

CORRUPTION IN THE EDUCATION INDUSTRY IN NIGERIA: IMPLICATIONS FOR NATIONAL DEVELOPMENT

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ABSTRACT: *This paper sees corruption generally as a condemnable behaviour and particularly identifies corruption in the education industry as a practice that has multiple capabilities for undermining the national development of Nigeria. Corruption in the education industry terribly creates infrastructural deficits that result in poor instructional delivery and making many people not to have access to education which in addition to being a fundamental human right is a spring board for their empowerment and emancipation infrastructural deficits and inability of a people to have access to education systematically renders useless the ability of the people to engineer national development as generations of citizens are left frustrated, disgruntled and disenchanted in addition to manifesting terrible immorality in the forms of militancy and insurgency. Embrace of militancy and insurgency as a result of lack of access and infrastructure owe their sources to corruption, which disastrously has multiplier effects on the economy and the national development of the Nigerian state: potential human beings who ideally are great assets for the development of Nigeria are lost to actions/activities that are not investor and investment friendly. The paper recommends among other things the teaching of skills that can promote greater transparency and accountability in managing issues in education, stronger and implementable in managing issues in education, stronger and implementable social justice measures for the citizens to developing curricular and pedagogical measures for sensitizing citizens to rise up to kill corruption in Nigeria.*

KEYWORDS: *corruption, education, Nigeria, national development, transparency, pedagogy, curriculum, innovation, accountability.*

INTRODUCTION

One hydra-headed scourge that has assumed high profile and epidemic proportion so pronounced and contagious that its seals and impressions can be noticed and felt by individuals and states globally without respect to levels of sophistication or lack of it is corruption. Corruption exists at local, national and international levels and at any level of its existence, corruption has in-built devastating and disabling potentials to infest and reconfigure the psyche of the individuals, the state and those entrusted with the day to day affairs of the state at its social, political, economic, religious, moral and general development levels with terrible viruses that in addition to undermining the advancement and progressive development of the state, impairs and cripples the zeal for honesty, hard work and merit in citizens. These are possible because corruption in any of its multi-dimensional forms has terrible potentials that can neutralize and bring to zero point the developmental aspirations of honest and hard working individuals and institutions in states in the

form of causing general disenchantment and instability, making nonsense state institutions, discouraging foreign direct investments and eroding genuine value system upon which the sustainable development of a people and their state is laid.

One variable that is as constant as day and night in any society where corruption is a norm is a colossal and monumental threat to the security and well being of the citizens and the nose-diving and crippling of the state and her institutions. This is where anyone with a sense of decent value system and the truth can acknowledge and commend Huguette Labelle, one time chair of transparency international as having said the truth when he said that “corruption ruins lives and obstructs attempts at social and economic development. No serious, autonomous and rational thinker can doubt that corruption does not have serious implications for the moral, political, economic and general well being or survival of a people and their state.

Globally the forms corruption takes in environments and societies where it has become a practical, trending, fashionable and cherishable value system for the survival of the people have been so complex so much that local, national and international efforts and actions to check or contain it has consistently failed or defiled solutions. However, a ray of hope came in sight when the United Nations through General Assembly Resolution 58/4 of 31 October 2003 which became operational on 14 December 2005 initiated actions which in addition to creating awareness on strategies for preventing corruption also targets criminalizing corruption in any form it manifests. A close examination of the efforts of the United Nations in this direction can point in two ways namely creating awareness and sensitizing members of the global community on the existence of corruption and its global condemnation and the establishment of a global network of framework upon which conscious fight against corruption can be mounted, initiated or put on global agenda. These are in view of the fact that the free flourishing of corruption at any level can turn out to be a torn in the flesh of members of the global community. This line of thinking is premised or anchored on the position that corruption defies territorial borders and can be instrumental for the promotion of agonizing and dehumanizing anti-social practices including organized crimes, terrorism, drug and human trafficking among others.

A worrisome trend in the discussion of corruption is that there is no country under the sun that can claim that it is corruption free or that its citizens and institutions do not indulge in corruption and corrupt practices. The simple truth is that there may be marked differences in the involvement or magnitude of corruption in countries. Be this as it may, the magnitudes of corruption in developing and underdeveloped countries may be higher. One developing country in the world where efforts and crusades to check and tame corruption has not produced any tangible result and where citizens and institutions compete and celebrate corruption and corrupt practices in Nigeria.

