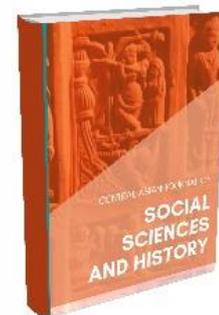




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### A Review of Factors Responsible for High Rate of Financial Corruption in Public Universities in Nigeria

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#### **Abstract:**

Financial corruption is a major challenge in the public universities in Nigeria. This paper examined the reasons for high rate of financial corruption in the Nigerian public universities. Qualitative data and quantitative data were reviewed to buttress the opinions of this paper. Secondary data were sorted from both print materials and online publications, retrieved from Google Scholars, ResearchGates, SSRN, Academia, among others. The paper identified the following as the reasons for high financial corruption in the public universities in Nigeria: corrupt school administrators, lecturers and students; weak monitoring and evaluation system; weak trade unions; political interference; weak educational system; and poor accountability system. Also, the paper identified the implication of financial corruption on the public universities in Nigeria to include: reduction in the volume of funds, inadequate facilities, shortage of staff, and poor quality of university education, poor academic programme accreditation status, strike actions, and bad international image. Based on the finding of this reviewed study, it was recommended that Government should appoint corrupt free administrators to head the various universities in Nigeria, and should assign awards as motivation to both the teaching and non-teaching staff that fights all forms of corruption in the system.

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## 1. INTRODUCTION

Corruption is a global problem affecting the development of higher education. Advance Countries in recent time has developed means to curtain or reduce the rate of financial corruption in their respective higher education especially in the university system while countries in developing world are still struggling with how to combat financial corruption in their higher education system. For instance, higher education in Nigeria is plagued with corruption. The universities education seem to be the most affected in the entire educational system (. For example, Ogune, (2021) reported that the former vice chancellor of Federal University, Gusau, Professor Magaji Garba was put in the custody of the Economic and Financial Crimes Commission, (EFCC) for corruption allegation worth Two Hundred and Sixty Million Naira (N260, 000,000).

Also, Duru (2019) reported that the Economic and Financial Crimes Commission, (EFCC) on Tuesday arraigned the former Vice-Chancellor of the Federal University of Agriculture, Makurdi, Prof. Emmanuel Kucha, at the Federal High Court for misappropriation of public funds. The ex- vice-chancellor was arraigned before Justice Mobolaji Olajuwon on a four-count charge of conspiracy, misappropriation of public funds, abuse of office and gratification.

Saharareporters, in (2017) submitted that the former Vice Chancellor of the Federal University of Petroleum Resources (FUPRE) in Effurun, Delta State, Akaehomen Akii Ibhado, was arrested alongside other top management staff at the institution over a N300 million fraud scandal, SaharaReporters quoted a senior lecturer at the institution that said corruption and fraud “run in the DNA of the Vice Chancellor,” adding that since the fraud was uncovered, Mr. Ibhado and other top management staff have been “running from pillar to post.” According to a management staff of the institution, the scandal involves the N300 million National Economic Empowerment and Development Strategy (NEEDS) assessment fund granted to the institution. Rather than use the fund to finance building projects, it was diverted by Mr. Ibhado and other staff of the university. “The NEEDS assessment fund was intended for the building of structures in the school, but this was not done,” the source said. “Over N300 million was diverted by the VC and his gang. Instead of using the money for the purpose it was meant for.

Onyeji (2017) reported that the anti-graft EFCC prosecuted three top officials of the Federal University of Agriculture, Abeokuta, FUNAAB, for their alleged roles in an N800 million scandal. The Vice Chancellor, Olusola Oyewole, the Pro-Chancellor, Adeseye Ogunlewe, and the Bursar, Moses Ilesanmi, were arraigned in November in 2016 on an 18-count charge of financial misappropriation at High Court 6 in Abeokuta, Ogun State. The embattled vice chancellor was later reported to have refunded N6.5 million to the anti-graft agency, out of the funds mismanaged. Also, the EFCC, arraigned the former Vice Chancellor of the Federal University of Technology, Akure, FUTA, Gregory Daramola, over allegations of fraud to the tune of N24 million. The vice chancellor was arraigned alongside the school’s bursar, Ayodeji Oresegun, for offenses of misappropriation of public funds, misuse of office, and obtaining money under false pretence among others. In 2016, the University of Calabar suspended the bursar, Peter Agi, over allegations of fraud, forgery and threat to life. In a letter of suspension signed by the Registrar, Moses Abang, the management of the institution alleged that the bursar had been found guilty of impersonating the vice-chancellor on the e-payment platform of the Central Bank of Nigeria (CBN), among others as submitted by Onyeji (2017).

