



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

January 2018, VOLUME 6, ISSUE 1, 21 - 35

E-ISSN NO: 2289 – 4489

## **CORRUPTION IN EDUCATION SYSTEM AND MANAGEMENT OF PRIMARY SCHOOLS IN NIGERIA**

Abdullahi, Nimota Jibola Kadir (PhD)

### **ABSTRACT**

This study investigated corruption in the education system and management of primary schools in Nigeria. The objectives of this study are to examine the relationship between provision of adequate fund, facilities and infrastructures, appointment of educational expert and management of primary schools in north-Central, Nigeria. To achieve this, three hypotheses were formulated and tested. Quantitative research design was used for the study. A self-designed questionnaire titled "Corruption and Management of Primary Education Questionnaire" (CMPEQ) was used to collect information for the study. This study focused on public primary schools in North-Central zone, Nigeria. The population of this study comprised of all 12,775 head teachers and 93,301 teachers in public primary schools in North-Central, Nigeria. Samples from 375 head teachers and 384 teachers were proportionally selected in the seven states through the use of Krejcie and Morgan's (1970) table of determining sample size of a given population. Thus, stratified random sampling technique was used to then select primary school head teachers and teachers from the sample schools. This was to ensure that all categories for head teachers and teachers were given equal chances of being selected for the study. The data collected were analysed using t-test statistical analysis. All hypotheses were tested at the 0.05 level of significance. The result revealed that there was no significant difference between the provision of adequate fund, provision of facilities and infrastructures, appointment of educational expert and management of primary education in Nigeria. It was recommended that government should provide adequate fund to finance education, try and renew all decayed facilities and construct adequate educational infrastructures such as well-ventilated classrooms, furniture, text books among others as well as ensuring that the entire management of education are in the hand of experts and professionals in the field in order to achieve effective management of primary education towards the realization of educational goals and objectives in Nigeria.

**Keywords:** Corruption, Education, Management, Primary Education, Nigeria.

*Department of Educational  
Management, Faculty of  
Education, University of Ilorin,  
NIGERIA.*

*Corresponding Author:  
Department of Educational  
Management, Faculty of  
Education, University of Ilorin,  
NIGERIA.*

*Email:  
neematabdullahi@gmail.com  
neematkadir@yahoo.co.uk*



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## INTRODUCTION

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

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

Management is a multi-dimensional phenomenon because it is concerned with activities that take place in an environment that comprises of economic, physical, social, psychological, political and technical structures. In Nigeria, the need for knowledge and application of principles and techniques of management in running the education system had been felt by many professional bodies concerned with the effectiveness of the system. Today, in Nigeria, as with many parts of the world, the emphasis is laid on managing educational institutions in order to help tackle the problems of institutional growth and development by making the best possible use of available resources (human, material and finance) to achieve the stated goals of the institutions (Abdulkareem, 2002).

Primary education according, to the National Policy on Education (FRN, 2013) is the education given in institutions to children aging from six (6) to eleven plus (11+) years. It has been described as the foundation upon which all the other levels of the education are built. Thus, the primary level determines the success or failure of the whole system. The objectives of primary education are to:

- a) impact permanent literacy, numeracy and effective communicative ability;
- b) lay sound basis for scientific and reflective thinking;
- c) mould the character and develop sound attitude and morals in the child;
- d) develop in the child the ability to adapt to the child's changing environment;
- e) give citizenship education as a basis for effective participation in and contribute to the life of the society;
- f) give the child the opportunities for developing manipulative skills that will enable him/her function effectively in the society within the limits of the child's capacity;
- g) provide the child with basic tools for further education advancement, including preparation for trades and craft training.

Several studies have been carried out in the area of corruption and management of education. Douglas and Magdaline (2017) conducted an investigation on corruption in the education industry in Nigeria. Nwankwo and Nweke (2016) carried out effects of corruption on education system: A focus on private secondary schools in Nsukka zone, Enugu State, Nigeria. Nwaokugha, Nyewusira and Nyewusira (2013) carried out education and corruption in Nigeria: A historical and philosophical analysis. Ajie and Wokekora (2012) investigated the impact of corruption on sustainable economic growth and development in Nigeria. However, there are several areas in which corruption and management of education have yet to be covered by these scholars. These areas include corruption and management of public education, especially in the primary schools in North-central zone, Nigeria. This study on corruption in education and management of primary schools in Nigeria therefore endeavour to fill part of these gaps that has yet to be covered. To achieve the aim of this study, the following objectives have been formulated:



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- a) Examine the relationship between provision of adequate fund and management of primary schools.
- b) Determine the relationship between provision of adequate facilities and infrastructures and management of primary schools
- c) Identify the relationship between appointment of educational expert and management of primary schools.

