

Students' View of Causes, Forms and Solutions of Lecturers' Involvement in Corrupt Practices in Tertiary Educational Institutions, Kwara State Nigeria.

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ABSTRACT

This descriptive survey investigated students' views on lecturers' engagement in corrupt practices within Kwara State's tertiary educational institutions in Nigeria. The study targeted NCE. Three-level students, with 150 respondents randomly sampled using stratified and purposive techniques from public Colleges of Education. A researcher-designed questionnaire was used, addressing four research questions. Mean and standard deviation analyzed the data, revealing a high level of lecturer involvement in Corruption. Causes cited included greed, students' disinterest in learning, weak enforcement of anti-corruption laws, and lecturer intimidation. Corrupt practices identified encompassed money extortion from students, sexual harassment, score manipulation, forcing handout purchases, and certificate forgery. Proposed solutions included timely salary payments, robust anti-corruption groups, funding lecturers' international conferences, strict sanctions against wrongdoers, and merit-based recruitment and promotion. These findings emphasize the need to combat Corruption, preserve institutional integrity, and create a conducive learning atmosphere. Implementation of effective anti-corruption measures can promote ethical academic conduct, ensuring transparent and accountable educational systems. Further research and practical interventions are vital to curb Corruption's impact on Nigeria's educational sector.

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INTRODUCTION

Corruption is a pervasive global issue, affecting both developed and developing nations to varying degrees. Many studies approach Corruption from economic or political perspectives, analyzing its causes, effects, and potential solutions (Pearson, 2001). Despite limited empirical evidence, Corruption is widely believed to hurt a country's economic growth and development. Moreover, Corruption is often seen as a factor perpetuating societal inequalities, irrespective of the level of development. Corruption has become rampant in Nigeria, infiltrating various aspects of society, including families, schools, courts, sports, health, and politics (Mafukata, 2015). In some extreme cases, Corruption even extends to religious institutions. The breakdown of the socialization process, responsible for transmitting cherished cultural values, has weakened when addressing Corruption effectively. Aniodoh, Ebouh, and Nweke observed that a society steeped in Corruption experiences a decline, with a recessed economy and disarray in all organizations and institutions. To combat politically corrupt behaviour like vote buying during elections, Nigeria introduced a new currency redesigned policy, but its effectiveness remains a litmus test for the persistence of Corruption in Nigerian

society. The pervasive nature of Corruption in Nigeria requires a concerted effort to address it across all levels of the organization. Effective measures to instil ethical values and combat corruption are crucial for the country's progress and development. Only with collective action can Nigeria hope to overcome this deep-rooted challenge.

Corruption in Nigeria's educational sector has become a growing concern, affecting all stakeholders. This pervasive issue extends to students, academics, non-academic staff, and educational administrators (Olaniyan, 2014). Special attention is directed towards academics due to their pivotal role in implementing the educational curriculum for national development (Reed, 2002). Unfortunately, numerous scholars have been implicated in various forms of corrupt practices. According to Mirya (2019), Corruption in the educational sector has detrimental effects on societal well-being, eroding social trust and diminishing the quality of educational outcomes. Ganahl (2019) contends that lecturers are involved in corrupt practices by allegedly using student course representatives to extort money from other students in exchange for passing specific examinations. Consequently, Corruption in tertiary institutions often involves collaboration between students-lecturers, lecturers-non-academic staff, students-non-academic staff, or even educational managers. It highlights the severe negative implications of Corruption in the education sector for all parties involved, demanding urgent and extreme attention to foster positive academic development and societal progress.

Saidu Maikano (2020) conducted an observation revealing that Corruption within the educational sector manifests in diverse forms, encompassing bribery, extortion, fraud, embezzlement, the illicit utilization of public assets for private gains, over and under-invoicing, false invoicing in tax and duty payments for imports and exports, inflating prices of purchased goods, and misappropriation of assets. These corrupt practices may also be attributed to lecturers in tertiary educational institutions. Furthermore, Ganahl (2019) observed a prevalent issue of sexual harassment on campuses, with allegations against some lecturers of intentionally failing female students who reject their sexual advances. While discussing sexual harassment, it has been discovered that some academics may be set up and induced by female students; however, any form of compromise based on sexual lust on the part of the lecturer constitutes a serious offence. Ajie and Wokekoro (2012) also identified other corruptive practices among academics, such as compelling students to purchase course materials or handouts, with non-compliance resulting in examination failures. Additionally, Paul and Kenechukwu (2020) observed various forms of extortion prevalent among academic staff in tertiary institutions, including the compulsory sale of handouts, the use, of course, representatives to collect illegal levies and donations, charging money for grades, leaking exam questions for financial gain, engaging postgraduate students to mark scripts for indirect extortion of money from students, and plagiarizing projects for students.