The case of the Obafemi Awolowo University according to Onyeji (2017) is unique as both the former vice chancellor and his predecessor are being investigated for alleged fraud. The EFCC in February invited a former Vice-Chancellor of Obafemi Awolowo University, Ile-Ife, Bamitale Omole, over allegations of fraud levelled against him by academic staff of the university. Also, Premium Times on April 20, 2016, reported that the budget monitoring committee of the local chapter of the Academic Staff Union of Universities, ASUU, accused the management of the university under Mr. Omole of mismanaging N3.5 billion intervention fund released to the University for upgrade of facilities. The Union had accused the management of the institution under Mr. Omole of expending the sum on hostel renovation and construction of new lecture theatres without observing due process and transparency. The funds were part of the N100 billion released by the Federal Government in 2013 to universities in response to agitations by ASUU for upgrade of facilities at the tertiary institutions in Nigeria.

In 2018, the Socio-Economic Rights and Accountability Project claimed that there were allegations of corruption in several federal universities relating to the unfair allocation of grades; contract inflation; truncation of staff's salary on the payroll; employment of unqualified staff; certificate scandal; examination malpractice; sexual harassment; and issuance of results for expelled students to graduate. Ahmodu and Sofoluwe (2018) confirmed that University administrators have been accused of financial scandals. From vice chancellors to bursars, various officials of major Nigerian universities have been accused of corruption with some of them already being prosecuted.

Corruption has penetrated the Nigerian educational institutions. For instance, Ogunode and Stephen (2021) complained of the higher rate of corruption in the administration of basic school administration. Likewise, Ogunode and Olugbenge (2021) stated that corruption is a major problem facing the secondary school education in Nigeria while Ogunode, Josiah & Ajape (2021) opined that the high rate of corruption in the administration of universities in Nigeria is responsible for the major problem facing the system. Ahmodu et al. (2018) also lamented 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. Ahmodu, et al. (2018) stated that corruption has been a recurring decimal in Nigerian Universities to socio-economic and political development of the country. Chinyere and Chukwuma (2017) agreed that the administrator's level shades of corruption in the higher institutions included misappropriation and misapplication of fund meant for capital projects, offering of admission to undeserving students for a fee while deserving candidates are by-passed, amongst others. From the above submission, it is important to examine factors responsible for high rate of financial corruption in the public universities in Nigeria.

## 2. Review of Previous Studies

### 2.1 Theoretical Framework

This paper is centered on system theory that originated in the 1940s in the work of the biologist Ludwig von Bertalanffy who initially sought to find a new approach to the study of life or living systems. More broadly, Von Bertalanffy envisioned general system theory as a way to address the increasing complexity of the world's problems. Systems theory holds that an organization is a social system made up of integrated parts. The theory was propounded by a biophysicist Ludwig Von Bertalanffy in 1920. The system was seen as a series of interrelated and interdependent parts in such a way that the interaction of any part of the system affects the whole system. That is, one part of the

system must interact and depend on the other parts around it to function effectively. The system approach focuses attention on the whole and also on the complex interrelationships among its constituent parts. The system theory emphasizes the relationship between parts and interaction with each other. This theory views the organization as a unified whole and purposeful system composed of interrelated parts (Stonner, Freeman, & Gilbert, 2009). The whole is greater than its component parts. A change in any component of a part may affect the entire system functionally or adversely. Systems are composed of key major elements such as input, process and output (Lucey, 2002). Egwunyenga (2010) indicated that the input into educational systems could be categorized into three types namely: money, supplies, curriculum, and facilities/equipment, personnel such as students, lecturers, administration staff, management staff and non-academic staff. The inputs are subjected to various processing activities such as teaching, lectures, assignments, seminars, workshops, researches, publications, studies, discussion and counseling. As a result, they come out as outputs capable of satisfying the systems aspirations and expectations. The outputs comprised of individuals who are rich in positive values, more learned, well skilled, highly knowledgeable, well cultured, disciplined, employable and productive. The system theory is relevant to education system because education system (school) is a system and the concept of interaction and interdependence of parts with the education system like all other social systems has identical properties with the other system.

