

**ADRESSING ADMINISTRATIVE CORRUPTION IN EDUCATION  
SECTOR: THE USE OF INFORMATION AND COMMUNICATION  
TECHNOLOGY (ICT) IN NIGERIA**

**ATTAMA, PAULINUS IK**  
**paulinus.attama@unn.edu.ng**  
**08030891488**

**EGWUMA SAMSON**  
**[segwuma@gmail.com](mailto:segwuma@gmail.com)**  
**0803 847 0813**

**IJEOMA UCHENNA C.**  
**[uchenna.ijeoma@unn.edu.ng](mailto:uchenna.ijeoma@unn.edu.ng)**  
**0803 276 4511**

**Department of Public Administration and Local Government**  
**University of Nigeria, Nsukka.**

**Abstract**

The issue of corruption has been universally acknowledged as a drain on a country's developmental efforts. Anticorruption reform hitherto has focused on political corruption. Administrative corruption which citizens have to contend with on a daily basis is only just beginning to attract attention. There have been various strategies, intensifying only recently, to stem the problem. Unfortunately, in most of these countries corruption has remained stable or deteriorated. In the Nigerian context, corruption has deep roots in the fabrics of the society, impacting virtually every aspect of the Nigerian economy. Scholars have highlighted the impeding impact on the technological, political, moral development of the country. In the educational sector, it causes infrastructural insufficiencies which leads to poor educational delivery and inaccessibility to education while impacting the empowerment of citizens within the society. This has left the citizens feeling frustrated, disgruntled and disenchanted and possibly inducing the rise in insurgency, kidnapping and militancy in the country. The study adopted Principal-Agent theory to explain the variables. There is the need to mitigate and tackle the growing trend of corruption in the

educational sector because of impact on manpower and national development. The research makes a number of recommendations which include that; adoption of remote areas, adoption of PPP in education sector, training and retraining of manpower on ICT applications, change of mindset of civil servants in the use of ICT facilities, and provision of sufficient power supply. Also, an effective and reliable financial management system should be established to control and monitor the use of educational resources and supervision of programmes and projects embarked in the educational sector.

**Key Words: Administration, Education Sector, Corruption and Information and Communication Technology (ICT)**

### **Introduction**

Corruption is a big public policy concern for development advocates globally. It is prevalence for countries with high levels of poverty and low levels of literacy, high maternal and child morbidity and mortality rates and low life expectancies among others. A decade ago, UN recognized the urgency of reducing the unacceptable levels of global poverty by committing world leaders to the Millennium Development Goals (UN, 1990) which among a host of pledges promised to end poverty and increase access to universal primary education by 2015. Reported progress on these goals at the 2010 United Nations Summit, ten years later, is mixed. The UN estimates that progress has been made but much remains to be done especially in the developing world where one in six people still live in extreme poverty and more kids are out of the classroom.

It is a phenomenon that is common to many African countries and beyond. For instance, Meerabai (2015), lamented over corruption in India as follows; "Corruption has become a major obstacle in human progress and the foremost challenge in the progress of India in specific. The nation has come a long way from awareness campaigns against corruption and now our current duty is to revamp public service delivery mechanism such that the public can go through procedures in a corruption free manner". Nigerian government has made tremendous improvement in the past as to eradicate corrupt practices in public sectors. Such efforts include establishment of Public Complaints Commission (PCC), Independent Corrupt Practices and related offences Commission (ICPC), Economic and Financial Crime Commission (EFCC) approved Cashless Policy introduced by the Central Bank of Nigeria, Public Procurement Policy, SERVICOM etc, but still corrupt practices in Nigerian

society continue to increase. Thus the need for the application of ICT to curtail the menace of administrative corruption in public institutions in the country ().

