

# PREVALENCE OF CORRUPTION ACTIVITIES IN PUBLIC SECONDARY SCHOOLS IN NAKURU AND NYANDARUA COUNTIES KENYA

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**Abstract:** This study sought to examine the prevalence of corruption activities in public secondary schools in Nakuru and Nyandarua counties Kenya.. The study used the correlational research design. The target population comprised of 420 principals, 840 heads of departments, 420 bursars in public secondary schools, two county directors of education and six school auditors making a total of 1688 school respondents. The study employed the formula of Cochran to get a sample of 313 respondents while the two county directors of education and six school auditors were purposively sampled, to give a sample size of 322 respondents. Data was collected using the questionnaire constructed on a five point Likert scale. The research instruments were Pilot tested. Data was analysed using both the descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences. The study established that the existence of corruption in public secondary schools is indisputable though the level of corruption activities was moderate; prevalence of corruption Nyandarua and Nakuru Counties was largely the same. The study recommended that there is need to put in place intervention measures to address the corruption in public secondary schools in Nyandarua and Nakuru Counties.

**Keywords:** Corruption, Nakuru and Nyandarua Counties, Prevalence of Corruption, Public Secondary Schools.

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## I. INTRODUCTION

Corruption manifests itself in all facets of education especially in the teaching and learning processes, management of educational resources and in development of education resources. Corruption in education complicates students' access, retention and quality of teaching and learning processes (Orintunsi, 2011). This word corruption has its origin from the Latin term 'corruptus', that is loosely interpreted to mean 'to destroy'. Various definitions of corruption have been given. Transparency International states Corruption is 'misuse of delegated authority to benefit oneself. On the other hand, World Bank views it as 'misuse of power for one's personal gain' (Kaufmann & Vicente, 2009) refers to corruption as use of delegated authority for personal gain. (McMullan, 2007) argues that an individual is deemed corrupt; if he willingly receives monetary worth for performing or not performing duties in his line of work or exercising a legitimate judgement for wrong reasons.

The challenges of how to effectively control corruption in private and public sectors have remained elusive in the world and Kenya in particular. The Government of Kenya established the Kenya Anti-Corruption Authority as a result of recognizing the challenges of entrenchment of corruption in the country. In education, corruption results in financial misappropriation and its related vices and academic dishonesty, especially in the management of government grants and fees paid by parents. Corruption affect implementation of effective teaching and learning processes.

In the sphere of education corruption is the methodical abuse of office to benefit oneself, and it has a huge impact on accessibility to education its quality, and as well as equity, (Hallak & Poisson, 2008). Corruption in education portends a bleak future by withdrawing from people their worth, rewarding unmerited achievements and normalizing society mistrust. Similarly, corruption and poor governance are a major impediment to the realization of the right to education. Corruption is one of the most problematic forces in the world that intuitively undercuts the expected education gains in all social and economic areas. The world bank's estimates over 10 billion US dollars that resources are embezzled in corruption malpractices, representing 5% of the world Gross Domestic Product (GDP) (Pellegrini & Reyer, 2008). Many works of research have put forth the negative outcome of corruption in economic and social development (Mo, 2008). Le Van and Mathilde (2006) provides proof on the huge economic expenditure that society bears as a result of corruption. It increases transaction expenses and instability in the economy. It also leads to wasteful economic outcome and reduces a country's revenues and motivation for expansion of small enterprises resulting from unjustified regressive taxation (Aidt, 2003). Through corruption the government revenue is reduced. It affects the expenditure on health, infrastructure as well as education. Mauro (2009) examines this proposition putting forth that how much a country spends on education, determined as a proportion of GDP is negatively and in a big way significantly related to corruption.

Surveyed done by (Andvig, 2001) found out that in many countries, education is centrally managed by the government, and although the intensity of corruption in this field is small, leakages of monies as a result of corruption are significant for the sole reason that resources and funds given out to education can be enormous (making up to 20-30 percent). Moreover, decentralization of resources management to local governments raises corruption risks, more so if it is not reinforced with efficient control mechanisms. Real cases indicate that the more the individuals and hierarchies that are involved in education budget control, the more the prospects and risks for dishonesty and corruption (Fjeldstad, 2009). Aspects of corruption range from poor workmanship in school buildings and construction, acquisition of textbooks and school equipment, stores, kickbacks, inducements, close relationship and misrepresentation of school enrolment (Prichett, 2008).