This study is anchored on system theory. The schools are looked at in terms of social system as complex interactive examined structurally and operationally. The theory is of immense help to this project work as the principal reflects in the objectives, functions and the ultimate goal of the educational system in which they operate. The principal as the administrator represents a crucial component of the social system. This implies that the principal as the chief executive of the school deals with people at all times and is bound to get along with them. For the principal to perform his administrative role very well, he is expected to ensure that he exhibits the qualities required of him so as to achieve.

## **2.2 Conceptual Framework**

### **2.2.1 Concept of Public University**

Public universities are universities owned by the government. Public universities are universities established to provide post-secondary schools for Nigerian. Public universities are universities established by act of parliament to serve the interest of the general public. Public universities deal with the provision of teaching, research and communities services (Ogunode, Iyabode & Olatunde-Aiyedun, 2022). The objectives of the universities in Nigerian Higher education, including professional education has the following aims: the acquisition, development and inculcation of the proper value orientation for the survival of the individual and societies; the development of the intellectual capacities of individuals to understand and appreciate environment; the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community; the acquisition of an overview of the local and external environments (Ekpo & Aiyedun, 2020).

The Nigerian Universities Commission (NUC) reported in 2020 that public universities in Nigeria are grouped into federal and state owned universities. The federal universities are owned by the federal government of Nigeria while the state universities are owned by the state government. The total number of federal and state public universities is 45 and 50 across the country.

The federal government of Nigeria established the National universities commission to oversee the external administration and supervision of all universities in Nigeria. The administration of public universities in Nigeria takes two dimensions: the external administration and internal administration. The external administration is done through the federal ministries and other regulatory agencies in the country. The external administration handle planning, policy formulation, programme accreditation, supervision, funding and quality control of the universities (Ogunode, Eyiolorunse-Aiyedun & Olatunde-Aiyedun, 2021). The internal administration headed by the school administrators and other principal managers within the universities. The function of internal administration is to ensure implementation of policies, coordinate, supervise and organize the human and materials resources of the universities to accomplish the objectives of the universities.

### **2.2.2 Concept of Financial Corruption**

Many people have defined corruption in different ways. For UNDP, corruption is the misappropriation of office, public power or authority for personal privileged through bribery, misuse, scam, nepotism to mention but a few. Ojiade (2000) defined corruption as any systematic vice perpetuated by individuals, society or State in forms of favouritism, nepotism, tribalism, undue wealth, power, position among other things at the detriment of public. UNDP also looks at corruption as the process to accommodate corruption practiced in the private educational sector as such, the definition offered corruption as the misappropriation of delegated power in order to get private privileges (UNDP Primer on Corruption and Development, 2008). Heyheman (2004) argues that corruption in education includes the abuse of authority for personal and material gains. Corruption has been seen as the failing attitude of people towards certain expectations by society that connotes negativity and is evident in all aspects of society, economic, social, religious and educational (Abara, Ogunode & Olatunde-Aiyedun, 2022).

Corruption involves bribes and other dishonest means for achieving particular disgraceful ends which is an indication of an ailing society. Transparency International and Socio-Economic Rights and Accountability Project -SERAP (2013) viewed corruption as the abuse of power by individuals to whom is entrusted for personal gain. Every organization has individuals or persons entrusted with the power to coordinate and direct the affairs of the organization. Some of these individuals misuse the power bestowed on them by doing things contrary to that which is expected of them only to their own advantage. The word corruption is a complex and beguile phenomenon. Corruption takes place not only in the finance field, but in multifarious domains. There are many kinds of corruption in our social environment such as administrative corruption, political corruption, and so on. "Corruption is the misuse of public power (by elected politician or appointed civil servant) for private gain." (Corruptie.org). At the 2013 media launch of the Global Corruption Report on Education, Transparency International SERAP stressed that, corrupt practices have been identified in Nigeria's education sector. The report revealed that corruption has a devastating impact on national development, particularly in Africa, hindering progress towards the Millennium Development Goals (MDGs) now SDGs, and jeopardizing socio-economic development. With particular reference to Nigeria, it is disheartening to note that this cankerworm was noticed at all levels of education, where massive embezzlement and misappropriation of funds running into millions of Dollar and Billions of Naira are taking place (SERAP, 2013).