## LITERATURE REVIEW

### *Corruption in Education System*

A responsible society look up to education for providing positive directions and advancements in the lives of its individual citizens and its general development of the state. No one can doubt that corruption as an immoral behaviour does not have negative implications on the management of education in Nigeria. Corruption in education system in Nigeria itself 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 system ended up being misappropriated without corresponding provisions of the infrastructure being budgeted for (Nwaokugha & Ezeugwu, 2017). It is an important notion because corruption is the illegal use of official power by the officer of the government to enrich himself or any other person at the detriment of the public in contrary to the government law that are in force (Heyheman, 2004). Corruption has become a threat to Nigeria's education system because it is the root which breeds Boko Haram, insurgency, militancy, kidnapping and the like.

Corruption in this study refers to the inadequate provision of educational fund, facilities and infrastructure as well as political favouritism in appointing educational managers. Corruption in education has also threatened Nigeria's citizens' equal access to education which has a negative effect on the poor and less privileged people in the country. Ojiade (2000) defines corruption as any systematic vice perpetuated by individuals, society or State in forms of favouritism, nepotism, tribalism, undue wealth, power, position among other thing at the detriment of public while Heyheman (2004) argues that education corruption includes the abuse of authority for personal and material gains.

### *Managing Primary Education Fund and Facilities*

Management of education is a process whereby educational resources are made available and optimally utilized towards the achievement of educational goals and objectives. Educational managers are people who take responsibility for certain roles and functions which include planning and policy making, obtaining and maintenance of funds and facilities, monitoring and evaluation of the outcome of educational activities towards expected objectives (Abdulkareem, 2002).

Educational management then implies as the arrangement of human and material resources and programmes available for education and optimal using of these resources systematically for the achievement of educational objectives (Jimoh, 2013). Management activities involve the functions of planning, organizing, staffing, controlling and evaluating.

Mumini and Sweeney (2013) argue that the funding of primary education is supposed to be derived from the Federal, State and Local Governments' revenue. The federal government was to contribute 65 percent of the calculated cost of primary education, including teaching and non-teaching staff salaries which must be regular and adequately paid, in order for the smooth running of primary education.



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

The local governments contribute directly to the maintenance of schools and provision of furniture but their contribution is not enough to maintain the primary education due to the joint account with the State government in Nigeria. Joint account is a mean to syphon the public funds that are meant for education purposes. And yet, even though the state government is expected to provide fund for the maintenance of school plants, it has abandoned its responsibility by failing to contribute funds needed to finance primary education towards the achievement of its goals.

Another source for the provision of fund for primary education was through the Education Trust Fund (ETF) where 30 percent of the fund is released for primary education. In addition, the Universal Basic Education Commission (UBEC) which was formally established on the 7<sup>th</sup> October 2004 contributes immensely in the area of constituency projects in terms of construction of school plants in various primary schools across the country. Likewise, Millennium Development Goal (MDG) that was recently change to Sustainable Development Goal (SDG) also help in the construction of classrooms, V.I.P toilets, laboratory buildings, supply of equipment to laboratory and student's furniture.

School facilities and infrastructures including all infrastructures to be put on the school plan such as staff's offices, classrooms, play grounds, library, laboratories, computer centres, alongside conveniences such as facilities like furniture, textbooks, equipment and the like. The role of a school manager is saddled with the responsibilities of planning and designing of school facilities and infrastructures in accordance with the objectives of the school towards the realization of educational goals.

## THEORETICAL FRAMEWORK

A previous study (Nwankwo & Nweke, 2016) on effects of corruption on educational system in Nsukka zone, Nigeria, found that corruption is a general issue within the school heads, policy makers, examination councils, teachers, supervisors and invigilators, and above all leads to the abuse of teaching as a profession like other professional bodies in Nigeria. A study by Nwaokugha and Ezeugwu (2017) focusing on corruption in the education industry in Nigeria, reveals that corruption in the education industry terribly creates infrastructural deficits that result in poor instructional delivery and making many people lack the access to education. Describing the extent of corruption in Nigeria, Okeyim, Ejue and Ekenem (2013) write that "corruption is pervasive in Nigeria" and analysing the consequences of this, Lawal and Tobi (2006: 642) write that "Nigeria presents a typical case of a country in African whose development has been undermines by the menace of corrupts practices". However, there have been no reports showing direct linking between corruption in education system and management of primary schools in Nigeria. Hence, to fill the gap, this study seeks to examine the level of adequate provision of fund, facilities, professional expert and their relationship with management of primary schools in Nigeria.

