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Quiet Corruption in Public Education Institutions in Lagos State

A PILOT STUDY

December, 2018

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FOREWORD

This report presents the findings of a 2018 Pilot Study of Quiet Corruption in Public Education Institutions in Lagos State, coordinated by the Human Development Initiatives, in collaboration with TrustAfrica. The term ‘Quiet Corruption’, as used in the context of this report, and as explained by the World Bank (2010), refers to corrupt practices that are not very visible or easily recognisable, which go on discretely in organizations and institutions, often perpetrated by officials who are paid to render some services. It is a ‘low level’ corrupt practice and does not attract as much attention as ‘big-time’ corruption. Quiet corruption may not necessarily entail the exchange of money, but often has dire consequences for services rendered as well as the ease of doing business. The concern with Quiet Corruption represented by this study is therefore appropriate, given the potential negative implications for the victims, education institutions and the society at large. Quiet Corruption has implications on educational outcomes. It could also have more devastating consequences on the direct victims and the society at large. Quiet Corruption is believed to have a disproportionate effect on the poorer people (the larger population of Nigeria), who cannot afford the high fees in private education.

This Pilot Study is aimed at understanding the prevalence, forms and patterns of quiet corruption in public education institutions in Lagos State, through a study of key stakeholders (students, parents, teachers and lecturers). The pervasive nature of Quiet Corruption was confirmed by the Pilot Study, with relatively high proportions of respondents across all categories reporting the existence of various forms of Quiet Corruption in public education institutions in Lagos State. It is believed that similar situations exist in other states of the Federation. Findings of the Pilot Study were presented and validated by a group of stakeholders.

This study represents a major effort in removing the lid over Quiet Corruption and providing an empirical basis for a preliminary review of the phenomenon. As this is a Pilot Study, the hope is that this effort can be extended to a larger population. Since Quiet Corruption in education institutions is not an issue that is limited to or that can be tackled by one state in isolation, there is need for a national survey that will allow for inter-state comparison and analysis.

The findings of this preliminary effort are very illuminating, and the recommendations made can go a long way in curbing Quiet Corruption in education institutions in Nigeria. A major step in controlling the problem is for all stakeholders to acknowledge the existence of the problem, rather than pretending that Quiet Corruption does not exist or is not a serious issue in public education institutions. It is imperative for public institutions and regulatory agencies to acknowledge its existence and be open to measures and suggestions to address the problem. We should brace up to tackle the problem head-long.

Omololu Soyombo

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EXECUTIVE SUMMARY

Under the auspices of TrustAfrica, the Human Development Initiatives (HDI) conducted a study to investigate the practice of quiet corruption in public education institutions in Lagos State. The study – a pilot study – was aimed at understanding the prevalence, forms and patterns of quiet corruption in public education institutions in Lagos State, describe the perceptions of students, parents, teachers and lecturers; highlighting factors responsible for quiet corruption in public education institution; and identifying how quiet corruption can be curtailed.

The study combined qualitative and quantitative methods as part of a standard triangulation and multistage sampling strategy. Lagos was clustered according to the three senatorial districts. Communities were selected with considerations to rural and urban features. A household survey questionnaire was administered to a random sample of 4,650 respondents. The household survey targeted pupils in primary schools (660), students in secondary schools (960), and parents/household heads (1620). The survey adopted a method that allowed members of households to be listed from where eligible member of household were selected. In households where they were more than one eligible respondents, the Kish Grid was used to select the respondent. Student of tertiary education institution (960) and lecturers and teachers across the three levels (450) were randomly selected to participate in the survey. Qualitative and quantitative data were analysed using software for data analysis and descriptive, bivariate and multivariate analysis were conducted.

The results justify the need to create awareness among relevant stakeholder on the prevalence and practice of quiet corruption in public education institutions in Lagos State as a means of enhancing quality in our education and fostering change for national development. Findings show that among primary school pupils, absenteeism (24.7%) extortion (21.6%), abuse (21.3%), and request for money from parents featured as the most commonly practiced quiet corruption by teachers. The pattern was different for secondary school students, where absenteeism (38.4%), abuse (34.6%), favoritism (27.5%), and compulsory sales of study materials (24.1%) sequentially ranked as the most commonly practiced types of quiet corruption. Sexual harassment (37.8%) was the most commonly practiced of all identified quiet corruption in the tertiary education institutions.

More than a quarter of teachers/lecturers reported that absenteeism (27.1%), sexual harassment (26.9%), and compulsory sales of study materials were the most commonly

practiced types of quiet corruption investigated. Most parents viewed absenteeism as the most prevalent of all the types of quiet corruption listed. This was closely followed by favoritism (27.9%) and abnormal use of students (24.2%). Favoritism manifested only in secondary schools and in tertiary institutions. Among these two, it was reported as the second most commonly practiced form of QC. Compulsory sales of study materials was reported in secondary and tertiary institutions with the latter scoring higher (34.9%) than secondary institutions (24.1%).

Data show that variation exist in perception of quiet corruption among teachers and lecturers. For example, lecturers and teachers in tertiary education institutions perceived sexual harassment (36.2%), compulsory sales of study materials (34.9%), absenteeism (33.6%), favoritism (23.5%), and sex for grade (23.5%) as most prominent forms of quiet corruption. Similarly, perception among secondary school teachers reveals that sexual harassment and compulsory sales of study materials had the same proportional score of 23.3% each. Majority of teachers (20.8%) also perceived that adopting inadequate teaching materials was a common practice too. At the tertiary education institutions, sexual harassment (36.2%), absenteeism (33.6%), compulsory sales of study materials (34.9%), and sex for grades (23.5%) top the list of common QC. Although extortion was low (5.6%) among pupils of primary schools.

Paying for extra lesson was the most common experience of parents with children in primary (36.1%) and secondary (41.7%) schools. Extra lessons have become an integral part of teaching activities in many schools and has become additional means through which teachers augment their income. Some 23.7% and 23.1% of parents in primary and secondary schools respectively reported that this impact on them negatively. We also asked parents to select from a list of options only one option that mostly describe their experience of quiet corruption. The result, presented on the Table below, show that paying for extra lesson ranked first at both levels; primary (45.1%), secondary (41.4%). Paying high cost for study materials was the next form of QC that majority of parents in primary schools (24.5%) and in secondary schools (20.2) experienced. Financial inducement of teachers was also reported by parents (22.7%) at both levels.

A large percentage of students in primary schools (38.1%) claimed that their parents have been involved in financial inducement of their teachers on their behalf. However, this practice appears very low (3.9%) among secondary school students (3.9%) and students of tertiary education institutions (4.7%). More results reveal that female students in tertiary and secondary institutions did not record any significant difference in their experience of quiet corruption. However, result further shows that experience of quiet corruption among primary school pupils was significant by gender. More results show that male students experience of quiet corruption is not different from that of female

students. Compulsory sales of handout and study materials (17.3%) emerged as the quiet corruption with the most effect on students. Absenteeism ranked next (15.8%) in terms of CQ with most distressing effect on students of higher education institutions. In that order, favouritism (8.5%), money for higher grades (5.6%), ranked as quiet corruption with most distressing effect on students in tertiary education institutions.

Result shows that 48.5% of the secondary school students reported that there was measure for eliminating quiet corruption, 22.5% of respondents admitted that there were no measures while 28.9% claimed they do not know if any measure was available. Among students of tertiary education institution, 53.6% were of the view that their schools have mechanisms for dealing with quiet corruption. The trend was similar across all categories where more than 50% of respondents claimed their schools have mechanisms for dealing with quiet corruption except in primary schools where they have a reportage lower than 40%.

Qualitative findings, combined with desk review show that the Lagos State Ministry of Education have put in place some measures for monitoring compliance to stipulated rules and regulations by the state. One of such measures was the creation of the Office of Education Quality Assurance in 2009 as a response to the initiative by the Federal Government. The office has consistently published the State of Education Report annually using some key performance indicators such as achievement and standards, learners' personal skills and their participation, the quality of teaching and learning, the quality of curriculum and other activities, the quality of learning environment, effectiveness of leadership and management among others. However, within the framework for analyzing quiet corruption, these KPIs would not be adequate for measuring issues related to absenteeism, extortion, sexual exploitation or sexual harassment, nepotism, favouritism, and compulsory sales of study materials.

Quiet corruption is a pervasive practice in public education institutions in Lagos State. It takes diverse forms and patterns, sometimes within a demand and supply frameworks and many times within the power structure backed by culture or bureaucracy or both. While the state government has made efforts to supervise and regulate the quality of education in the state, gaps still exist. One of such gaps, include the weak monitoring and quality assurance mechanism which does not address key indicators within the framework of quiet corruption. Owing to this weakness, a number of quiet corruption cases slip off without been noticed, even when there are sanctions in place to deal with erring teachers/lecturers. Based on the findings from this study, the following recommendations are made.

1. Public awareness

Public awareness on quiet corruption is very essential in bringing awareness to teachers, students and parents. Awareness and advocacy campaigns will expose education officials, head teachers and other stakeholders in the sector to the ills and consequences of quiet corruption. It will also pressure the state authorities to be responsive and accountable for quality delivery of education services.

