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CRITICAL ASSESSMENT OF CORRUPT PRACTICES AND ITS AFTERMATHS ON QUALITY EDUCATION IN TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

This paper examines the level of corruption in tertiary institutions in Nigeria and its implications for quality education. Corruption in the tertiary institutions is not lecturers related alone, but also involves the non-teaching staff cum the students who all have been found guilty of these challenges. The study reveals that the causes of corruption in tertiary institution include weak government and lack of poor supervision etc. There is an urgent need to eradicate corruption in tertiary institutions. To achieve this; the study suggests that our educational administrators must inculcate educational ethics and morality in the system if they want to succeed. In conclusion, the tertiary institutions system today needs a total overhauling and restructuring to curb corrupt practices. The study recommended that the anti-corruption agencies such the EFCC and ICPC should be more proactive in curbing corruption in the education industry. There should be proper monitoring and supervision of the activities within the school environment (both academic and non-academic).

Keywords: Corruption, Tertiary Institution, Quality Education.

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INTRODUCTION

Ethical standards in our Nigerian societies today have been relegated to the background where no sector of the economy is exempted. Corruption to be precise is one of the drawbacks romanticizing the academic sphere today. The effects of the academic corruption in tertiary

institutions have far-reaching consequences. Academic corruption is now a global threat to the tertiary institutions all over the world. Corruption is now a universal issue and does not confine itself to a particular geographical territory. The level of academic corruption in the tertiary institutions is alarming. Corruption has been defined by different scholars and therefore has no specific definition. According to Black's Law Dictionary (1999) corruption is an act of doing something with an intent to give some advantages inconsistent with official duty and the rights of others; a fiduciary or official use of a state or office to procure some benefits either personally or for someone else, contrary to the rights of others.

Olubunmi (1995:5) opined that corruption "is an illegal behaviour of people who are either in office or public places and use their authority to do wrong things in return for money or favour". This definition simply mean that corruption has to do with persons or individual violating ethical behaviour while they occupy an office or a position of authority in schools, colleges, universities, governmental institutions, churches, traditional stools in any given society. Section 2 of the ICPC Act (2000), also defines corruption as to vices like bribery, fraud and other offences that are related.

The 1999 Constitution of Nigeria goes further to state that "No person shall offer any officer serving the public, money, gift, property or profit to any sort in the cause of the public officer trying to discharge his official duty". Corruption has been identified as the number one clog to the development and progress of Nigeria educational system. Corruption is a cankerworm that has eaten deep into the fabric of the educational institutions. It has caused decay and dereliction within the infrastructure of government and society in physical, social and human terms. The Nigerian education system has been the worse hit with the existence of corruption in the tertiary institutions. There can be no sustainable development in the educational sector. There is an urgent need to eradicate or minimise corruption in our tertiary institutions. To achieve this, the educational administrators must inculcate educational ethics and morality in the system if they want to succeed. Successive governments in Nigeria have tried to enact various anti-corruption laws to checkmate this ugly menace (corruption) that has eaten up the standard discipline in the educational sector.

It has been argued that the tertiary institutions in Nigeria are as corrupt as the other sectors of the economy. Therefore, there is an urgent need to purge the tertiary institutions of the psycho-social beast that is killing the sector. Ezeani (2005), posits that educational corruption is worrisome and it is only when credibility is restored in the tertiary education sector that the tertiary institutions will stop turning out clever devils who are corrupt and move about in society as educated elite. Corruption in education is defined as a misuse of public office for personal profit, which would influence access, quality, and equity in education (Stephen, 2004). Corruption is a deceit and fraudulent attitude or action by those in authority, which involves exchange of money and kindness. Corruption in the education sector is like gunpowder waiting to explode. Corruption is an epidemic that has eaten deep into the fabric of the nation, particularly the university system and if urgent attention is not given, this menace will bastardize the quality of university education and every other sectors of the economy.

Corruption in the tertiary institutions is not particular to the lecturers alone but also to the non-teaching staff. Corruption in today's Nigeria is like a contagious disease that is fast spreading from one generation to the other, which has the ability of destroying the dignity of the nationhood. Corruption exists at every level of the educational system.