Corruption as a concept does not easily yield itself to one size fits all definition. This is why people see it as a "difficult concept to define". United Nations Development Programme (UNDP, 2008) defined corruption as a misuse of entrusted power for private gain through bribery, extortion, nepotism, or embezzlement. Transparency International (2010) defines corruption in a simple way as abuse of entrusted power for private benefit. Both of these definitions are significantly related to what is happening in public primary schools. Corruption in public primary schools is defined as the systematic use of public office for private gain whose impact is significant on access to quality or equity education (Hallak & Poisson, 2001).



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Parankimaillil (2012) defines education as a systematic process through which a child or an adult acquires skill, knowledge, attitude, experience and value from one generation to another. Education eliminates poverty, disease and ignorance in society. Eliminating education corruption is a vital way of achieving an efficient and effective management of education because education is the catalyst for production, good health, development and transformation.

The conceptual framework of this study is developed based on the social system theory of administration. The social system theory was postulated by Parson (1977) as cited in Senge (2006). Senge (2006) considers a system as an interrelated set of elements functioning as an operating unit. A system is an organised collection of independent but interrelated elements or components to accomplish an overall goal. Scott (2008) classifies an open system in five basic elements: input, a transformation process, output, feedback and the environment. The environment surrounding the school includes the social, political and economic forces that impinge on the organisation. System theory can be used clearly and concisely in order to understand school structure. Norlin (2008) refers to school as a social system in which two or more persons working together in a coordinated manner to attain common goals. Simply put, a school as a system has various inputs that are processed to produce outputs with feedback as represented in figure 1.

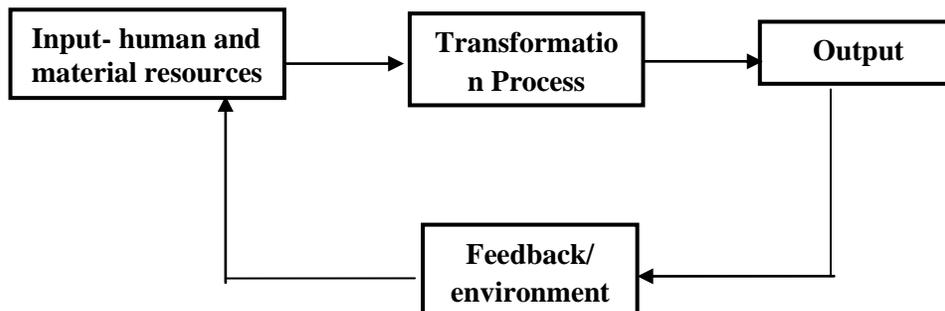


Figure 1: Theoretical framework of the General System Model (Source: Parson, 1970, p.35).

School system consists of input, process and output. School input are the human, material, financial or information resources used in the teaching and learning process. Teaching and learning process involves the interaction between and among these parts. This means schools recruit teachers, admit students and secure other resources such as finance and materials from the environment. Inputs are processed by the school principal (professional expert) by transforming available resources to create new products for future services, which is the output of the school. Meanwhile, feedback encompasses information concerning the outputs and environment comprises the external environment of the school including the social, political and economic forces that impinge on the school's operation. The school uses the public's opinion to get feedback on the quality of products whether it is good or bad in order to ensure school effectiveness.



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## METHODOLOGY

### *Research Design*

The Quantitative research design was used in this study. This design was considered appropriate because of the opportunity to obtain the opinion of the sample population, analyse the data collected with the use of appropriate data analysis technique and to reach a reasonable conclusion about the population from the findings of the study.

### *Population and Sampling*

This study focused on public primary education in North-Central, Nigeria. There are 12,775 primary schools in North-Central. The target population of this study comprised of all 12,775 head teachers and 93,301 teachers in public primary schools in North-Central. Sample of 375 head teachers and 384 teachers were then selected with the use of Krejcie and Morgan (1970) table of determining sample sized of a given population. Proportional random sampling technique was used to select sample of 375 head teachers and 384 teachers, this involved obtaining the population of head teachers and teachers in each of the selected primary schools in North-Central and selecting the sample proportionally from these populations as shown in Table 1. The technique is appropriate for this study because it gives room for the selection of a true sample of the target population. Stratified random sampling technique was used to select primary school head teachers and teachers from the sample schools. This was to ensure that all categories of head teachers and teachers were given an equal chance of being selected.