In former Soviet Union, corruption in educational institutions reduced the transformation pace towards comprehensive and balanced Western-style regulation (Piplica, 2011). The status of corruption in education has consequences on intergenerational conveyance of the human resource. In a nation where there is corruption fresh graduate teachers lack proper training and are ill-prepared for their duties in learning institutions. A good number abandon their career and as a result join the cohort of "educated unemployed" (Perazzi, 2017). Heyneman (2010) postulates that elevated corruption levels perception in any nation results in domineering rent-seeking behavior, which in consequence is an issue in talent allocation. As would be expected, an individual would tend to opt for a career that would provide him/her with the maximum possible returns of his/her abilities (Prichett, 2008).

There are risky areas where corruption is more prone in Ukraine and Russia most employers insist that potential employees should have graduated from particular universities and colleges without a corruption record (Rumyantseva, 2008). If the citizens lack faith in education as being fair and productive, much is likely to be foregone besides economic growth (Heyneman, 2010). Learning is almost always the only environment, save for family that follows us all our lifetime. Education plays an important role on the whole in the course of economic creation and development (Le Van, 2011). Without a proper educated citizenry it is difficult to construct thriving economic systems that are sustainable, more so in the structure of transformation practices (Prichett, 2008). In the sector of education corruption has a destructive effect; it weakens the ground for continued development besides impeding growth.

According to United Nation Convention Against Corruption (UNCAC, 2007), the effective approaches for better governance, openness and accountability in education are founded on improving regulatory mechanisms, intensification of managerial capacities, and initiating social control on resource management. As a strategy to prevent corruption in secondary schools, the Colombian Government improved the management and control of teachers and controlled resource wastage. This was possible through the combination of negotiations with teachers' unions, modernizing management and transparent regulations using informatics (UNCAC, 2007).

Many schools demand unlawful extra levies to balance the shortfalls in the budget. Guardians and parents are coerced to give money to get services which are meant to be free or are overcharged for these services (Cooray, 2009). In a number of African countries, although fees in primary level education has already been exempted, 44 percent of parents with children in primary schools said they were still paying extra amounts. As a prevention measure to curb corruption, the

Ugandan Government ensured the reduction of seepages in transferring money from the Ministry of Education to institutions of learning from 87 per cent to 15 per cent (UNCAC, 2007).

In acknowledging the importance of an all-round approach to tackle corruption, Transparency International (TI) came up with the National Integrity System (NIS), comprising the critical institutions, regulations and behaviours that lead to integrity, openness, and societal responsibility (Mauro, 2009). Part of the key players in NIS as outlined by TI are the executive, legislature, political parties, electoral commissions, supreme audit institutions, judiciary, anti-corruption bodies, the press, civil society and also the private sector. An appraisal guided by a conclusion of an evaluation of a specific integrity arrangement can aid in informing the anti-corruption advocacy and reforms.

Prevention strategy is aimed at reducing opportunities for engaging in corruption by eliminating the loopholes and avenues of corruption. This ensures that chances of engaging in corruption are reduced because proper control measures are put in place and that incidents of corrupt practices do not succeed. Part 7 (d) (e) and (f) of Anti-Corruption and Economics Crime Act (ACECA) forms the prevention strategy foundation (Ringera, 2007). Similarly, the Government's sourcebook on corruption prevention meant for the Public Service Integrity Programme (PSIP) provides an addition literature to this work. UNCAC in Articles 5 to 12 also provides the basis for establishing prevention strategy to combat corruption. Mullei, Mwabu and Mwau (2000) in their work had their attention on law execution deterrence of corruption strategies as key approaches applied by Kenya Anti-Corruption Authority (KACA) in fighting the corruption. However, the research failed to clearly inspect the success and the status of the approaches because KACA was a very young institution then. Indeed, the study only provided a short account of the way KACA made an effort to operationalize the three-pronged approaches but failed to fully analyse and assess the effectiveness or accomplishments. This study went beyond to look into the extent of corruption in the country and also assessed the success of the strategies as opposed to the above work.

Globally, corruption at schools level is a major concern. In countries like Germany, France and England, the greatest scope for fraud lies in the embezzlement and misuse of non-public funds, school fees, donations where cash is handled. Some of the listed common examples of fraud are taking place in schools are theft of money, false claims for travels, unauthorized purchase of items of equipment for personal use or gain, improper use of petty cash for personal use, nepotism, processing false invoices to non-existent suppliers and pocketing the proceeds (Hallak & Poisson, 2007; Levacic & Downes, 2004; Ochse, 2004).