### **2.2.3 Factors Responsible for High Rate of Financial Corruption in Public Universities in Nigeria**

In this paper the following would be considered as factors responsible for high rate of financial corruption in the Nigerian public universities; corrupt school administrators, weak monitoring and

evaluation system, weak trade unions, poor participation of university stakeholders' Weak preventive system and poor accountability system

### **1) Corrupt School Administrators**

Financial corruption thrives in some Nigerian public universities because of corrupt school administrators appointed to manager the institutions are corrupt and this path ways for corruption practices in the system. One of the responsibilities of school manager is to ensure prudent deployment of financial resources within and out the school for the implementation of the school programme. The school is to ensure that financial resources are used for what they are meant for and not to be diverted or looted by some other officers within the system. But when the school administrators are corrupted financial corruption makes ways in the system. Olatunde-Aiyedun (2021) highlighted that the attitude of leaders in some tertiary institutions as well as the supervisory agencies are corrupt. They do not lead by example. They say one thing and do a different thing. They exploit and alienate both staff and students' personnel under them. Achebe (1983) acknowledges this fact and notes that "the trouble with Nigeria is simply and squarely a failure of leadership". Jamila Shuara in Tiamiyu (2012), there is a lot of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged as much as Nigerian higher education institutions have joined other public sector institutions in having a sizeable number of uncompleted or abandoned projects. For example, the prosecuted Universities are; Federal University of Agriculture Abeokuta (FUNAAB), Federal University of Technology Akure (FUTA), University of Calabar (UNICAL), Obafemi Awolowo University Ile-Ife (OAU) and University of Ibadan. The Vice Chancellors and Bursars have been accused of mismanaging funds which were part of the N100 billion released by the Federal Government in 2013 to universities in response to agitations by the Academic Staff Union of Universities (ASUU) for upgrade of facilities at the tertiary institutions in Nigeria (Telegraph Newspaper, 2016).

### **2) Weak Monitoring and Evaluation System**

The weak monitoring and evaluation system designed and put in place to check and prevent financial corruption within the public universities by the federal ministry of education, Auditor general office, National universities commission and TETFund are weak and not too effective to prevent the corruption activities in the system. Financial corruption is very high in some public universities because of failure of the external and internal monitoring system to check their corrupt practices in the system. Chinyere et al. (2017), and Chuta (2004) submitted that the causes of corruption in the higher institutions include: Failure of Leadership, Bureaucratic Factors, Undue Emphasis on Certificates, Non-Payment of Staff Salaries Promptly, Environmental Factors, Moral Decadence, Materialism and Deviation from Ethical Principles and Values.

### **3) Weak Trade Unions**

The weakness of some trade unions groups in the public universities system is another reason why financial corruption is thriving in some public universities. One of the major functions of the trade unions is to ensure accountability in the system and ensure financial resources are properly used for the implementation of the school programme. In Nigerian public universities, only few trade unions are active in doing this. Labour unions in higher institutions are weak and ineffective in carrying out their

responsibilities of ensuring accountability and transparency in the system. This weakness is what has given room for the huge financial corruption in the system.

### **1) Poor Participation of University Stakeholders**

The poor participation of university stakeholders in the financial affair of the universities is another factor responsible for the high rate of corruption in some public universities. The university is a system made up of different component and parts. The student union body, the parent association, professional bodies, academic staff and non-academic staff are all in stakeholders in the universities. Majorities of these stakeholders are not concerned with how the universities manages the school funds, how contracts are awarded, who gets the contract and at what cost, what is the implementation period. The poor participation of the university stakeholders in the financial affairs of the universities encourages corruption in the system. Ogunode, Somadina, Yahaya and Olatunde-Aiyedun (2021) stated that the inability of the higher institution communities to monitor and hold management accountable is resource for the various mismanagement of institutions resources. Asiyai (2015) identified the causes of corruption in universities to include poor management, moral decadence of the Nigerian society of getting rich quick syndrome, lack of fear of God, and the desire to pass examination without working hard for it

### **2) Weak Preventive System**

The weak preventive system on corruption in the public universities is another factor responsible for the high corruption activities in some public universities across the country. In Nigeria, anti-corruption agencies are mostly structured to act after the act of corruption have been done rather than to be in a preventive structure. It is better to prevent corruption activities than to arresting the corrupt officials. Mechanism to prevent corruption activities are not too effective in majorities of the public universities and that is why some of the public universities are experiencing the activities of corruption. Ola (2015) argued that most anti-corruption policies and programmes in Nigeria are designed to act after the act of corruption has taken place instead of been both preventive and prosecuting agencies.