2. A reporting and feedback mechanism

A reporting and feedback mechanism that is pro-pupils and pro-students is imperative. Because students across all levels expressed inadequacy to report quiet corruption, there is the need for students to be emboldened and empowered by ensuring that they don't fall victims when they report cases of quiet corruption.;

3. A Code of Ethics for Teachers is absolutely essential:

A code of ethics and conduct for teachers that set out clear parameters for professional behaviour is critical to curbing of quiet corruption. Teachers must be seen, not only as those who transmit academic knowledge but also those who live by examples.;

4. A framework for measuring quiet corruption

Currently, the framework used in monitoring quality in public primary and secondary schools in Lagos does not include key indicators on quiet corruption. Issues such as teacher absenteeism, exploitation, compulsory sales of study materials, extortion, victimization and many more indicators that are context-specific should be included in the framework;

5. Mechanism for the assessment of teachers/social accountability

Students should be made to assess their teachers and lecturers on a regular basis and such assessment should be part of the requirement for career advancement and other benefits. Tools such as teachers' score cards, social audit could empower parents and students when rating the quality of services and tracking issues bordering on quiet corruption in the education sector;

6. Initiate and Strengthen inter-agency collaboration

Government is an all-inclusive effort. Agencies such as the Nigerian Civil Defence Corps, the parents-teachers Association, Civil Society Organisation, etc should be involved in monitoring issues related to quiet corruption in our public education institutions.;

7. Adequate budgetary allocation and proper funding

Budgetary allocation to the education sector has been consistently low. Public schools are not properly funded. An all-inclusive approach to funding of primary and secondary education should be devised. Religious bodies are stakeholder and could partner with government in ensuring a proper funding of primary and secondary education.;

8. Remuneration of teachers and lecturers

Teachers and lecturers are poorly remunerated at all level. Poor remuneration is a catalyst for absenteeism, extortion, compulsory sales of study materials and the likes. The government should prioritise the remuneration of teachers and lecturers

9. Repositioning the PTA

It is imperative for the Parents Teachers Association to be reorganised in line with a new mandate as monitors of quiet corruption. The PTA, if adequately empowered, can play significant roles curbing quiet corruption in public schools;

10. Promoting enforcement strategies.

Strengthening administrative sanction mechanisms, including review of the existing legal framework, strengthening inspection and monitoring mechanisms, legal enforcement, and building capacity in supervision and management are effective measures in controlling quiet corruption in the education sector.

Olufunso Owasanoye

Executive Director, HDI

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ACRONYMS

CSOs	Civil Society Organisations
FGD	Focus Group Discussion
HDI	Human Development Initiatives
IDI	In-depth Interview
LGA	Local Government Area
LSMoE	Lagos State Ministry of Education
NDHS	National Demographic and Health Survey
OEQA	Office of Education Quality Assurance
PF	Parents Forum
QC	Quiet Corruption
SBMC	School Based Management Committee
SD	Senatorial Districts
SDGs	Sustainable Development Goals
SUBEB	State Universal Basic Education Board
TA	TrustAfrica
TI	Transparency International
UNICEF	United Nations Children Education Fund

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1.0 SECTION ONE

1.1 Background of the Study

Quiet corruption, a term used to define various types of malpractice of frontline providers that do not involve monetary exchange, is gaining currency among social researchers and policy makers across the globe. The concern stems from the fact that quiet corruption has been strongly implicated as a factor that undermines the development of the African continent. It is well-entrenched among the vast majority of the frontline service providers across all sectors in Africa. The 2010 World Bank report named such frontline service providers to include education, health, and agriculture institutions and agencies. Quiet corruption is less visible and attracts little or no attention or sanctions. Nevertheless, it is widespread, deep rooted and increases vulnerability, widening social inequality.

Corruption is the single greatest obstacle preventing Nigeria from achieving its enormous potential. It is pervasive and drains billions of dollars yearly from the country's economy, stifles development, and weakens the social contract between the government and its people (Daniel Smith, 2010). This is the experience of most low and middle income countries like Nigeria, where the impact is clearly visible in critical development indices such as life expectancy and literacy rates, mortality rates, access to quality health and portable water, etc. It is now a fact that, once corruption becomes entrenched, it permeates all sectors of the economy. Particularly because of the poor working conditions and weak systems, competence and integrity are often undermined in many ways. The 2017 report on corruption index by the Transparency International (TI), ranked Nigeria very low (148 out of 180 countries) with very low score (27). The score was placed on the scale of 0 (highly corrupt) to 100 (very clean). The index's lower-scoring of the country was due to frequent situation of bribery and extortion, misappropriation of funds meant for basic services like education, health and others to mention but just a few. The corruption perception index of Nigeria is one of the worst in the world.

The education sector has been specifically identified as one of the sectors laden with quiet corruption in Africa by the World Bank (2010). This report also shows that Nigeria has one of the highest rates of school drop out in the world. Poor learning outcomes such as low performance in national examinations; poor quality of graduates, high unemployment rate, alarming rate of out of school children (over 10.5million), high rate of school dropout (average of 30%) with female students most vulnerable, attest to the World Bank observation, supported by several other international organizations such as UNICEF and UNESCO. This unpleasant profile of education in Nigeria is not only influenced by poor funding but also strongly linked to poor delivery of services (already paid for by the government) by education service providers. Access to quality and inclusive education, as highlighted in the Sustainable Development Goals (SDGs) number 4, can help equip individuals with the tools required to develop innovative solutions to the world's greatest problems.

The SDG identifies lack of adequately trained teachers, poor conditions of schools and equity issues related to opportunities provided to rural children as some of the reasons for poor quality education and underdevelopment around the world. For quality education to be provided to the children of impoverished families, issues which constitute barriers to education such as quiet corruption must be adequately tackled.

Given its ubiquitous nature, corruption has been conceptualised variedly by individuals, groups and organizations. Corruption, according to Transparency International (TI) and The United Nations Development Programme (UNDP) (2008) is “the abuse of entrusted power for private gain”. It can be classified as grand, petty and political, depending on the amounts of money lost and the sector where it occurs. This allows for a broad understanding that embraces not only public officials with entrusted power, but includes private sector staff, and corruption that occurs between private firms and within civil society organisations. A renowned political scientist, Richard Joseph has described the perception and the pervasive nature of corruption with the term “prebendalism” to describe the entitlement culture among Nigerians who view their position as a personal financial entitlement. Akindele (1995) defines corruption as any form of reciprocal behaviour or transaction where both the power/office holder can respectively initiate the inducement of each other by some rewards to grant (illegal) preferential treatment or favour against the principles and interest of specific organisation (or public) within the society. In the general view of Daniel Smith (2010) corruption has become a culture in Nigeria.

While most studies recognize the fact that corruption is pervasive, there has been little effort at focusing on sectoral analysis of corrupting and corrupt practices, particularly among professionals. Just few months into the year 2018, a new taxonomy of corruption in Nigeria (Page, 2018) was published by the Carnegie Endowment for International Peace. The taxonomy details twenty overarching contexts (sectors) that are especially vulnerable to corruption. It also identifies twenty-eight corruption tactics in eight behavioral categories that cut across each of these sectors. Indeed, the report shows that corruption in the education sector negates international efforts aimed at providing assistance to millions of internally displaced persons (IDPs) in the north-east. However, its emphasis was on grand, petty and political corruption as outlined by the World Bank (2004). Grand corruption consists of acts committed at a high level of government that distort policies or the central functioning of the state, enabling leaders to benefit at the expense of the public good. Petty corruption refers to everyday abuse of entrusted power by low- and mid-level public officials in their interactions with ordinary citizens, who often are trying to access basic goods or services in places like hospitals, schools, police departments and other agencies. Political corruption is a manipulation of policies, institutions and rules of procedure in the allocation of resources and financing by political decision makers, who abuse their position to sustain their power, status and wealth.

1.2 The Structure of Education Administration in Nigeria

The constitution of the Federal Republic of Nigeria places education on the concurrent list. By default, therefore, the three tiers of government – federal, state and local government has the responsibility of coordinating education in Nigeria. Thus across the three tiers of government, there are established structures for the governance and administration of education at all levels in Nigeria. The Federal Ministry of Education is responsible for overall policy formation and ensuring quality control, but is primarily involved with tertiary education and some focus on few federal schools. School education is largely the responsibility of state (secondary) and local (elementary) governments. These three tiers have several other agencies and units that are responsible for implementing plans and policies emanating from the federal or state government.

According to Nigeria's latest National Policy on Education (2004), basic education -- oversee by SUBEB -- covers nine years of formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. Post-basic education includes three years of senior secondary education. At the tertiary level, the system consists of a university sector and a non-university sector. The latter is composed of polytechnics, monotechnics, and colleges of education. The tertiary sector offers opportunities for undergraduate, graduate, and vocational and technical education. The Lagos State government coordinates educational programs in all of these education institutions. In governing these, there are government agencies charged with the responsibility of administering various aspects of education across the level. At the state level, the ministry of Education is responsible for providing overall coordination and management for schools at all levels in the state. Also, there is the Lagos State Universal Basic Education Board (SUBEB) tasked with the responsibility of coordinating and managing all education of pupils and students in primary and junior secondary schools.

1.3 Government Anti-corruption Efforts in the Education Sector

Anti-corruption efforts have intensified over the past ten years, at international, regional, and national levels. International efforts include stronger efforts to measure corruption, the development of international anti-corruption networks (Transparency International, U4, and others), and the adoption of anti-corruption and anti-bribery conventions at international and regional levels. These conventions include: the United Nations Convention Against Corruption (December 2003), the OECD Anti-Bribery Convention (1997), the African Union Convention on Preventing and Combating Corruption (July 2003), and the Inter-American Convention against Corruption (1996). At country level, the government of President Mohammadu Buhari has fighting corruption and corrupt practices as one of its key focus. While there seems to be a tensed political atmosphere against corruption in the past three and a half years, it has remained unabated. Effort aimed at fighting corruption has been concentrated on grand corruption which most often is perpetrated by the political elites. This is the exact mirror in most states of the federation, Lagos inclusive. Quiet corruption, as the name implies, is

subtle and largely unnoticed but contributes significantly to underdevelopment. Despite its grave consequences, it has not received much of political attention from the Lagos State Government.

1.4 Brief Overview of QC in Bangladesh and Nigeria

Consistently, The Transparency International has rated Bangladesh and Nigeria as two of the most corrupt country in the world. It is widespread and pervasive. The main forms of corruption identified in the education sector in Bangladesh include more obvious forms such as bribery in admissions and in the disbursement of stipends; nepotism in the recruitment of teachers; and corruption in procurement. Less obvious forms include teacher absenteeism; misuse of private tuition by teachers; and sexual exploitation in schools and universities. Studies point to specific forms of corruption in the education sector, however: the collection of unauthorised payments for admission to schools and skewed distribution of free text books, coercing students to pay private tuition as well as the demand for bribes to disburse school stipends and grants.

Less obvious forms of corruption also occur, including teacher misconduct, absenteeism and neglect of duties, inactive school management committees and lack of accountability mechanisms (TI-Bangladesh 2011/2012). Corruption in procurement in education has also recently received attention as a problem area (The New Age 2014). Sexual forms of corruption, involving practices such as sexual harassment or paying for grades with sexual favours, are also an area of concern in the country's education sector (Nurul et al. 2010). The causes of these various forms of corruption are many. One recurring theme that emerges is the under-remuneration of teachers and staff, who in some cases even go unpaid for months (Dhaka Tribune 2013). While there is little recent empirical evidence on how widespread such corrupt practices are, several forms have received some attention in the literature.