Describing the extent of corruption in Nigeria, Okeyim, Ejue and Ekanam (2013:24) write that “corruption is pervasive in Nigeria” and analyzing the consequences of this, Lawal and Tobi (2006:642) write that “Nigeria presents a typical case of a country in Africa whose development has been undermined and retarded by the menace of corrupt practices”. The prevalence of corruption in Nigeria has gained global recognition so much that Transparency International Corruption Perception Index of 1995-1997 ranked Nigeria as the most corrupt country in the world and in 1999, Nigeria was also named the second most corrupt country in the world. In recent times,

Tony Blair, one time British Prime Minister in one of his state official visits to Nigeria describes Nigeria to be “fanstastically corrupt” and this description suggests that corruption in Nigeria is systematic and deep rooted in the psyche of majority of Nigerians. The description by the British Prime Minister seems to confirm what the situation had been in the past. Some scholars had long written that corruption is a culture in Nigeria (Iyanda, 2012, Nwaokugha, Nyewusira and Nyewusira, 2013) and the truth of the claim that corruption is a culture in Nigeria can be attested to in the remark by Achebe (1988) that “keeping an average Nigeria from being corrupt is like keeping a goat from eating yam” It has to be pointed out that the few Nigerians that resist corruption in their private lives or on ascension to public office are taken or categorized to be failures and for the majority, any opportunity to ascend to any public position is a call by culture to loot the treasury of the state and through that way impoverish the masses or kill the institution or establishment where he served. In fact what bears witness to the rootedness of corruption in the daily transactions of Nigerians is the fact that corruption has nicknames in the three indigenous major languages spoken by Nigerians. According to Ndokwu (2004), the Igbos call corruption *Igbuozu*, the Yorubas call it *Egunje* and the Hausas call it *Chuachua*. The position that corruption is a culture in Nigeria is forcefully and realistically highlighted by Ajie and Wokekoro (2012:91) when they write that corruption is a practice and a tradition “children are born into, fed with it, grew with it, socialize with it, live with it and possibly die in it”.

The wide spread or prevalence of corruption in Nigeria means that there is hardly any sector of the Nigerian society that can be exempted as not being corrupt. Be this as it may, there are sectors in which the prevalence of corruption in them can terribly and disastrously destroy a state and her people and one sector where this is real is education. This position is taken because corruption in the education industry is terribly detrimental to the moral and general health of the Nigerian state. In this paper attempts will be made to demonstrate the prevalence of corruption in Nigeria’s education industry starting from the primary through the secondary to the tertiary levels with emphasis on highlighting the implications of corruption in the education industry for Nigeria’s national development. In our attempt at doing this, we shall identify trends, shapes and forms as well as those whose actions promote and support corruption in Nigeria’s education industry and on one hand proffer solutions on how to tackle the problem of corruption in Nigeria’s education industry.

Our methodology is fundamentally philosophical. A research methodology according to Nwaokugha and Danladi (2016:421) is said to be philosophical “when it involves or incorporates speculation, analysis and prescription. Speculation as a research methodology within the framework of philosophical research focuses on establishing and finding logical coherence in an entire realm of thought. What this translates into is that the authenticity or reasonableness of any claim owes its foundations or basis to the logical or orderly sequence from which its conclusion are derived or drawn. Although deeply rooted in logic and in combination with logic, this methodology builds up ideas and establishes the extent in which one idea is directly linked or related to the other. Analysis as a method of philosophical research involves critical examination of concepts and prepositions with the intention of clarifying all possible meanings associated with them. The heart of the matter in this approach to philosophical research is language and proper use of language especially in establishing relationship between proposition and reality while prescription focuses on strategies upon which standards can be established for judging values or

making prescriptive value judgment. As a tradition with this methodology is to start with the clarification of key concept, we start with the concept of corruption.

What is Corruption?

Corruption as a concept does not easily yield itself to a one size fits all definition. This is why people see it as a “difficult concept to define” (Brunnelle-Quraishi, 2011:101, Ganahl, 2013) and one that evades a universal prescription (Transparency International, 2003). The direction in which the above points hand towards is that definitions of corruption can be varied and divergent. To be expected, a concept that lacks universal prescription may open itself up to numerous manifestations, manipulations or interpretations as people in different cultures may conceive it but all such conceptions across cultures may have one thing in common namely corruption and corrupt practices have disabling, impairing and devastating consequences on individuals, institutions and the economy of the states.

What can be inferred from the varied and divergent nature of the definitions of corruption is that corruption can be defined strictly from a political, economic, cultural, moral and general perspectives and any definition can be provided or plausible depending on the angle from which any one may be operating from or an inclusive definition of the concept can also be provided. Because corruption is characterized by many trends and manifestations, many scholars and institutions provide definitions of corruption that contain the trends and manifestations of corruption in their own environment or locality. This feature of corruption helps to make discussions that are focused on corruption more elastic and robust because a feature of corruption in one country that is absent in another can help illuminate more lights on how people in another culture or setting can understand and explore the same concept as well as solve its multi faceted problems. This, in a way means that corruption comes in layers or hierarchies. Layers or hierarchies of corruption could refer to the class of persons involved in corruption and corrupt practices, the modus operandi of corruption or the prevalence of corruption among a people in a state.

The foregoing background information on corruption can be well appreciated when viewed against the background of definitions of corruption as provided by scholars and institutions. Corruption according to Brunnelle-Quraishi (2011) is derived from the Latin word *corruptus* which translates as “to break”. For Khan (1996), corruption incorporates any act that deviates from those rules and regulations that govern the behaviour and action of any one in a position of public authority especially actions that turn such privilege into avenues for personally and privately amassing wealth, power and authority. The World Bank (1998) defines corruption as the use of public office for private gain and in the views of Lawal and Tobi (2006:643), “corruption is any conscious attempt or deliberate diversion of resources from the satisfaction of the general interests to that of the selfish (personal or particular interest). Ojiade (2000) is more inclusive in his definition of corruption when he writes that corruption is any systematic vice perpetuated by individuals, society or a state in general, where not-too-good concepts for equality, social harmony and harmonious living e.g. favouritism, nepotism, tribalism, sectionalism, undue enrichment, amassing of wealth, abuse of office, power, position etc become norms upon which the people and the state operate.