Corruption in the educational sector has the potential of undermining the advancement and sustainable development of the institutions. Corruption impairs and cripples the zeal for hard work and dedication; honesty is fast eroding as well as genuine value system from the higher institutions. Corruption involves behaviour which deviates from the normal duties of a public role because of private lifestyle (family, close private clique), pecuniary or status gains, or violates rules against the exercise of certain types of private-regarding influence (Saliu, 2018). Akindele and Fasakin (2014), are of the view that the underlying motivation for corruption globally is human nature, fanned, watered and triggered by greed as well as the cherished views or desires of some individuals usually, the influential minority who do not allow the majority access to the good things of life. Nwaokugha and Ezeugwu (2017), in their submission argue that corruption and corrupt practices are common denominators that developed, developing and under-developed states share in common and in all these states, individual and institutions that perpetuate corruption and corrupt practices intentionally and willingly do so as they go on their own to create window of opportunities that promote and make corruption possible. In the tertiary institutions where corruption and corrupt practices flourish, it negates and affects conscious effort of the administrators to focus on the welfare goals and objectives of the institutions. These are made possible because the few available resources that are allocated to the institutions are covered or diverted by a few staff in the institutions. It is worth noting that corrupt practices are also those behavioural practices that tend to break certain moral or social code of conduct, administrative rules or procedures (Daisy, 2011). Largely, corruption refers to a situation where the standard norms in a system is abused. However, this paper is precisely scoped within the university system and its corrupt practices.

REMOTE CAUSES OF CORRUPT PRACTICES IN THE UNIVERSITIES SYSTEM

Epileptic Administration in Government owned Institutions

Corruption as a dye-hard epidemic can be attributed to divers' causes but below the major remote causes. When government institutions work effectively, corruption will cease and every sector of the country will feel the impact. It will be difficult to fight corruption when the institutions of government are very weak. The government and the heads of various institutions in Nigeria have not made any serious effort towards fighting corruption at the higher education level. If government is serious in combating corruption in the various institutions, it must be holistic. There is massive corruption going on in our educational sector and every effort to eliminate corruption has been frustrated by some government agencies. Building a strong institution is the only way to develop any country. Any country that has weak government administrators is bound to fail in building a solid and corrupt-free institution of learning. No tertiary institution can achieve its set goal and objective in the situation of corruption and notably if the institutions are weak and fragile. Any country or tertiary institutions that have strong individuals instead of strong institutions are bound to fail. A weak institution clearly demonstrates that society is not being guided by laws, but by orders from the well to do in the society. In the tertiary institutions, the government of the day, be it commissioners or ministers and their allies will stay in the comfort zones of their homes and offices to write names of those to be given admission, not minding whether they meet the university's benchmark and the school administrators will honour it. Weak political and legal institutions in the society give opportunities for corruption to thrive. When the government and those in the private sector usually delay salaries of workers, their staff will be looking for alternative means for survival.

The tertiary institutions regulation body would seriously publish a guideline for admission into the various tertiary institutions in Nigeria but they will not have the political will to abide by the guidelines set by them. For instance, they may say any candidate who scored below 200 would not be admitted, but one would find out that some of the children and wards of the elites and politicians who scored 180 and below in the same institutions where 200 was advertised as benchmark for admission.

Administrators of tertiary intuitions in Nigeria are guilty of not standing firm by the laws they have made, which has helped in making the tertiary institutions system to stand on an epileptic ground until contemporary age.

There is an urgent need for government at all levels to establish a strong Anti-Corruption and Transparency Units (ACTUs). These units should comprise men and women of integrity who will serve as watchdog in their various levels of governance and they should be able to report any corrupt activities to the law enforcement agencies. The government needs to properly fund and train the various corruption fighting agencies in the country. This will enable them acquire modern equipment and train their personnel on the modern methods of combating corruption in their jurisdiction. It is also imperative that corruption fighting agencies such as the Nigeria Police, Independent Corrupt Practice Commission (ICPC), the Economic Financial Crime Commission (EFCC) and others should be separated from the executive arm of government; their appointments, promotions and salaries should not be tied to any arm of government. This will enable them to discharge their duties without fear nor favour. The various anti corruption agency of the government should endeavour to design a programme to take the fight against corruption to all the tertiary institutions in Nigeria, such as the Volunteer Corps. When this is done, the educational institutions, which are known for inculcating ethical values and discipline in students will be free from all social vices and corruption. Furthermore, in order to effectively win the war against corruption, the judiciary should be well-positioned corruption among the anti-corruption bodies such should be seriously dealt with (Human Rights Watch, 2012).

