

HOW CORRUPTION HAS AFFECTED THE EDUCATION SYSTEM IN ZIMBABWE SCHOOL OF EDUCATION

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Abstract: Corruption is defined by Transparency international (TI) as the abuse of entrusted power for private gain. Corruption is a constant global phenomenon, which has become more complex and pervades every facet of our human life. It is more so amongst those living in developing countries, particularly emerging economies such as Zimbabwe, Nigeria & RSA. The acts of corruption in the cited countries directly or indirectly have a big knock down effect on their education systems. The acts of corrupt activities carried out by public office bearers in these countries contest the basic principles of these countries as enshrined in their respective supreme law of the land (Constitution), such as freedom and security for everyone and democracy. The aim of this article to illustrate how corruption can affect the education systems. This paper will endeavour to give an education specific definition of corruption to advance accountability and transparent leadership, establishing the degree to which corruption has infiltrated, manifested and contaminated the public education sector. As an indicator of corruption, stakeholders can be asked questions regarding the perceived levels of overall irregularities in the education sector. And areas that are mostly prone to embezzlement, misappropriation of public funds, and corrupt decision-making processes, for example through the influence of external actors who are politically connected with regard to a number of decisions such as procurement of teaching and learning materials, educator appointments etcetera. Based on the questions raised, scores can be calculated to measure the perceived levels of malpractices and corruption in the different relationships.

The article is a desktop qualitative research mainly based on a review of documents and analysis of existing literature both primary and secondary sources. The findings demonstrate that corruption affects the education sector negatively. In the light of the findings, the paper proffers recommendations on how the scourge of corruption can be curbed. The recommendations help to develop an accountability model for Zimbabwe. The model will assist in the achievement of transparency and development and ultimately combat corruption in Zimbabwe.

Keywords: corruption; kleptocracy, misappropriation, mismanagement, abuse, moral leadership, accountability.

1. INTRODUCTION

Several authors, academics, economists and politicians have authored insightful pieces, Eddie Cross,(2016), Mandaza, (2014), Eric Block, (2006), Brian Rastophoulous, (2013), Makumbe, (2014) & John Robertson, (2015) have indicated generally that African countries find themselves in bumpy roads due to kleptocracy and economic mismanagement. Reports on economic greed, kleptocracy, nepotism, failed economic policies, crime, mismanagement and political point-scoring founded on unsubstantiated gutter political accusations and not on empirical findings, and sensational journalism, make it difficult if not impossible to determine the scope of African corruption. Madonsela Thuli, (2016) points out that her experience as public protector confirms that corruption is occurring at an unacceptable levels both in the public and private sectors.

In her latest annual report (2016:70), the Zimbabwean Auditor-Controller General, advocate, Mildred, A. Chiri, admitted that corruption is the number one country's enemy and the country's treasury was losing a lot of revenue through unscrupulous officials who were found to have connived with suppliers and third parties in defrauding government of substantial amounts of money. In his SONA (2016), president Mugabe bemoaned that the country had lost \$15 000 Billion. Relatedly, in reporting to parliament, (RSA), Hofmeyer, Head of the National investigation Unit 6, also admitted that veritable floods of new corruption that is, sophisticated corruption cases were being received daily, and that the only document of the public Service Commission (2010) that reports statistics on malpractices, indicated that 102 of the 238 employees (42, 9%) were already dismissed from public service as far back 2001, due to corruption related transgressions. Corrupt practices in Zimbabwe are prevalent in state officials, (Zikhali, 2005), Municipalities(Mamvura & Chiseri, 2011), police and traffic officials (Ibbo, 2007), prominent sports persons (Asiagate in Zimbabwe), Kwaramba, (2015). The outgoing RSA public protector, Thuli Madonsela, once remarked in 2016 that, corruption in RSA had reached a breaking point in both public and private sectors (in Gould 2012; in Krige, 2012). Archbishops Ndundungane (RSA) & Pius Ncube (Zimbabwe) similarly once referred to corruption as a cancer that was eating up the African nations. Moreover, Justice Minister, Jeff Radebe, (RSA ; SONA, 2012), once cautioned that once corruption is accepted as a new way of life, RSA would have lost the plot. His remarks were duly acknowledged and supported by the then reserve bank governor of (Zimbabwe), Dr. Gideon Gono, (2010: 55), when he remarked that corruption was the country's number one enemy and corrective political acumen was required to deal with the scourge once and for all. According to the ZIMRA boss Mr. Willia Bonyongwe, the tax agency chairman, on Friday 14 October 2016, a forensic audit had revealed, the "existence of endemic corruption in ZIMRA" and the economy cannot longer withstand the levels of corruption. Furthermore, according to corruption watchdog, Transparency International revealed on October 4, 2016, that Zimbabwe was losing at least a \$1 billion annually to corruption, with police and government officials, local municipalities, the vehicle inspection department (VID) which issues licenses are among the worst corrupt institutions in the country.