Iyanda (2012) further emphasized that some academics resort to extorting money from students to allow them to cover missed tests. This prevalence of Corruption represents a highly unethical practice among teachers, lecturers, and other stakeholders in the educational system. Such Corruption poses significant threats to academic standards in the education industry, ultimately impacting the quality of the workforce that higher education institutions produce for developing a nation-state like Nigeria. Iyanda (2012) argued that Corruption within institutions of higher learning is systemic and interconnected. For instance, the policy that mandates students to have a minimum attendance of 70% in courses to qualify for writing examinations may not be effectively implemented due to the tendency of lecturers to accept bribes from students in exchange for passing grades. This practice undermines the very essence of a lecturer's profession and contradicts their oath to uphold truth and integrity in education.

The causes of corrupt practices among academics cannot be over-emphasized. Dimkpa (2011) identified poverty due to the low salaries of lecturers and comprising attitude of lecturers to indulge in the act as the benchmark. The recent industrial action by the Association of Academic Staff of the University in Nigeria (ASUU) has revealed poor working conditions and low academic incomes compared with their

counterparts in other parts of the world. Therefore allegations of lecturers extorting money from the student, compulsory selling of handouts, accepting bribes, and other forms of generating unofficial student fees are traceable to poverty because of low-income earnings. Similarly, Nwachukwu (2021) attributed the reason for academic involvement in Corruption to some lecturers who thought that teaching was a lucrative venture for money making. Thus, if a teacher intends to make money in education like other entrepreneurs in other businesses, there could be the probability of being a cheater instead of a teacher.

Ogbonnaya (2009) observed that Corruption's consequences on teaching are grave to the extent that it affects objectivity in grading students' scripts, leading to low self-esteem and morale of lecturers. He added that some lecturers become despotic leaders and develop hostile attitudes towards students who do not give bribes. This condition negates the mentored-mentor relationship that should exist between lecturers and students. (Ogbonnaya, 2009). The cumulative result of Corruption in Education, especially in tertiary institutions, has begun to manifest in folds. Some tertiary institutions are ranked low because of the self-evident reason for the poor quality of graduates of such institutions. One begins to wonder how they managed to graduate if not that the system was compromised. The labour market finds it difficult to absorb the most deficient, incompetent graduates tagged unemployable. It can be deduced from the preceding that Corruption in the education sector in the country is one of the social problems that has lowered the quality and standard of Education in Nigeria and requires an immediate solution.

The solution to Corruption in Education requires a holistic approach that will also apply to all the stakeholders in the tertiary educational environment. Kirya (2019) suggested ways to remediate the educational sector from Corruption. These include spotting corruption problems and identifying likely allies or opponents to reform by applying political economy and power influence analysis as well as the use of Integrity of Education System (INTES), transparency and accountability promoting tools like ICTs; public expenditure tracking survey; teacher codes of conduct and salary reforms, monitoring evaluation and learning should be incorporated into anti-corruption reforms and inclusion of values, integrity and anti-corruption Education in school curricula is sacrosanct. Similarly, Saidu Maikano (2020) opined that the unique way to prevent corrupt behaviours is to use preventive and harsh punitive measures. Organizing workshops and seminars and using a code of conduct may prevent acts of Corruption, but when it is committed, prosecution and sentence to jail terms might be considered punitive measures. The Social learning theory forms the theoretical base for this study. It assumes that a person's environment significantly affects their behaviour and that a weak mechanism of social control enables Corruption, crime, and other deviant behaviour in society (Agnew, 1992). The Nigerian educational sector is an integral part of the whole Nigerian society, and having been overwhelmed by Corruption, the individuals, in this case, lecturers, are not isolated from their corrupt environment and, therefore, will assimilate negative tendencies.

One may not be shying away from investigating causes, forms, and remedies to all these abnormalities in an academic environment as affecting the lecturers who are also pivot stakeholders in educational development. Various studies have delved into issues of corrupt practice in Nigeria and somewhere else. However, much research has not been undertaken to examine the phenomenon of Corruption in the locale of this study concerning combining the causes, form, and solution affecting lecturer involvement at the tertiary level of education. Thus, this paper investigates Students' Views of Causes, Forms, and Solutions of Lecturers' Involvement in Corrupt Practices in Tertiary Educational Institutions in Kwara State, Nigeria.