Illiteracy and Poor Quality of Education Facilities

Educational systems of any country have impact on its citizenry. Illiteracy and corruption are two of the major challenges affecting Nigerians. Illiteracy is generally referred to as the inability to read and write. Poor quality of education is a situation where the right education is not given to those who are willing and ready to get it at the right place and at the right time. Some of the attributes of the problem facing education include poor infrastructure and training facilities, poor teacher's welfare and lack of re-training programmes for the capability building of teachers and other staff. There is no concise effort by the political to improve on the educational system in order to reduce the illiteracy level. The corrupt practice in the system is a threat to the provision of good educational facilities and as such it will affect the quality of tertiary education. Poor quality of education and illiteracy are social evils that are ailing the tertiary institutions and the society.

They will continue to ail the society until the citizenry (higher education administrators and political leaders) take selfless efforts to stopping the vicious cycle of illiteracy and poor quality of education. The situation of poor quality of education is one of the causes of high level

of illiteracy. Once the vicious cycle is broken, it will be easy for the citizenry to checkmate and stop corruption in the educational sector.

Corruption in the education sector contributes to the shortage of necessary teaching and learning facilities in our various tertiary institutions of learning. Lack of teaching facilities has contributed to the poor quality of education in Nigeria and thereby producing high number of educated illiterate or half-baked graduates in their various fields. Education is expected to equip students with the right skills and expertise knowledge for gainful employment. In the world today, the employers are looking for employees who possess the abilities to read and write. Nigeria with all her economic wealth has the ability to provide free tuition fee to all her citizens in the various tertiary institutions in the country, but the high level of corruption in the educational sector makes it unachievable. Offering free education to our students in tertiary institutions will help to reduce high illiteracy level within the country (Victor, 2016).

Poor education breeds indiscipline in the society. Students with poor educational background are ignorant of the societal realities as well as lack creativity; this is as a result of the inadequacies associated with the learning and training process (Odia & Omofonmwan, 2007). Corruption in the academic settings tends to weaken economic development and perpetuate poverty levels and social inequalities (Trines, 2017). High level of corruption in the university has the tendency to deteriorate the quality of education and increase the risk of unqualified practitioners in the various professions. There is an urgent need to reduce poverty level for effective implementation of education policies.

Greediness and Over-ambitiousness among Tertiary Institutions Staff

Greed is one of the bedrocks of corruption in the educational sector. There is no sector that is free from greed. Greed is an enchantment to all the managers of the educational institutions. What does greed truly mean? It is an excessive love and desire for money or any property or the desire for more money or more things in an excessive way. Greed has serious corrupt effects on a person's character. Greed is common among tertiary institutions staff and it has caused a serious harm to the school and the society. People who are greedy are also avaricious in their attitudes towards people in the society. Unrestrained greed is detrimental to our society and if not checkmated, it will lead to corruption. Greed and corruption are not only common among the politicians, but also associated with the academic and non-academic staff in the various tertiary institutions. When accumulation of wealth is wide spread, then it is very obvious that corruption is eminent.

Poverty or Want as sources of corruption

Case and Ray (1989), define poverty as a situation where people with very low income struggle to survive. Poverty negates the good intention some parents have towards providing good and qualitative education for their children or wards. The high rate of poverty in the country Nigeria has thrown most of the male and the female these days into prostitution. They now see it as a means of livelihood to support their studies. Poverty is one of the root causes of corruption in our tertiary institutions. Many workers are not paid on time and even when they are paid, their salaries are nothing to write home about. There is no doubt that poverty helps to breed corruption in the school system. Good education helps to reduce the level of corruption in any society. In

Nigeria, corruption takes different forms and it has contributed immensely to the high poverty level in Nigeria. Omenka (2013) argued that poverty is linked to the cause of corruption. He argues further that pervasive and chronic poverty and the pressure from one's family and the extended family members heighten corruption. It is the fundamental responsibility of the university system to train the students in character as well as in learning. This can be achieved if the lecturers and other staff are happy and their morale is relatively high. This can be achieved if their salaries commiserate with their jobs, if this happens there will be improvement on the income base of the lecturers. The resultant effect is that the lecturers may not be involved in the collection of illegal fee from students, parents and other staff any longer and that will encourage the national development and security of our country.

Poor Administrative Supervision Supervision of Tertiary Institutions

Cambridge Advanced Learner's Dictionary 2nd edition 2007 defines a supervisor as a person whose job is to supervise someone or something. In addition, the Black's Law Dictionary defines supervision as one having authority over others; a manager or overseer. Supervision is seen as an instrument for monitoring all school activities in order to improve on positive ones and at the same time correct the negative ones thereby trying to eliminate corruption in the educational system as such as the new trends in the Nigerian educational system, become obvious that effective supervision will be necessary in order to enhance the quality of instruction in school.