1.5 Introducing Quiet Corruption

The above shows the gap in the conceptualization of corruption which is quite different from grand, petty or political corruption. Beyond a conventional definition of QC as unpatriotic acts, which are not necessarily perpetrated for financial gains, such as teacher absenteeism, giving lower level of effort than expected, bending of rules for personal advantage, sexual exploitation 'sexploitation' for unmerited marks, and so on; the concept of QC in Nigeria may be well extended to include those perpetrated purposefully for financial profits but overlooked because of diverse reasons. For instance, compelling students to buy textbooks in exchange for marks, teachers deliberately giving lower level of effort during classes while expecting students to attend extra, extortion of students over instructional materials already paid for by the government; double charging students for services already paid for, among others. These have been quiet, not necessarily because they are unpopular, but because there is no real appreciation of the consequences of such practices and consequently little or no decisive efforts are being made to deal with them. Also, too weak feedback/reporting and punitive mechanisms may facilitate the practice.

Anti-corruption campaigners, Transparency International (TI) have published a global survey showing that about one in six students have had to pay a bribe for education services (Corruption Perception Index, 2017). In parts of sub-Saharan Africa and Asia this might be requiring parents to pay a fee for a school place that should be free. A quick review of the literature on quiet corruption in educational system suggests that very few documents are available. The Africa Development indicators' report 2010, states that, most studies on corruption focus on exchange of money (bribe or kickback to public officials). "Quiet corruption" although smaller in monetary terms, is particularly harmful for the poor, who are more vulnerable and more dependent on government services and public systems to satisfy their most basic needs (Africa Development indicators' report, (2010). Quiet corruption has damaging long-term effects on ones' educational attainment. For instance, a child denied a proper education because of absentee teachers may suffer low cognitive skills in adulthood.

There are several leading factors that could possibly motivate the perpetrators of QC; these factors leave them no choice than to engage in the heinous acts. High rate of poverty and high rate of unemployment, low wage/salary, family financial obligations, fear of loss of job, lack of suitable welfare package, social demands, delay in payment of salary, etc., have been implicated. According to World Bank (2004), in extremely under-funded environments, school children may be exploited as unpaid labour to compensate for teachers' or administrators' meager income, or as a direct contribution to the school's budget. In the same vein, Braxton, J. M. and Bayer, A. E (1999), argued that corruption is attributed to low salaries of educators, or an environment in which traditions have broken down and the economy has declined. Economic hardship is commonly given as a rationale (Braxton, et. al. 1999). In instances where corruption is a function of family influences (e.g.: your mother insists you give your niece a good grade), tradition is given as a rationale (Heyneman, 2001).

This project, therefore, will involve a wide range of stakeholders, from both the demand side such as students, Parents Forum (PF), School Based Management Committees (SBMC), CSOs, media and the supply side such as teachers/school principal officers, the Lagos State Ministry of Education and the Lagos State Universal Basic Education Board (LSUBEB). They will be germane in volunteering vital information; sensitizing and checkmating quiet corruption at the downstream level. They will equally remain potential partners who will sustain voice on findings of this project. Hence, this study takes a significant leap by exploring the concept and issues around quiet corruption in order to identify existing gaps to be closed. A cursory review of several literatures on corruption in educational system in Nigeria suggests that study on QC is still very scanty. Hence, there is a strong need to aggregate and establish the prevalence of these acts in the education sector. The study will proffer possible solutions to some specific challenges that have contributed to the entrenchment of quiet corruption in the system.

1.6 Aim and Objectives

The overall aim of this study is to investigate the occurrence of quiet corruption in education in Lagos State, the contributory factors that entrench corruption in the system and at the end, propose for actionable policies that will improve and possibly sustain zero tolerance for quiet corruption in the state education system. As part of meeting this overall aim, some specific objectives have been derived which are to:

1. Investigate the occurrence of quiet corruption in public educational institutions in Lagos State, Nigeria;
2. Examine push factors influencing quiet corruption in our public educational sector in Lagos State, Nigeria;
3. Identify measures for eliminating quiet corruption in public educational institutions in Lagos State, Nigeria;
4. Develop strategies/policies for tracking and addressing quiet corruption in public educational institutions in Lagos State, Nigeria.

1.7 Study Location

Lagos State is the smallest state in Nigeria yet, it has the highest urban population, which is 27.4 % of the national estimate (UN-Habitat, 2010). According to the 2006 National Census, Lagos State has a population of 9,013,534 in relation to the National count of 140,003,542. However, based on the UN-Habitat and international development agencies' estimates, Lagos State is said to have about 24.6 million inhabitants in 2015. Of this population, Metropolitan Lagos accounts for over 85% on an area that is 37% of the land area of the State, and the fact that Lagos population is growing 10 times faster than that of New York and Los Angeles, and more than the population of 32 African nations combined, the State population is expected to hit the 35 million mark in 2020.

Lagos State being the focus of the project, allocated the sum of 92.4million Naira (11.37%) of the total budget to education sector in 2017 (Lagos Bureau of statistics). The state has the highest public schools, students and teachers in both primary and secondary schools in Nigeria. It has about 1,001, 339 and 319 schools in primary, junior and senior secondary schools respectively with 5 technical/vocational schools. It has 497,318 and 564,758 pupils and students in both primary and secondary schools (Ministry of education website). The social and economic realities of Lagos State exert greater demand on the living costs/standards compared to other states in Nigeria. Basic needs are often not within the reach of many. Housing, health, education, and general cost of living are high. While Lagos remains one of the few states implementing the minimum wage, remuneration for public personnel is still very low. The lure and allure of Lagos, combined with a thriving business environment, compels people to pick up other income generating venture in other to augment their poor income. Table 2.1 shows the distribution of schools into the three senatorial districts.

Table 2.1: Primary and secondary educational institutions in 3 SDs of Lagos State

S/N	Primary & Secondary institution	Lagos west	Lagos Central	Lagos East	Total
1	Primary	211	227	441	879
2	Secondary: Junior	79	87	165	331
3	Secondary: Senior	74	84	143	301
	Total	364	398	749	1511

Source: Lagos State Government Digest of Statistics, 20-15. Lagos Bureau of Statistics, ministry of Economic Planning and Budget. Pp. 470-471

1.8 Conceptual Framework

The conceptual framework describes a systemic flow of causes and consequences of QC in our educational system. It establishes how some push factors influence quiet corruption and also reveals the possible impact of quiet corruption on the individuals and the institution. The social and cultural variables represent issues learnt and acquired from the social and physical environment, while the institutional factors address the structural and systemic elements that could influence QC. Quiet corruption has consequences for the institution and the individuals.

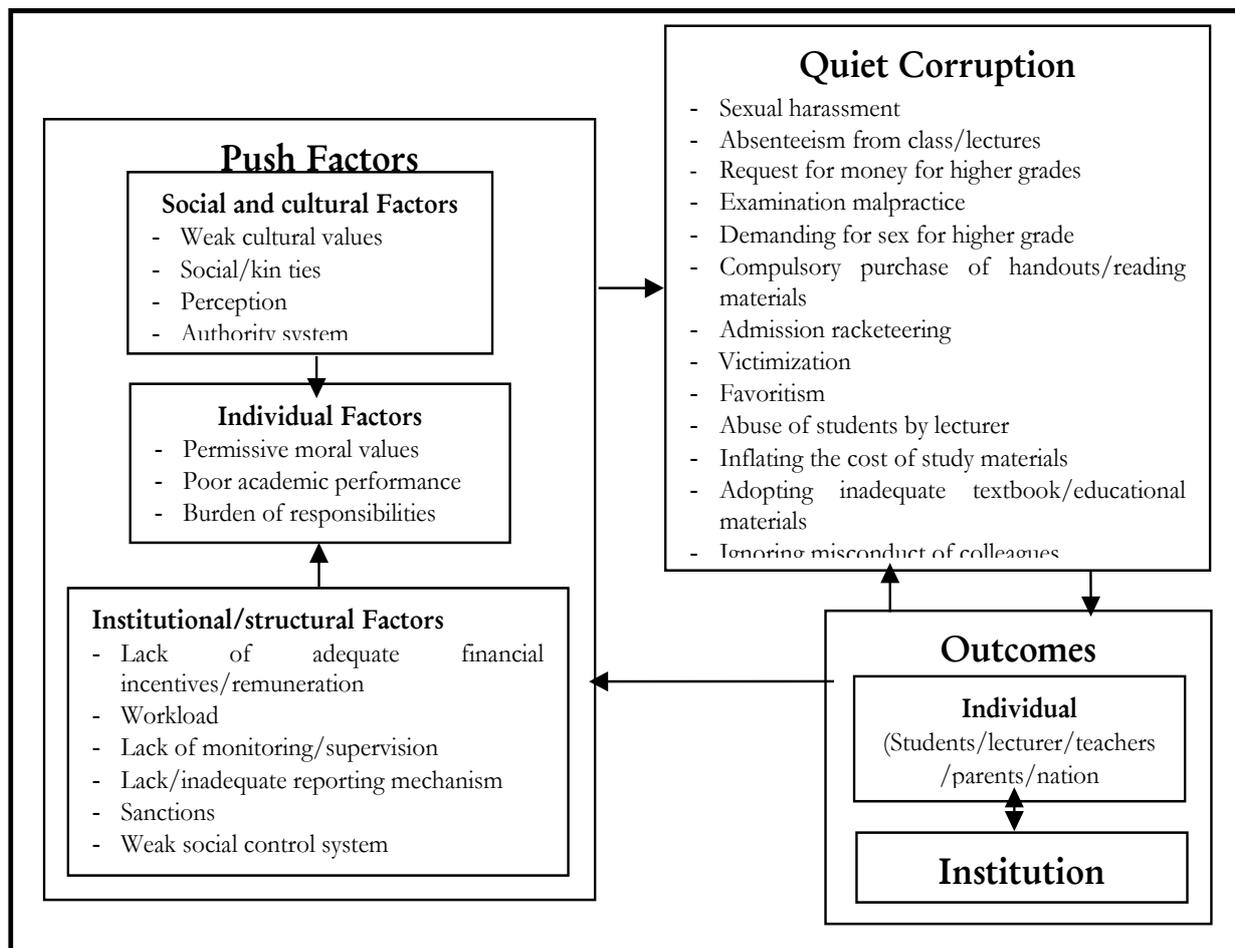


Figure 2.1: Conceptual Framework linking push and pull factors of QC

This is the point where institutional culture around QC is nurtured, reinforced and entrenched. These consequences have the potential to impact on the push factors once the institutional culture is reinforced. When, QC becomes a culture within the institution, it becomes a norm leading to a general apathy among the populace. It then becomes a vicious cycle which keeps reinforcing itself. One of the aims of this study is to establish a framework that will disrupt this cycle.