The importance of Information and Communication Technology (ICT) tools in all aspect of human endeavour cannot be overstated. It has become a crucial tool, which government of many developed and developing countries invest upon to belt its potentialities. Its adaptability has been found in fields such as Health, Agriculture, Education, Religion, Economy, and Security amongst others. In the opinion of Viitanen (2013), ICT plays a major role in all facets of human lives; such as in politics, economic, social and cultural development. Ndukwe (2017), observes that ICT has been widely established that the economic development of a nation can be accelerated by improvements in a county's ICT infrastructure. Thus, ICT provides the veritable platform for development across economic and other sectors, if well harnessed. Again, the roles ICT plays in health sector have been well documented (Ndukwe, 2014; Sawyer & Williams, 2015).

For example, the development of mobile communications, teleconferencing facilities, multi-media capabilities of telecommunications and the internet has immense benefits to health care delivery (Ndukwe 2014). Thus, ICT tools are used in monitoring and for information sharing on vital issues in public institutions such as education, agriculture, health and other sectors of the economy to reduce corrupt related problems. The paper cannot exhaust discussion on the versatility of ICT gadgets in various sectors; it has impact on corruption as well. Therefore, the following questions were raised to guide the study:

1. Why has corruption in education sector continue to increase?
2. How can ICT be used to abate corruption in education sector in Nigeria?

Based on the above research questions, the following are the objectives of the paper:

1. Find out why corruption is still increasing in education sector in Nigeria.
2. Examine how ICT can be used to abate corruption in education sector in Nigeria.

## **Conceptualization of Key Variables**

### **Information and Communication Technology (ICT)**

Researchers have defined the concept of ICT in different ways. Amongst them is Tinio (2002) as cited in Mohammed (2020) defines ICT as a diverse set of technological tools and resources used to create, disseminate store and manage information and these includes computers, the internet, broadcasting technologies (radio and T/V) and telephony. The Republic of Trinidad and

Tobago (2015) described Information and Communication Technology (ICT) as technology that includes computers, audio-visual systems, broadcast receiving and telecommunication systems, compact discs and video discs, computers, Internet, virtual learning equipment, local and wide area networks (wired and wireless), instructional software, television, voice mail, e-mail, satellite communication, video cassette recorders (VCRs), cable television, conventional and interactive radios. ICT represents the convergence of Information Technology (IT) and Communication Technology (CT). ICT is the combination of networks, hardware and software as well as the means of communication, collaboration and engagement that enable the processing, management and exchange of data, information and knowledge (The Republic of Trinidad and Tobago, 2015).

From the aforementioned definitions, ICT tools or gadgets are not limited to computers, its peripherals and telecommunication gadgets (both mobile and fixed electronic machines), it includes all forms of tools that can be used in creating, storing, sharing transmitting, and receiving information from one location to another. United Nations Education Scientific and Cultural Organization –UNESCO (2006) describes ICT as a form of technology that is used to transmit, store, create, share or exchange information. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computers, Internet, hardware and software as well as the equipment and services associated with these technologies such as video conferencing, electronic mail, online banking, electronic commerce and so on. Today, many services are accomplished with the aid of ICT tools together with associated software; these include airline reservation, e-learning/ distance learning, m- learning, researching, information sharing and distribution to the grassroots via mobile phone, social media, voice on internet protocol (VoIP), video conferencing (Madaki, 2019).

### **Corruption**

The word “corruption” comes from the latin verb “corruptus”, which means “to break” (Ayoola, 2013). Transparency International (TI) defines corruption as the abuse of entrusted power by political leaders or a bureaucracy for personal gain or specific group or interest. The United Nations (UN) points out that corruption can take many forms that vary in degree, from the minor use of influence to institutionalized bribery, and that “this can mean not only financial gain but also non-financial advantages” (UN, 2010 in Grönlund; Heacock; Sasaki Hellström and Al-Saqaf; 2020).

Thus, from the above definition, corruption can be said to be a bane to any developmental process. Grönlund et al (2020) further see corruption as 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. Therefore, corruption is a growing challenge for the business

sector both in the developing and industrialized countries.

Similarly, Bitarabebo as cited in Avoola (2013) sees 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 (Adamu, 2015).

