



| **Research Article**

**IMPACT OF CORRUPTION ON TEACHING PROGRAMME AND RESEARCH PROGRAMME IN TERTIARY INSTITUTION IN NIGERIA**

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**Abstract:** The paper discussed the impact of corruption on teaching programme and research programme implementation in the Nigerian tertiary institution. The paper used secondary data. The secondary data were collected from both print and online publications. Content analysis was used to analyze the selection of literature for the study. The paper noted that corruption is inimical to the development of tertiary institution in Nigeria especially in the areas of teaching and research programme implementation. The paper concluded that corruption have affected the development teaching and research programme in the tertiary institutions. Based on this finding, the paper recommend deployment of technology to tackle corruption practices and the implementation of accountability and participation of stakeholder strategies to enhance accountability and transparency in the management of funds released for operational running of the institutions.

**Keywords:** Corruption, Teaching programme, Research programme



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## **1.0 Introduction**

Tertiary education is the education after secondary school meant for manpower training and development and specifically finding solutions to pressing problems in the country at large (Ogunode & Ayeni, 2024). Tertiary education, also called post-secondary education, is any level of education pursued beyond high school, including undergraduate and graduate credentials. These credentials encompass certificates, diplomas or academic degrees. Tertiary education refers to specialized education in a specific field, taken on after finishing high school. Tertiary education is non-compulsory and provided in a specialist institution, usually a college, polytechnic or university. This form of education may be delivered virtually or at a distance (Top-hat, 2023).

Federal Government of Nigeria National Policy on Education FRN (2013), defines tertiary education as an education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

Tertiary education as an educational system that advances the implementation of the teaching programme, research programme and community service programme for the socio-economic and technological development of the country (Ogunode & Mcbrown 2022). Tertiary education programmes according to Ogunode (2020) includes; teaching, research and community services. Research been the second cardinal programme of the tertiary institutions is critical to their development.

The goals of tertiary education according to the FGN National Policy on Education (2013), shall be to: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning programmes that prepare students with the knowledge and skills for selfreliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

## **2.0 Literature Review**

Corruption have been defined by different scholars such as Bitarabeho as cited in Avoola (2013) who viewed corruption as a cankerworm that has affected the social, political and economic fabrics of development and requires the involvement of every citizen to combat it. In opinion of Adamu (2015): "Corruption occurs among many groups of actors from policy makers at the Government level to providers of education at the school level, such as teachers and principals. Corrupt practices in the educational sector can include bribes, admission racketeering, examination frauds, preferential promotions and placements for teachers and charging students a fee for tutoring services to cover the curriculum needed to pass mandatory examinations that should have been taught in the classroom, unauthorized text-books procurements, meal provision and infrastructure contracting high cost and so on."

Corruption according to Gronlund et al (2010) is a function of both the opportunity to

request/ receive bribes and the risk of detection. The existence of corruption in all sectors of the society damages societal growth and development; increase costs for firms and discourage both foreign and domestic investments. World Bank defines corruption as the abuse of office for private gains. Public office is abused for private gain when an official accepts, solicits or extorts a bribe. It is also abused when private agents actively offer bribes to circumvent public offices and processes for competitive advantages or profit (Osakede, 2015).

According to United Nations Convention against Corruption, Corruption continues to be a top priority for the Nigerian government and its people. Corruption impacts all elements of public life, continues to damage the country's social, economic, and political progress, and is a key impediment to achieving the Sustainable Development Goals. (Anazodo, 2015). The famous former chairman of the ICPC, Justice Mustapha Akanbi (Iyanda (2012), divided corruption in Nigeria into three categories: the street level, the business corruption and the high level corruption. The term "street level corruption" refers to corruption in government as manifested in citizens' day-to-day encounters with officials. The second one is Corruption in small and medium-sized businesses that occurs with or without the active participation of an analogous public sector official; and Corruption at the highest level, involving large sums of money in high-powered positions in finance, government, and administration (Ndou, 2004). Corruption have penetrated the tertiary institution' management especially the teaching and research programme.