Mwinjuma and Baki (2012) state that many head teachers and school committee in Tanzania are unfamiliar with decision making on financial matter and they lack basic financial management skills, record keeping skills as well as familiarity with procurement procedures. It is further argued that some school lack proper financial management skills, leading to contradictions, misunderstanding and deficiencies in the administration and efficient utilization of the school's fiscal resources. Mobegi, Odigi and Simatwa (2012) stated that some of the financial maladministration by head teachers at schools in Kenya happens as a result of the ignorance of financial management procedures that contributes to financial mismanagement and misappropriation, weak internal control mechanisms such as receipting of school fees, missing fees registers, irregular auditing of school funds and personal gains of head teachers.

Chweya, Tuta and Akivaga, (2005) examined the government efforts to reduce corruption by implementing an integrity structure which has an obligatory legal corruption-free construction. This structure required the utilization of approaches one of them being the use of other key players in the fight against corruption (Kenya Anti-corruption Commission, 2007). Their study, however, did not completely evaluate the impact and effectiveness of the approaches for instance how they can be prioritized and ranked given the obtaining social-economic environment. These authors critically assessed the investigative powers the ACECA has given KACC besides making proposals on the measures to be taken to improve things (Pellegrini, 2007).

An issue that seems to be threatening the attainment of quality education in Nigerian universities is corruption. Corruption tends to be dragging the university education system in the country to public ridicule. Corruption is destructive; it reduces interpersonal trust and reduces economic growth (Seligson, 2002; Olin, 2013). Corruption in university education distorts the efficiency and quality output of the system. Worried over the increasing rate of corruption in Nigerian universities, Okojie (2012) called on the management of Nigerian universities to uphold the sanity of the education system by ensuring a corruption-free environment in all institutions. In addition, Okojie maintained that corruption had assumed a worrisome level in Nigerian university system being an integral part of the society could not be insulated from the menace.

Corruption kills innovation, creativity, compromises public morality, contaminates individual and collective dignity and distorts the dignity of labour (Obasanjo, 2005; cited in Yomere, 2010). Corruption is the worst evil that is standing on Nigeria's path to grandiose national development (Mezieobi, 2010; Edinyang & Usang, 2012). Ma'azu (2001) noted that the funds allocated for funding primary education in Kano State are systematically stolen by a highly organized education "mafia" to the point that the schools are grounded.

International financial management in education is a matter of great concern. Countries worldwide, including South Africa as part of the international arena, are struggling with the serious challenge of financial management at school level. Financial management in schools is influenced by the broader local community and beyond. In a globalized world it is not possible for a country that wishes to be competitive internationally to function without confronting the positive and negative influences of global trends. International recognition of the scale of the problem of financial maladministration has led to a range of important international and regional laws, regulations and prescripts to regulate the utilization of funds at schools and reduce, if not eliminate, corrupt activities in public schools (Van Rooyen, 2012).

Financial management is both a global and a national concern that needs critical investigations and analysis at school level. Illegal activities occur in schools everyday and poor financial management paralyzes the school system. Some principals are charged with misconduct on allegations of financial mismanagement although reports on the outcome of the cases sometimes remain in the private domain (Macupe, 2011). The school principal as a financial manager and member of the financial accounting authority in a public school is expected to display the skills, knowledge, competence and expertise of financial management for the prevention of irregularities, illegal practices and mismanagement of funds (National Development Plan, 2011; Anderson, Briggs & Button, 2004).

Corruption is a problem that third world countries have to conquer. It is however accepted in educational circles and its penetration into education has not been adequately studied both in developed and developing nations. Unavailability of theoretical and empirical studies on the issue of corruption motivated the proposed study. The study, therefore, attempts to fill this gap on the management practices used by secondary schools' principals in prevention of corruption in secondary schools in Nakuru and Nyandarua counties in Kenya.

## II. STATEMENT OF THE PROBLEM

Corruption activities manifest themselves in all areas of education especially in teaching and learning processes, use of education resources and development of education policies. Cases of corruption in education and particularly in public secondary schools in Kenya are hardly ever investigated and also less mentioned and even for the few studies that have been done shows that corruption is still prevalent in public secondary schools. This study sought to investigate principals' management practices in prevention of corruption in public secondary schools in Nyandarua and Nakuru counties in Kenya.