Table 1

*Population Sample of Head Teachers and Teachers of Primary Education*

S/N	North-Central states	Number of primary schools	Number of teachers	Selected head teachers	Selected teachers
1	Benue	2,661	4,344	78	18
2	FCT	495	7,172	15	29
3	Kogi	2,096	13,778	62	57
4	Kwara	1,406	17,274	41	71
5	Nasarawa	1,278	25,217	37	104
6	Niger	2,834	16,320	83	67
7	Plateau	2,005	9,196	59	38
<b>Total</b>		<b>12,775</b>	<b>93,301</b>	<b>375</b>	<b>384</b>

Source: Universal Basic Education Commission (2015)



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

## ***Instrument***

A self-constructed questionnaire titled “Corruption and Management of Primary Education Questionnaire” (CMPEQ) was the instrument used for data collection. The instrument had two sections; Section A elicited personal information of head teachers and teachers, while Section B elicited information concerning the corruption and management of primary education. The head teachers and teachers responded to the items on a four (4) point Likert-type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strong Disagree (1). The criterion mean is given thus:  $4 + 3 + 2 + 1 / 4 = 2.50$ . The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the respondent.

## ***Validity and Reliability***

To ensure content validity of the instrument, draft copies of the instruments were given to six experts in educational management and three experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations and recommendations. In addition, 30 corrected copies were further administered to head teachers and teachers who are part of the sampled to examine their understanding of the items of the wording, instructions and understandability of the scales and questions in order to detect if there are any difficulties that may arise in filling the questionnaire. Therefore, some suggestions made were corrected appropriately before sending out final copies.

Instrument reliability was ensured by using Cronbach’s alpha; the instrument reliability index was .78. The corrected questionnaires were distributed with the help of seven research assistants to the head teachers and teachers of sample schools in order to ensure higher return rates.

## ***Data Collection Process***

The researcher with the help of six research assistants personally administered the instruments to the head teachers and teachers of the sample primary schools. The researcher and the research assistants waited for the head teachers and teachers to answer the questions and collected the answer scripts immediately when they had responded to the items in the instruments and the instruments were retrieved and scored. This method facilitated on the spot collection of the instrument and a hundred percent retrieval. Effective administration of questionnaires was also aided by cooperation of colleagues and friends in the sample schools. In the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of their responses.

## ***Data Analysis***

This descriptive analysis was used to answer the research questions. The data collected for the study were analysed using t-test statistical analysis and the data were screened before analysis. Missing data was not an issue in this study because the researcher with the help of research assistants administered the questionnaire appropriately to the respective participants and made sure the questionnaire is appropriately filled in the process of collecting. The research questions were then analysed using mean and standard deviation while t-test was used to answer the research hypotheses. The t-critical value was compared to the significant level (0.5) to determine the rejection or acceptance of the hypotheses.



## FINDINGS

This section discusses the result of the findings. The findings were organized based on research objectives.

### *Provision of Adequate Fund*

Descriptive statistics were used to analyse the data collected from 375 head teachers and 384 teachers in public primary schools in North-central. The analysis yielded results as shown in Table 2.

Table 2  
*Adequate Provision of Fund*

S/N	Provision of Fund	Head teachers Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
1	Provision of adequate fund enhance availability of materials needed for education	2.96	0.967	2.95	.954	Agreed
2	Adequate funding help in coordinating school activities.	2.95	0.975	2.98	.931	Agreed
3	Proper allocation of fund enhances the realization of educational goal.	2.94	0.984	2.92	.955	Agreed
4	Funds generated from sewing school uniforms help in improving quality education.	2.74	1.028	2.79	1.000	Agreed
5	School raises funds from examination booklets	2.80	1.028	2.80	1.018	Agreed
	Grand Mean	2.89	0.996	2.89	0.971	

(Mean  $\geq$  2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 2, the overall mean for head teachers and teachers' perception of provision of adequate fund is 2.89 (SD = 0.996) and 2.89(SD = 0.971) respectively. This could be interpreted that participants agreed that provision of adequate fund improve management of primary education. The results of the analysis for each provision of fund indicated that three out of the five provisions of fund showed a higher mean than the overall mean value. The items are *provision of adequate fund enhance availability of materials needed for education* ( $M = 2.96$ ,  $SD = 0.967$ ) and ( $M = 2.95$ ,  $SD = 0.954$ ), followed by *adequate funding help in coordinating school activities* ( $M = 2.95$ ,  $SD = 0.975$ ) and ( $M = 2.98$ ,  $SD = 0.931$ ), *proper allocation of fund enhance the realization of educational goal* ( $M = 2.94$ ,  $SD = 0.984$ ) and ( $M = 2.92$ ,  $SD = 0.955$ ).