### **Administrative Corruption**

One of the most important definition of corruption is behavior which deviates from formal duties of a public role because of private interest regarding personal gains against public benefits., which is where administrative corruption comes into play. Administrative corruption therefore, refers to the illegal activities of bureaucrats in public organizations. Chukwuemeka, Okechuku, & Okafor (2014) asserts that traditionally, the concept is used to depicts the practices of buying favour from administrators who formulate and implement government economic and political policies. The concept however, transcends the buying of favour, it refers to the violation of official duty by civil servants (Nwankwo & Madubueze, 2018).

Nwankwo & Madubueze (2018) further posit that administrative corruption can simply mean a conscious practice by the bureaucrats that transcends to a deliberate deviation from an original norm of an organization for material or non-material, financial or nonfinancial selfish purposes. We therefore, observed from the above that the pervasiveness of administrative corruption would be explained within the nature and character of the government itself. Administrative corruption therefore, grows as its government grows and as such

becomes dehumanized and consequently cultivated into the culture of governance if not properly checked.

### **Education**

Education can be largely defined as process that aids individuals in their pursuit of human development. According to Parankimalil (2012) it is a process that systematically aids an individual gather competencies and experiences. The main objective of education therefore, is to produce individuals who are down to earth, cooperative, enlightened and conform with the norms of the society they find themselves (Arome & Rabi, 2017). It can therefore be inferred that the definition of education varies based on point of view. Nevertheless, education is the total process of training, gaining of special competencies, knowledge, behaviours and morals required by an individual to be responsible while contributing to societal development.

### **Nigerian Educational System**

Numerous researchers have identified education as a critical instrument that determines the political, cultural and economic power of a country. It is based on these educational institutions that human capacity is advanced, harnessed for national development as no nation can experience growth without educational institutions (Egbefo, 2012). The capability of Nigerian to identify the importance of education and meets it vision of become a leading economy by 2020 is rather reliant on how the country transforms its youths into a highly competence and equipped workforce that meets international standards. The strength or weakness of an educational system is measure in terms of how it placates its beneficiaries (Sumner, 2018).

### **Corruption and Nigerian Educational System**

Societies all through time have always relied on the education for guidance (Ozturk, 2018). Chimombo (2015) postulates that education has always served to cultivate the innovative capabilities of individuals in a society and this has created opportunities for improvements in the economic, political, societal and moral outlook of individuals in a nation. Nations seeking to stimulate national development have invested in education (Ozturk, 2018). In recent times however, education in the Nigerian state has faced terrible challenges occasioned by corrupt practices. This is even worsened due to the fact that the international funding from multinational organizations that is attracted by this sector is misappropriated by those in charge (Ololube, 2016). Thereby further impacting on the advancement of the nation's educational sector. Researchers establish that about 21 billion US dollars has been lost between the years 2005 to 2006 to illicit

as well as unlawful deployment of funds (Mumuni & Sweeney, 2013; Nwaokugha & Ezeugwu, 2017).

Several studies indicate that an administrative corruption can adversely affect the economy of a nation (Lio, Liu, & Yi-Pey, 2021; Marquette, 2020). The economic effects of administrative corruption include “reduction in effectiveness and efficiency of public services, inflated transaction costs, distorted incentives, and undermining of the rule of law” (Marquette, 2020). While corruption is a global menace, it is considerable and prevalent in developing countries, more so than in developed countries, and its social and economic impacts are undesirable.

In the Nigerian educational context, vouchers are inflated, sex for mark practiced, ghost workers employed, supplies of educational materials faked, ethnic based appointment and promotions practiced, withholding of retirement and salaries made common. Scholars highlight that students and parents systematically and shamelessly impact the education sector incentives, unmerited gifts, donations to the school in order to influence decisions regarding their children and wards (Nwaokugha & Ezeugwu, 2017). In situations where they cannot achieve their objectives, they seek to make the job frustrating for the person involved. Furthermore, seminars, workshops intended to re-strategize and introduce new approaches to effective delivery of educational programmes as well as update teachers and practitioners in the educational sectors are used as mediums to siphon allocations.