In the same vein Iyanda (2012:39) citing Ngwakwe (2009) reports that Nigeria's anti corruption agency - Economic and Financial Crimes Commission (EFCC) defines corruption from economic perspectives as "the non violent criminal and illicit activity committed with objectives of earning wealth illegally either individually or in a group or organized manner thereby violating existing legislation governing the economic activities of government and its administration"

In virtually all these definitions, a flash-point that unites all the definitions is the inclination of someone or an entity to use his position or its entity to amass wealth and other advantages for himself or itself at the detriment of the masses, the institution where he works and in total contravention to the oath or other regulatory means he had promised and sworn to. In fact in its plethora of meanings, a single thread that runs through is that corruption is abuse of office, privilege and hence an unethical behaviour whereby one who is entrusted with a position either in public or private institution capitalizes on that trust to grab, divert and appropriate the resources of the public or private institution for his personal benefit, gain or personal advantage.

Basically corruption is inclusive. An idea imbedded in the inclusiveness of corruption is that corruption enjoys a lot of patronage from across all strata or layers of the society so much that it exists among low and high profile members of the society ranging from messengers, clerks, gatemen, members of all arms of government, students, teachers, the clergy and members of various bodies, civil servants union leaders, private businessmen and women. In all these, a truth that stands out is that corruption is a morally condemnable act that is condemned by morally conscious individuals but people globally find it difficult to resist the attractions and temptations of corruption.

Corruption by its nature is universal and does not restrict itself to borders or geographical territories. In the same vein, corruption does not restrict itself to a particular political regime. Corruption is also not restricted to a particular sector of the economy. In fact corruption and corrupt practices are common denominators that developed, developing and under-developed states share in common and in all these states, individuals and institutions that perpetuate corruption and corrupt practices intentionally and willingly do so as they on their own create window of opportunities that promote and make corruption possible. In a way perpetrators of corruption and corrupt practices take exceptional interests in grabbing all the benefits their states can afford to themselves, in addition to being least committed to the ideals of social justice and human rights in their states. What this tries to suggest is that in states where corruption and corrupt practices flourish, priority and conscious efforts to focus on the welfare policies for the people are usually not a priority of the state simply because available resources for initiating welfare of the people are usually not a priority of the state simply because available resources for initiating welfare policies are cornered or diverted by a given few minority who hold the majority hostage.

Underlying the motivation for corruption globally is human nature, fanned, watered and triggered by greed as well as the cherished views or desires of some individuals usually, the influential minority who do not allow the majority access to the good things of life. Unfortunately this unfolding development creates a vicious cycle that in addition to posing as life threatening threats to the wealthy minority also inherently promotes poverty, crisis and the intensification of corruption.

Again corruption and corrupt practices flourish where there are selective and nepotistic application of the laws and rules upon which a state is governed. In other words corruption and corrupt practices find space, flourish and breed well the moment undue influences become standards and yardsticks for sharing available limited resources of the state. Consequently corruption can be perpetuated through cash and kind, appointments, employments, promotions, awards of contracts, awards of grades to students and other classes of persons. It has to be noted that the employment, appointment, promotion or award of grades or contracts qualify as corruption because giving them to people who are least qualified to get them undermines efficiency, merit and must leave bad impressions at the level of the practice and in the education industry especially, this practice amounts to a deceit and official distortion of the primary stratification roles the education industry renders upon which persons are placed on hierarchies for service to the state.

There are other motivations that make people to be corrupt. According to Ene, Arikpo, Jeffery and Albert (2013:6) part of what lures people to embrace corruption and corrupt practices are misplaced sense of value, lack of accountability and transparency in wealth distribution and in the same way these scholars write that corruption finds its ways into the social and moral lives of a people through “fraud, embezzlement and misappropriation of public funds, inflation of contracts, sexual harassment, bribery and others”. The potency of any of the above in distorting a system can be demonstrated using bribe. Bribe as a form or instrument of corruption makes the receiver to shut his eyes or show open and unmerited favour in matters or issues involving the giver of the bribe. This is where giving and receiving of bribe, giving and receiving of favour, compromising or bending official rules in favour or as a ploy to witch hunt a perceived enemy, inflating of invoice, embezzlement of money meant for contracts without doing the contract and looting the treasury of a state or an institution, extorting money or sexually exploiting students or any other member of the society and awarding grades that do not correspond with the efforts and abilities of students are all aspects of corruption and corrupt practices.