Meanwhile, the other two items – *funding are generated from sewing uniforms* ( $M = 2.74$ ,  $SD = 1.028$ ) and ( $M = 2.79$ ,  $SD = 1.000$ ) and *school raises funds from examination booklets* ( $M = 2.80$ ,  $SD = 1.028$ ) and ( $M = 2.80$ ,  $SD = 1.018$ ) showed lower mean than the overall mean of provision of adequate fund. However, all five items of adequate provision of fund have mean values (2.89) that are interpreted as agreed. This shows that the participants agreed that provision of adequate fund improve management of primary schools in North-Central.



***Provision of Facilities and Infrastructures***

The second research objective is about the relationship between provision of adequate facilities and infrastructures and management of primary schools as shown in the following:

Table 3

*Provision of Facilities and Infrastructures as Responed by Head Teachers and Teachers*

S/N	Facilities and Infrastructure	Head Teacher Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
6	Provision of well-ventilated classroom enhance effective management of education.	2.90	0.960	2.91	.959	Agreed
7	Provision of adequate furniture enhance management of education.	2.96	0.910	2.87	.949	Agreed
8	Provision of appropriate textbooks enhance management of education.	2.93	0.964	2.88	.994	Agreed
9	Provision of libraries improve management of education.	2.86	1.023	2.80	1.021	Agreed
10	Provision of laboratories with equipment enhance effective management of education.	2.84	1.006	2.87	1.001	Agreed
	Grand Mean	2.90	0.972	2.87	0.985	

(Mean > 2.50 Agree, Mean < 2.50 Disagree). Researcher field work

The second research objective is about provision of facilities and infrastructure as shown in Table 3, the overall mean for head teachers and teachers' perception of provision of adequate fund is 2.90 (SD = 0.972) and 2.87 (SD = 0.985) respectively. This could be interpreted that participants agreed that provision of adequate facilities and infrastructure enhance management of primary education. The results of the analysis for each provision of facilities and infrastructure indicated that three out of the five provisions of fund showed a higher mean than the overall mean value. The items are *provision of well-ventilated classroom enhance effective management of education* ( $M = 2.90, SD = 0.960$ ) and ( $M = 2.91, SD = 0.959$ ), followed by *provision of adequate furniture enhance management of education* ( $M = 2.96, SD = 0.910$ ) and ( $M = 2.87, SD = 0.949$ ), *provision of appropriate textbooks enhance management of education* ( $M = 2.93, SD = 0.964$ ) and ( $M = 2.88, SD = 0.994$ ).

Meanwhile, the other two items – *provision of libraries improve management of education* ( $M = 2.86, SD = 1.023$ ) and ( $M = 2.80, SD = 1.021$ ) and *provision of laboratories with equipment enhance effective management education* ( $M = 2.84, SD = 1.006$ ) and ( $M = 2.87, SD = 1.001$ ) showed lower mean than the overall mean of provision of facilities and infrastructure. However, all five items of adequate provision of facilities and infrastructure have mean values (2.90) that are interpreted as agreed. This shows that the participants agreed that provision of adequate facilities and infrastructure enhance management of primary schools in North-Central.



***Appointment of Educational Expert***

Descriptive analysis of the data collected from 375 head teachers and 384 teachers in primary schools in North-Central. The analysis yielded results in Table 4.

Table 4  
*Educational Expert*

S/N	Educational Expert	Head teachers Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
11	Educational expert recognize the worth and personal dignity of staff.	2.92	0.961	2.91	.959	Agreed
12	Educational expert involving staff in decision making.	2.99	0.922	2.87	.949	Agreed
13	Educational expert recognize and reward excellent staff.	2.93	0.963	2.88	.994	Agreed
14	Educational expert ensuring an effective interpersonal relationship in the school.	2.87	1.022	2.80	1.021	Agreed
15	Educational expert brings about creativity and innovation in school.	2.85	1.018	2.87	1.001	Agreed
	Grand Mean	2.91	0.977	2.86	0.985	

(Mean > 2.50 Agree, Mean < 2.50 Disagree) Researcher field work

As shown in Table 4, the overall mean for head teachers and teachers' perception on educational expert is 2.91 (SD = 0.977) and 2.86 (SD = 0.985) respectively. This could be interpreted that participants agreed that appointment of educational expert bring about effective management of primary education. The results of the analysis for each provision of educational expert indicated that three out of the five provision of education expert showed a higher mean than the overall mean value. The items are *educational expert recognize the worth and personal dignity of staff* ( $M = 2.92, SD = 0.961$ ) and ( $M = 2.91, SD = 0.959$ ), followed by *educational expert involving staff in decision making* ( $M = 2.99, SD = 0.922$ ) and ( $M = 2.87, SD = 0.949$ ), *educational expert recognize and reward excellent staff* ( $M = 2.93, SD = 0.963$ ) and ( $M = 2.88, SD = 0.994$ ).

