

RELATIVE IMPEDIMENTS OF CORRUPTION AS CORRELATE OF EDUCATIONAL SUSTAINABILITY IN CROSS RIVER UNIVERSITY OF TECHNOLOGY, CALABAR: PSYCHOLOGICAL IMPLICATIONS

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ABSTRACT

The study impediments of corruption as a correlate of educational sustainability in Cross River University of Technology, Calabar: Psychological implications, and possible solutions. Two research questions were posed to guide the study. Two research hypotheses were formulated based on the research questions posed. The total population for the study was four hundred and twenty-five (425) lecturers. The sample of the study was two hundred and six lecturers comprising both males and females. The instrument for data collection was both quantitative and qualitative. To establish the internal consistency of the research instrument, Cronbach's reliability estimate was analyzed alongside the split-half coefficient estimate. From the data analyzed, the following findings emerged. There is a significant predictive relationship between embezzlement of funds and educational sustainability and there is a significant predictive relationship between abuse of office and educational sustainability. Based on the findings, it was recommended that proper accountability should be ensured on any amount of money given to the management for the development. The lecturers specifically the male should be properly checked for sexual harassment with the female students and effective law enforcement should be put in place to ensure that corruption is stamped out in our educational system.

Keywords: Relative, Impediments, Corruption, Educational Sustainability.

INTRODUCTION

Education is the bedrock of development. This is because to have quality education implies having a high level of technological, social, and economic advancement. But unfortunately, education in Nigeria is faced with corruption that has hindered it from attaining its glory. Corruption is a cankerworm that has eaten up the fabric of our educational system. These include inadequate classrooms, a paucity of quality teachers and poor polluted learning environments, poor funding and thus, poor educational infrastructures, and teaching aids (projectors, computers, laboratories and libraries). For meaningful development to take place, the government needs to re-address the issue of corruption in our educational system (Taylor and Francis, 2021). In our educational sector, corruption erodes social trust, worsens inequality and hinders development thereby affecting educational sustainability. Corruption ranges from pre-primary to higher institutions of learning. However, academic cheating, bribery and nepotism in teaching appointments, inflation in textbooks, diversion of funds and equipment, teachers' absenteeism harassment of female students for sex.

Corruption erodes social trust, worsens inequality, and sabotages development. Corruption in education threatens the well-being of society because it undermined the formation of educated competent and ethical individuals for figure leadership and the labour force. Corruption affects policymaking and planning, school management, procurement and teachers' conduct. Examples, cheating and other academic violations; bribery, nepotism and favouritism in school admissions. Corruption contributes to poor education outcomes. Corruption in this study refers to dishonest or illegal behaviour by those above the students, such as staff (lecturers precisely). It is observed that most lecturers collect sorting from students to upgrade their scores. The male lecturers sometimes harass the female students sexually and otherwise which in turn affects educational sustainability. The relative impediments of corruption in the educational sector such as embezzlement of funds, abuse of offices, absence of proper accountability on how resources are spent, fake analysis on the kind of project that money should be disbursed, and not documenting every bid of thing that need financing. Hence, sincerity should be a watchdog in our educational system. Thus, in Nigeria's context, corruption has deep roots in the fabric of the academic environment, affecting virtually every level of our educational system. The need to tackle the growing trend of corruption in the educational sector, because of its impact on manpower and national development.

Corruption and the abuse of entrusted power for private gain contribute to poor education outcomes in several ways. Embezzlement or diversion of school funds deprives schools of needed resources, and nepotism and favouritism can lead to the employment of unqualified teachers. While corruption in procurement can result in school textbooks and other supplies of inferior quality, children especially girl children who are harassed for sex by their teachers may drop out of school. Parents pay fraudulent “fees” for educational services that are supposed to be free, thus putting poor students at disadvantage and reducing equal access to education which in turn affects educational sustainability. Therefore, educational sustainability is the propensity of an object or a programme to continue and grow in time. A school that is meant to produce quality students that will be useful to themselves and to society at large is now producing half-baked students that may not be useful to themselves and to society.

Educational sustainability in this study refers to the extent to which the educational sector can grow and continue to produce sound students at Cross River University of Technology, Calabar. Dridi (2014), revealed that one unit increase in corruption will cause 10 units to decrease in school enrolment and the primary school survival rate also decreases. The study used cross-country regression analysis. The result revealed that corruption incidence and primary school survival have no significant correlation and are very weak with a p-value of 0.3071 which is higher than the 0.05 level of significance and statistical value of 0.1341. The study concluded that one unit increase in corruption will cause 10 units to decrease in school enrollment and so the primary school survival rate also decreases. Similarly, a study conducted by Hanf (2011) using the focused principal components analysis revealed that the perceived level of corruption is correlated with the level of undernourishment. Furthermore, Dridi (2014) examined the effects of corruption on education, both quantitatively and qualitatively, by analyzing regressions for a wider range of countries the study showed a negative significant impact of corruption on the school enrollment rate in secondary education. But the relationship between corruption and the quality of education measured by repetition rates is low.