Focusing on corruption in public education in Zimbabwe, we note that its prevalence is no unique event. To different varying degrees it pervades all countries (Warner, 2011:155) and has been part of human experience for centuries (Kessler, 2010; Tello & Tello, 2009). Nonetheless, corruption in public education has become more complex and intense, especially in the developing world, with emerging economies and developing education systems (Doh, Rodrigueez, Uhlenbruck, Collins & Eden, 2003). It is a fact that resources are always scarce, hence as competition for resources increases, (Yamakawa & et al, 2004:132), corruption would geometrical rise. The on-going discussion is very important to assist everyone concerned in realizing that abuse of office and corrupt behaviour needs exposure so as to counteract the long damaging consequences that ensues (Lewis, 2011:111) and therefore, this article aims at determining whether Zimbabwe's public education is safe from the endemic brazen corruption.

2. OBJECTIVES OF THE ARTICLE

By means of examining relevant literature media reports (various social networks), the aim is to:

- Signpost concepts that relate to corruption in general and education specifically
- Design an education-specific definition for corruption to advance accountability and transparent leadership
- Establish to what extent corruption has infiltrated, manifested and contaminated Zimbabwe's public education sector
- Make and suggest recommendations to fight corruption in all its forms in Zimbabwe's public schools at professional management levels.

3. RESEARCH METHOD & DESIGN

This article followed a documentary research design (Green & Brownne, 2005), where an investigative standpoint was maintained while selected documentary texts, news clips (also newspaper articles as they hold great potential for academic analysis, social media platforms and selected internet material (Rapley, 2009) were examined. This article provides results through exploratory study. The constitutional court challenges by Zimbabwean main opposition party, Movement for Democratic Change (MDC) versus ZANU PF led government was used as a starting point, taking corruption and abuse of office as a constitutional issue affecting human rights. Since the state is constitutionally mandated and has a sacrosanct obligation to take all reasonable measures to create an independent body to fight corruption, eg

Zimbabwe Anti-Corruption Commission, (ZACC) directly from the constitution, hence fighting corruption in education is implied, since the right to basic education (including adult basic education) is constitutionally guaranteed in the supreme law of the country (Constitution) and contained in the, United Nations Declaration for Human Rights (UNDHR), of which Zimbabwe is a signatory.

Corruption manifests itself as bribery, embezzlement, fraud, extortion, abuse of power, nepotism, conflict of interest, insider trading/abuse of privileged information and favouritism (Lewis, 2011; Oosthuizen, 2011, Web, 2006). Corruption is therefore an umbrella term for "not following accepted standards of behaviour; displaying impairment of morals and showing improper conduct," Merriam-Webster, (2003:295); Pearsall & Hanks, 2006:261). With this in mind, other concepts that are mentioned as corrupt financial acts later in the article are:

- Maladministration: corrupt administration of duties, Merriam-Webster, (2003:720). Dishonest management of money, Pearsall & Hanks, (2006:167).
- Mismanagement: not showing skill in handling finances, Merriam-Webster, (2003), badly or carelessly handling money, Pearsall & Hanks, (2006)
- Misappropriation: "using someone else money's wrongly or at times to one's benefit; stealing money", Pearsall & Hanks, (2006); "theft or embezzlement", Merriam-Webster, (2003:758)
- Misuse: " incorrect, improper, misapplication of money (Merriam-Webster, 2003:761), "using money in wrong way or for a wrong purpose", Pearsall & Hanks, (2006)

The general definition of corruption is the one given by Lewis, (2013:179), which looks at corruption as the abuse of entrusted power for private gain, which hurts everyone whose life, livelihood or happiness depends on the integrity of people in a position of authority. From the above definition Lewis, (2013), highlights the following crucial issues:

- Power (dynamics) and authority (exousia): while dynamis entails the ability to act, exousia refers closely to legitimation to act on behalf of others. In giving effect to co-operative governance between education authorities and school communities (participative democracy), the Zimbabwean constitution empowers/ redistributes power to local authorities (devolving authority) and responsibility to schools, Ncube,(2015) and removes centralized control over certain aspects of education decision-making.

Writing for Silicon Africa in August 2013, Mawuna Remarque Koutonin ("**The New Rich in Africa**") spoke of a study on the relationship between corruption and national development. Koutonin claimed that the research concluded that corruption is not by itself a problem for a country's development, instead the most crucial factor is, "what people do with the money they have stolen". Furthermore, the study stated, " in some cases, corruption can be an effective state-building tool, as it enables co-optation and accommodation of divided elites and thus consolidates political power". "The main finding of the study is that money from corruption in East Asia was used by the corrupted people to start new businesses and build factories, while in Africa the money was used mainly for consumption and non-asset-building investment". It is an argument -drawn from the findings of the research by Dr Alex Kupatadze of Kings College London -which very few people especially in Zimbabwe, would want to agree with. Dr Kupatadze is not alone in his line of thinking. British political philosopher and historian of political thought, Dr Mark Philp is also a believer in "good" or "organized" corruption. He argued that "if corruption is the established way of doing things, it can lead to predictability, which is important for economic development", and that there is a real danger that "tackling corruption becomes a Western-imposed model to deal with the messy reality of business in poor countries".

Dr Kupatadze and Dr Philp are not the only ones who have swallowed such big books that they believe there is a justification for corruption if it leads to "development". Here in Zimbabwe, some believe that they can be the **Robin Hoods**, never mind that the law has absolutely no provision for the caprices of princes of thieves. It is a false religion that extols the virtues of supporting "public programmes" or "corporate social responsibility" or whatever mantra is the flavour of the month, but conveniently ignores the law.