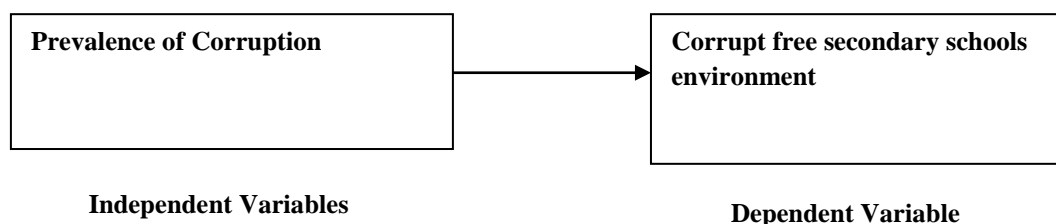
## III. OBJECTIVE OF THE STUDY

The study sought to assess the prevalence of corruption activities in public secondary schools in Nyandarua and Nakuru Counties in Kenya.

## IV. HYPOTHESIS OF THE STUDY

$H_{01}$ : There is no significant difference between the levels of prevalence of corruption in Nyandarua and Nakuru counties in Kenya.

## V. CONCEPTUAL FRAMEWORK



## VI. STATUS OF CORRUPTION ACTIVITIES IN SECONDARY SCHOOLS

The cost of corruption according to TI in Mauro (2009) is approximated at 1 trillion US\$ in an economy whose value is US\$ 30 trillion. Mexico's national level of corruption is estimated at 15 % of Gross National Product (GNP) currently, while in India, it was about 20 % of GDP in the 1980's (Roy, 1996). This is to mean that corruption level and its status usually are measured by how it is perceived. Transparency International annual Corruption Perceptions Index (CPI) released every year since 1995 documents the extent that corruption is perceived to abide among public workers and schools; capturing how those in business, education and risk analysts perceive the vice (Altinyelken, 2004). It is important to note that the whole concept of corruption differs across different regions of the world.

Other authors support the argument that underserved groups are more affected by corrupt practices. Cruz (2004) found in El Salvador (where 16% of the surveyed population knows about illegal payments as a precondition to get access to educational services), people with the lowest levels of education are more prone to ignore and misunderstand the dimensions and effects of corrupt practices. A likely consequence of this lack of awareness is that the lower the educational level, the more difficult it will be for ordinary citizens to detect, denounce, and defend themselves against corrupt public officials.

A school head in a deprived area in Sri Lanka was puzzled by the fact that school heads in popular schools maintained luxury motor cars and homes although they all received the same salary. Management of schools is the most controversial issue in education in Sri Lanka. Print media has documented cases of families using every means, including bribery and using relationships to their advantage to have their children gain admission to favoured schools (Blundo & Oliver, 2006). Shaw (2007) study is a good example of corruption in the sector of education. It is a study conducted among 1558 students of higher institutions of learning in Ukraine. The study sought to get responses on whether the student gives a bribe to have his/her exams and term papers done for him/her, whether he/she bribe to influence his/her exam score and also, whether he/she bribed his /her way to a learning institution. The results were that about 56% of students in Ukraine bribed their way to their learning institutions (Shaw, 2007). Out of these 16% also bribed for their high school diploma. Furthermore, the results showed women to be 6% more likely to accept a bribe as compared to men.

Public secondary schools are also not left behind in corruption. The vice in these institutions is seen when their heads ask, accepts or extort a bribes from students or parents. It's further observed that private schools practice corruption when they give a bribe to bend law to gain competitive advantage or profit. Corruption in Public schools may not necessarily manifest itself through soliciting of a bribe. Other forms may involve nepotism and patronage both of which may be aimed at personal gain. No mistake should be made that corruption is absent at other levels or it is only heavily felt in private secondary schools. Some parents prefer to enrol their children in these private institutions solely for spectacular performance.

The exact words to be used in defining the term 'corruption' as well as their arrangement have been a problematic issue especially in formal and legal documents. The UNDP Anti-Corruption Practice 2004 note, with reference to a policy paper approved by the Executive Committee in 1998 defined corruption as abuse of public power, office or authority for private benefit through bribery, extortion, influence peddling, nepotism, fraud, speed money or embezzlement. Corruption exists in the private sector even though it is viewed as an evil practised by the government and public officers (United Nations Development Programme (UNDP), 2010). Not long ago, UNDP started using the more comprehensive definition of corruption in order to accommodate the malaise in the private education sector. So, Corruption came to be defined as the 'abuse of trusted power for one's own benefit' (UNDP Primer on Corruption and Development, 2008).