Meanwhile, the other two items – *educational expert ensuring effective interpersonal relationship in the school* ( $M = 2.87, SD = 1.022$ ) and ( $M = 2.80, SD = 1.021$ ) and *educational expert brings about creative and innovation in school* ( $M = 2.85, SD = 1.018$ ) and ( $M = 2.87, SD = 1.001$ ) showed lower mean than the overall mean of appointment of educational expert. However, all five items of educational expert have mean values (2.91) that are interpreted as agreed. This shows that the participants agreed that appointment of educational expert bring about effective management of primary schools in North-Central.



## RESEARCH HYPOTHESES

The following null hypotheses were formulated and answered:

- (1) There is no significant difference between the mean scores of head teachers and teachers on provision of adequate fund and management of primary schools in North-Central, Nigeria.
- (2) There is no significant difference between the mean scores of head teachers and teachers on provision of facilities and infrastructures and management of primary schools in North-central, Nigeria.
- (3) There is no significant difference between the mean scores of head teachers and teachers on educational expert and management of primary schools in North-Central, Nigeria.

### *Hypotheses Testing*

The analysis method applied in the course of the research work was the use of t-test statistical analysis to test the set hypotheses as follow:

**H<sub>01</sub>:** there is no significant difference between the mean scores of head teachers and teachers on adequate provision of fund and management of primary education

Table 5  
*Provision of Fund Regular and Management of Primary Education.*

Variable	N	$\bar{x}$	SD	df	Tcal	t-crit	Decision
Head teachers	384	2.89	0.996	757	0.31	1.96	Accepted
Teachers	375	2.89	0.971				

Table 5 indicates the t-test analysis between the mean scores of head teachers' and teachers' responses on provision of fund and management of primary education. The t-calculated value of 0.31 is less than t-critical value of 1.96. This means there is no significant difference between the responses of head teachers and teachers on provision of fund and management of primary education. Therefore, the null hypothesis which states that there is no significant difference between provision of fund and management of primary education is accepted.

**H<sub>02</sub>:** There is no significant difference between the mean scores of head teachers and teachers on provision of facilities and infrastructures and management of primary education.

Table 6  
*Provision of Facilities and infrastructures and management of Primary Education.*

Variable	N	$\bar{x}$	SD	df	Tcal	t-crit	Decision
Head teachers	384	2.90	0.972	757	0.94	1.96	Accepted
Teachers	375	2.85	0.985				



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Table 6 indicates the t-test analysis between the mean scores of responses of the head teachers and teachers on the provision of facilities and infrastructures and management of primary education. The t-calculated value of 0.94 is less than t-critical value 1.96. This means there is no significant difference between the responses of head teachers and teachers on provision of facilities and infrastructures and management of primary education. Therefore, the null hypothesis which states that there is no significant difference between provision of facilities and infrastructures and management of primary education is accepted.

**H<sub>03</sub>:** There is no significant difference between the mean scores of head teachers and teachers on educational expert and management of primary education.

Table 7  
*Educational Expert and Management of Primary Education*

Variable	N	$\bar{x}$	SD	df	Tcal	t-crit	Decision
Head teachers	384	2.91	0.977				
				757	1.06	1.96	Rejected
Teachers	375	2.85	0.985				

Table 7 indicates the t-test analysis between the mean scores of head teachers' and teachers' responses on educational expert and management of primary education. The t-calculated of 1.06 is less than t-critical value of 1.96. This means there is no significant difference between the responses of head teachers and teachers on appointment of educational expert and management of primary education. Therefore, the hypothesis which states that there is no significant difference between educational expert and management of primary education is accepted.