In Zimbabwe, we cannot continue to have an approach to corruption such as that spoken by Ayi Kwei Armah in his book, "The Beautiful Ones Are Not Yet Born". The author claims that, The (anti-corruption) net had been made in that special Ghanaian way that allowed the really big (influential) corrupt people to pass through it. A net meant to catch the small dispensable fellows, trying in their anguished blindness to leap and attain the gleam and the comforts the only way these

things could be done. "And the big ones floated free, like all the slogans. End bribery and corruption. Build Socialism. Equality and Equity for all".

- Abuse of entrusted power: Cresswell, (2011:122), points out that although power is a legitimate means, the desire for power is problematic, as it is often misused for personal gain. Authority is used in bad faith, fraudulently or dishonest is prohibited by law, Madhuku, (2009:19). Power abuse as espoused by Makumbe, (1999:19), encapsulates the malicious, the unaccountable, deceitful exercise of power. In this regard, Roane,(2013:17), reports that, some School Governing Bodies (SGB) and school principals are the chief culprits in reported cases of corrupt activities in schools as they use their positions of power to abuse both funds and resources allocated by respective provincial departments towards capital projects to improve public education. Corruption is widely reported concerning principals, public officer bearers (ministers) channeling state funds towards their personal accounts and projects or party activities. A classical example of abuse of entrusted power is where the current (2016) Minister of Higher Education, Science & Technology Development and his deputy connived to siphon about \$500 million meant for Zimbabwe Manpower Development Projects (ZIMDEF) to fund ZANU PF party activities. In short that is kleptocracy at its best. It was accordingly recognized that after ZACC had done its groundwork as mandated by the constitution, the incumbent President blocked the arrest of these kleptomaniacs. The irony of the case above is that instead of arresting the concerned perpetrators of abuse of public funds, it was now the ZACC commissioners being investigated for pursuing sinister motives. This grossly unfair especially to students who are the sole beneficiaries of the funds who are still languishing in abject poverty failing to complete their studies.

ZIMDEF was established in terms of Section 23 of the manpower Planning & Development Act 36 of 1984, now revised Manpower Planning & Development Act (Chapter 28:02) of 1996 to finance development of critical and highly skilled manpower through a one percent Training Levy paid by companies registered in Zimbabwe. About 70% of the revenue is supposed to be dedicated towards the fund's main mandate, while 20% goes to administration and 10 % to capital projects. The fund pays wages to apprentices; tuition, accommodation and food for apprentices at tertiary institutions; training consumables and library books. The fund also has provision for development of infrastructure like libraries and workshops. The arrogance of officials who unashamedly declare that they have looted public funds and used them how best they saw fit should not be tolerated in a democratic Zimbabwe.

- Abuse of entrusted power: **WILLOWGATE SCANDAL (1988)**. President Mugabe set an up a Commission of Inquiry headed by former **Judge President, Wilson Sandura**. Over 7 weeks the Sandura Commission called 72 witnesses, including 6 cabinet ministers, two deputy ministers, three members of parliament, two senior army officers and 40 directors and managers of private companies, generally buyers of politicians' cars. The commission found out that many officials had had abused their positions (acted corruptly) to buy cars and resell them. The then Minister of State, Frederick Shava had bought many vehicles and resold them to extent that the Sandura Commission heavily criticized him for "behaving like a car dealer" because he made about \$70 000.00 in a year. On March 31/03/88, the Commission submitted their findings to the president who made them public after a week. **AFTERMATH**. Despite the findings of the inquiry, President Mugabe went on to grant a pardon to those implicated cronies. Furthermore, soon after The Chronicle began investigating the Willowgate Scandal, its chief editor, Geoffrey Nyarota, was swiftly promoted by Zimpapers to a headquarters' public relations job, a move that was seen more as a way to silence him. There were vehement appeals by prominent writers and politicians for the reversal of the promotion, but President Robert Mugabe refused, arguing that the new post's higher salary was Nyarota's reward. Suffice to note that, Zimbabwe was engulfed in corruption just less than a decade into democracy, a clear sign that its infectious. The deadly HIV virus has caused its fair share of destruction to the Zimbabwean society and economy and worse still, continues to do so and likewise, another pandemic of a different nature is "corruption", has now taken over. The graft pandemic has taken its toll on the public education system and continues to send millions of citizens (students) into the deepest end of poverty. Unlike the deadly virus which now has been tamed by the introduction of antiretroviral drugs, corruption has proved a lot more difficult to suppress and contain.

Zimbabweans would be interested to know how this country became infected and infested with the corruption contagion and what has become of the chief culprits. The Paweni Grain Scandal was the most notable corruption case in the early 1980s. Then came the Willowgate Scandal, as history will show, all Willowgate culprits were never brought to book for reasons best known to the powers-that-be and by so doing government cultivated a fertile ground for other top officials believing they would get the same protection their colleagues had enjoyed. Maurice Nyagumbo must be turning in his grave rueing why he killed himself in shame as skullduggery is now the order of the day in government. It is clear that the

failure by government to take stern corrective measures against its corrupt elements started breeding corruption within other government circles that would later spread like veld fire to private institutions, which resulted in top musicians like Thomas Mapfumo & Solomon Skuza coming up with songs bemoaning corruption that had invaded Zimbabwe. If the money that was being lost through corrupt deals was being channelled towards education, Zimbabwe could have benefited a lot in terms of skills development. Education is the most powerful tool that can be used to change the world, Nelson Mandela, (1996:13).