Corruption as a condemnable, criminal and immoral act has many consequences for the society and its citizens. Corruption fans the embers of political and economic instability and consequently makes under development a norm of the society, accelerates the erosion of cherished values upon which a people are known for and speedily frustrates measures and policies targeted at reducing poverty and inequality. Anyone who is conversant with the prevalence of corruption in Nigeria can easily and quickly establish the relationship between corruption and poverty and why the revelation as aired by AIT NEWS of November 23rd 2016 that Nigeria is the third nation in the world with the highest number of poorest people cannot be doubted.

Corruption in education: a general view and an analytical insight

Every responsible society looks up to education for progressive directions and advancements in the lives of her individual citizens and the collective and general development of the state. Education offers or renders this responsibility in many ways. Education develops the creative potentials of citizens and this on its own engineers a general turn around in the economic, political, social, moral outlooks of citizens that targets placing citizens on lanes upon which they can positively explore situations to their advantage. States that are desirous of introducing state of the art innovations across all sectors of their lives have extensively made the right investments in education and provided incentives and opportunities that can attract their citizens to grab such

opportunities with two hands, bearing in mind that investments in human beings are the genes that translate or metamorphose into development. The truth about the powers of education in bringing about rapid changes for man and society and the curiosity for its pursuit has according to Transparency International (2013: xix) singled out education as the largest element in the public sector of many countries in the world. Again the education sector of every society receives the type of attention it receives simply because the sector has always been a focal flash point through which politicians and the political regimes seek and establish legitimacy from the general public. In recent times, this aura and vision of most responsible states about education faces terrible challenges and threats occasioned by corruption and corrupt practices in the sector. As a sector, education in Nigeria is disastrously and terribly prone to corruption and why this is so and may continue to be so is the realization that globally, members of the larger society generally know and recognize that education is one sector that the Nigerian society must rely on for continuity, change and self appraisal or criticism in line with realities and subsequent upon this awareness, the sector normally attracts huge release of funds from international donor agencies, multinational corporations as part of their corporate social responsibility, federal, state, local governments, town unions, individuals etc but regrettably such huge and massive flow of funds are not properly accounted for across all agencies and institutions that are involved in releasing funds to the education sector so much so that the seals and impressions of corruption and corrupt practices are noticed starting from the point of the release of such funds for education to the various ministries, parastatals and educational institutions where the funds are to be finally used. Reporting the monumental corruption that goes on in Nigeria's Universal Basic Education Commission (UBEC) Mumuni and Sweeney (2013:308) report that #3.3 billion (US \$ 21 million) "had been lost in 2005 and 2006 to illegal and unauthorized utilization of funds". What we are saying is that the general awareness of mankind concerning the rootedness of education in the general survival of man and his institutions makes manipulation of the education sector and consequently corruption and corrupt practices inescapable variables or reoccurring decimals in the education sector.

Entry points of corruption into Nigeria's education industry are as multiple and varied as there are many agencies and institutions that are interested in funding and overseeing activities in the education industry. Corruption lays in wait for learners in Nigeria on the day of their first attempt to gain entry or entrance into the gates of pre-primary education and remains through the other tiers of the education system. Common sense shows that security men at the gates of educational institutions in Nigeria receive bribes from parents, students and visitors and consequently involve themselves in corrupt and fraudulent practices that emotionally impose siege mentality not only on learners but on other stakeholders and consequently threaten and disrupt meaningful academic activities. In addition, those entrusted with security responsibilities in educational institutions in Nigeria easily compromise in their duties when bribes are given to them. That the security units in Nigeria's education industry can be neck-deep in corruption and corrupt practices show the magnitude of corruption in the education industry in Nigeria.

Apart from the security units, there are other high profile platforms upon which corruption occurs in Nigeria's education industry. Ministries and agencies of government entrusted with overseeing the day to day affairs of the education industry in the form of procuring necessary equipment and teaching materials, construction of buildings, supplies etc easily inflate vouchers and in most cases claim monies when nothing has been supplied or provided. Another serious corruption that is

synonymous with the education industry in Nigeria is “ghost workers” syndrome and this manifests in forms where non-existing workers, dead workers, retired and workers who have resigned their appointments keep receiving salaries and other benefits and entitlements meant for workers. Very regrettably the head teachers and other principal officers at the top who are suppose to be moral agents and the drivers of innovations targeted at improving teaching and learning perpetuate this “ghost workers” syndrome in connivance with high profile officers in government. Head teachers also descend so low to extort money from their teachers, students and unsuspecting members of the general public in addition to inflating the number of students in their schools so as to get allocations which ordinarily they are not suppose to.

Classroom teachers are not left out in the orgy of corruption and corrupt practices in Nigeria’s education industry and a pattern of corruption that is unique to them is sale of grades, sexual harassment, absenteeism, fragrant abandonment of teaching and in its place engineering and initiating a culture of private practices whereby learners are forced to participate in such privately organized tutorials using school facilities where exorbitant charges and fees are paid and learners who refuse to be part of such private tutoring are frustrated in addition to being singled out for unmerited victimization. At the tertiary education level in Nigeria, corruption exists in more sophisticated forms at virtually all units of the tertiary education levels ranging from admissions office, bursary, personnel, works, students affairs etc. In most Nigerian tertiary educational institutions, corruption harmonizes very well with ethnicity and under their joint covers, certain choice appointment and positions are reserved and made the exclusive rights of some members of certain ethnic nationalities even when they do not have the requisite qualifications to enable them pick up and occupy such positions.