According to Okorosaye-Orubite (2018) in one of the workshops organized by the Universal Basic Education Board, about 800 million naira was outrageously spent on a one-day training workshop. This highlights the corruption reality on ground. It can therefore be deduced that rather than the workshop serves as a means to improve the educational sector through innovative brainstorming it was used as means to line the pockets of those in charge of organizing the seminar

### **Theoretical Framework**

This paper adopts the Principal-Agent Theory as was developed by Agency theory was developed by Jensen and Meckling in 1976. The principal-agent model has been the basis for an extensive set of studies relating to bureaucracy to elect officials. The theory is perhaps the one that has been influential in explaining bureaucratic corruption in public organizations. According to the theory, corruption arises in the public sectors due to transfer of responsibilities and imperfect monitoring.

The Principal-Agent theory assumes that agent (public officials) serve to protect the interests of the principal (whether the public, parliament or supervisors). However, in reality, the interests of the agents often diverge from the interests of the principal, and while the former can prescribe the pay-off rules in the principal-agent relationship, there is informational asymmetry to the advantage of the agent which could be used by him or her for personal benefits. The anti-corruption strategies have been developed by government with reference to Principal-Agent Client Model or using an incentive-disincentive approach as well as an ethical perspective (Auby, Breen and Peroound, 2014). In this context, an agency problem occurs where the agents choose to engage in a corrupt transaction, in furtherance of their own interests and to be detriment of the interests of the principal.

To limit the agency problem, the principal can design incentives and schemes (e.g. monitoring bonding and oversight) to curb the agent's potential abuse. Therefore, preventing administrative corruption in public organizations like education system needs a toolbox, good quality regulation, also, when regulations determine sanctions, control which should be sustainable and informed to deterrence and planning, there is need for administrative reforms in order to reduce monopoly and discretionary powers, to strengthen the civil service, and to ensure transparency and information. At this point, the need to adopt ICT to address administrative corruption in education sector has become imperative. This is because ICT could be used to modify behaviours of administrators in the education system thereby reducing corrupt practices in the system. Using ICT in addressing the ethical behavior of the civil servant in the education system, corruption would be minimized in the system.

### **Methodology**

The reliability and validity of our data for this study lie in the use of observational techniques and documentations as our major method of data collection. This means that, in the course of this research, data were gathered through secondary sources like materials from the internet, relevant textbooks, magazines, newspapers, conference papers, seminar papers, and statements of commentators as concerns the issue under study. Equally, government documents, white papers, reports of panels of enquiry was also used for this research. This method of data collection as adopted in this research enabled us to understand the comparative opinions of scholars and commentators with regard to the ICT and corruption in public institutions in Nigeria. This is because the use of documents allows the researcher access to information on areas where he cannot have access to respondents and could not study the issues concerned

with decisions and dispositions among government officials. Another justification is that this method assisted the researchers to collect data stored in files, government archives, libraries, bookshops and other international document. Thus, the nature of this study makes the use of qualitative descriptive analysis quite imperative.

### **The issues Discussed:**

#### **Effects of Corruption on the Education System Nigerian**

From our observation, education has numerous functions one of its roles is to categorize individuals based on their capabilities. This traditional role of education as a result of corruption sees individuals who are not qualified for positions and professions placed in this role and this has implication on the society at large. It has been observed that corruption in the educational sector impacts negatively on social equality, merit and competence as it becomes exclusive for those who can afford it. A school of thought links the rise in insurgency, kidnaping and militancy in the country to frustration due to lack of employment, funding and educational opportunities (Abraham, 2011).