### **3) Poor Accountability System**

The accountability system in some public universities is open and ineffective. This poor accountability scheme is allowing lots of financial corruption in the system. The university system in Nigeria is designed with Bureaucracy that prevents effective and efficiency check and balances. Godwin (2017) observed that the administrative procedures and practices in most Nigerian establishments (of which the tertiary institutions are included) are cumbersome and dilating. The administrative operations move very slowly. Bureaucracy is thus characterized by red tapism (passingthe buck), as a result files move endlessly from one desk to another because every officer wants to avoid the responsibility of taking critical decisions. Consequently, there is delay in taking administrative decisions which now make the people perceive every administrative set-up negatively. The truth, therefore, is that it is the anxiety to avoid delay that in most cases encourages the growth of dishonesty and other corrupt practices. It gives room for palm greasing (Bhagwan and Bhushan, 2012) or what Sapru (2008) referred to as “speed money”. Ahmodu, & Sofoluwe, (2018) outlines the causes of corruption to include: lack of transparency and accountability, policies, programs and activities that are poorly conceived and managed, failing institutions, poverty, income disparities, inadequate civil servants’ remuneration are among the contributing factors.

### 2.2.4 Implication of Financial Corruption in Public Universities

The implication of financial corruption on the public universities in Nigeria include reduction in the volume of funds, inadequate facilities, shortage of staff, poor quality of university education, poor academic programme accreditation status, strike actions and bad international image.

#### 1) Reduction in the volume of Funds

The inadequate funding most public universities in Nigeria are experiencing can be linked to the high rate of financial corruption in the system. When funds allocated for the university administration and management are looted and mismanaged, the implication is that there will be no more funds to actually run the university system effectively. Ogunode, Josiah and Ajape (2021), and Ogunode (2020) stated that one of the function of university education is to ensure effective allocation and use of funds for the administration of the university. The high rate of corruption in the university system is reducing the quantities and volume of funds released to implement the universities programme. Ogunode, Akinjobi and Olatunde-Aiyedun, (2022); Ogunode, Akinjobi, and Musa (2022); and Dare (2008) quoted in Ogbondah (2010) further noted that despite of the inadequacy of allocations to the public university system, any fund made available often go down the drain through the corrupt practices of those entrusted with the implementation of university programmes because of inadequate monitoring of university income and expenditure, such is the grim state of affairs, thus the future will need a paradigm shift. Ogunode (2021), and Acho and Abuh (2016) agreed that the little funds released are mismanaged in the system. This action of corruption is responsible for the meager resources for administrative functions.

#### 2) Inadequate Facilities

The shortage of infrastructural facilities in most public universities in Nigeria can be traced to financial corruption where funds released for capital project expansion, renovation and construction of new ones are diverted and looted by some school administrators. Ogunode and Johnson (2021) stated that corruption in schools has affected the development of facilities development in Nigeria. For example, the Budget and Monitoring Committee of the Academic Staff Union of Universities, Obafemi Awolowo University branch accused the management of the institution according to Ololube, (2016) of expending 3.5 billion Naira meant for hostel renovation and construction of new lecture theaters in breach of due process and transparency. The funds were part of the 100 billion Naira unrestricted funds of the federal government in 2013 for all universities in Nigeria. The fund was in response to the long drawn out cry and agitation of ASUU against the government. The implementation and monitoring committee of the federal government spelt out guidelines for accessing the intervention funds by Nigerian public universities, but the management of Obafemi Awolowo University failed to abide by the guidelines (The Budget and Monitoring Committee, 2016). Ololube, (2016) and Chikowore in Mapolisa, Ncube, Tshabalala and Khosa (2014), argued that the number of cases of embezzlement and mismanagement of funds by higher education leaderships in Nigerian are quite frightening. The implication of that actions will definitely leads to shortage of infrastructure facility. Ebehikhalu & Dawam (2016) stated that the abysmal state teaching and learning infrastructure in Nigerian Universities is a consequence of the financial imbroglio in the nation's ivory tower, due to government refusal to accord the university its pride of place in terms of funding, and the high level of

corruption in the management of universities' resources. Nigerian universities have been grossly underfunded and the consequence of this has manifested in the deficiency of teaching and learning infrastructural facilities development in the universities. 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. Ogunode, Ahmed, Gregory and Abubakar (2020); Ogunode (2020); Ogunode and Ahaotu (2020) and Ebehikhalu, et al. (2016) stated that inadequate infrastructural facilities in many public universities in Nigeria have been linked to the high rate of corruption in the system. Money provided for infrastructural facilities are diverted and looted, leaving the universities to suffer a shortage of facilities.