Two groups whose involvements in corruption and corrupt practices in the education industry in Nigeria are monumentally regrettable are parents and students. Most parents in Nigeria directly, systematically, fantastically and shamelessly induce teachers and management of schools through gifts and other incentives to grant unmerited favour to their sons and daughters and some parents go the extra mile to initiate immoral relationship either between them and teachers, lecturers or principal officers of educational institutions or between the above listed stakeholders and their children especially girls so as to lure teachers, lecturers or principal officers into bending rules in favour of their sons and daughters or alternatively witch hunt teachers, lecturers or principal officers who jettison or refuse to yield to their pressure.

It does not take the insightful and penetrating eyes of an insider and a social crusader to observe that activities of students especially at the tertiary level in recent times in Nigeria promote and support corruption and corrupt practices as such fraudulent behaviours from students are on the surface. Students representative are presently in the habit of initiating behaviours that lure lecturers and administration into extorting money from students including the ability of the representatives of students to connive with school management and service providers to increase charges under the cover of raising more money to attend to the ever increasing and ever present needs of the students. Unfortunately such charges at the end of the day are not channeled into the purported areas where they were officially alleged to be used but are embezzled by school management and students’ representatives. In recent times, the clamour and desire to participate in students union leadership in tertiary institutions in Nigeria is not to make case for the welfare of the students as

such democratic participation only ends up affording golden opportunities for students representatives to navigate and ventilate their ways into what they can corruptly make for themselves from the administration, service providers in tertiary educational institutions and their fellow students.

Indeed turning every opportunity meant to serve students or the school community into opportunities for corrupt enrichment is presently becoming the norm in Nigeria as one does not need the services of prophets or diviners to tell him that minor and major school activities such as inter house sports, old boys meeting, end of year parties, anniversary day etc in the primary and secondary schools and matriculation, convocation and accreditation exercises in tertiary institutions easily turn out to be plat forms for sharp and corrupt practices so much that heads of private or public educational institution in Nigeria in whose tenure in office the above did not take place consider themselves as people who are unfortunate. Some heads of educational institutions or parastatals in Nigeria even go extra miles to create opportunities that make sharp and corrupt practices part of the rituals of the administrative system. Graphically, Okorosaye-Orubite (2008) captures, summarizes and confirms all that have been said when he writes that a particular State Universal Basic Education Board (SUBEB) in Nigeria criminally and outrageously spent #800 million (Eight hundred million naira only) in executing a one day training workshop for teachers. This truly points in the direction that opportunities for brain-storming on issues or introducing radical and revolutionary innovations to improve productivity in education in Nigeria easily turn out to become opportunities for fraud and corrupt practices so terrible that strategies for achieving quality occupy no space or priority and welfare packages for teachers who drive the sector receive no attention but those who manage such programmes swim in affluence.

Corruption in the education industry and national development in Nigeria

The concept of development or national development is so elastic, inclusive and comprehensive so much that all positive dispositions it constitutes suffers terrible deficits in any state where corruption in education is a norm. True, no one can doubt that corruption as a decadent, immoral behaviour and a hydra headed and contagious phenomenon does not have negative implications for the development or national development of the Nigerian state. One victim of corruption is education. Indeed as a necessary condition for development and capital intensive investments, education cannot fair well in any society that celebrates corruption or where corruption is a norm. Before we demonstrate how this happens, it is necessary we briefly discuss the concept of development or national development. It is generally agreed that development or national development in addition to being elastic and many sided, that is multidimensional is a value laden word that implies changes that are desirable (Nwaokugha, Aminigo and Nwaorgu, 2010). That development or national development incorporates characteristic features as outlined above suggests that it may possibly attract a riot of interpretations and explanations and any particular interpretations and explanations that is given to it in any particular context might best be determined by what a particular scholar providing such interpretation or explanations has in mind. However despite the angle from which any scholar provides his interpretation or explanation of development or national development, there must be a meeting point where all such attempts must converge namely development or national development must incorporate observable improvements and advancements in the physical, psychological, economic, political and moral well being of a people individually and collectively who are beneficiaries of the process of

development. On the basis of this many scholars have explored the elastic and multidimensional nature of development in providing numerous interpretations and explanations of the concept.

Ezewu (1991:3) defines development from a sociological point of view when he writes that “a nation can be said to be developed if her institutions are functional rather than dysfunctional. An insightful analysis of the position of the scholar above can be pointing in directions where the performance or productivity levels of social institutions in a state can be said to be maximally efficient and consequently are capable of contributing positively to the realization of the social goals upon which they are established.

In her attempts to define development or national development, Eboh (1998) places emphasis on human development or investments in human capacity when she writes that by developing the nationals of a nation that nation explicitly gets development and that national development consists both in the qualitative growth of human persons as well as increase in modern infrastructure and facilities in view of creating much better conditions for persons. Any analyst that subjects the positions of Eboh (1998) to thorough analytic scrutiny can discover that she holds super quality investments in human beings as the foundation, fulcrum, anchor and flash point for the development of a people and their state. In fact this line of thinking sees human beings as engineers, architects and designers of development which a state and her people enjoy when the right investments have been made in citizens.