Most of the tertiary institutions do not have enough qualified supervisors. Apparently, some of the staff in the Quality Assurance Department are not experienced to man the task of supervision. Notwithstanding, shortage of supervision personnel, the few supervisors available are not well payed. With the new trends in the Nigerian educational system, it is necessary that the Quality Assurance Unit should supervise the teaching and learning process in the tertiary institutions, this is to ensure quality-learning outcome. The effective supervision of the activities in schools particularly the tertiary institution system will help to curb corruption in the system. There is a lack of proper supervision of teaching and learning in the various tertiary institutions; this is why lecturers and other staff in the higher institutions have not been able to live up to the expectation. Most of the tertiary institutions do not make use of Quality Assurance Unit thereby allowing the teaching and non-teaching staff to work without adequate and proper supervision. Effective supervisory process in any establishment is aimed at ensuring quality in the programmes and other activities in the tertiary institutions. This can be done through quality assurance and control by regular inspection and continuous supervision of instructional process and educational activities. Corrupt heads of institutions, departments and teachers tend to bribe the officials of the Ministry of Education and National University Commission to write favourable reports about them. In view of the kick back often received by the supervisors' staff in the ministry and other supervisory agencies even though not qualified and experienced make their ways into the system to carry out the function of supervisory.

Parents, Students and Lecturers Participation in corrupt Practices.

Some lecturers joined the teaching profession as a last resort due to the high rate of unemployment in the country. Some of the lecturers are pre-occupied with money making ventures rather than rendering the services, which they were paid to do. Some lecturers have

devised many ingenious means of extorting money from their students. Kanu and Akanwa (2012), state that some lecturers have been accused of setting tough examination questions for their students, which is far above the scope of the course outlines. This is an open trap for their students to come and “sort” most of the lecturers.

Some parents and guardians are also key players in academic corruption in the tertiary institution. They do these by directly bribing the lecturer for high scores for their children and wards or providing funds for such illicit acts in the tertiary institutions. Some students lure their lecturers into collecting money in place of high scores. The female students lure male lecturers into having sex with them in order to earn marks and the male students threaten the lecturers with cultism to earn marks. Odia and Omofonmwan (2007), assert that some lecturers surcharged the students in the tertiary institutions either in the name of dues that are not accounted for; even the forced purchase of reading and other learning materials at an exorbitant rate or on the services of which staff are being paid for as assigned responsibilities and official provision made by the respective institutions. Kanu & Akanwa (2012), add that the concept of academic freedom has been taken to ridiculous heights; such that bribery, corruption, nepotism and fraud are now factors to contend with in the tertiary institutions.

SIGNATURES OF CORRUPTION IN TERTIARY INSTITUTION

There are many corruptions practices in the educational institutions in our country. They include: examination malpractice, admission fraud, accreditation corruption, promotion fraud, mismanagement of funds and immorality.

Examination Malpractices

Philemon (2007), argues that examination malpractice is a deliberate act contrary to official rules, and it is design to place a candidate at an unfair advantage or disadvantage; it is a careless or unacceptable behaviour by a candidate in a formal test of his knowledge or ability in a particular subject. Anan (2005), identifies some of the ways through which examination malpractice is carried out, such as impersonation, exchange of answer scripts by students, writing relevant information on parts of the body and pieces of papers, electronically assisted malpractices. Examination malpractice is on an increase in our various institutions of higher learning and it has reached an alarming dimension (Olatunbosu, 2009).

Ruwa (1997) traced back examination malpractice to 1914. He reported that 25% of students of the University of Maiduguri interviewed admitted to have engaged in one form of examination malpractice or the other. Examination malpractice can occur in both internal and external examinations. Students are inventing new dimensions of carrying out their evil deeds of examination malpractices. If there are no drastic measures taken against all forms of examination malpractices in Nigerian tertiary institutions, we shall end up producing graduates who cannot defend their certificates.

All the stakeholders must make positive efforts to reduce the rate of examination malpractices in the tertiary institutions in order to save the tertiary institutions and the country from decay in general. The highest challenge clogs in combating examination malpractice in the education system where the unscrupulous invigilators and supervisors are in charge of conducting the examination. Some of them assist to leak question papers to students before the

examination time, dictating answers to the questions and unlawfully granting of additional time to students, some parents also go out of their ways to buy question papers for their children and wards (Nwaze, 2011).