2.0 METHODOLOGY

2.1 Introduction

This section focuses on the plan of action, design and strategies undertaken to achieve study objectives. It describes the approaches adopted and justifies why the approaches were used. Essentially, the study triangulated both quantitative and qualitative methods, in combination with desk reviews to explore study objectives. Table 2.2 shows the details of research strategies adopted for achieving study objectives.

Table 2.2: Log-frame of study objectives and methods adopted

S/N	Objective	Methods applicable	Comment
1	Examine the occurrence/prevalence of quiet corruption in public educational institutions in Lagos State, Nigeria.	<ul style="list-style-type: none"> Quantitative (Questionnaire) Qualitative (KII/IDI) 	This is a highly quantitative variable and as such questionnaire will be the major instrument for data collection. However, the variable will also be explored using IDIs and KIIs
2	Examine push factors influencing quiet corruption in our public educational sector in Lagos State, Nigeria.	<ul style="list-style-type: none"> Quantitative (Questionnaire) Qualitative (KII/IDI) 	This is a highly quantitative variable and as such questionnaire will be the major instrument for data collection. However, the variable will also be explored using IDI, KII and FGD
3	Identify measures for eliminating quiet corruption in public educational institutions in Lagos State, Nigeria.	<ul style="list-style-type: none"> Qualitative (KII/IDI) Quantitative (Questionnaire) 	This will be explored mainly through the qualitative inquiry using IDI, KII and FGD. However, the questionnaire will also explore some elements of this variable.
4	Develop strategies/policies for tracking and addressing quiet corruption in public educational institutions in Lagos State, Nigeria.	<ul style="list-style-type: none"> Qualitative (KII/IDI) Quantitative (Questionnaire) 	This will be explored mainly through the qualitative inquiry using IDI, KII and FGD. However, the questionnaire will also explore some elements of this variable.

2.2 Research Design

The research design was descriptive and was anchored on the mixed method approach; which combined both quantitative and qualitative methods of data collection. The quantitative method of data collection included the use of questionnaires which was administered at the household level, while the qualitative methods of data collection included focus group discussions (FGDs) and in-depth interviews (IDIs). Recruitment for the focus group discussion and in-depth interviews relied on the knowledge base of the research team. The qualitative data collection also targeted household heads, students/pupils and personnel of the state ministry of education, school administrators and civil society organisations (CSOs). The quantitative method was used to collect data from the following category of people – household heads, students/pupils of primary, students of secondary and tertiary schools, school employees.

The strategies for data collection, analysis and interpretation were guided by the information required for assessing stakeholder's response on the push factor for Quiet Corruption, measure that can be employed to eliminate QC, the prevalence state of QC and strategies or policies for tracking and addressing QC within the education sector in Lagos State. The emphasis on a qualitative strategy was based on its unique features including established social science thinking that qualitative methods allow researchers greater maneuverability in heuristic research and, therefore, enhances their capacity to ground questions within context-specific circumstances.

Qualitative materials do not rely on mathematical measurement. They utilize logical deductions and inferences to decipher information dealing with subjective human reality. Thus, they may be defined as "detailed descriptions of situations, events, people, interactions, observed behaviors, direct quotations from people about their experiences, attitudes, beliefs and thoughts and excerpts or entire passages from documents, correspondence, records, and case histories" (Patton, 1990). They emphasize in-depth knowledge and elaboration of impressions and concepts and are particularly good at "giving voice" to marginalized groups and formulating programmes of cultural significance predicated upon grounded theory. The quantitative method which relied on the use of a cross-sectional survey to collect information from a sampled population of household heads/parents, students/pupils from primary, secondary and tertiary institutions, and school employees was complimented by qualitative method

2.3 Sampling

Sampling followed a multistage process commencing with the use of cluster sampling technique to delineate the three Senatorial Districts (SDs). From each of the clusters, 7 Local Governments were selected randomly after which all communities within each cluster were listed. From this list, 2 communities were randomly selected. In situation where rural communities were not selected, purposive sampling was used to vary selection between rural and urban communities. The sampling technique adopted was to enable a school-based data collection along delineated clusters. However, due to bureaucratic challenges we could not obtain approval from the Lagos State Government (LSG) to conduct a school-based data collection for the study. Therefore, the study adopted the household survey model.

The household survey still relied on the sampling model planned for schools-based data collection. Across the 3 SD, 32 communities were selected. Local government with large communities had 185 questionnaire, and 160 questionnaire were administered in LGAs with fewer communities. At the household level, a listing of all household members was undertaken in order to identify children attending public primary and secondary schools. Only students attending public schools were included while students attending private schools were excluded from the survey. In households where there were more than one child attending a public school, Kish Grid was used to select one of them. In all 4,650 respondents were selected from 7 LGAs across the three SDs as shown on the table below.

Table 2.3: Category of respondents across three Senatorial Districts

S/N	Category of respondents by institution	Lagos west	Lagos Central	Lagos East	Total
1	Primary school students	220	220	220	660
2	Senior secondary students	320	320	320	960
3	University/polytechnic/NCE students	320	320	320	960
4	Lecturer/teacher	150	150	150	450
5	Parents	540	540	540	1620
	Total	1,550	1,550	1,550	4650

2.4 Recruitment and Training

Research Assistants were recruited to cover each SD and a centralized training was conducted for all team members. Role-based training of all field operatives helped consolidate capacities of field personnel to promote competence in data collection and reporting. It addressed technical and methodological issues pertaining to the use of the study instruments, as well as matters of ethics. It also emphasized administration of FGD and IDI guides, and their field-based transcription.

2.5 Data Collection

As noted, the research methods used for data collection included FGDs, and KIIs. The relative strengths of each method have been described. Their combination enhanced the significance of the independent results and outcomes. Data collection lasted for a period of 4 weeks.

2.5.1 Focus Group Discussions and Key Informant Interviews

Focus Group Discussions (FGDs) are unstructured, open-ended, discovery-oriented methods that permit greater depth of meaning to issues under discussion. It consists of some selected few respondents (6-12 people) who were interviewed together at the same time. It was guided by a discussion moderator. Interviewers were able to obtain a variety of opinions on issue related to quiet corruption. In-depth Interviews (IDIs) developed early in the history of classical anthropology. They were rich sources of information supplied by key informants about their cultures. The tool yielded difficult-to-get information, especially where direct observation was not possible.

For the qualitative, purposive sampling technique was adopted. Female and male students from senior and junior classes participated in focus group discussion, male and female students who might have experienced one form of quiet corruption were purposefully selected for in-depth interview. Also, lecturers/teachers, parents, CSO personnel and administrators in educational sector were selected purposively to participate in in-depth interviews. In each of the senatorial district, 6 FGDs (2 at the primary, 2 at the secondary and 2 at the tertiary), and 10 IDIs (4 with lecturers/teachers, 3 with parents and 3 with administrators), were conducted. In all, 18 FGDs and 36 IDIs were conducted with considerations for social status and gender as criteria for a representative sample. See Appendix 4 for the distribution of qualitative activities in each senatorial zone.

2.5.2 Survey

Field assistants collected quantitative data from respondents in the three SDs of the state. Students/pupils of primary, secondary and tertiary schools, teachers/lecturers, and parents were targeted to respond to questions bordering on objectives of the study. A total of 1,550 respondents per senatorial district, leading to a total of 4,650 respondents across the three SDs were surveyed.

2.6 Data Management and Analysis

Qualitative and quantitative data were analysed using acceptable professional standards. All interviews were digitally recorded and transcribed verbatim by the field assistants. Data transcription was conducted under the supervision of the consultant who reviewed transcripts for adequacy and completeness. Data were analysed with the aid of Atlas ti. – a computer software for qualitative data analysis. Prior to data analysis, the list of codes was developed in line with research themes. To ensure accurate interpretation of the data, quality control measures were put in place.

The majority of codes were defined apriori. To ensure inter-coder reliability, the codes were defined and mutually agreed upon by the consultant and the qualitative data coder. All transcripts were exported to Atlas ti. as Microsoft Word documents and responses were coded by a research assistant using relevant codes under the supervision of the consultant. Organization and generation of outputs were conducted primarily by the consultant. Quantitative data were entered using the Statistical Package for the Social Science (SPSS) in order to generate the bivariate and multivariate results appearing below. All data were completely anonymised by ensuring the codes to the identities of sampled communities and interviewed individuals were stored separately from the questionnaires and transcripts themselves. During the fieldwork, data were entered continuously and the completed hardcopies of the questionnaires were stored at the offices Human Development Initiative.

3.0 RESULTS

3.1 Introduction

The section focuses on results of the data collected and analysed. These results are presented in line with study objectives using both quantitative and qualitative data in a complimentary manner. Four categories of respondents, comprising primary school pupils, secondary school students, students of tertiary education institutions, parents, teachers, administrators and personnel of CSOs with interest in corruption in Nigeria were interviewed. The main objective of the study was to investigate the occurrence and the practice of quiet corruption in our education institutions in Lagos State. Specific objectives were to identify the causes of quiet corruption, its push factors and measures that could eliminate quiet corruption from public education institutions in Lagos State, Nigeia.

3.2 Socio-demographics

Socio-demographic variables are important aspect of survey research. Questions on the demographics of respondents were included to help determine social factors that may influence their opinion. It also allows for cross-tabulation and comparative analysis between subgroups in order to compare variance between groups. For instance, sex is one of the most common demographic questions asked in surveys. It will often determine respondent's experience and perspective on the subject under investigation. In this study, results show that female respondents were in the majority across all respondents primary (63.2%), secondary 623 (65.3%), tertiary 484 (51.4%), except among Teachers and lecturers where male respondents were in the majority (245 (56.6%). These results show a good gender balance among respondents.