Zimbabweans will also remember, the war veterans compensation funds introduced in the 1990s, was looted by senior government officials who claimed about 90% disability and "looted" the funds and many fraudulent housing cooperatives. In all the documented cases above, corruption is greatest winner. Despite countless reports by on abuse of public funds reports by the country's auditor-general, Mildred Chiri, the documents have largely been ignored. In 2015, 22 ministries, were found to have abused funds as well as having flouted procurement procedures and governance rules but no corrective action was taken.

- Influence of power on others: Zaaiman, (2008:167), indicates power influence the lives, actions and opinions of others. Abusing authority, in the sense that power-holders violate their concomitant responsibilities as remarked by Malan, (2010:145), persuaded by rewards for personal advantages, according to Webb, (2007:178), "violates civil order and hurt public interests, Makumbe, (1999:12). The constitutional rights of learner/students (Zimbabwean) to basic education as enshrined in the supreme law of the country (constitution) is moreover infringed upon when funds are misused or misappropriated. In their quarterly report, (September, 2016), according to corruption watchdog, Transparency International (TI) indicated that corruption levels in Zimbabwe were reaching alarming levels. Furthermore the report indicated that corruption in Zimbabwe has become endemic within its political, private and civil sectors. In 2012, Zimbabwe was ranked 163rd out of 176 countries as reported by Transparency International Index, ranking it alongside Equatorial Guinea. Zimbabwe is ranked 2nd in the SADC region as the most corrupt country. A survey carried out in this regard by (TI) indicated that headmasters, embezzle or misappropriate funds, (85%), government ministers (90%) do the same thing and municipalities abuse funds (79%). Reports on abuse of donor funds meant to assist disadvantaged learners are rampant, Chigwedere, (2003:17) Suffice to point out that Zimbabwe now is the 154th least corrupt country out of 175 countries, according to the 2016 Corruption Perceptions index reported by Transparency International. Corruption Rank for Zimbabwe averaged 117.89 from 1998 until 2015, reaching an all time high of 166 in 2008 and a record low of 43 in 1998. The corruption Perceptions Index ranks countries and territories based on how corrupt their public sector is perceived to be.

- **With regard to abuse of public funds, Robin, (2012:87)**, alludes to the fact that it is the poor who suffer most and she refers to the statistics of U4 Ant-Corruption Resource Centre (2006) that report on, among other things, poor teaching due to corrupt appointment practices, low quality resources due to mismanagement of funds. Looking at the Zimbabwean education system, government put in place laws that control and safeguard the educational budgets. The necessity of that stems from government's obligation to provide quality education for future generations, making it imperative to fight corruption in all its forms in education, (Makumbe, 1999). Corrupt practices lead to derailing quality in public service delivery and causing inequalities, Lewis, (2012:19) especially within the sphere of education (Damania & Bulte, 2003). To overcome this, Catholic Commission for Justice & Peace (CCJP), (2013) recommends a separation of financial duties among staff members and appointment of a bursar in order to reduce the chances of corruption, fraud and error.

- Integrity of people with authority: Since leadership does not exist without power, leaders should be held accountable to those who gave them the mandate and authority, as well as to those affected. Only once leaders act in an accountable manner, can power be exercised with earnestness grounded in responsibility (Kessler, 2011:121). It is in this regard that Stefkovich & O'Brien, (2004:233), and Webb, (2006:138) accentuate the fact that public office bearers should mirror exemplary ethical behaviour by acting with integrity. In his budget speech in 2015/2016, the Minister of Higher Education, Science & Technology Professor Jonathan Moyo, urged government and stakeholders to support the Science, Technology, Engineering and Mathematics (STEM) by availing funds and encouraging learners to seize the opportunity. Surprisingly, the minister in question became the villain when he misappropriated the funds. The long arm of the law never took its course despite overwhelming evidence.

Steyn, De Klerk & Du Plessis (2008) indicate that allowing public officials to escape accountability and/or evade liability for their actions paves the way for corruption and dilutes democracy. Corruption thus poses a fundamental threat to