To Efemini (2002), development is an ideal which implies the transformation of the material, social, cultural lives of a people for the better. It is obvious that Efemini (2002) is more prescriptive in his outlook on development and national development and in his attempts in this direction, he points out that development or national development must be man centered, qualitatively transformatory and emancipatory so much that it must have potentials to offer its beneficiaries alternative choices for sustainable living as well as abilities to create and recreate themselves in promising, refreshing and non-life threatening forms so much so that the beneficiaries of the processes of development can on their own but not on the manipulations of exploitative foreign forces evolve rights asserting, liberating and autonomous paradigms or platforms for their own future development that must not be selective to the point of excluding or threatening the interests of all the citizens.

From the various points of view above, it is possible to say that education is fundamental in achieving development or national development anywhere in the world, however it is crystal clear to note the fact that the prevalence of corruption generally in Nigeria and particularly in the education sector cannot create rooms for realistic national development to take place in Nigeria. This is simply because endemic corruption in the education industry in Nigeria has created a vicious circle of deficit culture so intensive that virtually all good plans, moves and budgetary provisions for improved facilities in the education industry end up being embezzled or misappropriated without corresponding provisions of the infrastructure being budgeted for. Nobody needs to be told that education is capital intensive and nobody also needs to be told that education needs massive infrastructure but regrettably the ravaging corruption in Nigeria makes nonsense of the effective implementation of good plans for the education industry in Nigeria. In fact corruption is responsible for poor infrastructural development in Nigeria’s education industry

that can be partly seen in the abandoned project syndrome that has become synonymous with Nigeria's education system. Corruption is responsible for the neglect of staff and students welfare services, staff and students lack of motivation and total disenchantment with the development of appropriate behaviours that are conducive for the acquisition of knowledge upon which a people and their state can develop. Corruption is responsible for the high unethical practices among teachers, lecturers and other stakeholders in education and correspondingly all this singularly and collectively poses serious threats to academic standards in Nigeria's education industry and this on its own tells on the quality of manpower that the education industry produces for the development of the Nigerian state.

In fact, Emenyonu (1994: viii) is one hundred percent correct when he captures the cumulative damage corruption has done to Nigeria's education in these words:

...the physical environment in Nigerian institutions of learning in the past ten years has deteriorated to the point of striking decay. The buildings are dilapidated; the roads leading to the premises are full of potholes. Classrooms have no windows and doors and desks that are meant to serve thirty pupils are shared by three or four times that number...the issue of poor physical environment... at the various levels and inadequate facilities at all level are some of the things that mark out the present Nigerian education system as deplorable and disastrous.

Corruption in the education industry in Nigeria has done further irreparable damage to Nigeria and Nigerians. Every state looks up to its citizens and its education system as the direction to look up to in fixing whatever threats and challenges it faces and every individual sees his involvement and participation in education as a route upon which his emancipation is deeply indebted to, meaning that at the end of his graduation, he is sure he has attained levels that he can empower himself or get some kind of empowerment through critical services he can render to the society. Simple honest reflection on this can lead one to conclude that participation in education without the necessary infrastructural facilities cannot produce the needed expertise and empowerment expected of education upon which one can become sustainable or self fulfilled so as to make his contributions to the development of his fatherland.

The case in Nigeria in this direction is somehow critically unfortunate. The reason for this is that officials entrusted with overseeing responsibilities in education simply and ingloriously embezzle or misappropriate whatever funds for this purpose and this decadent behaviour is correspondingly matched with strike actions that make students stay more days in the house than they stay in schools. The consequence of this according to Emenyonu (1994: vii) is that:

Students... have not had the privilege of completing any academic year... today products of Nigerian universities cannot compare with their counter parts in other parts of the world or indeed other parts of Africa... Today, Nigerian university graduates in most cases reflect the sorry picture of timidity, total lack of confidence or at best hollow intellectuals that beg for sympathy. The primary school child is the most pitiable of all in today's Nigerian educational environment.

If one pauses, possibly for casual analytic insights or reflections on the quality of manpower that Nigeria produces under the prevailing circumstances that is dominated by corruption in her

education system, one can simply console himself that Nigerian graduates may not effectively compete internationally with their counterparts in other parts of the world and it is here that the tragedy or implications of corruption and other fraudulent sharp practices in education for national development can kick Nigeria on the face because it (Nigeria) has lost its own potential human resources that should have fast tracked her national development to corruption. It has to be noted that awareness on the part of other states that Nigerian graduates may not have anything to offer as they cannot effectively compete internationally with their counterparts in the rest of the world can lead to a deliberate international conspiracy not to offer admissions to Nigerians who may seek admissions abroad on grounds that as half baked graduates who may not have anything meaningful to offer, their admission into educational institutions outside Nigerian where quality is a cherished norm can amount to compromising educational standards of such states or infesting it with not too good learning behaviours inherited from Nigeria. As citizens of states are predominantly responsible for the development of their states, Nigeria can be losing at all fronts and the genesis of this tragedy is corruption especially in the education industry.