In terms of parents' marital status, data indicate that nearly two/third of all respondents were in a marital union. Generally, students whose parents had single status were very few relative to respondents who were divorced or separated. Similarly, we had more respondents whose parents were in monogamous relationship 582 (86.6%), 796 (83.5%), 606 (64.4%, and 386 (89.2%) for students/pupils in primary schools, secondary school, and tertiary institutions respectively.

Table 3.1: Frequency Distribution of Socio-demographics of respondents

Sociodemographic	Primary <i>f</i>(%)	Secondary <i>f</i>(%)	Tertiary <i>f</i>(%)	Teachers/Lecturers <i>f</i>(%)
Sex				
Male	247 (36.8)	331 (34.7)	457 (48.6)	245 (56.6)
Female	425 (63.2)	623 (65.3)	484 (51.4)	188 (43.4)
Total	672 (100.0)	954 (100.0)	941 (100.0)	433 (100.0)
Religion				
No Religion	2 (0.3)	2 (0.2)	11 (1.2)	3 (0.7)
Christianity	436 (64.9)	643 (67.4)	661 (70.2)	320 (73.9)
Islam	229 (34.1)	298 (31.2)	264 (28.1)	109 (25.2)
Traditional Religion	5 (0.7)	11 (1.2)	5 (0.5)	1 (0.2)
Total	672 (100.0)	954 (100.0)	941 (100.0)	433 (100.0)
Ethnicity				
Hausa/Fulani	33 (4.9)	22 (2.3)	9 (1.0)	10 (2.3)
Igbo	107 (15.9)	159 (16.7)	92 (9.8)	57 (13.2)
Yoruba	443 (65.9)	631 (66.1)	751 (79.8)	327 (75.5)
Efik/Ibibio/Itsekiri	27 (4.0)	67 (7.1)	65 (7.0)	27 (6.3)
Others	43 (6.4)	75 (7.9)	24 (2.6)	12 (2.8)
Total	672 (100.0)	954 (100.0)	941 (100.0)	433 (100.0)
Parents marital status				
Single mother	22 (3.3)	28 (2.9)	77 (8.2)	99 (22.9)
Married	600 (89.3)	846 (88.7)	733 (77.9)	317 (73.2)
Widowed	34 (5.1)	42 (4.3)	74 (7.9)	6 (1.4)
Divorced/separated	16 (2.4)	38 (3.1)	57 (6.0)	11 (2.5)
Total	672 (100.0)	954 (100.0)	941 (100.0)	433 (100.0)
Parents type of marriage				
Polygamy	90 (13.4)	158 (16.5)	335 (35.6)	47 (10.8)
Monogamy	582 (86.6)	796 (83.5)	606 (64.4)	386 (89.2)
Total	672 (100.0)	954 (100.0)	941 (100.0)	433 (100.0)

In terms of employment, more than half of all respondents across each category were employed. Specifically, 426 (63.5%), 633 (66.5%), and 759 (80.7%) of parents of primary pupils, secondary students and students of tertiary education institutions were employed. Majority of respondents were involved in trading for parents of children in primary school 245 (36.5), secondary schools, 344 (36.1), and tertiary education institution 290 (30.8%). The next most prominent occupation after trading was business owners with 120 (17.9%), 192 (20.1%), and 290 (30.8%) respondents across primary, secondary and tertiary respondents respectively.

3.3 Prevalence of Quiet Corruption in Public Educational Institutions in Lagos State

3.3.1 Perception of Quiet Corruption

The prevalence of quiet corruption cannot be understood outside of the environment in which it occurs and the perception of people about it. According to Langton, Robbins and Judge (2010), perception is the process by which individuals organize and interpret their impressions in order to give meaning to their environment.

Because behaviour is based on perception of what reality is, not on reality itself. Reality is hardly seen but it is felt. People only interpret what is seen and then label it as reality. Data from this study show the perception of respondents on quiet corruption among respondents across the three levels. It shows that quiet corruption was perceived differently across all categories of respondents and that it is very prevalent in our education institutions.

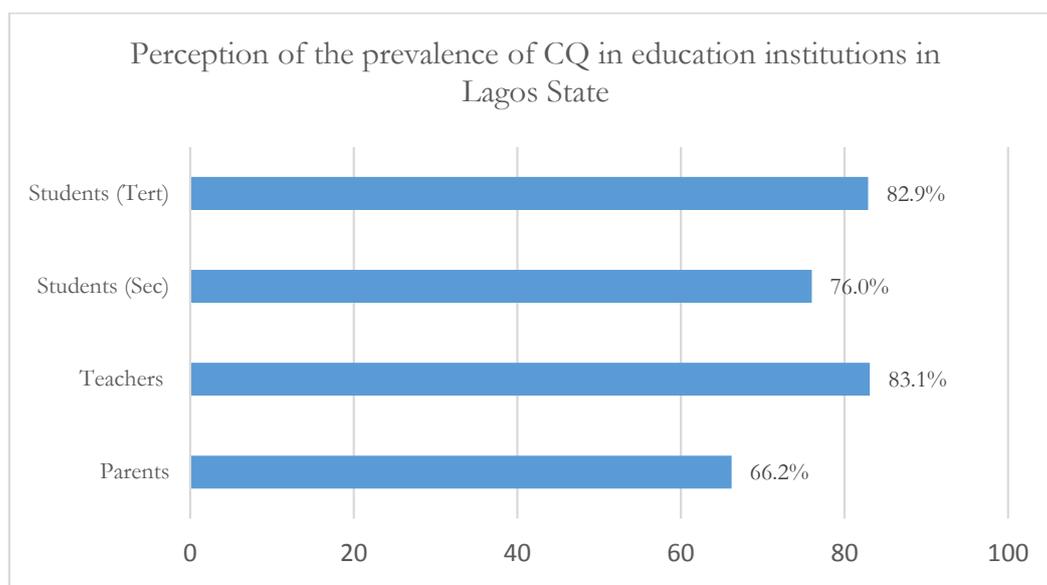


Figure 3.1: Perception of QC across three education levels

The proportional score for each of these categories imply that quiet corruption was perceived as well entrenched and widespread. Data also show that among the four categories of respondents, perception of the prevalence of quiet corruption was lowest among parents. This reality reveals the notion which supports the fact that perception is influenced by interaction with the environment (Langton, Robbins and Judge, 2010). Continuous and consistent interaction opens up the world of reality allowing for deeper insights. As such parents' low perception of the prevalence of corruption in our education institution would be explained by the fact that they interact less with the education environment than other categories of respondent.

3.3.2 Sexual harassment

On sexual harassment, a number of students in tertiary education institutions strongly agreed (18.6%) and agreed (29.1%) respectively that most male lecturers sexually harass female students. When both percentages are added together, close to half (47.7%) of the population of students in tertiary education institutions viewed that most male lecturers sexually harass female students. While the perception was high among secondary school students, some teachers ((27.9%) (9.8% strongly agree, and 18.1% agreed)) in secondary schools and tertiary education institutions viewed that most male lecturers and teachers sexually harass female students.

3.3.3 Absenteeism

Absenteeism is an employee's intentional or habitual absence from work. While employers expect workers to miss a certain number of workdays each year, excessive absences can lead to decreased productivity and can have a major effect on student's academic performance.

It is a breach of an implicit contract between employee and employer. More recent scholarship seeks to understand absenteeism as an indicator of psychological, medical, or social adjustment to work. In this study, perception around absenteeism shows that it was more pronounced among secondary school students with close to 40% (14.5% strongly agreed and 25.2% agreed) of this population reporting that many teachers absented from classes. In tertiary education institutions, 11.1% and 29.2% (40.3%) of students strongly agreed and agree respectively that many lecturers are guilty of absenteeism.

Table 3.3: Perception of some Quiet corruption among different categories of respondents

Some Indicators of Quiet Corruption	SA	A	U	D	SD
Most teachers sexually harass students					
Teacher	41 (9.8)	76 (18.1)	100 (23.8)	132 (31.3)	71 (16.9)
Pupils	----	----	----	----	----
Students (Sec)	58 (6.3)	105 (11.3)	162 (17.5)	345 (37.2)	258 (27.8)
Students (Tertiary)	172 (18.6)	269 (29.1)	200 (21.7)	179 (19.4)	103 (11.2)
Many Lecturers absent themselves from class					
Teacher	27 (6.5)	91 (21.9)	86 (20.7)	130 (31.3)	82 (19.7)
Pupils	46 (7.0)	174 (26.5)	62 (9.5)	205 (31.3)	169 (25.8)
Students (Sec)	134 (14.5)	232 (25.2)	80 (8.7)	255 (27.7)	221 (24.0)
Students (Tertiary)	101 (11.1)	266 (29.2)	157 (17.2)	237 (26.0)	151 (16.6)
Lecturers compel students to buy materials					
Teacher	62 (14.6)	110 (25.9)	67 (15.8)	99 (23.3)	86 (20.3)
Pupils	61 (9.3)	124 (18.8)	59 (9.0)	227 (34.5)	187 (28.4)
Students (Sec)	118 (12.7)	188 (20.2)	86 (9.3)	306 (32.9)	231 (24.9)
Students (Tertiary)	181 (19.5)	251 (27.0)	121 (13.0)	204 (21.9)	173 (18.6)
Most Teacher don't earn their pay (Work Ethics)					
Teacher	23 (5.5)	105 (24.9)	85 (20.1)	118 (28.0)	91 (21.6)
Teacher	156 (23.6)	251 (38.0)	132 (20.0)	93 (14.1)	29 (4.4)
Pupils	126 (13.5)	237 (25.5)	136 (14.6)	256 (27.5)	175 (18.8)
Students (Sec)	155 (16.7)	282 (30.3)	204 (21.9)	173 (18.6)	116 (12.5)
Students (Tertiary)					
Females students are pressured for sex in return for higher grades					
Teacher	172 (18.6)	269 (29.1)	200 (21.7)	179 (19.4)	103 (11.2)
Pupils	---	---	---	---	---
Students (Sec)	47 (5.1)	88 (9.5)	183 (19.7)	341 (33.7)	271 (29.1)
Students (Tertiary)	303 (32.7)	310 (33.4)	145 (15.6)	116 (12.5)	54 (5.8)

3.3.4 Lack of Work Ethics

When asked to judge whether most teachers earn their pay, affirmative response was highest among primary school pupils with 23.6% and 38.0% in agreement to the assertion. Among secondary school students, 13.5 and 25.5 (39.0%) strongly agree and agree that many teachers do not earn their monthly pay as a result of poor attitude to work. The same trend was observed among students in tertiary education institutions as 47.0% of them reported that most lecturers do not work for what they earn. This findings show that there were still some gaps in work ethics among teachers.