In these regard, Nwaokugha & Ezeugwu (2017) observed that corruption in the educational sector drains the system of quality of education, impacts the moral advancement of the society while impeding the sustainable development of the country. Also, Nwanegbo (1999) quotes that; "Morality is a condition-sine-quo-non for development. Any society that experiences fraud, misappropriation, burglary, murder, enticement and various vices rise would face development impediments. A country where egocentrism, individualism as well as greed are central parts of the social arrangement will have development become an illusion"

#### **Application of ICT Tools in Tackling Corrupt Practices in Schools System**

In discussing the role or application of ICT devices in tackling or curtailing corrupt practices in education system in Nigeria, the following were highlighted by the authors:

- Giving and accepting bribes by parents/visitors and teachers: Installation of Closed Circuit Television (CCTV) cameras or surveillance within the school environment, such as classrooms/lecture halls, principal office, staff rooms, school library, laboratories, etc can help greatly to minimize if not totally eradicate all corrupt practices in schools.
- Illegal admission and examination fees as well as examination malpractices: Websites can be designed to report cases of illegal corrupt practices by schools to authority concerned so as to prosecute the offenders. Admission and registration process can be automated to curtail such acts.

- Examination fraud, e.g. special/magic centers where examination malpractices take place: Examination complaints websites can be developed purposely for that to capture all reported cases of those centers involved in such practices so that appropriate sanctions can be placed on the schools involved.
- Impersonation during examination: To eradicate examination impersonation; computerized examination card readers can be introduced by all examination bodies that capture the students' photograph, fingerprints, Examination Identity Number – (EIN) on the card.
- Preferential promotions and placements for teachers: Appointments, promotions and placement of employees can be done electronically using Personnel Promotion Appraisal Software (PPAS) with a good security mechanism so as to deny intruders or unauthorized access to the database and the site.
- Illegal charging of students for tutoring services to cover the curriculum needed to pass the mandatory examination that should have been taught in the classroom: These practices can be curbed or reduced in a process of reporting the cases to authority concerned using dedicated websites with special informant tasked with that responsibility. And all forms of legal payments can be electronic with account provided by the school authority.
- Illegal textbooks procurement, illegal increase in meal funds and infrastructure contracting: Procurement of infrastructure, textbook, food stuffs must be done by governments following due process and procurement rules. Electronic transaction platform can be helpful to achieve the procurement. Any administrator at any level of authority will not be allowed to have access to raw cash.
- Misuse or abuse of attendance registers (i. e appending of signatures for colleague while he/she is actually absent): The Computerized Attendance Register System (CARS) can be provided by school administrators.
- Illegal relationship between teachers and female students /sexual harassment: With the use of mobile phones, students can tactically record the voice of teacher blow the whistle whenever he makes attempt to demand any sexual gratification or report the case to the complaints website for prosecution.

### **The Challenge to ICT in Curtailing Administrative Corruption**

**Non-coverage of Remote Areas:** E-governance faces another severe challenge in the area of internet coverage of remote areas in Nigeria. Most remote areas do not have internet access. It is impossible for e-governance to work in such areas. The citizens or those living in such areas are cut off, their participation in anything ICT is ruled out.

**High Cost of ICT Infrastructure:** In spite of the apparent necessity and benefits of e-governance, the high cost of ICT infrastructure poses a huge challenge to its procurement, maintenance and sustenance. This is partly due to the fact that all ICT items are imported and the exchange rate of the Nigerian currency (Naira) is so weak. Government is faced with infrastructural deficit in critical areas like health, education, road, power and environment. Procurement of ICT infrastructure is therefore an added responsibility which government is grappling with.

**Inadequate manpower/Technical know-how** There is a huge gap between computer literates and illiterates amongst the citizens. The number of ICT professionals in the public- sector is grossly inadequate. This poses a great challenge to e-governance and ICT penetration in the country. Knowledge of computer and ICT is non-existent in most rural communities in the country. Attainment of the objectives of e-governance in such areas is therefore, unrealistic.

**Phobia for use of computers and its peripherals:** Most of the teachers were restricted to the manual administration instead of adopting ICT and its facilities, this resulting in poor utilization of the facilities.