Zimbabwean education. Surprising the same minister who was the then Minister of Information and Technology, (2014) stunned all and sundry at the National Journalism & Media Awards Ceremony in Harare when he remarked that, corruption is an act of criminality not political. The minister, misappropriated ZIMDEF money to finance various ZANU PF activities (ruling party), including acquiring bicycles and computers for his Tsholotsho North Constituency. The Minister has however through social media, tacitly admitted that he diverted money from the Fund (virement of funds) of public funds and never offering an apology but instead he has lashed out and blasted his detractors for allegedly blowing the issue out of proportion in a bid to settle political scores. The Minister went in an overdrive and infuriated the citizens by brewing a social media storm, when he made one the famous tweets, "I would rather be like Robin Hood, the legendary British folklore who stole from the rich to better the lives of the poor". Unfortunately the minister misused public funds at the expense of the intended beneficiaries (the poor [peasantry students]). There is no doubt that education is now an endangered resource. Education, is the foremost jewel of Zimbabwe's crown, is under serious threat. A series of incriminating reports indicate corruption has hit several parts of the sector. Vandal tendencies at the heart of many corporate dysfunctions have torn into the education system, with embezzlement and "tenderpreneurship" demobilising gains made in this flagship accomplishment of independence, Makumbe,(1999:135). A country wide audit conducted by the Ministry of Primary & Secondary Education established that authorities have prejudiced schools of millions in levy scams. With 1 800 schools(18%) covered by the ongoing exercise, auditors from Head Office in Harare and those at provincial and district levels have already reported misappropriation of funds and "doctoring" of school accounts. Professor Mavhima (2016) said schools collectively raised about a \$1 billion through levies every year, but misappropriation threatened infrastructure development at schools.

The implications above are unsettling not least because education has been known worldwide as the key driver of economic development. Ascendant economies such as India, China and Singapore, directly trace their accession to a strong educational base, Mutumbuka, (1989:15). This is hardly surprising as learning is a pre-requisite for growing. Nations which invest liberally into education are guaranteed to garner economic rewards, notwithstanding varying rates of growth. Administrative abuse in institutions of learning across the country scuttles Zimbabwe's economic prospects and jeopardizes a whole generation's aspirations, Nziramasanga, (1989:71).

An Education-Specific Definition of Corruption is a violation of fundamental clause of the Constitution of Zimbabwe. In terms of article 75: "Every citizen and permanent resident of Zimbabwe has a right to a basic education, and further education, which the State, through reasonable legislative and other measures, must make progressively available and accessible". The ethical meltdown in schools, epitomised by the denial of the Basic Educational Assistance Module (BEAM), Campaign For Female Education (CAMFED), Schools Improvement Grant (SIG), Red Cross, bailout for poor students, might pass for petty corruption in an increasingly permissive environment but it is nothing less than economic sabotage. School authorities are perpetuating economic inequality and sowing seeds of discontent embezzling funds. The public office bearers are undermining the noble efforts by government to lift citizens out of abject poverty. Government has made painstaking investment to empower citizens through education since independence, shattering the bottle-necking stratagem, which was maintained by the colonial government to disenfranchise the black population by building more schools. This commitment to empower all Zimbabwean citizens through an affordable quality education has shone beyond the borders with the country trending well on the continent and currently unrivalled in terms of its literacy rate. School authorities have the mandate to consolidate these gains. Ironically, they have assumed the opposite role, setting the stage for a ruin of national proportions. As Abraham Lincoln once said, "The philosophy of the school room in one generation will be the philosophy of government in the next". A generation of leaders, and the future of Zimbabwe, is being damaged by these malfeasances. There is need for an ethical foundation, oriented by national interest, to be instituted across government portfolios. Sectors mandated with the responsibility of developing children must demonstrate a high sense of probity, (Kessler, (2011:12)

Corruption, being infectious and invasive, must be completely rooted out of schools and institutions of higher learning to protect the future of Zimbabwe. The long arm of the law should be allowed to deal decisively with corrupt individuals. Chapter 3 of the constitution of the Republic of Zimbabwe of 2013 protects socio-economic rights, which enable people to access certain basic needs in order to lead a dignified life. It refers to an act of corruption as being related to examinations or promotional reports. The Act names theft, bribery and fraud separately from the specific mentioning of corruption in section. This separation of terms may wrongly be taken to indicate that corruption is different from stealing, being bought off/paying off someone or being part of/involved in deception. Moreover, under the heading *misconduct*

which indicates the transgressions that, if proven, *could* lead to educators' dismissal, names corruption-relevant manifestations of a collapse in the employment relationship as having been caused. The following definition is consequently proposed: *In the field of education, corruption includes any wilful, wrongful, abusing or disgraceful conduct that is connected to the educator's employment position; and any involvement in financial matters and/or other peoples' property for private gain.*

5. CORRUPTION IN THE PUBLIC EDUCATION SPHERE

Public schools are unfortunately not excluded from the corruption epidemic which was referred to above (Gould, 2012; Krige, 2012). Since a governmental instrument to counter corruption, Corruption Watch (RSA), introduced its campaign to focus on corruption at schools in January 2013, more than 600 allegations of school corrupt activities have been received (Corruption Watch, 2013). The categories of corruption indicated misusing school money or property as the most reported; then followed pillaging the national feeding scheme, favouritism concerning staff appointments and procurement practices, and selling test and examination documents (Corruption Watch, 2014). Moreover, incidences of irregularities in school management are mounting daily when looking at the three latest sets of figures of the South African Council of Educators (SACE): from 413 complaints in the first report to 525 complaints in the last one (SACE Annual reports, 2009/2010; 2010/2011; 2011/2012; 2012/2013). These SACE reports point out that complaints are mostly reported in the Western Cape and Gauteng; followed by those in Mpumalanga and KwaZulu-Natal. Concerns reported include the misappropriation of public funds allocated for maintaining school buildings, upgrading learning materials and feeding learners. In the same manner, Zimbabwe should emulate these good practices from our neighbour (RSA) to curb corruption to acceptable levels.

