl.edu/Library/philosophy or practice.](http://unllis.unl.edu/Library/philosophy%20or%20practice)
- [18] Salisu, M. (2000). Corruption in Nigeria. Lancaster University Management School Working Paper.
- [19] Olaleye-Oruene, T. (2018). Corruption in Nigeria: A Cultural Phenomenon. <https://www.emeraldinsight.com/doi/abs/10.1108/eb025836>
- [20] Ruzindan in Oyinola, O. A. (2011). Corruption in Nigeria: An appraisal. [http://unllis.unl.edu/Library philosophy or practice.](http://unllis.unl.edu/Library/philosophy%20or%20practice)

AUTHORS

First Author – Ohiwerei, Franklin Ohiole, Ph.D., Department of Vocational and Technical Education, Faculty of Education Ambrose Alli University, Ekpoma, Edo State, Nigeria.

Second Author – Mrs. Janet Onimawo, Ph.D, Department of Public Administration, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

Third Author – Mrs. Mary E. Ohiwerei, Department of English Faculty of Arts, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

Correspondence Author – Ohiwerei, Franklin Ohiole, P.O, BOX 775, EKPOMA, EDO STATE, NIGERIA., E-mail: frankohi@aauekpoma.edu.ng