**Insufficient Electricity Power** Insufficiency of power supply is a problem bedeviling development in Nigeria. Epileptic power supply is a daily occurrence in the country. ICT equipment are powered by electricity power, they therefore, depend on electricity power for optimal performance. There is a huge gap between power requirement in the country and power supply. If power infrastructure is not adequately addressed, government's efforts towards transition to e-governance in education sector would not be achievable, and by extension, the fight against corruption may not succeed.

### **Recommendations**

In order to address administrative corruption in Nigeria, the following were recommended:

**Adequate Coverage of Remote Areas:** For the objectives of e-governance in education to be realized, the entire spectrum of the sector should be provided with internet accessibility and empowered to procure the needed gadgets and internet access. This would help in the fight against corruption.

**Adoption of Public Private Partnership (PPP) in Education Sector:** It is recommended that government may consider Public Private Partnership (PPP)

arrangement in education sector to provide the needed financial, technical and professional intervention required to procure, manage and sustain ICT infrastructure, which is vital in the fight against corruption.

**There is Need for Training and Retraining of Manpower in Computer**

**Applications:** The Nigerian government need to train and retrain civil service in ICT facilities in order to tackle the challenge of manpower in computer through the establishment of Digital Bridge Institute (DBI) in education sector in the country. The DBI is mandated to bridge the gap as much as possible to deepen computer literacy in the public service. Computer literacy is essential among the citizens to understand the issues of ICT, participate in, and be able to check and provide information that could assist in fighting corruption in the system.

**There is need for change of mind-set in the adoption of ICT in education sector:** Staff and students are required to accept the use of ICT applications in education sector as this would aid in tackling corruption in the system.

**Need for Sufficient Power Supply in the Country:** It is essential for power infrastructure to be put in place to power the fight against corruption.

## Conclusion

The administrative corruption in the educational sector has more serious implication for the country in general because it short-changes members of the society in its provision of their fundamental human rights of social services. This rather unfortunate because the education is a trigger that rectifies the mistakes and errors of the past as well stimulates the developmental objectives and ambitions of generations. Primarily, administrative corruption within the educational sector encourages mediocrity, impacts orderliness, abandons merit and equal competition which goes against the objectives of education in the global stage. Buttressing the study established that corruption in the educational sector has engineered the feeling of frustration, disgruntlement, immorality, militancy, infrastructural deficits, poverty and lack of foreign investment.

## REFERENCES

- Adamu, A.U (2015). Repositioning teaching education towards value orientation- a panacea to corrupt practices in Nigeria. *Being a Lead paper presented at the National Conference of COEASU North-East Zone hosted by the College of Education Azare, Bauchi State, Nigeria on 3rd November 2015*

- Auby, J. B., Breen, E. and Paroound, T. (2014). *Corruption and conflicts of interest: A comparative law approach*. Cheltenham: Edward Elgar Publishers
- Ayoola, T.J (2013). The effect of cashless policy of government on corruption in Nigeria. *International Review of Management and Business Research*. 2(3), 24-35
- Chimombo, J. P. (2015). Issues in basic education in developing countries: An exploration of policy options for improved delivery. *Journal of international cooperation in education*, 8(1), 129-152.
- Chukwuemeka, E. E., Okechuku, E., & Okafor, U. B. (2014). Foreign aid to Nigeria and domestic obstacles: A review of Anambra state education sector. *Africa's Public Service Delivery & Performance Review*, 2(2), 52-81.
- Egbefo, D. O., & Ibbu, L. (2012). Corruption in the Nigerian educational system: It's implication in manpower and national development in the age of globalization.
- Gronlund A. Heacock, R Sasaki D; Hellstrom and Al-Saqaf W (2020). *Increase transparency and fighting corruption through ICT: Empowering people and communities*. Stockholm: University service.
- Jimoh A. A and Oladimeji, A.I (2012). Information and Communication Technology (ICT) as a panacea for job creation and national security. In Dantata, J.I Maidal, A and Garba, A.R (2012) (Eds) *Vocational and Technical Education, Job Creation and National Security. Proceeding of the 2nd National Conference of School of Vocational and Technical Education College of Education, Azare, Bauchi State -Nigeria* 83-88.
- Lio, M. C., Liu, M. C. and Yi-Pey, O. (2021). Can the internet reduce corruption? A cross-country study based on dynamic panel data models. *Government Information Quarterly*, 28, 47-53.
- Madaki, A. K. (2019). The effect of corruption on the educational system in Nigeria. *British Journal of Education*, 7(11), pp.41-49
- Marquette, H. (2020). Finding god or moral disengagement in the fight against corruption in developing countries? Evidence from India and Nigeria1. *Public administration and development*, 32, 11-26.
- Meerabai, P. (2015). Information and communication technology will lead to reduced corruption, retrieved on 25th October, 2015 From