Teaching programme is the first cardinal programme of the higher institutions. Ogunode & Aibe (2022) noted that tertiary Educational institutions are saddled with the three cardinal programme which include teaching programme, research programme and community service programme. Teaching programme is one of the most important programme of the tertiary institutions. Teaching programme is one of the indicator used to measure the standard of tertiary institutions. Teaching is a process in whereby professional individual carry out instruction to the students with the aims of modifying their behaviors (Ehichoya, & Ogunode 2020). Teaching is a systematic act that involves imparting instructions to the learners in the classroom situation either in basic school, secondary school and tertiary institutions. *Teaching* programme is an organized process of attending providing services to the learners. *Teaching* programme is the act the giving instruction in a basic school or a secondary school or in a university. Teaching programme constitutes the teachers, students and teaching and learning resources. The teachers' qualifications, experiences and leadership skills matters in the implementation of teaching programme (Ogunode et al 2022).

Research is the systematic study of materials and sources in order to establish facts and reach new conclusions (National Open University 2012). Research is the process of creating new knowledge or new insights on knowledge, or unlocking knowledge (Ibidapoobe, in Afolabi, & Ogunode 2021). Research as a systematic investigation including development, testing and evaluation, designed to develop or to contribute to generalizable knowledge. They further asserted that research is a curiosity-driven activity that has the purpose of discovery and advancement of knowledge (Fawoel, Egbokhare, Itiola, Odejide and Olayinka in Ogunode, and Ade, 2023). Research is conducted to solve local, national and international pressing problems. Research according to National Open University (2020) will often argue that a certain individual is "conservative" if he or she answers a series of questions in a specific manner. The assumption is that certain answers to specific questions represent particular personality patterns, one of which is "conservatism." Research attempts to discover relationships existing among important variables.

It is aimed at finding the condition under which a certain phenomenon of interest occurs and the conditions under which it does not occur in what might appear to be similar circumstances. Research ranges from physical thing, an event, a process, a social institution of a social condition, biological condition, etc. Irrespective of the subject, research seeks to understand what is being researched into through observation, experimentation and analysis to arrive at a better understanding or a definite conclusion on the subject matter (Adebola, 2009).

### **3.0 Method**

This paper discussed the impact of corruption on teaching programme and research programme of Nigerian tertiary institutions in Nigeria. The paper depends on secondary source of data which relied on secondary evidences inform of published books, journal articles, newspapers, government official documents, seminar papers, conference papers as well as related information from the internet.

### **4.0 Result and Discussion on Impact of corruption on teaching programme and Research programme in Tertiary institutions**

#### **A) Corruption on teaching programme**

Teaching programme implementation in the tertiary institutions in Nigeria appear to be affected by corruption practices in the system. Affirming this, Ahaotu & Ogunode (2021) and Ogunode, (2021) observed that one of the major problems facing the implementation of teaching programme in tertiary institutions in Nigeria is corruption. This corruption has penetrated all educational institutions, the higher education is inclusive (Ololube, 2016; Godwin 2018; Ogunode & Abubakar 2021). Madaki, (2019), opined that education in the Nigerian state has faced terrible challenges occasioned by corrupt practices. Ahmodu, & Sofoluwe, (2018) found out that Nigerian universities have now become an ivory tower in the throes of corruption scandals where things are no longer at ease, corruption allegations mounted on top officials of the Nigerian Universities are fingered in financial offensiveness and maladministration.

The corruption practices has negative implication on the level of infrastructure facilities available for the execution of teaching and learning. Ebehikhalu, and Dawam (2016) lamented that many of the stakeholders in the university system in Nigeria are also responsible for the rot in the university system. Asuu has struggled to force the government to properly fund the universities, but these funds are poorly managed, embezzled and stolen. This high level of corruption is a practice common among the universities' administrators. The corrupt practices are similar to what obtains in the civil service and in the political world. The symptoms of these corrupt practices are manifested in the dilapidated, very substandard and poorly delivered buildings and other infrastructure. Majority of the universities' administrators have seen their positions as opportunity to amass wealth, caring more on how to enhance their financial wherewithal than protecting the integrity of the university system. These corruption practices have led to shortage of facilities that has negatively affected the effective implementation of teaching programme. Ogunode, & Stephen, (2021); Ogunode, and Josiah, & Ajape, (2021) and Okoli, Ogbondah, and Ewor, (2016) concluded that the effects of corruption on the public university administration in Nigeria include the poor quality of education (teaching and learning), reduction of funds for administrative functions, shortage of infrastructural facilities, shortage of academic staff, resources wastage, increase in administrative cost, hampering development of public universities and resulting to poor image of public universities in international communities.