3.3.5 Compulsory Sales of study materials

Data also show that students in secondary and tertiary education institutions were reportedly subjected to compulsory purchase of study materials. For example, 19.5% and 27.0% of students in tertiary institutions strongly agreed and agreed respectively that many lecturers compel their students to buy handouts and other study materials. The same trend was also reported for secondary school students where a total of 32.9% of respondents claimed that many teachers compel them to buy study materials.

3.3.6 Sexploitation

Sexploitation is the act of forcing or exploiting members of the opposite sex for sexual gratification. Exploiting students mostly is very subtle, but with enough impact that can cause the victim to yield to being exploited. Result across the three levels show that pressuring female students for sex was most prominent among students of tertiary education institutions with 66.1% of students asserting that female students are mostly exploited sexually by lecturers.

3.4 Most Commonly Practiced Quiet Corruption

3.4.1 Students' Perspective

The study sought to investigate respondents' perception of most commonly practiced quiet corruption in our education institutions. Among primary school pupils, absenteeism (24.7%) extortion (21.6%), abuse (21.3%), and request for money from parents (20.2%) featured as the most commonly practiced quiet corruption by teachers in primary schools. Generally, the pattern was different for secondary school students, where absenteeism (38.4%), sexual harassment (37.8%) abuse (34.6%), favoritism (27.5%), and compulsory sales of study materials (24.1%) sequentially ranked as the most commonly practiced types of quiet corruption. When asked to select one option only that typifies the quiet corruption most prevalent in secondary schools, compulsory sales of study materials (34.9%), absenteeism (24.1%), and demand for sex for higher grade (23.2%) prominently featured as most commonly practiced form of quiet corruption. Results also show that aiding exams malpractice (7.6%), admission racketeering (9.2%) and adopting inadequate teaching materials were the least reported quiet corruption by students.

Table 3.4: Distribution of Quiet corruption across education level

Type of QC	Primary pupils	Secondary Students	University students	Parents
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>
Sexual harassment	-----	-----	347 (37.8)	-----
Absenteeism	162 (24.7)	313 (38.4)	221 (24.1)	180 (31.2)
Extortion	142 (21.6)	173 (21.2)	148 (16.1)	90 (15.6)
Request for money	133 (20.2)	103 (12.6)	164 (17.8)	36 (6.2)
Compulsory sales of materials	-----	197 (24.1)	321 (34.9)	131 (22.6)
Admission racketeering	-----	77 (9.4)	85 (9.2)	63 (10.9)
Favouritism	-----	225 (27.5)	171 (18.6)	161 (27.9)
Abnormal use of students	140 (21.3)	283 (34.6)	116 (12.6)	140 (24.2)
Inflating cost of study materials	-----	80 (9.8)	124 (13.5)	43 (7.4)
Adopting inadequate teaching material	-----	76 (9.3)	85 (9.2)	72 (12.5)
Ignoring the misconduct of colleagues	-----	90 (11.0)	79 (8.6)	38 (6.6)
Aiding exam malpractice	42 (6.4)	141 (17.2)	70 (7.6)	-----
Demand for sex for higher grades	7 (1.1)	56 (6.8)	213 (23.2)	-----
Students forming notes for teachers	-----	155 (18.7)	-----	-----

Among students of tertiary institutions, sexual harassment (37.8) was generally perceived as the most prominent quiet corruption, while compulsory sales of study materials (34.9%) followed. Absenteeism (24.1%) and favouritism (18.6%) were also mentioned as some of the quiet corruption commonly practiced by lecturers in tertiary education institutions. Outright request for money was also one of the quiet corruption manifesting in tertiary education institutions in Lagos State.

3.4.2 Parents' Perspective

The perception of parents on the most commonly practiced quiet corruption was also investigated. Data show that paying for extra lessons was the most common experience of parents with children in primary (36.1%) and secondary (41.7%) schools reported it as part of the quiet corruption practiced among teachers. Although, extra lesson has been categorized by the Lagos State government as a form of misconduct, in many primary and secondary public schools, it has become a part of teaching activities and seen as additional means for generating income for teachers. While some teachers viewed extra lessons as a way of helping poor performing students, the question to ask is whether the time allocated to teaching is not adequate to cover what is taught in our schools. With high rate of absenteeism reported across the three levels, would extra classes be necessary if absenteeism is eliminated?

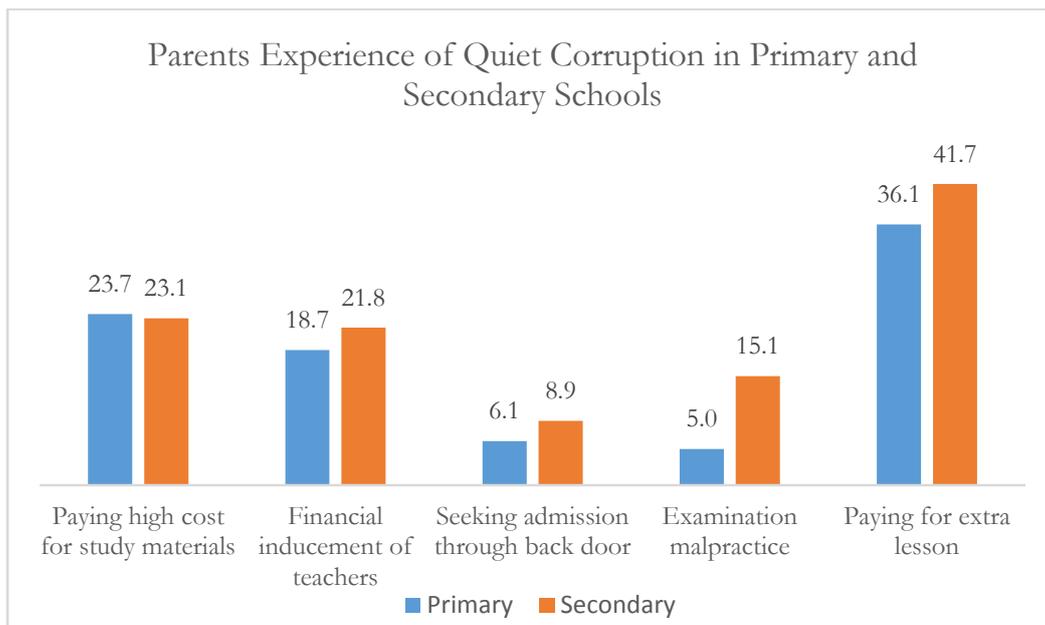


Figure 3.3: Parents experience of Quiet Corruption in Primary and secondary schools

It is a fact that teachers sacrifice everything for very poor remuneration. But, that is no license for them to extort monies from hard-up parents, under the guise of extra classes. Financially, the extra classes are a burden on poor parents and guardians, many of whom are forced to pay, for fear of their wards not getting the necessary grounding academically. It also widens the inequality that exists between the rich and the poor pupils or students. The figure also reveals that paying high cost for study materials was a common QC practice that impact on parents of children in primary and secondary schools. Some 23.7% and 23.1% of parents in primary and secondary schools respectively reported that this impact on them negatively.

We also asked parents to select from a list of options only one option that mostly describe their experience of quiet corruption. The result, presented on the Table 2.6 show that paying for extra lesson ranked first at both levels; primary (45.1%), secondary (41.4%). Paying high cost for study materials was the next form of QC that majority of parents in primary schools (24.5%) and in secondary schools (20.2) experienced. Financial inducement of teachers was also reported by parents (22.7%) at both levels.

Pupils and students in primary and secondary schools often report inappropriate behaviours by teachers to their parents. We sought to find out from parents some of the inappropriate issues reported to them. Absenteeism was widely reported among pupils of primary schools (23.6%) and students of secondary schools (30.2%). This was also corroborated by findings from qualitative data which show that absenteeism and compulsory sales of study materials go hand in hand. According to this respondent, absenteeism is a norm:

... because they have sold those materials that they think has enough info so they think they can just be absent from the class so that you just read what is in the textbook

and write everything that is there and come the next day that you have a test. it is a malpractice.

IDI_Female Student_Tertiary_LW

These two quiet corruption, absenteeism and compulsory sales of study materials, go hand in hand and were the two most prominent types of quiet corruption practiced in tertiary education institutions. When students perform below the standard, it often leads to cases of sexual harassment. Compulsory sales/purchase of study materials was also practiced among primary school students (18.5%) and secondary school students (20.1%). Some parents of students in secondary schools (14.3%) reported that compelling students to form teachers' note was a noticeable practice among teachers.

Table 3.6: Parents' experience of quiet corruption (One Option Response)

Experience of Quiet Corruption	Primary school		Secondary school	
	<i>f</i>	(%)	<i>F</i>	(%)
Parents experience of quiet corruption				
Paying high cost for study materials	83	24.5	112	20.1
Financial inducement of teachers	77	22.7	126	22.7
Seeking admission through the back door	9	2.7	27	4.9
Examination malpractice	17	5.0	61	11.0
Paying for extra lesson	153	45.1	230	41.4
Total	339	100.0	556	100.0
Complaint of quiet corruption by students				
Sexual harassment	6	1.1	43	5.4
Teacher absenteeism	133	23.6	240	30.2
Extortion	48	8.5	56	7.1
Request for money for higher grades	31	5.5	63	8.0
Compulsory sales of study materials	104	18.5	159	20.1
Admission racketeering	22	3.9	36	4.5
Inflating cost of study materials	31	5.5	58	7.3
Aiding examination malpractice	18	3.2	85	10.7
Demand for sex for higher grades	3	0.5	15	1.9
Compelling students to form teachers note	30	4.5	114	14.3

Surprisingly, the extent to which secondary school students report sexual harassment to their parents was very low (5.4%). When examined against our cultural values on sexuality, some social attitudes, depicted as social ambivalent by Daniel Smith (2004) may be responsible for the silence and apathy among students. As a result of the stigmatization that accompanies issues around sexuality, particularly, rape and sexual violence, most secondary school students are less likely to report cases of sexual harassment to their parents. This culture emanates from the gerontocratic values and the culture of silence around sexuality. This value has promoted a culture of silence over the years. This would be part of the barriers to quiet corruption in public education institutions in Lagos State.