Four research questions were formulated to guide the analysis of the findings: (1) What is the lecturers' level of involvement in corrupt practices in tertiary educational institutions in Kwara State?; (2) 2. What are the students' perceived causes of corrupt practices among lecturers in tertiary educational institutions in Kwara State?; (3) What are the various forms of corrupt practices among lecturers in tertiary educational

institutions in Kwara State?; and (4) What are the possible solutions to curb the corrupt practices among lecturers in tertiary educational institutions in Kwara State?

METHODS

This research employed a descriptive survey research design, as outlined by Creswell et al. (2007). The study focused on the entire student population attending tertiary educational institutions in Kwara State, Nigeria. To achieve a representative sample, respondents were selected using stratified, purposive, and random sampling techniques from the three public colleges of education in the state, categorized according to their senatorial districts: Kwara North, Central, and South. NCE 3 students were predominantly chosen due to their prolonged exposure to and interaction with their lecturers in the college setting. A total of 150 respondents were sampled across the three public colleges.

Data collection for this study was accomplished using a questionnaire entitled "Students' View of Causes, Forms, and Solutions of Lecturers' Involvement in Corrupt Practices in Tertiary Educational Institutions in Kwara State, Nigeria." The questionnaire comprised thirty-seven items, and its content validity was ensured through the scrutiny and feedback from at least four lecturers in the Department of Social Sciences Education at the University of Ilorin, who examined the items relevant to each sub-section. Additionally, the reliability of the instrument was assessed by administering it twice to 25 students from other tertiary institutions beyond the study's locale.

The data obtained from the questionnaire were analyzed using the Mean and standard deviation (SD) statistical methods, which were employed to address the four research questions posited in this study.

RESULTS AND DISCUSSION

Result

Research Question 1: What is the lecturers' level of involvement in corrupt practices in tertiary educational institutions in Kwara State?

Table 1. Lecturers' Level of Involvement in Corrupt Practices in tertiary educational institutions in Kwara State

Level of Involvement	Frequency (f)	Percentage (%)
Low	3	2.0
Moderate	69	46.0
High	78	52.0
Total	150	100.0

Table 1 shows the level of involvement of lecturers in corrupt practices in tertiary educational institutions in Kwara State as perceived by the students. It is shown that out of the 150 (100.0%) students that participated in this study, 3 (2.0%) indicated that lecturers in tertiary educational institutions in Kwara State were involved in corrupt practices to a low level, 69(46.0%) of the students to a moderate group while 78(52.0%) of the students indicated a high level. It implies from this result that most students supported that lecturers in tertiary educational institutions in Kwara State were involved in corrupt practices at a high level.

Research Question 2: What are the students' perceived causes of corrupt practices among lecturers in tertiary educational institutions in Kwara State?

Table 2 shows the student's view of the causes of lecturers' involvement in corrupt practices in tertiary educational institutions in Kwara State. A cut-off point of 1.5 was set to take any cause with a Mean of 1.5 and above as a cause. Given the cut-off point given above, it can be observed that greed (mean=1.71, SD= 0.67); unwillingness of students to learn (mean=1.51, SD= 0.71); lack of enforcement of law governing

involvement in corrupt practices (mean=1.50, SD= 0.80) and lecturers' intimidation (mean=1.50, SD= 0.81) were the causes of lecturers' participation in corrupt practices in tertiary educational institutions Kwara State.

Table 2. Students Viewed Causes of Corrupt Practices among Lecturers in tertiary educational institutions in Kwara State

S/N	Causes of Lecturers' Involvement in Corrupt Practices	Mean	SD	Rank
1	Greed.	1.71	0.67	
2	Late payment of salary.	1.36	0.88	
3	Poverty.	0.89	0.92	1
4	Lack of clear rules and regulations governing such acts.	1.22	0.90	
5	Students are not willing (ready) to learn.	1.51	0.71	
6	Lack of enforcement of law governing such acts in the Institution.	1.50	0.80	
7	Students' fear of school authority.	1.22	0.88	
8	Students are not attending lectures.	1.45	0.77	
9	Fear of victimization by the lecturers.	1.24	0.90	
10	Authority's inertial to deal with perpetrators of such acts.	1.19	0.94	1
11	Lecturers' intimidation.	1.50	0.81	

Research Question 3: What are the various forms of corrupt practices among lecturers in tertiary institutions in Kwara State?