IMMEDIATE CAUSES OF EXAMINATION MALPRACTICES

Lukewarm attitude of student: Most students who are involved in examination malpractice do not give their studies the necessary attention it deserves.

Corrupt invigilators and supervisors: Some of the invigilators and supervisors compromised with the students to do their bidding of examination malpractice. Most of the invigilators and supervisor are more interested in the bribe or the monetary gain they will gain from the students who are involved in the menace.

Large number of students in a small examination hall: When an examination hall is over populated, it automatically becomes very difficult for the invigilators and supervisors to monitor the students effectively during examination.

Lack of proper teaching by the lecturers: When the students are not properly taught, there is the tendency that the students may indulge in examination malpractices in order to pass the examination. Any student who is not properly taught does not have self-confidence because they so they will use all means to pass the examination.

Admission Fraud in Tertiary Institutions

Admission into most of the universities in Nigeria has degenerated into cash and carry fraudulent system devoid of fairness, where it goes to the highest bidder. The various tertiary institutions in Nigeria are not helping issues at the introduction of Post University Tertiary Matriculation Examination (Post –UTME) examination. These Post – UTME also created another means of corruption in the various tertiary institutions. This process of giving admission only to the highest bidders have constantly disenfranchises those who are qualified to getting admission by merit. As a result of this fraudulent system in our admission process, many parents are forced to take their children and wards to mushroom universities in Ghana and Togo.

Also, one of the major admission frauds been committed in the public tertiary institutions in Nigeria is what is called quota system and catchment area. The whole process is to favour a particular set of people against those who pass the examination by merit. This government policy is capable of discouraging students who are working hard thereby and encouraging laziness among those in the quota and catchment area.

This kind of admission fraud is not peculiar to Nigerians alone. According to Global Education Trends, Education System Profiles Tools and Reports in 2007 did a survey of students from Eastern European Countries, and found that 18 – 20 percent of students in Bulgaria, Croatia and Serbia and 40 percent of students in Moldova reported that they had used some illegal means

to gain admission to their universities. Furthermore, the political leaders in the various states do present their own list of candidates for admission whether these candidates are qualified or not. They also have admission list that is called the Vice Chancellors list. These groups of students are those that have connection to both the politicians and the Vice-Chancellor, but who could not get admission by merit. This process brings in many unqualified persons into the tertiary institutions and it becomes very difficult for this set of persons to cope with the academic activities of the university. As a result, they become garbage – in – garbage – out students that cannot defend their certificates. The private universities have opened their doors to admit students irrespective of their qualifications and because they are in business to make money. Admission syndicates are in the various tertiary institutions in Nigeria. Many admission scammers now find their ways in the institutions, some of them aid students with low marks to gain admission and some unauthorized officers smuggle in the names of unqualified students into the admission list (Kanu & Akanwa, 2012).

Corruption in Course Accreditation in universities

Corruption during accreditation in tertiary institutions in Nigeria has contributed to the sub – standard quality output. Accreditation is the evaluation of programmes run in our tertiary institutions to ensure quality in their programmes. For example, the National University Commission (NUC) has the mandate under the law to carry out accreditation in the universities, Accreditation Manual are maintained in programmes, to ensure employers of labour (both local and international) that Nigeria graduates possess required competence in requisite areas of specialization, as well as confirm to the international community that programmes offered in Nigeria universities are of acceptable standards and their graduates for further studies, Jack (2014) opines that the benefit of accreditation is to identify the strengths and weaknesses of universities programmes using external – based evaluation, to ensure quality assurance.

There has been so much criticism about the operation of NUC. Ibifola (2014), observes that the report of NEEDS Assessment total contradicted the 5 year regular report of NUC accreditation report. He submits that NEEDS Assessment Report indicates that there is a high level of dilapidated hostels and toilets facilities, high number of uncompleted projects, poor state of laboratories and so on. Okecha (2008), state that some panels were found wanting in many ways, and he listed some of the ways in which the accreditation exercise was being abused as follows:

- Some panels do not insist on seeing physically all those listed as academic staff.
- Some universities hire external academics for a day or two to improve their staffing position just for accreditation.
- Some departments fraudulently list professors of other universities (without their consent) as their staff.
- Some institutions lend equipment and chemicals from sister universities to satisfy accreditation requirements.
- Some departments show case borrowed books and journals from other institutions.
- Some departments hire support staff only for accreditation.
- Some panels see over crowded lecture halls, and look the other ways.
- Some inexperienced academics are recruited to serve as members of accreditation panels.