Transparency International (2010) defines the term in a simple way as: "misuse of entrusted power for one's gain" to embrace its entire mandate. These two definitions sufficiently capture what goes on in private secondary schools. Corruption in the private institutions that provide education may take many forms. In the case of private secondary schools corruption is defined as the systematic use of public office to benefit oneself and the effect of this is greatly felt in access, quality and equity in education (Hallak & Poisson, 2002). World Bank (2000) defines corruption in a rather straightforward way as the abuse of public office for private gain. This is not a new definition and was preferred because it was not only concise but was also adequately comprehensive to cover most forms of corruption that the Bank deals with besides it being extensively used by other researchers (Ghukasyan, 2003; Bajracharya, 2003; Altinyelken, 2004; Anderson, 2005; Aluko, 2008).

Nicholas (2001) pointed out how corruption impacts education as he attempted to support Nigeria's anti-poverty initiatives. Nicholas stated that Nigeria has sufficient financial power to deal with poverty related issues in the country. That the foundation to combat poverty lay in the government's success to tackle corruption and mismanagement as these way resources will be utilized to realize a functioning school system, health and water supply (Dike, 2003). There has also been the argument that poor management of public resources and not scarcity as is the stand of the federal government is the actual reason behind the government's inability to properly fund tertiary institutions (Obasi, 2003).

Corruption has devastating effects on a country's social and economic development and in the whole concept of building an authentic nation as it involves resource diversion to benefit individuals, talent misallocation, and the country missing on taxes, negative impact on quality of infrastructure and private services as well as stagnation in the economy. Oyinloha (2009) observed that the magnitude of loss that corruption visited on African nations was to the tune of an estimated 140 billion US dollars to corruption alone.

The background of the worldwide Education for All (EFA) crusade is the understanding that Education is a fundamental human right. Transparency International (2013) has however observed that EFA is funded by 20 – 30 per cent of most country's budgets and during transfer of funds from the Ministries of Education to respective institutions corruption is likely to occur. The result of this has been congested classrooms and dilapidated schools recipients buying instead of getting freely teaching and learning resources, parents being subjected to illegal levies which pushes children of the poor out of school, teachers being hired corruptly as well as sale of grades. Nwanze (2012) outlines some offshoots of corruption such as bribery, nepotism, mismanagement of funds, extortion and favoritisms. Further he went ahead to point out the causes of corruption giving an institutional enforcement mechanism that is weak absence of integrity in conducting government business as well as a questionable reward system.

Corruption in education is a global problem which has institutionalized in a way that it has become the measure which gives room for mismanagement of educational funds, decayed facilities, as well as favouritism in the appointment of staff. Corruption is an unethical behaviour by a person entrusted with a position of authority which involves embezzlements, bribery, and mismanagement of financial resources, political favouritism, and poor infrastructures among others alongside being an immoral act practiced by people in position of authority (Lawal & Tobi, 2006).

Management is a multi-dimensional phenomenon because it is concerned with activities that take place in an environment that comprises of economic, physical, social, psychological, political and technical structures. The need for knowledge and application of principles and techniques of management in running the education system had been felt by many professional bodies concerned with the effectiveness of the system. In many parts of the world, the emphasis is laid on managing educational institutions in order to help tackle the problems of institutional growth and development by making the best possible use of available resources (human, material and finance) to achieve the stated goals of the institutions (Abdulkareem, 2002).

### **Educational Corruption and Reproduction of Values**

A responsible society look up to education for providing positive directions and advancements in the lives of its individual citizens and its general development of the state. No one can doubt that corruption as an immoral behaviour does not have negative implications on the management of education in Nigeria. Corruption in education system in Nigeria itself has created a vicious circle of deficit culture so intensive, that virtually all good plans, moves and budgetary provisions for improved facilities in the education system ended up being misappropriated without corresponding provisions of the infrastructure being budgeted for (Nwaokugha & Ezeugwu, 2017). It is an important notion because corruption is the illegal use of official power by the officer of the government to enrich himself or any other person at the detriment of the public in contrary to the government law that are in force (Heyheman, 2004). Corruption has become a threat to Nigeria's education system because it is the root which breeds Boko Haram, insurgency, militancy, kidnapping and the like.

It is important to note the role of schools in deconstructing social misperceptions, particularly in those settings where corruption has turned out to be systematic and extended problem. Having teachers able to communicate the importance of abiding the law and the necessity for eradicating corruption is crucial, especially in settings where this phenomenon is accepted as the easiest way to achieve social mobility. Previous studies on civic education have showed, actions speak louder than words Cruz (2004).

A lack of reliable indices, methodological challenges like the endogenous relationship of corruption with poverty, or the lack of a wider involvement of international educational agencies created an important gap in the available knowledge on corruption in education. The majority of studies have been focused on describing observed corrupt practices and in a very limited number of cases, shedding some light on a quantitative estimation of effects of corruption in educational outcomes (Gupta, Davoodi and Tiongson (2000) or on how specific interventions may reduce the incidence of corruption in educational settings, like in Reinikka (2004), Banerjee and Duflo (2005) or Jacobs and Levitt (2003).