Table 3. Forms of Corrupt Practices among Lecturers in tertiary educational institutions in Kwara State

S/N	Forms of Lecturers' Corrupt Practices	Mean	SD	Rank
1	Extortion of money from students.	1.79	0.59	
2	They are forcing students to buy reading materials (handouts).	1.58	0.80	
3	Sexual harassment (sex for marks).	1.59	0.77	
4	Abuse of office.	0.91	0.92	1
5	Favoritism/ Nepotism.	1.36	0.87	
6	We are changing scores (results) in favour of students.	1.59	0.76	
7	They are engaging in certificate forgery.	1.56	0.80	
8	Fraud in admission.	1.48	0.75	
9	Failing students who do not buy reading materials (handouts).	1.42	0.87	
10	I am writing an examination in the lecturer's office.	1.22	0.87	1
11	Lecturers writing projects for students.	1.23	0.92	1
12	Suppression of records.	1.13	0.90	1
13	Collection of work expenses without doing it.	1.42	0.83	
14	Sales of examination questions are handled by them.	1.12	0.95	1
15	I work less than official hours (coming to work late and closing earlier).	1.49	0.82	

Table 3 shows various forms of corrupt practices among lecturers in tertiary institutions in Kwara State. A cut-off point of 1.5 was set such that any form with a Mean of 1.5 and above is taken as a form. Given the cut-off point given above, it can be observed that extortion of money from students (mean=1.79, SD= 0.59); sexual harassment (mean=1.59, SD= 0.77); changing of scores (results) in favour of students (mean=1.59, SD= 0.76); forcing the student to buy reading materials (handouts)(mean=1.58, SD= 0.80) and engaging in certificate forgery(mean=1.56, SD= 0.80) were the forms of corrupt practices among lecturers in tertiary institutions Kwara State.

Research Question 4: What are the possible solutions to curb the corrupt practices among lecturers in tertiary institutions in Kwara State?

Table 4. Possible Solution to Curb Corrupt Practices among Lecturers in tertiary educational institutions in Kwara State

S/N	Possible Solution to Curb Lecturer's Corrupt Practices	Mean	SD	Rank
1	Paying lecturer's salary early.	1.80	0.57	
2	Self-satisfaction.	1.57	0.75	
3	Counselling.	1.35	0.87	1
4	Socialization of new entrants (lecturers, non-academic staff and students).	1.15	0.95	1
5	Institution of strong anti-corruption groups by the school management.	1.67	0.71	
6	Re-orientation for students and lecturers (seminars and symposiums should be organized by school authorities.	1.48	0.87	
7	Government should encourage lecturers by sending them to seminars and conferences abroad.	1.64	0.72	
8	Admission into Institutions of higher studies should be strictly on merit to avoid extortion by the lecturers.	1.43	0.86	
9	Recruitment of lecturers and promotions should be based on merit.	1.53	0.81	
10	School management should make the sale of handouts compulsory in tertiary Educational institutions in Nigeria.	1.43	0.81	
11	Victims of corrupt practices among lecturers should be sanctioned to serve as a deterrent to others.	1.57	0.80	

Table 4 shows the possible solutions suggested by students to curb the corrupt practices among lecturers in tertiary institutions in Kwara State. A cut-off point of 1.5 was set such that any suggested solution with Mean of 1.5 and above is considered acceptable. Given the cut-off point given above, it can be observed that early payment of lecturers' salaries (mean=1.80, SD= 0.57); Institution of strong anti-corruption groups by the school management (mean=1.67, SD= 0.71); encouragement of lecturers through sending them to seminars and conferences in abroad (mean=1.64, SD= 0.72); the sacking of perpetrators to serve as deterrents (mean=1.57, SD= 0.80) and recruitment of lecturers and promotion should be based on merit (mean=1.53, SD= 0.81) were the most acceptable suggested possible solutions suggested by students to curb the corrupt practices among lecturers in tertiary institutions Kwara State.