The high level of politics been played in NUC has undermine the aim of the body. During accreditations, most tertiary institutions especially the private ones engage in some unethical practices such as borrowing of equipment and books for their laboratories and library respectively.

Most of the borrowed materials are from the neighbouring institution or from the seller of that equipment, Otokunefor (2013), who reports that facilities are brought overnight to be put in the departments before accreditation, supported this position and they disappear immediately after the accreditation exercise, an indication that the facilities have been returned to their owners.

In addition, during the accreditations, most of the tertiary institutions around source for more qualified lecturers to stand as their own lecturers. Those hired lecturers are paid off immediately after accreditation. In most case, the accreditation panel knows to a reasonable extent that information's provided by the institutions are false / fake; they will still go ahead to approve the programme. Oyewale (2016), accused the NUC of aiding and abetting corruption in its accreditation exercise, and said there were allegations that some people conducting accreditation "receive brown envelopes" a euphemism for bribes, which also undermined the credibility of NUC accreditation.

Immoral and Corrupt Behavior among Administrators

Many administrators in our tertiary institutions have invented different immoral means of extorting money from the students. Some of the female students take to turn to prostitution as an alternative means of raising money to meet the needs of the unscrupulous administrators and lecturers, some of these lecturers make it mandatory to sleep with some of the female students before given them good grades. Some of these lectures even threaten students that anyone who is not interested in obeying their rules should immediately change from his course. Some male students are forced to join cultism to checkmate some of these lecturers. Some heads of departments and heads of various tertiary institutions do embezzle money meant for the upgrade of their departments and institutions; many rich men bribe the university authority to give admissions to their wards that are not qualified to be in the university.

Adeola (2015) observed that the psychological effects of corrupt practices on the morality of Nigerians. He goes further to add that the cankerworm has dampened the morale of many citizens to systematically and intelligently employ their innate creative abilities, devalued hard work, weakened diligence, destroyed efficiency, eroded effectiveness and debased obedience and emasculated loyalty.

Other Sharp Practices in Tertiary Institutions

- Students forming themselves into lecturers' boys, and act as agents to extort money from fellow students for lecturers.
- Awarding unmerited scores by lecturers to students who give them bribe.
- Sex harassment from some male lecturers from some female students who want higher scores.

- Non-academic staff also fraudulently demanding money from students before they carry out some of their duties in the school.
- Diversions of funds meant for capital projects by the institution's management.

CONCLUSION

All stakeholders in the academia must work hard to prevent corruption in all the tertiary institutions. Adequate invigilators and supervisors should be increased in the schools system to prevent frequent occurrence of corrupt practices. For any meaningful development to take place in the Nigeria tertiary institutions, the government must be ready to adequately address the issues of corruption.

Recommendations

The aims and objectives of education cannot be jeopardize; therefore, the following suggestions are made to eradicate corruption from tertiary institutions:

- The anti-corruption agencies such as the EFCC and the ICPC should be more effective in the tertiary institutions, to help in curbing the high rate of corrupt practices in the tertiary education.
- There should be proper monitoring and supervision of the activities within the school environment (both academic and non-academic).
- There should be massive investment at all the levels of the tertiary institutions to ensure training of the human resources, effective teaching and learning in the institutions.
- Admission process should be more transparent in line with the established standards. This will help the universities to admit the best brains who can cope with the university stress. State of origin and catchment areas should not be considered during admission process.
- Lecturers at tertiary institutions should be employed based on merit and not by nepotism and political influence. Urgent steps should be taken to screen out quack lecturers in all the tertiary institutions in Nigeria for greater productivity. The lecturers who are found of any form of corruption practices should be expelled.
- There should be adequate training for teaching and non-teaching staff of the various tertiary institutions to update their knowledge.
- Lack of access to quality education by the citizens due to infrastructural deficits caused by corruption should be addressed.
- Best brains should be recruited and the lecturers should adequately be paid in order for them to attract the best hands; those lecturers that are guilty of any form of corruption should be removed from the system.
- Regular seminars should be organized for the students and parents to educate them on the negative effects of some of the corrupt practices in the school system.
- The judiciary should be motivated to execute their constitutional duties at any time the need arise. Therefore, corrupt staff and students should be punished
- Every tertiary institution should construct good examination halls and equip it with security cameras.

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