Dias and Tebaldi (2012) revealed that control of corruption has a positive but non-significant effect on primary, secondary and tertiary school enrollment rates. An empirical investigation on corruption and education for a panel of 8 countries by Dridi (2014) suggested that increasing corruption decreases access to schooling.

Chiokeand Agbodike (2021) carried out a study to examine, “if there is a relationship between corruption and educational development in Enugu state.” The objective of the study was

to examine the extent corruption has affected the development of the education sector in Enugu state, from 2010 – 2018. The research adopted the survey research method for the study. A structured questionnaire was constructed on a 5-point Likert scale and was used to collect the primary data needed for the study. Secondary sources like textbooks, journals, and unpublished works were duly consulted and adequately referenced. The population of the study comprised 362 tutorial staff of selected public secondary schools in the senatorial zones in the Enugu states. A stratified proportionate random sampling technique was adopted as the sampling technique for the study. To carry out the data analysis, the researchers adopted descriptive and inferential analysis using a statistical package for social science (SPSS). The results showed that corruption affects the development of the education sector in Enugu state. It was concluded that academic corruption is a cankerworm that is notorious for hindering the development of education and the academic performance of students. The study, therefore, recommends that since there are noticeable incidences of favouritism in awarding grades, and the term examinations should be marked like external examinations.

Madaki (2021), examines the effect of corruption on the educational system in Nigeria. He opines that corruption has universally plagued societies and its impact has disastrous effects on national development particularly the educational sector. In the study, the researcher recommended that accountability and transparency should sensitize and impose on every aspect of Nigerian society particularly the educational sector. Though attempts have been made by various researchers to examine the effects of corruption on Nigeria's educational system. This study, therefore, attempts to assess the relative impediments of corruption as a correlate of educational sustainability in the Cross River University of Technology, Calabar Cross River State, Nigeria. Thus, indicating what has been done so far to curb corruption and what is left to be done.

According to Kinya (2019)

- i. Corruption could take the form of illegal charges that are levied on children's school admission forms, which are supposed to be free.
- ii. Children from certain families, villages, and local government are favoured for admission, while others are subjected to extra payments.
- iii. Good grades and examination results are obtained through bribes to teachers and public officials.

- iv. Schools nullify the consequence of failing examinations by admitting or re-admitting students under false names.
- v. Substandard educational material is purchased due to manufacturer's bribes, instructor's copyrights etc.

Psychological Implications

Corruption is a risk factor for depression. On the psychological level, corruption will cause negative emotions, such as anger, fear, sadness, anxiety, guilt, depression, etc.

Anger is a very powerful emotion that has strong negative effects on both social relationships and the person experiencing the emotion. Anger produces negative social relationships and other chain reactions similar to that of jealousy (Frederick, 2001). On the other hand, negative emotions such as fear, threaten the individual's survival. Thus, negative emotions such as anxiety and depression often narrow attention. In this context, it narrows the attention of the students/individuals in the educational system.

Possible solutions to Corruption

In order to put an end to corruption in our educational environment, the following are the possible solutions:

- i. End impunity; in every sector, effective law enforcement is essential to ensure that the corrupt are punished.
- ii. In the admission exercise, only qualified candidates should be offered admission to the various programmes of studies. In other words, admission of students should be based on meritocracy, at the expense of mediocrity.
- iii. In awarding grades to students, only the students who passed on merits should be given the normal grades, not students, who went to lecturers to pay some amount of money.
- iv. Abuse of office; Teachers especially, the males should be properly checked to ensure that, they don't have sex with female students before high grades are given to them.
- v. During external examinations like West African Examination Council (WAEC) and National Examination Council (NECO), only those that have fear God, should be sent for supervision.
- vi. school development, so as to put a halt to embezzlement of the funds.

The worrisome questions seeking answers here, that have given impetus to the choice of this study are: Does embezzlement of funds affects educational sustainability in Cross River

University of Technology, Calabar, Cross River State? Does abuse of office affect educational sustainability in Cross River University of Technology, Calabar, Cross River State?