Some terrible fallout of the prevalence of corruption in Nigeria's education industry is the normalization and promotion of attitudes that see the development of moral consciousness as a practical charisma that is antithetical and anti-social to Nigeria. Put slightly different one negative signal that the prevalence of corruption in the education industry gives out to insightful members of the society is a total loss of a sense of moral development and moral direction from education. This doubt is real because the prevalence and rootedness of high profile corruption in the education system in Nigeria is capable of forcing the society to withdraw the aura of respect and sense of direction usually associated with education. This position is rooted in the fact that since high profile anti-social and criminal behaviour such as corruption exists in the education industry, relying on education and its products for the survival of man and his institutions can be a suicidal mission for members of the society. Nwaokugha et al (2010) had raised doubts concerning the ability of education to accommodate within itself some morally questionable and socially retrogressive practices and at the same time raised eyebrows on the inability of education to cure or purge itself of unethical tendencies hence they tentatively speculate/conclude that if the trend is not urgently checked, the society may reach a consensus that "education may not after all be the beacon of hope capable of leading man out of darkness as previously believed, for one does not give to another what one does not have" (p.95) and this very pointedly may be pointing in the direction that "the society and its institutions which rely on products of educational institutions shall never be free of troubles" because they will exhibit or carry over such decadent and corrupt practices and behaviours learnt in educational institutions to the larger society.

Implications of Corruption in the Education Industry for National Development in Nigeria

Having discussed corruption in the education industry so far, attempt can be made to directly point out its implication for national development in Nigeria. One of the traditional roles of education in any society is to stratify persons who go through education into areas based on their abilities and base on this stratification people are placed into positions accordingly. However this traditional role of education easily suffers terrible deficit and the larger society pays for it especially when through corruption and corrupt practices education places people in positions and professions they are not fit for. Importantly beneficiaries of this process hardly make any meaningful contributions to the development of their fatherland.

Corruption in education has detrimental effects on the efforts of a state to promote social equality, fair competition, competence and merit. Common sense shows that in societies where students pay for admission before they are admitted into educational institutions, admissions easily becomes the exclusive right of those who can pay but who unfortunately have nothing to offer to the education industry or to the general society. On the other hand the sons and daughters of the poor who cannot afford to pay but may have something to offer to both the education industry and the larger society may be left out. It has been observed that the involvement of some youths in Nigeria in high profile deviant behaviours like militancy and insurgency is due to the type of frustration they received in the hands of state institution notably education and everyone knows the retrogressive consequences of militancy and insurgency in terms of losses to human and material resources as well as national development of a state.

The prevalence of corruption in the education industry produces more devastating effects on the general public that have lifelong damaging consequences and this occurs in the forms of learners and members of the general public internalizing the signals that hard work, honesty and other moral virtues education preaches do not after all contribute to the success and survival of the individuals and his society but corruption and corrupt practices do and must consequently be embraced if one is to make a head way in the Nigerian state. The embezzlement and misappropriation of the funds meant for education means that infrastructure and facilities for effective teaching and learning must be lacking. The consequences of this are complex. Not many Nigerians will have access to quality education and overcrowded classes will definitely affect the level of understanding and comprehension of learners as well as the quality of instructional and pedagogical delivery by the teachers. Teachers may not derive maximum job satisfaction and this has potentials to trigger massive drift out of the teaching profession by professionally competent teachers, thereby leaving the teaching profession with basically quacks. Sound education that can lead to the production of persons whose efforts can lead to national development must elude any state whose teachers are quacks. Again some courses that are capital intensive to mount and run cannot find their levels in a corruption prone education system and where such courses exist, the standards are terribly low. The end product of poor academic standard in any education system is poor quality of graduates who cannot in any way make any meaningful contributions to the national development of their state.

Corruption in education drains the products of the system the much needed foundational and fundamental sense of moral development which is a necessary condition for the development of any state. The draining of a sense of moral development in a people promotes the normalization of anarchy and vice as virtues needed for human survival and any society where this prevails may never witness any genuine national development in any form. The truth of this assertion or claim lies in the fact that investors who may have genuine business interests to invest in a state where the citizens lack morality may be skeptical or have double minds in establishing their business in such states and without the participation of businessmen or foreign direct investments in the economy of states, the national development of such states can never measure favourably or compete favourably on scales or indexes for measuring national development. In fact the fundamental necessity of morality in the development of any state is highlighted by Nwanegbo-Ben (1999:137) when he writes that:

Morality is a conditio-sine-quo-non for development. Any nation where there is moral debasement, corruption relating to fraud, embezzlement, robbery, murder, bribery and various vices, such a nation will never develop. A nation where selfishness, individualism and greed are an integral part of their social set up, the issue of development will be an illusion.