### **3) Shortage of Staff**

The inadequate staff in the public universities can also be linked to corruption. Dawood (2012) opines that the senior staffs such as the Head Teachers, Principals, Rectors, Provost and Vice-chancellors who are in charge of their institutions' funds do transferring these funds to their personal bank account for their personal use. They are also involved in placing ghost workers on salaries and over invoicing of given contracts. Ogunode & Onyekachi, (2021) opined that another effect of corruption in the university administration is shortage of academic staff. Because of the corruption practices in the recruitment processes in the Nigerian public universities, this result to the employment of unqualified staff resulting to shortage of professional teachers in the system. The problems of ghost workers in many public universities have also led to the shortage of staff in the system. Ogunode & Adamu (2021) opined corruption is another factor responsible for shortage of academic staff in the Nigerian public higher institutions. The forms of corruption practices that responsible for shortage of academic staff in the higher institutions include; funds diversion, ghost workers and recruitment fraud. Funds released for the employment of academic staff are been looted by some administrators and principals officers of the institutions. Some school administrators are using fake names to collect salaries for people that are supposed to be employed in the system.

### **4) Poor Quality of University Education**

Corruption in the university system in Nigeria is also linked to contributing to poor quality of the university education (Ogunode, et al. 2021; Ogunode, Ndubuisi, & Jegede, 2022; Olowonefa, Ogunode, & Ohibime, 2022). Godwin (2017) stated that corruption is capable of sapping the development potentials of not only the institutions but the entire nation. Specifically, corruption in the education sector has the potential of eclipsing any meaningful educational policies and programmes. Again, it stunts pertinent variables necessary for educational development, including multiplier effects, by rendering impotent the very structures, institutions and human resources that are designed to facilitate growth (Olamoyegun, Olatunde-Aiyedun & Ogunode, 2022). Institutionalized educational corruption increases administrative costs, losses in the revenue of these institutions, results in goal displacement as the institutions' goals are replaced with the personal benefits of some persons. Mobegi (2015), stated that any country where mismanagement of funds is experienced, its quality of education is bound to decline. Study by Ikechukwu (2014) revealed that corruption had an enormity of negative

effects on the output of the system on productivity and acceptance of degrees awarded by the institutions in the labour market. Also, Ololube, (2016) discovered that poor quality of higher education in Nigeria are as a result of inadequate funding, misappropriation and mismanagement of education funds while Godwin (2017) concluded that educational corruption in tertiary institutions in Nigeria affected standard of education.

### **5) Poor Academic Programme Accreditation Status**

The poor academic programme accreditation status of some public universities in Nigeria can be linked to financial corruption in the system (Ogunode & Adah 2022). When funds meant for the purchase of human and materials resources that are supposed to be in place for programme like accreditation are looted and mismanaged, it would definitely affects accreditation programme of the universities. Facilities funds are diverted and instructional resources are not in place (Ogunode, & Abubakar, 2020; Ogunode, Jegede, Adah, Audu & Ajape, 2021). There are lots of mismanagement of fund by educational boards and the moneys meant for higher education are mismanaged because Nigerian higher education institutions have joined other public sector institutions in having sizeable number of uncompleted or abandoned projects. The examples put forward are that university leaders spend millions of Naira to erect super gates when their libraries are still at foundation stages. They expend millions to purchase exotic vehicles for university officers even though they lack basic classrooms furnishings; spend hundreds of millions in wall-fencing when student's accommodations are inadequate. Governments are interested in expending money on creation of new universities, instead of consolidating and expanding access to existing ones; they are keen to award new contracts rather than complete the abandoned projects or standardize existing facilities (ASUU, 2016). Ogunode, Okwelogu and Olatunde-Aiyedun (2021) deduced that when the authority mismanaged the money meant for the smooth running of the university, failed to purchase the security gadgets and not put housing accommodation for staff in place, insecurity sets in. This is a major problem with many Nigerian universities. Even for fear of being kidnapped, many university staff leaves far away from the university campuses since there are no accommodation for them within the university.