3.4.3 Teachers' Perspective

A descriptive table showing the frequency distribution of perception of QC among teachers and lecturers is presented in Table 3.7, data show that variation exist in perception of quiet corruption among teachers and lecturers. For example, lecturers and teachers in tertiary education institutions perceived sexual harassment (36.2%), compulsory sales of study materials (34.9%), absenteeism (33.6%), favoritism (23.5%), and sex for grade (23.5%) as most prominent types of quiet corruption.

Table 3.7: Teachers' perspective of most commonly practiced quiet corruption

QC Variable	Primary teachers <i>f</i> (%)	Secondary teachers <i>f</i> (%)	University Lecturers <i>f</i> (%)
Sexual harassment	14 (15.7)	37 (23.3)	54 (36.2)
Absenteeism	20 (22.5)	32 (20.1)	50 (33.6)
Extortion	5 (5.6)	29 (18.2)	27 (18.1)
Request for money	9 (10.1)	23 (14.5)	30 (20.1)
Compulsory sales of study materials	16 (18.0)	37 (23.3)	52 (34.9)
Admission racketeering	3 (3.4)	18 (11.3)	23 (15.4)
Favoritism	15 (16.9)	34 (21.4)	35 (23.5)
Abuse	8 (9.0)	27 (17.0)	14 (9.4)
Inflating cost of study materials	6 (6.7)	11 (6.9)	15 (10.1)
Adopting inadequate teaching materials	8 (9.0)	33 (20.8)	19 (12.8)
Ignoring misconduct of colleagues	11 (12.4)	29 (18.2)	21 (14.1)
Aiding examination malpractice	5 (5.6)	31 (19.5)	20 (13.4)
Demand for sex for higher grade	8 (9.0)	20 (12.6)	35 (23.5)

Similarly, perception among secondary school teachers reveals that sexual harassment and compulsory sales of study materials had the same proportional score of 23.3% each. Majority of teachers (20.8%) also perceived that adopting inadequate teaching materials was a common practice too. At the tertiary education institutions, sexual harassment (36.2%), absenteeism (33.6%), compulsory sales of study materials (34.9%), and sex for grades (23.5%) top the list of common QC. Although teachers claimed extortion was low (5.6%) in primary schools, qualitative data show that pupils are often extorted by teacher when they demand from them money to purchase teaching materials which might have been provided by the government. A pupil in one of the public primary schools recounted his experience paying money to buy board marker.

My teacher does not use his money to buy any marker. He says we should bring 10 Naira to buy marker. He uses cane to flog students if they don't bring 10 Naira. And if nobody brings the 10 Naira, he will go out and meet his friend and be talking there. He will buy 50 Naira cane [whip] because he wants to flog students but he cannot buy marker to teach us.

FGD_LC_Male Pupil_Pry Schl_Apapa

This brings to the fore issues related to adequate budgeting and provision for day to day running of public schools. Extortion takes place under the circumstance of inadequate

teaching materials in public schools. While teachers are not justified to extort pupils and students and pupils under any guise, schools must run efficiently with adequate budget heads that address tools for teaching.

3.5 Prevalence of Quiet Corruption across the Three Levels

Figure 3.4 summarises the prevalence of quiet corruption by levels. The table shows that absenteeism (in blue colour) is a general practice across all levels of education in Lagos State. Compulsory sales of study materials (grey colour) prominently featured among tertiary and secondary levels. Sexual harassment (orange colour) was very prominent in tertiary institution. Favouritism or nepotism (yellow colour) was a major quiet corruption issue secondary and tertiary education institutions.

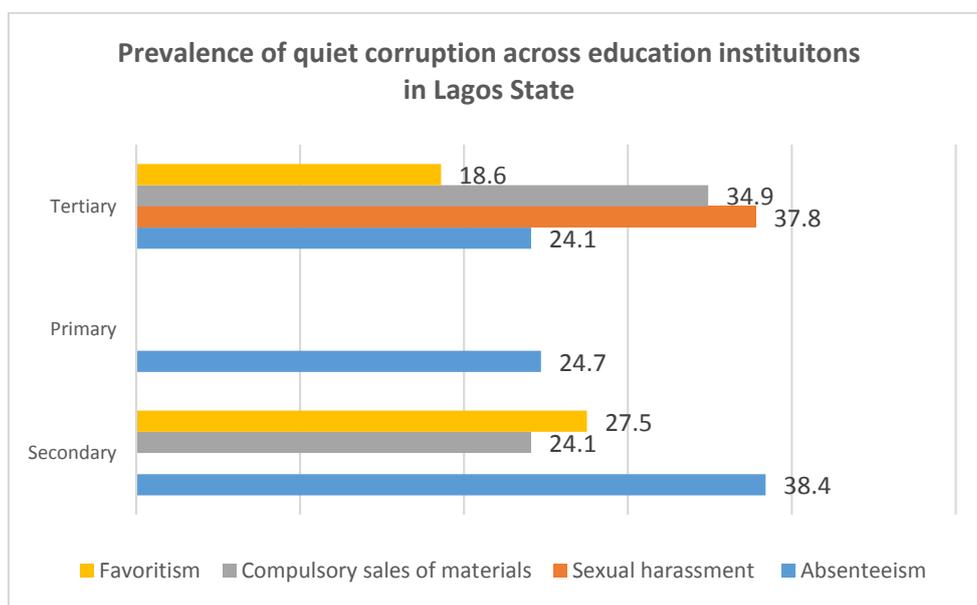


Figure 3.4: Prevalence of QC across education institutions

Favoritism manifested only in secondary schools and in tertiary institutions. Among these two, it was reported as the second most commonly practiced form of QC. In primary school, qualitative data reveal how favoritism could manifest as quiet corruption among teachers. One of the respondents disclosed the sentiment attached when pupils patronize teachers

there is a particular teacher in my school she sells snacks, if you are her regular customer, I mean if you patronize her she will make you her best friend and you will get favour from her. She will double your mark.

FGD_LC_Female_Sec schl_Apapa

This also shows that when teachers sell wears or items which attract the patronage of students or pupils, it could lead to teachers favoring a set of pupils or students who consistently buy from them. It was necessary to examine the perception of quiet corruption

among lecturers and teachers across the three levels represented in the education sector.

3.5.1 Students' Involvement in Quiet Corruption across the three levels

Quiet corruption has a demand and supply side. It is a form of social exchange between two individuals or groups. Social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, developed by sociologist George Homans (1961), people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon that relationship. Within the education institutions, quiet corruption does not thrive alone by itself. Quiet corruption is perpetrated within contexts and based on certain conditions. Therefore, it is also necessary to examine the involvement of students in quiet corruption.

Data on Table 3.8 show that a proportion of students of tertiary institutions (5.0%) were involved in deliberate seduction of lecturers. This was reportedly low for secondary school students (0.8%) and non-existence for pupils in primary schools. A large percentage of students in primary schools (38.1%) claimed that their parents have been involved in financial inducement of their teachers on their behalf. However, this practice appears very low (3.9%) among secondary school students (3.9%) and students of tertiary education institutions (4.7%).

Table 3.8: Type of quiet corruption perpetrated by students

Forms of Quiet Corruption	Primary school Students		Secondary school Students		Tertiary institution students	
	<i>f</i>	(%)	<i>f</i>	(%)	<i>F</i>	(%)
Deliberate seduction of lecturers	NA	NA	7	0.8	46	5.0
Financial inducement of lecturer/teachers	193	38.1	35	3.9	43	4.7
Demand for study materials	NA	NA	24	2.7	96	10.5
Seeking admission through the back door	NA	NA	15	1.7	41	4.5
Shielding the misconduct of colleagues	NA	NA	44	4.9	42	4.6
Examination malpractice	76	15.1	163	18.2	94	10.3
Supply of sex for higher grades	NA	NA	10	1.1	32	3.5

While students' demand for study materials was low (2.7%) among secondary school students, 10.5% of students in tertiary institutions reported the practice. Qualitative data further reveal the quiet corruption in the sales of study material in our tertiary institutions. Contents of most materials are the same and are never reviewed or updated. The materials were compulsorily sold, usually, for the same price or more, even when it would not be relevant or helpful. According to this respondent, the only new thing about these handouts is just the cover but the contents are the same.

It is the same thing they have all said because here you see lecturer selling the same materials over and over again to students without being mindful

of whether it is relevant for this level/set or not. In many cases, they will go and change the cover of the material and resell it for you and you begin to ask yourself questions. The only new thing about it now is just the cover but the contents are the same.

FGD_LE_Male Students_Tertiary_

This practice is predominantly common in higher institutions. If selling handouts and study materials was seen as a way of helping students learn and assimilate, not given value for money is, in all aspects, a form of quiet corruption which is mainly to enrich their pockets at the expense of students. Data on examination malpractice shows that among secondary school students, 18.2% claimed that they have been involved in examination malpractices. Only 10.3% of respondents from tertiary institutions reported getting involved in examination malpractice, however. 18.2% of secondary school students reported involvement in examination malpractices.

3.5.2 Gender Differences in Experience of and involvement in Quiet Corruption

We sought to know the gender differences in students' experience of any form of quiet corruption studied. The Chi Square test results presented on the Table 3.9 reveal that female students in tertiary and secondary institutions did not record any significant difference in their experience of quiet corruption. However, result further shows that experience of quiet corruption among primary school pupils was significant by gender.