CONCLUSION

This paper focused on corruption in the education industry and its implications for national development in Nigeria. As a way of doing justice to the paper, it extensively discussed the scopes, varieties and dimensions of corruption both in the larger Nigerian society and in the education industry in particular. In both the larger Nigerian society and in the education industry, corruption invokes a plethora of meanings and occurs in a number of ways that revolve around individuals or groups use of power for the individual's or group's advantage beyond the approved limits upon which such power is meant for, and this in pragmatic terms includes bending official rules in order to punish or favour one or group who by merit does not merit such favour. Corruption both in the larger Nigerian society and in the education industry is a morally condemnable behaviour as it does not leave any positive impressions on the philosophical, political, economic, social and moral outlooks of any people or state.

In all of this, corruption in the education industry is more dreaded and dangerous as it short changes members of the society in the provision of an essential social services, which in addition to being a fundamental human right, is a springboard upon which errors and mistakes of the past can be corrected and the developmental goals and aspirations of the present and future generations depend. Fundamentally corruption in the education industry celebrates mediocrity, distorts order and jettisons merit and fair competition which are hall marks of ideal education systems globally. That corruption has become a norm in Nigeria's education system invariably translates that education has failed in the Nigerian society in not properly stratifying or placing members of the Nigerian society into areas where they can make sustainable contributions to the development of the Nigerian state.

Most importantly corruption terribly creates infrastructural deficits that result in many persons not having access to education and this on its own systematically leaves generations of frustrated, disgruntled and disenchanting individuals who in addition to manifesting terrible immorality also resort to high profile criminality like militancy and insurgency. Lack of access to education by citizens due to infrastructural deficits occasioned by corruption and militancy and insurgency have multiplier effects on the economy and national development of the Nigerian state as potential human beings who naturally can contribute to the development of the Nigerian state are lost and investors who should have invested to create jobs for the citizens and through that way boost the national economy for Nigeria's national development are scared away. Immorality, militancy and insurgency that unfortunately have become acceptable behaviours in Nigeria are not investors and investments friendly and what these singularly and jointly have imposed on Nigeria and Nigerians is economic stagnation which is not favourable to progress and national development.

Corruption in Nigeria's larger society and corruption in Nigeria's education industry very unfortunately has fertile breeding grounds and stable platforms so much that it has many advocates

and many practitioners but one thing right thinking and morally conscious Nigerians recognize is that corruption is a serious threat and a serious challenge to the development of the Nigerian state that needs to be confronted head long. Embarking on a mission that is targeted at challenging corruption in Nigeria generally and in Nigeria's education industry in particular requires a total change of gear or paradigm shift in transactions in Nigeria generally and in Nigeria's education industry. A radical revolution can be initiated through education whereby accountability and transparency becomes household words in Nigeria so much that citizens can be sensitized to hold public officers, politicians, contractors, teachers and other stakeholders in education accountable for money or any projects that are meant to serve the people.

Accurate monitoring of projects in education can become a priority with amounts fixed for projects in education made public so much so that citizens can help monitor work by corresponding work done with money paid or nothing and reporting accordingly instances where money had been paid and no work done. Again those who donate money for infrastructural developments in education should inform and mobilize citizens of such states to furnish them with information on the extent in which such monies are used or have been used for the purposes they are meant for.

There should be less emphasis on universally agreed upon definitions of corruption rather what should be stressed can be observable phenomena associated with corruption. When taken this way, the low and the high profile nature or the legendary nature of corruption can be adequately accommodated and addressed so much that virtually every member of the society, be it the cleaner, the market woman, the governor, the senator, or the head of state can realize that any money cornered or pocketed in the form of contract paid for but not executed, any money budgeted for and not spent but has been misappropriated, any favour granted to an individual when the individual does not on merit deserve it, any one kobo collected from an individual as a condition for locating his file in the ministry or card in the hospital, any claim that one is a worker either in private in public establishment when he is not or attempts to provide cover for one who is not a worker in an establishment but receives pay at the end of the months, which is shared between him and the cover provider or attempt to give employment or contract to unqualified persons or rig election so that one who failed is declared the winner etc all qualify as corruption and corrupt practices.

This inclusive and comprehensive outlook, rather than quarrel over definition can be adequate in sensitizing individuals of their roles in the unethical practice called corruption so much that the messenger who collects bribes before doing his job can realize that he is committing crime or act of corruption just like the local government chairman, the governor or president who receives money before appointing a person into any position or who signs out money for contracts that have not been done. After sensitizing a people of what constitutes corruption, there should be strong mechanisms upon which defaulters can be punished or disciplined or made to refund what they have corruptly acquired.

Lastly there should be strong and implementable social justice measures for the citizens. This has potentials to limit the extent in which people can indulge in corruption and corrupt practices and possible and plausible direction for making social justice a reality is consciously repositioning education in manners that, in addition to sensitizing the citizenry about general corruption in the

Nigerian state, attention can be expanded towards providing curricular and pedagogical innovations for sensitizing citizens to look inwards for the development of workable strategies for eliminating or addressing cases of corruption and corrupt practices in the education industry. In fact the education industry in Nigeria must consciously and systematically initiate curricular and pedagogical measures to kill corruption or corruption will systematically and mercilessly kill education or bring the sector to its knees, a development that can invariably translate to making national development in Nigeria an illusion or a mirage.

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