Financial mismanagement, theft of goods and corruption in procurement, including ghost educator salaries, bidding chains for school supplies and construction work are also reported (Brooks Spector, 2014). With reference to the amplification of corruption at schools, De Gruchy, (2014:122) refers to defects in character or cultural values. He accordingly cautions that even well-meaning human actions can ultimately be self-serving. As such, the author proposes the sharpening and promotion of a new Zimbabwean humanist consciousness through nurturing human insights, values and commitments. Such an undertaking has the potential of encouraging people to recognise an ethical commanding and accountability beyond human self-interest and manipulation. The corruption watchdog, Transparency International of Zimbabwe (TIZ) supports the above views as it recently pointed out on 6 October 2016, the country lacked accountable, effective and ethical leadership leading poor and ineffective leadership. Contrary to this approach, which calls on moral leadership to combat corruption, Makumbe, (1999:47), argues that corruption is brought about by the social system that rewards people with unconditional power, wealth and fame and lack of political will. Because of this discrepancy, the potential of principals becoming corrupt is depicted, by taking note of both views below.

Potential Corrupt Acts by Principals due to a lack of Moral Leadership

To fulfil their role as school managers, principals are bestowed with specific statutory authority, empowering them to make broader decisions which must be carried out accountably, transparently and diligently (Makumbe, 199, Dempster, Carter, Freakley & Parry, 2004; Mbatha, Grobler & Looock, 2006). Principals are thus held in higher regard in the society than are educators, who are not in managerial positions. In line with common law principles, principals should act in the best interests of schools and ensure that professional standards are set and adhered to (Naidu, Joubert, Mestry, Mosoge & Ngcobe, 2008), therefore placing their schools' interests ahead of their own. Their tasks should thus transcend their own self-interests (Steyn et al., 2008). In order to act in the best interests of schools, Van der Merwe (2006) highlights the importance of moral or ethical leadership based on the creation of relationships around mutual needs, shared aspirations and values, rather than around power. This is, however, a daunting task as principals are expected not only to operate in a community which includes a plurality of values and beliefs, but they are also required to make a broader range of localized ethical decisions (Dempster et al., 2004). According to Senge, (2006:206), principals should act in a transformative manner to satisfy higher needs and convert followers into leaders.

This entails steering schools in a new direction, making adaptations, setting new goals, articulating shared visions and motivating other education role-players within a democratic paradigm (Steyn et al., 2008). Such leaders should share good managing responsibilities (De Villiers & Pretorius, 2011) and embrace a paradigm of open, transparent and deep democratic leadership, and thus also combat corruption, forming environments to which the core values of democracy,

such as respecting and tolerating diversity, valuing equity, equality and team-spirit (Mncube et al., 2011) are both essential, and sustained. In this regard, Steyn et al. (2008) visualise school settings that provide ample opportunity for participation through dialogue, sharing and deliberation between all education role players. By placing emphasis on moral and ethical leadership in the best interests of schools thus far, it becomes evident that the quality of the authority exercised by school principals, which in itself is neither good nor evil, is determined by the person who exercises it (as supported by Kessler, 2010). Although aware of the fact that school principals in general strive to manage schools effectively (Stefkovich & O'Brien, 2004), it must be recognised that their increased powers leave them more vulnerable to extraordinary temptation, Lusenga, (2010:123). This is supported, by Makumbe, (1999:138) who argues that absolute power corrupts absolutely. Principals should, accordingly, be aware of their own gendered, cultural and social attitudes with regard to their profession (Snodgrass & Haines, 2005). Greenfield (2004) concurs by acknowledging that the personal qualities, sensitivities, background, subjective understandings and past experiences of school principals influence the exercising of their powers within a particular school culture and community context. A study by Lusenga, (2010:158) revealed principals as indicating having strong moral orientations, and apparently unwilling to sacrifice them. On scrutinising principals' acts in a survey of the literature, however, the opposite was found. Examples were found of principals being prepared to act contrary to their moral convictions to survive professionally, to show sympathy and to maintain sound relationships with others. Now that the view has been presented that a lack of humanist consciousness and therefore a lack of moral leadership can lead to corrupt acts by principals, the focus turns to another view of corruption as brought about by a system that rewards people with unrestricted fame, wealth and power.

Potential Corrupt Acts by Principals due to the Social System

In line with democracy, decentralised decision-making is also undertaken at school level, aiming towards the regulation of schools through the direct application of expertise by local leaders (Van der Mescht, 2008), in order to meet unique local needs effectively (Dipholo, Mafema & Tshishonga, 2011). In their Report of the Task Team, the South Africa Department of Education (1996) accordingly stresses the need for participative and democratic management, and, importantly, site-based school management. According to the Minister of Economic Planning Division & Development (2011), Trevor Manuel, corruption can also only be fought successfully if the interest of future generations is advanced, which should inform decision-making in the world today, starting with the need for more multi-stakeholder partnerships and the renewal of institutions and processes to make them more open, Bitzer, (2014:131).