### **6) Strike Actions**

Strike actions in the public universities are traced to failure of government or school authority to honour or implement the agreement reached and signed by both parties as a result of lack of funds. Presently, ASUU and other union bodies in the Nigerian universities are on strike because the government claimed there is no money to implement the 2009 agreement. Ololube, (2016) observed that strike actions are the only music that unions play and the government listens. The inadequacy in government funding has been a bone of contention in almost all the conflicts between the federal government and staff unions. This situation has been like this for decades and has caused disruptions in the academic calendar of institutions of higher education. In essence, Ogunode, Ugochukwu, & Jegede (2022); Ogunode, Akin-Ibidiran & Ibidiran (2022); and Gambo, & Fasanmi, (2019) concluded that universities are facing the problem of funding not only because of the hard times the economy of the nation is undergoing but because the available funds are actually not judiciously utilized by the management of universities. One of the Federal universities in south west Nigeria was shut down for over two months in 2016 and the members of staff in the university alleged the management of mismanagement of funds which was meant to pay backlog of certain allowances. Ogunode, et al. (2022) and Ogunode (2020) submitted that the major factor responsible for strike actions in Nigeria

higher institutions is the problem of limited funds available for the management of higher institutions in the country.

### **7) Bad International Image**

Another implication of corruption on the public universities in Nigeria is that it gives the universities bad image. Ogunode, Olatunde-Aiyedun and Mcbrown (2022) stated that the mismanagement of funds meant for Nigerian institutions of higher learning has led to low patronage of Nigerian public universities by international students. The study of Asiyai (2015) on corruption in public universities showed that the effect of corruption are poor image of Nigeria at the international scene, production of poor graduates, lack of good moral values, poor infrastructural development, poor academic standards and poor modernization of university facilities. Corruption affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities.

### **8) Increase in Administrative Cost**

Corruption in the university administration increases administrative cost. Dawood (2012) noted that the cost of corruption to the Nigerian educational system represents about 15½% of its GDP. Experiences of other countries reveal that corruption increases the cost of education, materials and training of staff. Similarly, Ogunode, Adegboyega and Olatunde-Aiyedun (2022) remarked that corruption direct resources from the designed projects to white elephant projects are heavily over invoiced; it increases the costs of running the schools, distort public expenditures and defers private-public partnership investments. It also erodes the consistency for grants and funding. In Nigeria institutions of learning, corruption has undermined the normal functioning of their social, economic and academic systems. Godwin (2017) lamented that institutionalized educational corruption increases administrative costs, losses in the revenue of these institutions, results in goal displacement as the institutions' goals are replaced with the personal benefits of some persons.

## **3. Methodology**

The objective was to discuss the reasons for high rate of financial corruption in the Nigerian public universities. This paper used secondary data. Content Analysis method was adopted for the paper. The method was employed in the selection and analysis of papers, journal and abstracts. The sit visited for both print and online resources included CEON, Elsevier, Hindawi, JSTOR, IEEE, Learn Techlib SAGE, Nebraska and Springer amongst others. This study employed content analysis method by selecting the relevant content of the literatures related to this paper and to build a sound structure background for the paper which would center on theoretical and conceptual exploration.

## **4. Conclusion and Recommendations**

To address the problem of corruption in Nigeria universities, the following have been recommended:

1. Government should appoint corrupt free administrators to head the various universities in the country. The government should assign awards as motivation to both the teaching and non-teaching staff who fights all forms of corruption in the system.
2. School administrators should engage the services of Counsellors in the universities to organize seminars/symposia and workshops to enlighten the university community on good moral and ethical standards that help to prevent academic corruption especially based on examination ethics once in a semester, using orientation programmes.

3. The school administrators should prepare and read riot act to all the teaching and non-teaching staff in the universities.
4. Technologies should be deployed to carry out financial transaction in all the universities in the country.
5. Every financial dealing that amount to millions must be disclosed to the stakeholders in the universities.
6. The ASSU and SUG should establish financial monitoring and evaluation committee in the universities to help check corruption.
7. The anti-corruption agencies in the Country should establish their presence in all the universities silently to monitoring financial dealing of the institutions.
8. The government ensures regular auditing of all the universities quarterly.
9. Salaries of academic teaching and non- teaching staff should be improved so as to eliminate the temptation of receiving bribery from students, parents and other stakeholders.
10. Government should stop interfering in the recruitment of teaching staff as this ought to be done based on merit and not based on god fatherism or political influence. This will help to employ qualified lecturers into the university system and reduce lackadaisical attitude.

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