[https://www.academia.edu/9859690/Increased\\_Use\\_Of\\_Technology-Will-Lead-To\\_Reduced\\_Corruption](https://www.academia.edu/9859690/Increased_Use_Of_Technology-Will-Lead-To_Reduced_Corruption).

- Mohammed, A.D (2020). The role of information communication technologies (ICTs) in education. *Gombe Technical Education Journal*. 7 (1).94-97
- Mumuni, A and Sweeney, G. (2013). Public interest litigation for the right to education: the SERAP V. Nigeria case. In G. Sweeney, K. Despota and Lindner (eds) *Global Corruption Report: Education*. New York Routledge.
- Ndukwe, E.C.A. (2014). Information and communication technology science and medicine in the 21st century in Nigeria. *A paper presented at a landmark public lecture event held by the college of medicine, university of Nigeria on October, 21 at Rotrary Hall, Enugu Campus*.
- Ndukwe, E.C.A. (2017). *ICT as a tool for achieving the MDGs in Nigeria*. Abuja: National Communication Commission (NCC).
- NERDC (2004). National policy on education, 4th edition, Lagos: Nigerian educational Research and development council (First Published 1977).
- Nwanegbo-Ben, J. (1999). *The mind of philosophy*. Port Harcourt; Wan Project and Games Company
- Nwankwo, R. N. & Madubueze, M. H. C. (2018). Bureaucratic corruption and practice of public administration in Nigeria. *International Journal of Economics, Commerce and Management*, 3(5), 681-896
- 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.
- Odo, L. U. (2015). The impact and consequences of corruption on the Nigerian society and economy. *AFRREV IJAH: An International Journal of Arts and Humanities*, 4(1), 177-190.
- Okorosaye-Orubite, A.K (2008). *From universal primary education (UPE) to universal basic education (UBE). What hope for Nigeria? School of Graduate Studies Seminar Studies; SGS Monograph No 1 March*
- Ololube, N. P. (2016). Education fund misappropriation and mismanagement and the provision of quality higher education in Nigeria. *International Journal of Scientific Research in Education*, 9(4), 333-349.

- Ozturk, I. (2018). The role of education in economic development: A theoretical perspective. Available at SSRN 1137541.
- Parankimalil, J. (2012). Meaning, nature and aims of education. Retrieved April, 16, 2013.
- Sawyer, S.C. and Williams, B. K (2005). *Using information technology: A practical introduction to computers & communications*. New York: McGraw-Hill Companies.
- Sumner, D. A. (2018). A measurement of student satisfaction levels as a means of program evaluation: An examination of Baker University's educational leadership doctoral program (Doctoral dissertation, Baker University).
- The Republic of Trinidad and Tobago (2015). *Draft policy for information and communication technology in education*. Trinidad and Tobago: Ministry of Education.
- Transparency International (2013). Introduction to the Global Corruption Report: Education. In G. Sweeney, K. Despota and S. Lindner (eds) *Global Corruption Report: Education*, New York, Routledge
- United Nations Education Science and Cultural Organization-UNESCO (2006): *Using ICT to develop Literacy*, Bangkok-Thailand: UNESCO.