Notwithstanding the optimistic, positive aims behind the decentralisation of power and the concomitant idea of shared decision-making related to a move toward institutional autonomy, the so-called school-based management of schools, its practical realisation portrays a more pessimistic and negative picture. Luo & Junkunc (2008) indicate that decentralisation is often accompanied by heightened economic deregulation, which gives rise to suspicions of patronage, bribery and favouritism in almost every emerging economy where well-functioning and corruption-resisting legal and political institutions are still lacking. On a more positive note, although the effects of corruption on the development of attitudes and value systems are often not recognised (Moyo, 2016), Mabaso, (2016) voices the anticipation that instilling the principles and values that are typical of ethical behaviour might not only help break the nasty cycle of corruption, but may also help to turn the tide in a positive direction concerning Zimbabwe's public sector management. Moreover, an increasing consciousness of the counterproductive and negative impact that corruption has on individuals and society could inspire the drive for creating an ethics of corporate social accountability, CCJP,(2015:12). When all has been said and done, importantly, a corruption free society supports good governance, transparency, accountability and development.

6. CORRUPTION IN ZIMBABWE HAS COME IN PHASES

The most unanimous condensed opinion from audit reports, house hold surveys, donor reports, business environment and enterprise surveys, legislative reports and diagnostic studies available between 1980-1987, was that corruption was minimal no matter how it was defined. During this period, the state received high levels of integrity. The only two notable incidences of grand corruption recorded and that received widespread societal condemnation were: (State Vs Paweni; State Vs Charles Ndhlovu). From 1987, however, Zimbabwe saw an exponential rise in cases of corruption, from two in seven years to an average of 3 to 4 cases per year until 2002, when the lid fell off, Shana, (2006:11). The downward spiral began in 1987 and then chronicled the progressive disintegration of the national moral and economic fibre. The vast majority of cases, if not all, involved high-ranking politicians and senior civil servants, some of whom are still active in politics and or in government having been surreptitiously recycled into positions of authority even when they have been

convicted and sentenced, Shana, (2006:15).

Surprisingly, involvement in corruption enhanced their political careers instead of damaging it. The crescendo of brazen corruption took a dramatic turn in 2001/2002 following the watershed harmonised elections. Suffice to note that from 1980-1987, corruption was just opportunistic or greed corruption; from 1987-2001; the country witnessed the emergence of political elite corruption or network (mafia style), Mandaza, (2010:8). This was immediately followed by patronage corruption as the networks needed protection and ensured political loyalty and leverage by the patrons, Makumbe, (1999:179). From 2002, the flood gates of corruption opened, political corruption, chaotic corruption followed and now we are in the belly of a new phenomenon of corruption called the "Factory Corruption" or systemic or managed corruption and of late State sanctioned corruption that involves abuse of office and looting of state coffers for personal gains. It has engulfed the public sector in greater proportions and is the norm now in the country. The greatest mistake was the Presidential pardon extended to the culprits of the Willowgate scandal. It gave birth to unprecedented corruption levels. George Orwell once remarked that, in the land of the naked, people are ashamed of clothing, in the same manner in this era and age, where corruption is regarded as the way of life, office bearers are ashamed of good moral standards.

7. CONCLUSION AND RECOMMENDATIONS

By alluding to various examples, it became evident that Zimbabwe's public schools are indeed not safe from corruption. The contrary was rather found, namely that some public schools are among the spheres in which corruption most frequently rears itself, especially amongst certain of their principals in particular especially church run schools, Makumbe, (1999:228). Taking note of the fact that corrupt behaviour is seldom based on a singular incident, but that it is rather known to form part of an intricately interwoven performance pattern, it is concluded that corruption can only be fought if ethical behaviour is actively encouraged and corrupt behaviour is actively discouraged or severely punished rather rewarding it.. Although principals need to individually ensure this by building their own characters accordingly, it was indicated in this article that corrupt behaviour also stems from different cultural values and acceptable social behaviour standards within society at large. This conclusion is in line with **Kaufmann's view (1997)** that the manifestation of corruption can mainly be assigned to the broader collapse of ethics and values in society as a whole. Given the essential role of education and the pivotal role of principals as the professional managers of schools in providing role models to future citizens and thus indirectly dictating the social system of tomorrow, no unethical behaviour on their part can be tolerated whatsoever. Principals must, as a result, consistently place emphasis on openness, honesty and integrity, sound ethical practices and commitment to acting in an exemplary manner. To fight corruption especially at public school management level, the following recommendations, based on the discussion above, are promoted here:

- The precise definition of 'corruption' for education, which we designed above, could advance Madonsela (2014)'s call for transparent and accountable leadership processes towards combating corruption. Principals, who are informed about how easily corruption can occur as schools perform their varied activities, could become conscious of acting vicariously liable in a responsible manner, by assuming the relevant legal accountability – among other instances – for delegated tasks.
- The ministries of education must support the annual national principals' conferences, National Primary Heads & National Secondary Heads (NAPH & NASH) respectively, by scheduling a plenary session, during which a presenter qualified (retired law expert/educationist to report on rulings could communicate the outcome of relevant education-related corruption court cases to principals, vice-principals, and School Governing Body representatives. In this manner, principals will become conversant about the consequences of being held accountable for their own and staff's actions.
- A give-and-take partnership between public schools and the State must be established through collective notions of active participation, accountability, respect and trust. The partnership could take shape if these principals: formed part of devising strategies to combat corruption; appreciated being answerable for their actions; and became aware of being both respected and trusted. Only then will the deferred dream of holistic leadership become realised.
- The two ministries must create a work ethic that thrives on a culture of effective communication, such as well-planned inclusive discussions, and preventive measures, such as procedures similar to public administration, so as to combat corruption and thereby empowering principals as their first-line employees. In this way, principals might experience not only individual mastery, but also effective partnerships with their department and other principals in leadership

community, as they participate actively and perform their duties with accountability.