Corruption in the system have led to shortage of instructional resources that if not adequately available affect smooth execution of the teaching and learning process in the higher

institutions. Corruption also affects supply of libraries resources and laboratory reagent. and Ololube, (2016); Daniel-Kalioi, (2019) and Ishaya and Ogunode, (2021) noted that funds budgeted for acquisition of these resources are sometime misappropriated and mismanaged and ended in private pocket.

### **B) Corruption on research programme**

Also, in the area of research programme implementation, Ayeni and Sani, (2021) noted that corruption affects the completion of research facilities such as research centres, laboratories and workshops. The foregoing consequently affects other things in the society. Thus, scholars have opined that the problems facing peacebuilding in Nigeria are characterized by high levels of corruption and poor infrastructural facilities that have damaging effects on the welfare of Nigerians.

Ogunode *et al.* (2021) concluded that corruption is another problem that is preventing the administration and development of research in Nigerian public universities. Funds released by the government for the administration and development of research programmes in public universities have been mismanaged and misappropriated. Some funds are been looted by the researchers or lecturers. Ogunode *et al.* (2021b) submitted that corruption in the university system has affected the volume of funds allocated for research programmes. The above is further affirmed by scholars who noted that corruption is almost the second name of political officeholders in Nigeria (Muhammed, & Ayeni, 2018; Godwin, Ayeni, & Peter, 2021).

Corruption in tertiary institutions has led to a shortage of research funds. This is against the backdrop that fund is the lifeblood of every organisation (Ayeni, 2017; Ogunode, Jegede, Adah, Audu & Ajape 2020). Kola, Abdulrahman, Sunday and Tayo (2021) noted that corruption is one of the enemies of research development in Nigeria's higher education. The TETFund would have made the same impact the National Research Foundation of South Africa made in funding research if not for corruption. Most heads of Nigerian institutions collaborate with lecturers to divert research funds. Many lecturers collect money for conferences but fail to attend such meetings. Corruption in Nigeria has been a source of burden as it affects the national economy (Amaechi, Ayeni, & Madu, 2019). Institution-based research (IBR) does not thrive well in most institutions because it fails to utilize research funds after collecting the capital. Some Provosts and Rectors do not adequately release the funds to the researchers who submitted the proposal to the TETFund after approval.

Kola, Abdulrahman, Sunday and Tayo (2021) noted that the case of postgraduate supervision in Nigerian universities is a fundamental issue requiring every stakeholder's education attention. Many doctoral students have been frustrated out of the program because of their supervisors. The corruption in Nigerian politics has found its way to academics through students' supervisors and lazy students. Most Nigerian students are not serious about postgraduate study, even the doctorate: these students induced some supervisors with gifts to have their ways. Unfortunately, students who cannot afford such assistance suffer severe setbacks in their studies (Kola; Abdulrahman, Sunday & Tayo 2021). Corruption in tertiary institutions according to Ayeni, Tusayi, Joseph & Obatayo, (2018) has led to poor conduct of research and poor quality research by students. Corruption in tertiary institutions has its roots in Nigerian society. For instance, it has been argued that governments at various levels in Nigeria are corrupt they can no longer provide basic social amenities for the citizens to enjoy. The corruption in the environment that housed tertiary institutions in Nigeria affected those institutions.

### **4.1 Finding**

The study revealed that corruption has affected the development of teaching programme and research programmes in tertiary institutions in Nigeria and this has led poor implementation of teaching and research programme in the institutions. The problem of corruption in the management practices of the tertiary institutions have led to shortage of infrastructure facilities, shortage of lecturers, shortage of instructional resources, research funds, research facilities, shortage of research resources.

#### **4.2 Conclusion and Recommendation**

The paper discussed the impact of corruption on teaching programme and research programme implementation in the Nigerian tertiary institution. The paper noted that corruption is inimical to the development of tertiary institution in Nigeria especially in the areas of teaching and research programme implementation. The paper concluded that corruption have affected the development teaching and research programme in the tertiary institutions.

Based on this finding, the paper recommend deployment of technology to tackle corruption practices and the implementation of accountability and participation of stakeholder strategies to enhance accountability and transparency in the management of funds released for operational running of the institutions.

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