A principal-agent association comes up in an instance where a “a school head” remunerates an “agent” to do certain activities. However, typically the principal has only limited information about the agent’s actions. A result of this information asymmetry is that it is often possible for the agent to act in a way that is personally beneficial but is detrimental to the interest of the principal. The principal in education policies is the government education agency Manro (2001).

The positive effect of education on bribery is likely due to two primary factors; corrupt education systems and the higher returns to bribery that education brings; the higher return is largely due to a higher value of time and increased interaction with officials among those with more education. Institutional quality must improve to fight the corruption coming from corrupt education systems. If children are learning how to be corrupt instead of learning good citizenship and social cohesion, then it is no surprise that they grow up to be corrupt adults. Additionally, fighting corruption that comes from a high value of time and high opportunity costs could involve streamlining the receipt of government services, so that bribes are not necessary for quick service.

The challenge for the principal is to design a set of incentives and a monitoring strategy such that the interest of the agents is to act in a way that furthers the goals of the principal. It is often difficult for principals responsible for providing educational services to meet this challenge, Meon and Sekka (2005). Hence, corruption results corruption at the central or regional level in education agencies is similar to practices reported in other areas like defense or public works: embezzlement, cronyism, diversion of funds, ghost workers, and illegal overpayments. For the purpose of this paper, I will consider as a part of the central level not just the top administrators of educational systems, but also the administrative levels outside the school (regional offices and supervisors). The logic for this division is a personal assumption on the fact that corrupt practices observed at the school level will have a different impact than practices observed at the central level, especially on issues of equity and reproduction of corruption, Cambodian (2009).

It is remarkable to observe that key processes for the operation of education systems may be pervaded with corruption, like in the case of teacher hiring and promotion. Chua (1999) provides a good description of the dynamics surrounding the processes of appointment and promotion of teachers in The Philippines: in order to be hired, teachers must get principals’ approval for a job application; without paying them a bribe, their odds of getting a position are minimal. Later, once a teacher is appointed, their first check must be sent to the supervisor if they want to avoid problems and aspire to be promoted in the future. These practices are assumed as a normal condition in the administration of educational systems. According to Chua (1999), it is not unusual for teacher candidates to become maids, laundry woman or mistresses of principals and supervisors in order to get an appointment. Experience and academic background are the last criteria to be considered in the hiring process.

In Mexico, 60% of teachers in this country admitted that positions are distributed through bribes. This may be explained through a political concession to the teachers’ union: in 18 out of 32 states, teachers’ union leaders decide who will be hired in at least 50% of the newly created positions, most of the time without any publicly known evaluation process (Fundacion Este Pais, 2003).

The huge amount of resources devoted to education in several countries as well as the dispersion of final users of goods like educational materials make difficult the auditing or verification of an efficient and adequate acquisition of goods. Although there are effective instruments to monitor the distribution and acquisition of educational materials like the Public Expenditure Tracking Surveys Reinikka and Svensson (2004), it seems that the manipulation of regulation and supplies still remains as one of the most common corrupt practices in education agencies, according to the reviewed literature. Martinez (2004) describes a typical case of favoritism in procurement areas: a former manager of a big printing company appointed as a public official at the National Free Textbook Commission in Mexico, is responsible for the authorization of contracts for printing Mexican free textbooks.

According to a survey by (Andvig, 2001) in majority of the nations where education is solely controlled by the national government, not so much corruption existed in the area of education management, but consistent small amounts lost through corruption ended up being huge amounts because the budgetary allocation to education was normally reasonably high. It has also been found that transfer of resource management to local governments raises corruption risks more so if this goes along with weak control mechanisms. There is evidence to the conclusion that when so many individuals and so many levels are involved in the management of the education budget the chances and risks for corruption and fraud increase (Fjeldstad, 2009). Corruption in education comes in such forms as misappropriation of funds meant for construction of school buildings; irregularities in procurement of textbooks, and stationery, kickbacks, bribery, close associations and misrepresentation of school enrolment.