## DISCUSSION

The result of Question One's analysis and findings in Table 1 shows that adequate provision of fund is necessary for effective management of primary education in North-Central. The provision of adequate fund enhance the availability of materials needed for education, help in coordinating school activities, enhance the realization of educational goal, and help improving the quality education as well as bring about effective management of education. Results from hypothesis one revealed that there is no significant difference between the provision of adequate fund and management of primary education in Nigeria. The problem of mismanagement and inadequate provision of fund hampered effective management of primary education. This finding agreed with Nwankwo and Nweke (2016) that educational system has become a corrupt sector that such corrupt practice like misappropriation of budget allocated for education, favouritism, ghost worker among others had led the education system to be difficult in managing towards the achievement of educational goal. This finding also conform to Kayode (2013) that funds that should have been used for better education, health, infrastructure and other item needed to encourage a good life of Nigerians at the grassroots are misappropriated by a microscopic few.

The findings in Table 2 show that provision of adequate facilities and infrastructures enhance the effective management of primary education in North-Central, Nigeria. The provision of well-ventilated classroom, adequate furniture, appropriate textbooks, and provision of libraries as well as provision of laboratories with equipment improve and enhance the effective management of education. Result from hypothesis two analysis showed that there is no significant difference between the provision of adequate facilities and infrastructures and management of primary education.



# MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

The inadequate facilities and infrastructures however, do create problems to the education sector. The findings agreed with Meet and Laxmi (2014) that corruption has become a jacketed in bureaucratic structures which discouraging any kind of innovation.

Based on Question Three's analysis and findings in Table 3, it shows that participants agreed with the view that appointment of educational expert bring about effective management of primary education. These are, educational expert would recognize the worth and dignity of staff, involving staff in decision-making, recognize and reward excellent staff, ensuring effective interpersonal relationship as well as brings about creative and innovation needed in school. Result from hypothesis three shows that there is no significant difference between educational expert and management of primary education in North-Central, Nigeria. The findings of this study conformed to Ifedili and Ochuba (2009), they maintained that appointment of unqualified teachers based on ethnicity and parochialism, inadequate instructional facilities, mismanagement of fund, poor remuneration of teachers among others as the factors militating against the maintenance of standard education in Nigeria. These findings also agreed with Dike (2007) that Nigeria system of education can tackle corruption through managing and strictly supervising school morality and integrity and mold them to be honest and trustworthy in their service delivery in the country.

## **IMPLICATIONS AND RECOMMENDATIONS**

This study is very important as it highlights that meaningful academic achievement cannot take place in an environment where there is a lack of adequate fund, facilities and infrastructures, as well as professional expert. It is hoped that findings of this study will help the government and other stakeholders to make necessary adjustment and improvements in the provision of fund, facilities and infrastructure as well as appointment of educational expert which is significant towards an effective management of education. The findings of this study will help to sensitize the Ministry of Education in the country in appointing educational expert in order to enhance the effective management of school. Researchers will also benefit from the outcome of this study as it would lay a sound basis for further research. The findings of this study will also be useful to the policy makers, educational planners, school administrators and other officials that are directly responsible in administering the school and the society. Efforts should be made to provide the required resources in the school system. Therefore, it is necessary for the government to provide adequate fund to finance education in order to enhance availability of materials needed for education, helping in coordinating school activities, and to enhance the realization of educational goal as well as improving quality education which will in turn improve management. In addition, the government should try and renew all out of date facilities and construct adequate educational infrastructures by providing well-ventilated classrooms, adequate furniture, appropriate textbooks, libraries, as well as laboratories with necessary equipment. The entire management of education should be in the hands of experts and professionals in the field as by appointing educational experts, they will recognize the worth and dignity of staff, reward excellent staffs, ensure effective interpersonal relation, involve staff in decision-making as well as bring about the needed creativity and innovation in school for effective management of primary education in Nigeria.

## **CONCLUSION**

Primary education is the fundamental place for laying a solid foundation for the education of future leaders in society. To achieve the aim of primary education, effective management needed to be put in place by eliminating all forms of education corruption in order to enhance its quality. This paper focused on the corruption in education and management of primary schools in Nigeria. As a way of doing justice to the paper, it extensively discussed the scope and dimensions of corruption in education in the Nigerian society.



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

Most importantly, corruption terribly creates infrastructural problems that result in many people not having access to quality education and thus systematically create immorality and also resort to high profile criminality like militancy and insurgency. Inadequate provision of education fund has caused Nigerian citizens to encounter lack of access to education which then create a multiplier effect on the economy and development of the Nigerian. In addition, the appointment of unqualified people due to favouritism serves as a way of creating economic stagnation which is not favourable to the progress and development of the country. The findings of this study show that adequate provision of fund, provision of facilities and infrastructure and appointment of educational experts are the major ways of achieving effective primary education in Nigeria.

Further researches can expand this study by using other variables apart from funding, facilities and appointment of educational expert as indicators of corruption in schools. The study can also be carried out in a different school setting such as secondary schools and higher institutions for learning.