Discussion

The research examined the level of involvement of lecturers in corrupt practices within tertiary educational institutions in Kwara State. The findings showed that most students viewed lecturers' participation in corrupt practices as very high, corroborating Obule's (2016) earlier assertion that Corruption is a prevalent feature of Nigerian society at all levels. This high rate of Corruption underscores the existence of corruptive behaviour in various systems of Nigerian society (Dike, 2005). Curbing Corruption among lecturers is crucial for restoring the credibility and reputation of the educational system in Kwara State. Implementing the suggested solutions requires collaborative efforts from educational authorities, policymakers, and other stakeholders to create a culture of integrity and excellence within the academic community. By taking decisive actions to combat Corruption, Nigeria's educational sector can move towards providing quality education and fostering an environment of trust, transparency, and academic achievement. The research's findings on the causes of corrupt practices among lecturers shed light on various underlying factors contributing to Corruption in the educational system. Greed emerges as a significant driver of unethical behaviour, with some lecturers seeking financial gains through illicit means. It aligns with the

observations of Dimkpa (2011), who highlighted poverty and low salaries of lecturers as additional economic factors that could push some academics towards corrupt practices to supplement their income. The unwillingness of students to learn also plays a role in fostering immoral behaviour among lecturers. When students lack the motivation to engage in their studies actively, some educators may resort to unethical practices such as altering grades to avoid confrontations or negative evaluations. It points to the importance of addressing student engagement and fostering a positive learning environment to combat Corruption within the educational system. The lack of enforcement of laws and regulations governing corrupt practices is another critical factor that enables Corruption to persist. When there is a perceived lack of consequences for unethical behaviour, some lecturers may feel emboldened to act unethically. It underscores the need for robust anti-corruption measures and strict enforcement to deter potential wrongdoers.

Additionally, lecturers' intimidation may also contribute to the perpetuation of corrupt practices. Fear of retaliation or negative consequences from colleagues or superiors may dissuade individuals from reporting Corruption or speaking out against unethical behaviour. Addressing this issue requires creating a supportive and safe environment for whistleblowers and fostering a culture of transparency and accountability within educational institutions. Furthermore, Rotua's (2017) findings on some lecturers viewing teaching as a lucrative venture for money-making highlight the impact of economic factors on corrupt behaviour. The prevalence of unemployment and the desire for quick wealth can drive some academics towards engaging in corrupt practices, compromising the integrity of the education system.

To effectively address these underlying causes of Corruption among lecturers, a multi-faceted approach is necessary. It may include implementing measures to improve lecturers' financial well-being through adequate remuneration and addressing economic factors that drive Corruption. Strengthening enforcement mechanisms and anti-corruption policies can help create a deterrent effect and ensure accountability. Additionally, promoting a culture of ethics, transparency, and professionalism within educational institutions is essential in cultivating an environment that discourages corrupt practices. Understanding the causes of corrupt practices among lecturers is crucial for developing effective strategies to combat Corruption in the educational system. By addressing underlying factors such as greed, economic challenges, and a lack of enforcement, stakeholders can work towards fostering an ethical and conducive learning environment that upholds the values of integrity, knowledge, and excellence in tertiary education (Akileswaran & Hutchinson, 2019).

Research question 3 delved into the corrupt practices perpetrated by lecturers, revealing actions such as extortion of money, sexual harassment, altering scores or results, certificate forgery, and forcing students to purchase reading materials. These findings echoed previous studies by Ajie and Wokekoro (2012), Iyanda (2012), and Paul and Kenechukwu (2020), which exposed similar corrupt practices, including extortion of money for illegal levies, donations, and grades, leakage of examination questions, plagiarism, favouritism in grading, and covering up missed tests. Extortion of student money was identified as a form of Corruption influenced by economic factors (Ogunyemi, 2014).

Sexual harassment, another form of Corruption revealed in the research, is deeply troubling as it violates the rights and dignity of students, particularly female students, creating an unsafe and discriminatory learning environment. Such acts undermine the principles of equality and respect that should prevail within educational institutions. The altering of scores or results and certificate forgery not only compromises academic integrity but also devalues the hard work and achievements of students. These corrupt practices erode the trust and credibility of educational institutions, leading to a loss of confidence in the education system. Forcing students to purchase reading materials is an exploitative practice that places an additional financial burden on students, further exacerbating economic inequalities within the educational setting. To address these corrupt practices, a comprehensive and robust approach is required. Strengthening accountability and enforcement mechanisms is essential to deter potential wrongdoers and ensure

perpetrators face appropriate consequences. Promoting a culture of ethics, integrity, and transparency within educational institutions is crucial to combat Corruption and to uphold academic standards. Moreover, creating channels for students to report incidents of Corruption and ensuring that their complaints are taken seriously and handled confidentially is essential in fostering a safe and supportive learning environment. Educational institutions should also prioritize providing necessary learning materials and resources, ensuring that students are not subjected to exploitative practices in pursuit of their education. The research findings on corrupt practices among lecturers underscore the urgent need for systemic reforms to combat Corruption within the educational system. Addressing these issues requires collective efforts from educational authorities, policymakers, and society to promote ethical conduct, transparency, and integrity in higher education institutions. Only through such measures can the education sector fulfil its vital role in fostering knowledge, critical thinking, and national development.