David (2002), in addition has pointed at other ways in which corruption takes place in private schools which include existence of ghost teachers, the school head or the bursar misappropriating students' fees, inflating school enrolment, asking parents for extra levies, fraud with respect to scholarships, and misappropriation of funds contributed to purchase textbooks as well as parents/ community's support to the school. Katharina (2004) was of the opinion that aspects of corruption such as bribery; nepotism and fraud are the same as those that existed in other fields. Forms of corruption outlined by Hallak and Poisson (2007) in their short glossary of terms include: Bribe, Bypass of criteria failure to adhere to legal criteria; Capture, leakage, Illegal use of public resources; Diversion of funds; Embezzlement, theft of public resources; Misappropriation; Favouritism, Fraud, Ghost workers, and Nepotism.

But sexual harassment of learners by teachers and also coercing teachers to give illegitimate fees to have their children admission can serve as two examples; and Favouritism: This can be explained as a system of power abuse implying 'privatization' and a highly biased selling of school resources or equipment. It comes in form of nepotism, where a government worker gives priority in employment to his or her family members or friends. Numerous cases of favouritism exist in the education sector among them hiring of school administrators with respect to who their close friends and family are (Amundsen, 2000).

## VII. RESEARCH METHODOLOGY

The research adopted the correlation research design. Correlation research designs involve gathering of data with a view of determining whether a relation exist between two variables or more quantifiable variables. The degree of association between the variables can be expressed in terms of a correlation coefficient (r) (Mugenda & Mugenda, 2003). This research was conducted in Nyandarua and Nakuru Counties in Kenya. Nyandarua County has 136 Public Secondary Schools. Nakuru County has 284 Public secondary schools with a total enrolment of 25,477 students. The target population for this study comprised of four hundred and twenty (420) public secondary schools principals, eight hundred and forty (840) heads of departments (HoD) in public secondary schools, four hundred and twenty (420) bursars, two (2) county directors of education (CDE) and six (6) school auditors. The total target population was 1688 respondents. the study applied simple random sampling technique to pick the sample from each stratum based on individual sample sizes. As such, the total number of respondents in this study included the 313 principals, HODs and Bursars in addition to the 8 school auditors and CEDs making a total of 321 respondents. Data were collected through structured questionnaires that had items that gathered both qualitative and quantitative information. The research questionnaires were pilot tested. Quantitative data was analysed using inferential and descriptive statistics with the aid of Statistic Package for Social Sciences. This was done through such descriptive statistics as frequencies, percentages, mean and standard deviations were used. Inferential statistics used were presented by ANOVA, t-test and regression analysis. Research findings were presented in tables, graphs and charts. Qualitative data were analysed through thematic analysis and the themes as for the stated objectives and findings presented in prose.

## VIII. FINDINGS AND ANALYSIS

Prevalence of corruption activities was measured by means of 10 items in a five point Likert scale that ranged from strongly agree (1), agree (2), undecided (3) disagree (4) and strongly disagree (5). The responses were used to compute a mean score and standard deviation for each statement and a global mean score for prevalence of corruption activities in public secondary schools in the two counties in the study. Scores below 3 were interpreted to indicate high prevalence, 3-4 moderate and above 4 low levels of corruption activities. The items were keyed in such that a high score indicated high prevalence of corruption activities in public secondary schools. Table 1 presents a summary of the findings.



**Table 1: Prevalence of Corruption Activities in Public Secondary Schools**

Statement	1	2	3	4	5	n	$\bar{x}$	s
1. Giving false information in the books of accounts	22	124	42	30	60	278	2.94	1.32
2. Payment of extra levies disguised as teacher motivation/lunch for teachers on weekends	116	118	14	8	22	278	1.93	1.14
3. There is aiding exam cheating by buying exams for students	9	25	92	83	67	276	3.63	1.05
4. Over enrolment of students in form admission	84	141	14	11	26	276	2.11	1.16
5. Employment of teachers by demanding bribes	15	19	72	73	90	269	3.76	1.15
6. Promotion of teachers through bribes or false recommendation for promotion	12	38	62	65	101	278	3.74	1.21
7. Nepotism in Employment of school nonteaching staff	26	67	39	57	89	278	3.42	1.39
8. Falsifying enrolment data for disbursement of free day secondary school funds	79	104	13	28	54	278	2.55	1.48
9. Teacher absenteeism without permission	19	156	26	28	46	275	2.73	1.24
10. Buying of goods without proper procurement procedure	17	76	29	61	95	278	3.51	1.36
<b>Aggregate mean score of prevalence of corruption (<math>\bar{x}</math>) = 3.02, Std. Deviation (s) = .86</b>								