Statement of the Problem

Corruption is a virus that has eaten deep into our educational system. Corruption can be viewed as culture in almost every sector including education. Culture is the way of life. Because, corruption is found and practiced everywhere and is entrenched virtually in all sectors of society with many people, if not all, deeply involved in it. Corruption then is a culture. It is a global devil that has devoided human intelligibility in its social context. As an anti-solid behavior and a plague that has eaten so deep into the entire fabric of Nigerian society. It confers advantages on few people contrary to legal and moral norms of the society. Thus, in our educational system abuse of office prevail, where teachers take advantage of their offices to have sex with female students in exchange for good grades or any other educational good. The consequence is that these products cannot read or write effectively, even at this period when we are faced with the problem of educational advancement. It becomes very pertinent that our teachers' heads of teachers, and school management should inculcate good moral standards, in other to stamp out the evil in the educational system. As important as these requirements are for a sustainable educational environment, do they exist at Cross River University of Technology, Calabar, Nigeria?

Purpose of the Study

The main purpose of this study is to examine the relative impediment of corruption as a correlate of educational sustainability at Cross River University of Technology, Calabar.

Specifically, the study was designed to:

- i. Find out the extent to which the embezzlement of funds relates to educational sustainability in Cross River University of Technology, Calabar.
- ii. Examine the extent to which abuse of office relates to educational sustainability at Cross River University of Technology, Calabar.

Significance of the Study

The study has both theoretical and practical significance. Theoretically, the study was anchored on the principal-agent theory by Klitgaard (1988). This theory states that agents (public official(s) serve to protect the interest of the principal, whether the public, parliament, or supervisors. Practically, the findings of this study will benefit;

Teachers, students, school heads, parents, government and general readers.

The finding of this study may be of immense benefit to the teachers to understand how corruption influence educational sustainability.

The finding of this study may help the students to have full knowledge of the relative impediments of corruption in educational sustainability. The finding of this study may help parents to understand that corruption has relative impediments to educational sustainability. The study may also help school heads to arrive at the proper ways of curbing corruption in our educational system in order to enhance its sustainability.

This study may further help the government to know how corruption influence educational sustainability. The study will encourage the general readers to read wide and know the implications of the relative impediments of corruption in educational system. And proffer measures that would be used to curb corruption in the educational system.

Research Questions

The following research questions were posed to direct the study.

- i. To what extent does embezzlement of funds relate to educational sustainability at Cross River University of Technology, Calabar?
- ii. How does abuse of office relate to educational sustainability at Cross River University of Technology, Calabar?

Research Hypotheses

To provide a guide for this study, two hypotheses were formulated based on the research questions posed.

- i. Embezzlement of funds does not significantly relate to educational sustainability at Cross River University of Technology.
- ii. Abuse of office does not significantly relates to educational sustainability at Cross River University of Technology.

Research Design

The research design adopted for this study was ex-post-facto. Isangedighi, Joshua, AsimEkuri (2004) define ex-post-facto as a research design basically for studies of phenomena after they have occurred since no direct manipulation would be carried out on the independent and dependent variables respectively in the study. Ex-post-facto design becomes the most appropriate for use in this study. The design was considered most appropriate because the

researcher had no direct control of the independent variables because they were not manipulated as they had already occurred at the time of data collection.

Population of the Study

The population of the study comprised of 425 lecturers; 226 representing 53% males and 199 – representing 47% females. It was from the total population that a representative sample was drawn and used for the study.

Sample and Sampling Technique

The sampling technique adopted for this study was a simple random sampling technique. The researcher adopted this technique because this technique gives an equal and unbiased opportunity for elements of the population to be selected for the study. From the available population of 425 lecturers, 206 lecturers were selected as samples for the study from the four (4) campuses in Cross River University of Technology, Calabar, Cross River State.

Determination of Sample Size

To determine the minimum sample size that will validate the result of the study externally, Taro Yamene's formula was applied.

The formula states that for a finite population (N) the minimum sample size (n) is given as

$$n = \frac{N}{1+N(e)^2}$$

where n = required minimum size

N = population 425

e = chosen level of significance

$$n = \frac{425}{1+425(0.5)^2}$$

$$n = \frac{425}{1+425 \times 0.0025}$$

$$\frac{425}{2.0625}$$

$$N = 206.060 = 206$$

Instrument for Data Collection

The study used both quantitative and qualitative methods in data collection. Filstead 1970:6 defines qualitative methodology as those research strategies which allow the researcher to obtain firsthand knowledge about the empirical social world in question. The following instruments were used;

- (i) Questionnaire
- (ii) Semi-structured interview guide
- (iii) Direct observations
- (iv) Case studies

Three case studies were selected. These were lecturers who have been adversely collecting money from students and also involve in sexual aspects with female students. They were purposely selected by the head of departments.