The research question 4 sought possible solutions to curb corrupt practices among lecturers in tertiary academic institutions. The suggested remedies included prompt payment of lecturers' salaries, establishing a solid anti-corruption committee by school management, encouraging positive attitudes through seminars and conferences, imposing sanctions on corrupt individuals as deterrents, and promoting recruitment and promotion based on merit. These proposed solutions align with Kirya's (2019) recommendations for educational reform, emphasizing the use of political economy and power influence analysis, transparency, accountability promoting tools, and integrity and anti-corruption education in school curricula. Implementing these suggested remedies requires collaborative efforts from educational authorities, policymakers, and stakeholders in the education sector. Creating a culture of integrity, transparency, and accountability is paramount to curb corrupt practices among lecturers and ensure that the educational system upholds the highest standards of academic excellence, fostering an environment conducive to knowledge acquisition and national development. By working together to address Corruption, Nigeria's educational sector can pave the way for a brighter and more equitable future.

In conclusion, Corruption within the educational environment poses significant consequences, leading to the devaluation of high grades and undermining the pursuit of knowledge and hard work among students. All stakeholders in the academic realm must take action in sanitizing the ivory tower and upholding the values of integrity and ethical conduct. Implementing the suggested solutions can contribute to curbing corrupt practices among lecturers and fostering a transparent and merit-based educational system (Glendinning et al., 2019). To address this pressing issue, all stakeholders in the academic realm, including policymakers, school management, lecturers, and students, must take proactive measures to combat Corruption. Implementing the suggested solutions, such as prompt payment of lecturers' salaries, establishing a solid anti-corruption committee, encouraging positive attitudes through seminars and conferences, imposing sanctions on wrongdoers, and promoting merit-based recruitment and promotion, are essential steps in curbing corrupt practices. By fostering a culture of integrity, transparency, and accountability within educational institutions, the values of ethics and ethical conduct can be upheld, and corrupt practices can be deterred. Emphasizing the importance of academic integrity and professionalism will create a learning environment that values knowledge, hard work, and fair assessment, promoting the true essence of education.

Addressing Corruption in the educational sector requires a collective effort, commitment, and continuous monitoring. It is crucial to remain vigilant and proactive in identifying and addressing corrupt practices to create a trustworthy and credible educational system that contributes to national development. By implementing these measures and upholding the values of integrity, Nigeria's educational sector can undergo a transformative change, ensuring that students receive a quality education that prepares them for a bright and prosperous future. Embracing a transparent and merit-based approach will pave the way for a

thriving educational system that fosters knowledge, critical thinking, and ethical conduct among students and educators alike.

CONCLUSION

The primary conclusion of this study, as evident from the finding, is that level of lecturer involvement in corrupt practices in tertiary educational institutions is very high. The causes of corrupt practices among the lecturers include greed, unwillingness of students to learn, lack of enforcement of law governing involvement in corrupt practices, and lecturers' intimidation. The forms of corrupt practices among lecturers are extortion of money from students, sexual harassment, changing of scores (results) in favour of students, forcing students to buy reading materials (handouts), and engaging in certificate forgery. The possible solutions to curb the corrupt practices among lecturers in tertiary institutions are early payment of lecturers' salaries, Institution of strong anti-corruption groups by the school management, encouragement of lecturers through sending them to seminars and conferences abroad, sanction of perpetrators to serve as deterrents and recruitment and promotion of lecturers should be based on merit. However, this research is not cognizant of the difference in lecturer attitude towards the perpetration of corruptive behaviour based on school type, and lecturer gender needs to be examined to ascertain their involvement in the corruptive practice.

The following recommendations are made based on the findings of this study: (1) The tertiary institutions ought to evolve codes of conduct to ensure high standards of integrity in staff activities; (2) The tertiary institutions that already have codes of conduct ought to ensure staff compliance; (3) The tertiary Institution's management should allay students' fears of victimization when they report corrupt incidents from the lecturer; (4) The tertiary Institution's management should develop a policy that encourages sales of lecturer's textbooks and handouts through the school bookshops; (5) The tertiary Institution's management should moderate the price and evaluate all textbooks to ensure their relevance to the area of study or course content before use; and (6) The tertiary institutions' management should introduce students' assessment of lecturers as part of procedures for promotion. Government should ensure prompt payment of lecturer salary and be promoted as when due.

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