Data in Table 1 indicates that the majority ( $\bar{x} = 2.97, s = 1.32$ ) of the respondents strongly agreed that schools gave false information in the books of accounts. The respondents also strongly agreed ( $\bar{x} = 1.91, s = 1.14$ ) that schools had payment of extra levies disguised as teacher motivation/lunch for teachers on weekends. On whether there was aiding exam cheating by buying exams for students the respondents disagreed ( $\bar{x} = 3.63, s = 1.05$ ). On over enrolment of students in form one admission the respondents disagreed ( $\bar{x} = 2.11, s = 1.16$ ). The respondents disagreed that bribery was demanded in employment of teachers ( $\bar{x} = 3.76, s = 1.15$ ). ( $\bar{x} = 2.11, s = 1.16$ ). The respondents disagreed that there was nepotism in employment of nonteaching staff school ( $\bar{x} = 3.42, s = 1.39$ ), falsifying enrolment data for disbursement of FDSE funds ( $\bar{x} = 2.55, s = 1.48$ ), teacher absenteeism without permission ( $\bar{x} = 2.73, s = 1.24$ ) and buying of goods without proper procurement procedure ( $\bar{x} = 3.51, s = 1.36$ ). The overall computed mean score for prevalence of corruption activities in secondary schools was ( $\bar{x} = 3.02, s = .86$ ).

This study revealed that existence of corruption in public secondary schools is indisputable. These findings revealed that the prevalence of corruption activities in public secondary schools was moderate according to the scale used. Public secondary schools are perceived to be involved in corruption activities not only when the principal or teacher accepts, solicits, or extorts a bribe from the students or parents, but also when the principal “cooks” books of accounts, charges illegal levies, over enrollment of students, promotion of teachers through bribes, teachers fail to attend lessons, or when goods are bought without following proper procurement procedures. Patrinos (2013) observes that teachers missing school without formal permission contributes greatly to corruption. Another closely related behavior and which also amounts to corruption is their late arrival to school and early exit in a school day. The two deny the learner the full benefit of learning. The results of Patrinos study in 21 countries showed that absenteeism in primary schools ranged between 11 – 30 per cent with the vice being 30 per cent in Uganda and Kenya even higher. The vice was generally found to be higher in underdeveloped nations. Similarly, Hyll-Larsen (2013) decried the case of US \$ 48million being mismanaged in Kenya in the period 2004-2009. Loss of money from the education budget greatly undermines the achievement of EFA .

Similarly, Hallak and Poisson (2008) observed that corruption in education is the methodical abuse of work place position for personal gain and impacts significantly on the accessibility and quality of learning opportunities and facilities, which in turn will affect the attainment of anticipated educational goals. These findings are agreement with Aluko (2008) who observed that corruption occurs at all levels of schools and that the corruption of educational resources especially in

education institutions is very prevalent and poorly controlled. Blundo and Oliver (2006) concurs with this view and adds that the school management bears the brunt of corrupt activities in schools, noting that bribery and taking advantage of official position coupled with weak audit can result in fraudulent practices in handling of school resources. This in return will increase the level of prevalence of corruption education institution.

### Hypothesis Prevalence of Corruption Activities in Nakuru and Nyandarua Counties

It had been hypothesized that there was no statistically significant difference between the levels of prevalence of corruption in Nyandarua and Nakuru Counties in Kenya. To test the hypothesis, t-test statistic was computed for the mean scores of responses of corruption prevalence for public secondary schools in Nyandarua and Nakuru Counties. The findings are presented in Table 2.

**Table 2: t-test Prevalence of Corruption in Nyandarua and Nakuru Counties in Kenya**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Prevalence of corruption	Equal variances assumed	2.595	.108	.531	276	.596	.05714	.10766	-.15481	.26908
	Equal variances not assumed			.549	223.116	.584	.05714	.10407	-.14794	.26221

Table 2 shows the corruption prevalence for secondary schools in Nyandarua and Nakuru Counties. The computed t statistics is for was .5714 which was more than the  $\alpha$ -value of 0.05. This value confirms that there was no statistically significant difference in prevalence of corruption in public secondary schools in the two counties. The null hypothesis was thus accepted and it was thus concluded that prevalence of corruption in the two counties was largely the same.

## IX. CONCLUSIONS AND RECOMMENDATIONS

The study established that the existence of corruption in public secondary schools is indisputable though the level of corruption activities was moderate; prevalence of corruption Nyandarua and Nakuru Counties was largely the same. The study the need to put in place intervention measures to address the corruption public secondary schools in Nyandarua and Nakuru Counties. Government departments and anti-corruption lobby groups should sensitize the stakeholders in education on the corruption in schools, and suggest ways to reform.

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