Validity of the Instrument

Validation refers to the degree to which an instrument measures what it intends to measure, or the extent to which a true and accurate measure of a trait is probable (Isangedighi, Joshua, Asin and Ekuri, 2004). Two kinds of validity were established for the instrument of the study. These were the face and content validity. Face validity refers to the way the questionnaire items appear to take care of relevant content in the subject area of interest. While content validity refers to the extent to which the instrument represents the content of interest, or how well the items on the instrument represent or sample the content to be measured.

In order to determine the validity of the instrument, it was submitted to experts in measurement and evaluation unit, in the Faculty of Education at Cross River University of Technology Calabar.

Reliability of the Instrument

To establish the internal consistency of the research instrument, Cronbach reliability estimates were analyzed alongside the split half coefficients estimate. The coefficient alpha range between 0.759 to 0.85. These were all higher than 0.49 estimates as provided by Nunally (1986). This depicts that the instrument was good enough to be used for the study.

Method of Data Collection

A total of two hundred and six (206) copies of the questionnaire were produced and administered to the respondents with the help of research assistants. The responses were collected back when the respondents had finished responding to the questionnaires.

Method of Data Analysis

Data collected were analyzed using Pearson’s Product-Moment Correlation Coefficient analysis (r) for both null hypotheses 1 and 2.

Presentation and Discussions of Results

The results of this study were presented hypothesis by hypothesis as shown below

Hypothesis one:

Embezzlement of funds does not significantly relates to educational sustainability at Cross River University of Technology, Calabar. The predictor variable in this hypothesis is Embezzlement of funds while the criterion variable is educational sustainability. To appropriately test this hypothesis, Simple Linear Regression Analysis was employed and the results of the statistical analysis are shown in Table 1.

Table 1: Simple linear regression analysis of educational sustainability on embezzlement of funds

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	.163 ^a	.027	.022	5.53891		
Sum of Squares						
Sources of variance		Squares	df	Mean Square	F-value	p-value
Regression		168.831	1	168.831	5.503	.020 ^b
Residual		6166.578	201	30.679		
Total		6335.409	202			
Variables		B	Std. Error	Beta	t-value	p-value
Educational sustainability		29.866	1.631		18.312	.000
Embezzlement of funds		.238	.101	.163	2.346	.020

*p<.05

The results as presented in Table 1 shows the R-value of .163 and R-squared of .027. This implies that only 27% of the variance in embezzlement of funds accounts for educational sustainability. The p-value of .020 (5.503) is less than .05. As a result, the null hypothesis was

rejected. This means that there is a significant predictive relationship between the embezzlement of funds and educational sustainability.

To test the significance of the combination of both the regression constant (29.886) and the regression coefficient (.238) to the prediction of educational sustainability, a t-test analysis was executed and the result indicates that both variables (constant and embezzlement of funds) contribute significantly to the prediction of the dependent variable (educational sustainability). The mathematical relationship of the regression model is depicted by the following equation $y = 29.866 + .238 x$, where y = educational sustainability and x is educational sustainability.

Hypothesis two

Abuse of office does not significantly relates to educational sustainability at Cross River University of Technology, Calabar. The predictor variable in this hypothesis is Abuse of office while the criterion variable is educational sustainability. To appropriately test this hypothesis, Simple Linear Regression Analysis was employed and the results of the statistical analysis are shown in Table 2.

Table 2: Simple linear regression analysis of educational sustainability on abuse of office

Adjusted R						
Model	R	R Square	Square	Std. Error of the Estimate		
	.214 ^a	.046	.041	5.48462		
Sum of						
Sources of variance	Squares	df	Mean Square	F-value	p-value	
Regression	289.108	1	289.108	9.611	.002 ^b	
Residual	6046.301	201	30.081			
Total	6335.409	202				
variables	B	Std. Error	Beta	t-value	p-value	
(Constant)	29.339	1.422		20.639	.000	
Abuse of office	.259	.084	.214	3.100	.002	

*p<.05

The results as presented in Table 2 shows the R-value of .214 and R-squared of .046. This implies that only 46% of the variance in Abuse of office accounts for educational

sustainability. The p-value of .002 (9.611) is less than .05. As a result, the null hypothesis was rejected. This means that there is a significant predictive relationship between Abuse of office and educational sustainability.