- Principals may also consider forming anti-corruption cluster groups in order to support one another towards integrity, sound ethical practices and commitment to exemplary conduct when managing their schools.
- Government needs partnerships with private sector and the society at large. There will be synergies that will accrue when the public sector and the private sector join hands in an effort to fight corruption, David Lewis, (2016). Corruption Watch Programme in Schools, is the way to go in solving the scourge, according to Corruption Watch Head, David Lewis, (RSA), (2016). There is need to reform some of the country's corruption fighting units as ZACC, ZRP, ZIMSEC, VID & ZEC as people have lost confidence in them. It should be noted that all the recommendations to be taken by State must meet the test of specificity, feasibility, and target and remain precise.
- The commissions, for example Zimbabwe Ant-Corruption Commission (ZACC) that have been set should be independent and the government should provide adequate resources in order for the commissions to carry out their duties efficiently and conscientiously. Without the financial muscle, the work of commissioners will be in vain and corruption will continue to rear its ugly head impeding socio-economic rights.

Corruption creates vicious environment of the lack of respect for law and undermines the effective functioning of democratic institutions. A corruption free society is essential for good governance and development.

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Notes

- i. Although it is recognised that media reports are not rigorous scientific sources, their necessity for this article lies in their efficacy (investigative journalism) in exposing acts of corruption which, due to their sensitive nature (among persons holding a high profile in public life especially), are often settled outside of Zimbabwe's courts or otherwise 'brushed under the carpet'.
 - ii. The Willowgate Scandal, is a 1988 in Zimbabwe that rocked the country following the exposure by The Chronicle (State owned paper) of government officials who were given preference in buying vehicles at the Willovale Motor industries (MMI) at discounted prices and re-selling them at a very inflated prices. [**Maurice Nyagumbo [then Minister of Political Affairs & ZANU PF administration secretary], one of the implicated politicians in the Willowgate Scandal. He resigned and eventually took his own life by taking poison**]. The Willowgate Scandal, is one of the renowned major investigative stories in the history of the Media in Zimbabwe Corruption at its best.
- **NOTABLE CORRUPTION CASES SINCE 1984** [Excerpts from a paper presented by **Dr. G. Shana at the Mass Public Opinion Institute Seminar, Crowne Plaza Hotel, May 9,2006**]
 - 1984-The Paweni Grain Scandal
 - 1986-National Railways Housing Scandal
 - 1987-The ZISCO Steel Blast Furnace Scandal
 - 1987-Air Zimbabwe Fokker Plane Scandal-\$100 million
 - 1988-The Willowgate Scandal
 - 1988-ZRP Santana Scandal
 - 1994-war Victims Compensation Scandal
 - 1995-GMB Grain Scandal
 - 1996-VIP Housing Scandal

- 1998-Boka Banking Scandal
- 1998-ZESA YTL Soltran Scandal
- 1998-Telecel Scandal
- 1998-Harare City Council Refuse Collection Tender Scandal
- 1999-Housing Loan Scandal
- 1999-NOCZIM Scandal
- 1999-DRC Timber & Diamonds UN-Reported Scandals
- 1999-GMB Scandals
- 1999-Ministry of Water & Rural Development Chinese Tender Scandal
- 1999-VIP Land Grab Scandal
- 2001-Harare Airport Scandal
- 2015-Chiadzwa Diamond Pillage

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ACRONYMS

ZANU PF-Zimbabwe African National Patriotic front
MDC-Movement for Democratic change
VIP- very important Persons
TIZ- Transparency International Zimbabwe
NASH-National Association Secondary Headmasters
NAPH-National Association primary Headmasters
ZESA-Zimbabwe Electricity Supply Authority
ZRP-Zimbabwe Republic Police
NOCIZ-National Oil of Zimbabwe
GMB-Grain Marketing Board
DRC-Democratic Republic of Congo
ZISCO-Zimbabwe Iron & Steel Company
CCJP-Catholic Commission for Justice & Peace
SACE-South African Council of Educators
ZEC-Zimbabwe Electoral Commission
VID-Vehicle Inspection Department
ZACC-Zimbabwe Anti-Corruption Commission
RSA-Republic of South Africa
ZIMRA-Zimbabwe Revenue Authority
BEAM-Basic Education Assistance Module
CAMFED-Campaign For Female Education
RD-Red Cross
ZIMDEF-Zimbabwe Manpower Development Fund
SIG-School Improvement Grant
STEM-Science, Technology, Engineering & Mathematics
SONA-State Of the Nation Address
UNDHR-United Nations Declaration Of human Rights
MMI-Mazda Motor Industries