### REFERENCES

- Abdulkareem, A.Y. (2002). Management: concept, principles and functions. The Craft of educational management. Femi Durosaro and Segun Ogunsaju (Eds). Indemac print media, Kwara State, Nigeria.
- Ajie, H.A. & Wokekoro, O.E. (2012). The implication of corruption on sustainable economic growth and development in Nigeria. *International Journal of Economic Development Research and Investment*, 3(1), 5-10.
- Douglas, O.N. & Magdaline, C.E. (2017). Corruption in the education industry in Nigeria: Implication for national development. *European Journal of Training and Development Studies*, 4(1), 1-17.
- Federal Republic of Nigeria. (FRN) (2013). National policy on education: Federal Ministry of Education. Yaba, Lagos – Nigeria.
- Hallak, J. & Poison, M. (2001). Ethics and corruption in education. Paris: IIEP- UNESCO.
- Heyheman, .S. (2004). Education and corruption. *International Journal of Educational Development*, 24(6), 37-48.
- Ifedili, C.J. & Ochuba, V.O. (2009). An appraisal of educational standard in Nigerian public primary schools. *Benin Journal of Social Sciences*, 17(1), 53-62.
- Jimoh, .B.O. (2013). Introduction to educational administration in Nigeria. Educational administration and planning. Eunice, .O. and Don .O (Eds). Independent Concept, Edo State, Nigeria(p. 4).
- Krejcie, R.V. & Morgan, D.W. (1970). Table for determining sample size from a given population. *Education and Psychological Measurement*, 30 (3), 607-610.
- Lawal, G. & Tobi, A. (2006). Bureaucratic corruption, good governance and development: The challenges and prospects of institution building in Nigeria. *Journal of Applied Science Research*, 2(10), 642-649.
- Meet & Laxmi, N. (2014). Corruption in education- nature and causes. *International Journal of Research*. 1(8), 211-223.
- Mumuni, .A. & Sweeney, G. (2013). Public interest litigation for the right to education: The SERAP V. Nigeria case. In G. Sweeney, K. Despota & Linder (eds.) Global corruption report: Education. New York Routledge.



## MALAYSIAN ONLINE JOURNAL OF EDUCATIONAL MANAGEMENT (MOJEM)

- Norlin, J. M. (2009). *Human behaviour and the social environment: social systems theory* – Upper Saddle River, NJ: Allyn and Bacon.
- Nwankwo, B.C. & Nweke, P.O. (2016). Effect of corruption on educational system: A focus on private secondary schools in Nsukka zone, Nigeria. *Global Journal of Human – Social Science*, 16(5), 59-67.
- Nwaokugha, D. O., & Ezeugwu, M. C. (2017). Corruption in the education industry in Nigeria: implications for national development. *European Journal of training and Development studies*, 4(1), 1-17.
- Nwaokugha, .D.O., Nyewusira, B.N. & Nyewusira, C. (2013). Education and corruption in Nigeria: A historical and philosophical analysis. *Journal of Educational Review*, 6(2), 195-200.
- Ojiade, F, (2000). The professional accountant and anti-corruption crusade. In ICAN News July/September.
- Okeyim, M. O., Ejue, J. B. & Ekenem, S. A. (2013). Governance and corruption in Nigeria: A philo-psychological analysis. *Net Journal of Social Science*, 1(2), 24-32.
- Parankimaillil, J. (2012). Meaning, nature and aims of education. *Global Journal of Human-Social Science*, 16(5), 58-67 Retrieved from: <http://WWW.j.johnparankimailli.wordpress.com>.
- Scott, R. W. (2008). *Organization and organizing rational, natural and open systems perspectives* – Upper Saddle River, NJ: prentice Hall.
- Senge, P. (2006). *The fifth discipline: the art and practice of the learning organization* (re. ed.). New York, NY: Currency/Double day.
- Stanley, L. & Wise, S. (2010). The ESRC's 2010 Framework for Research Ethics: fit for research purpose? *Sociological Research Online*, 15(4), 12-13.
- Transparency International and African Education Watch (2010). Good governance lessons for anti-corruption. (Lessons from Ghana, Madagascar, Morocco, Niger Senegal, Sierra Leone and Uganda). *Global Journal of Human-Social Science*, 16(5), 58-67.
- UNDP (2008). *Primer on corruption and development: Anti-corruption intervention for poverty reduction, realization of MDGs and promoting sustainable development democratic governance group*, Bureaucratic for Development Policy: New York.