To test the significance of the combination of both the regression constant (29.339) and the regression coefficient (.259) to the prediction of educational sustainability, a t-test analysis was executed and the result indicates that both variables (constant and abuse of office) contribute significantly to the prediction of the dependent variable (educational sustainability). The mathematical relationship of the regression model is depicted by the following equation is $y = 29.339 + .259 x$, where y = abuse of office and x is educational sustainability.

Summary of Findings

From the data analyzed, the findings emerged;

- i. There is a significant predictive relationship between embezzlement of funds and educational sustainability.
- ii. There is a significant predictive relationship between abuse of office and educational sustainability.

Discussion of Findings

This subsection dealt with the discussion of the findings arising from the statistical analyses carried out for the study. The discussion was carried out hypothesis by hypothesis as follows.

Embezzlement of Fund and Educational Sustainability

The statistical analysis of hypothesis one of this study has revealed the facts that there is a significant predictive relationship between the embezzlement of funds and educational sustainability at Cross River University of Technology. The result of simple linear regression analysis confirmed this through its p-value of 0.20 (5.503) which was far lesser than .05. therefore, this study rejected the null hypothesis which stated that embezzlement of the fund does not significantly relates to educational sustainability. The finding is in line with the study of Dridi (2014), which reveals that one unit increase in corruption will cause 10 units to decrease in school enrolment and the primary school survival rate also decreases. The study used regression analysis. The findings reveal that corruption incidence and primary school survival has no

significant correlation and a very weak p-value of 0.3071 which is higher than 0.05 level of significance and statistical value of 0.1341.

Furtherer,Chioke and Agbodike (2021), carried out a study to examine, “if there is a relationship between corruption and educational development in Enugu state”. The objective of the study was to examine the extent in which corruption has affected the development of the educational sector in Enugu State (2010-2018). The finding showed that corruption affects the development of the educational sector in Enugu state. In line with this, Madaki (2021), also examines the effect of corruption on the educational system in Nigeria. The results reveal that corruption has universally plagues societies and its impact has disastrous effects on national development, particularly in the educational sector.

Abuse of Office and Educational Sustainability

The statistical analysis of hypothesis two of this study has shown that there is a significant predictive relationship between abuse of office and educational sustainability. To buttress this assertion, observations had shown that most lecturers used their office to molest female students, either by sleeping with them to give them high grades, or otherwise.

Thus, in line with this study, Nour (2020), carried out a study to investigate the consideration regarding the regulation of the crime of abuse of office, in an international journal titled “Law, Crime and Justice. In this study, the finding reveals that the crime of abuse of office belongs to the group of corruption and service offenses. The study further reveals that the offense of abuse of office violates the principles of impartiality integrity and transparency.

Summary of the Study

This study assesses the relative impediments of corruption as a correlate of educational sustainability in Cross River University of Technology, Calabar, Cross River State, Nigeria. Specifically, the study examines the relationship between embezzlement of funds and abuse of office in educational sustainability at Cross River University of Technology, Calabar, Cross River State, Nigeria. To achieve the purpose of this study, two (2) research questions were posed to direct the study and two (2) null hypotheses were formulated based on the research questions posed to provide a guide for this study.

Literature was reviewed. An ex-post facto research design was adopted for the study. A sample of 206 lecturers was used for the study. The study adopted both quantitative and

qualitative methods for data collection. To establish the internal consistency of the research instrument, Cronbach reliability estimates were analyzed alongside the split-half coefficients estimate. The coefficient alpha range between 0.759 to 0.85. simple linear regression analysis was the statistical analysis that was used. Null hypotheses were subjected to a 0.05 alpha level. The results of the analyses showed that embezzlement of funds and abuse of office have a significant predictive relationship in educational sustainability.

PSYCHOLOGICAL IMPLICATION

In society, corruption has been regarded as a cancerous element that has eaten deep into the fabric of our national growth. this is because the level of corruption has tremendous psychological implications in Nigeria. Thus, it is pertinent to know that psychologically, it can affect human, and material resources thereby posing a danger to the overall growth and development of generations yet unborn. furthermore, when corruption is deeply rooted in the minds of individuals in society, it can affect the overall sustainability of individuals which is daunting to affect the educational advancement of society in general. Thus, total checks and balances should be put in place to guide against embezzlement of funds and abuse of office have a significant predictive relationshipwith educational sustainability.

Recommendations

Based on the findings of this study, these recommendations were made;

- i. Proper accountability should be ensured on any amount given to the management for the school development, so as to put a halt to embezzlement of funds.
- ii. The lecturers specifically, the males should be properly checked for sexual harassment with the female students.
- iii. Effective law enforcement should be put in places to ensure that corruption is stamped out in our educational system.

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