Table 3.9: Gender and experience of Quiet Corruption across levels

Forms of Quiet Corruption	Primary school Students		Secondary school Students		Tertiary institution students	
	f(%) Male	f(%) Female	f(%) Male	f(%) Female	f(%) Male	f(%) Female
Proportion ever experienced	47 (7.6)	55 (8.9)	54 (6.0)	74 (8.2)	108 (11.8)	101(11.0)
Proportion never experienced	182 (29.5)	332 (53.9)	267 (29.4)	512 (56.4)	338 (36.9)	368 (40.2)
Test Statistics Results	$\chi^2=4.149, df= 1, P= 0.042$		$\chi^2=3.010 df= 1, P= 0.083$		$P =.932, df=1, P=.334$	

This result may not detract from the fact that the female children are made more vulnerable by the socio-cultural environment in which they live, compared to the male child. At this stage, unlike female students in secondary schools lack the life skills needed to navigate the precarious social landscape of harassment, intimidation and extortion by teachers. And often, female students may cave-in under the burden of these attitudes. The difference in means in the experience of quiet corruption of male and female students across the three levels was further explored using the independents sampled test. The results, presented on the table below show that, assuming equal variance in the experience of male and female students in tertiary education institutions, male students experience of quiet corruption is not different from that of female students.

Table 3.10: Independent Samples Test of Mean Difference in the experience of Quiet Corruption by Gender

Victimization By Lecturer or teacher	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
Tertiary students									
Equal variances assumed	3.719	.054	-.965	913	.335	-.027	.028	-.081	.028
Equal variances not assumed			-.964	905.405	.335	-.027	.028	-.081	.028
Secondary school students									
Equal variances assumed	11.761	.001	-1.736	905	.083	-.042	.024	-.089	.005
Equal variances not assumed			-1.677	595.028	.094	-.042	.025	-.091	.007
Primary school students									
Equal variances assumed	16.139	.000	-2.040	614	.042	-.063	.031	-.124	-.002
Equal variances not assumed			-1.966	424.850	.050	-.063	.032	-.126	.000

This trend was replicated among students in secondary schools as well, confirming the Chi-Square result above that female students in secondary schools do not experience quiet corruption differently from the male students. This implies that female students in primary schools are the most vulnerable to quiet corruption.

Further analysis using a linear regression was conducted with gender as independent variable. As shown on Table 3.11, deliberate seduction of lecturers/teachers, financial inducement of lecturers, demand by students for study materials, seeking admission through the back door, shielding the misconduct of colleagues, examination malpractice, supply of sex for higher grade were the dependent variables in the model. Result shows that deliberate seduction of lecturers and teachers was significant by gender among students of higher education institutions.

Table 3.11: A linear Regression model on the influence of gender on students' involvement in Quiet Corruption

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Tertiary Education Institutions					
(Constant)	1.489	.023		64.864	.000
Deliberate seduction of lecturers	.319	.077	.138	4.151	.000
Financial inducement of lecturers	-.064	.078	-.027	-.815	.415
Demand by students for study materials	.028	.054	.017	.518	.605
Seeking admission through the back door	-.005	.083	-.002	-.064	.949
Shielding the misconduct of colleagues	-.115	.079	-.048	-1.457	.145
Examination malpractice	.056	.055	.034	1.020	.308
Supply of sex for higher grade	.057	.091	.021	.630	.529
Threat and blackmailing	.064	.040	.054	1.587	.113
Secondary Schools					
(Constant)	1.671	.018		90.732	.000
Deliberate seduction of teachers	.016	.183	.003	.088	.930
Financial inducement of teachers	-.112	.084	-.046	-1.333	.183
Demand by students for study materials	-.178	.103	-.059	-1.731	.084
Seeking admission through the back door	.068	.126	.018	.541	.588
Shielding the misconduct of colleagues	-.135	.076	-.060	-1.768	.077
Examination malpractice	-.037	.043	-.030	-.868	.386
Sex for higher grade	.034	.160	.007	.214	.830
Threat and blackmailing of teachers	-.163	.096	-.057	-1.701	.089
Primary Schools					
(Constant)	1.528	.033		46.456	.000
Pupils buying gifts for teacher	-.029	.048	-.028	-.612	.541
Seeking admission through the back door	.048	.109	.020	.443	.658
Cheating during examination	-.142	.064	-.102	-2.203	.028
Female pupils befriending male teachers	-.013	.353	-.002	-.038	.970
Pupils demanding for more marks from teachers	-.251	.117	-.096	-2.146	.032

Among secondary school students, gender was not significantly related to the involvement of students in any form of quiet corruption. In order words, male students do not involve in quiet corruption less than female students. In primary schools, results show that cheating during exams and demand for more marks was significantly related to gender.

3.6 Quiet corruption with the most distressing effect on students in secondary and tertiary institutions

The study sought to identify the type of quiet corruption with the most effect on students in secondary and tertiary education institutions. We asked respondents to pick only one option from the list of options presented. Data presented in figure 3.5 show that compulsory sales of handout and study materials (17.3%) emerged as the quiet corruption with the most effect on students, while absenteeism ranked next (15.8%). In that order, favouritism (8.5%), money for higher grades (5.6%), ranked as quiet corruption with most distressing effect on students in tertiary education institutions.

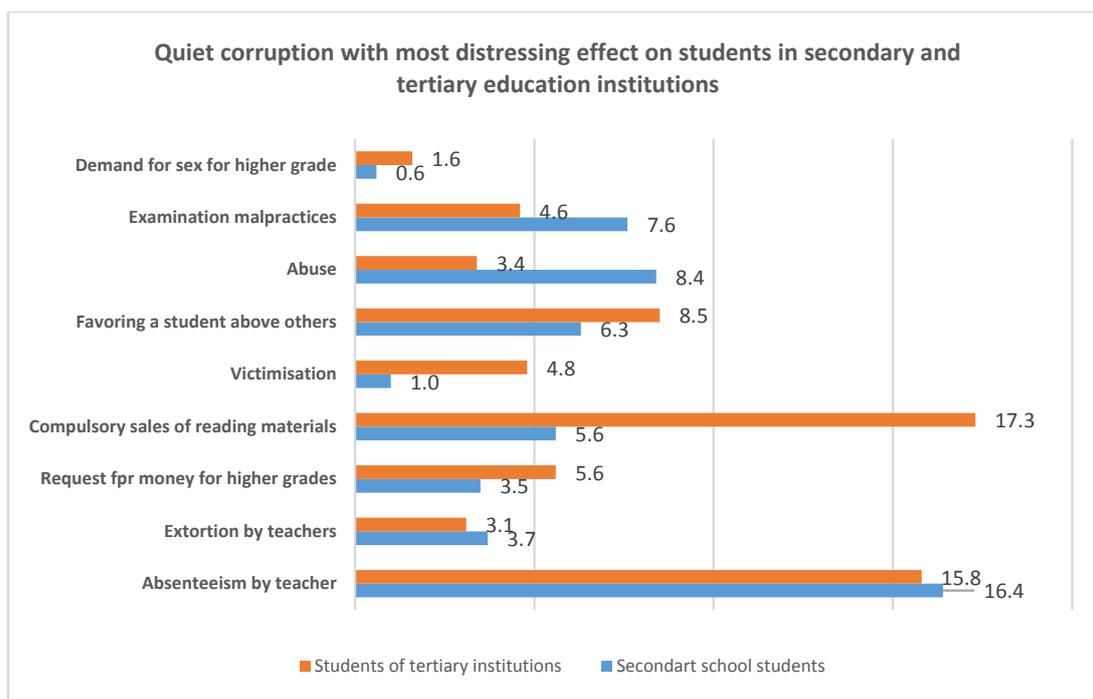


Figure 3.5: Quiet corruption with most distressing effect

The result was similar for those in secondary schools; however absenteeism ranked first as having the most distressing effect on students in secondary schools. Abnormal use of students (8.4%), i.e., running errands for teachers either during or after school hours was also mentioned as one of the distressing cases of quiet corruption.

3.7 Factors influencing quiet corruption in our public educational sector in Lagos

One of the objectives of this study was to investigate factors influencing quiet corruption in the education sector in Lagos State. These objectives follow from the cause and effect principle of science which establishes one event or action as the direct result of another. Once the cause is identified, the effect can be controlled by managing the causes. A list of possible factors were generated and presented to respondents. Table 3.12 shows that lack of monitoring and supervision structure or mechanism (29.9%) constituted a major factor reported among secondary school respondents. However, this was sparsely mentioned by tertiary education students by 13.6% of respondents. At the tertiary education level, poor academic performance (29.2%) of students was the main factor reported. At the two levels, very few mentioned lack of adequate remuneration/rewards system for secondary school (8.9%) and for tertiary education institutions (7.4%).

3.7.1 Poor academic performance

Poor academic performance, being one of the main factors implicated is a situation where students do not measure up to the required standard set for academic excellence. We found that, in order for students to meet the benchmark of 50% required for promotion to secondary school or from Junior Secondary to Senior Secondary school, parents sometimes sort with teachers on behalf of their wards. While poor academic performance is a major factor aiding quiet corruption in

public education institutions, it is also true that quiet corruption could be a cause of poor academic performance. For instance, absenteeism in classes or lectures could result to students' poor performance. Therefore, the two have symbiotic relationship. When students perform poorly, they become vulnerable in the hands of predator teachers or lecturers. According to a university student:

Some lecturers actually capitalize on the misfortunes of some students. Maybe a student misses text, especially the female students, and they ask them to come to their office and in the process, they will ask them to do what they are not comfortable with.

FGD_LC_Male Student_Tertiary_LC

The above shows that this form and pattern could be mediated by the gender of affected student. For affected female students, the phenomenon of sex for grade would be an option when sorting with money is not possible. This positioned was substantiated with findings from qualitative data when a respondent pointed out that weak and vulnerable students are the target of sexual harassment.

Table 3.12: Frequency distribution of factors influencing quiet corruption in secondary and tertiary education institutions in Lagos

Factors influencing Quiet Corruption	Secondary school Students		Tertiary institution students	
	<i>f</i>	(%)	<i>f</i>	(%)
Deliberate seduction by students	8	1.1	38	4.4
Financial inducement by students	21	2.8	62	7.1
Demand by students for study materials	14	1.8	29	3.3
Seeking admission through the back door	14	1.8	68	7.8
Social ties or kin network	34	4.5	34	3.9
Poor academic performance	187	24.6	254	29.2
Lack of adequate remuneration/reward system	68	8.9	64	7.4
Burden of family and social responsibilities	60	7.9	36	4.1
Lack of monitoring/supervision	221	29.0	118	13.6
Lack/inadequate reporting mechanism	44	5.8	35	4.0
Lack of/inadequate sanctions	38	5.0	54	6.2
A generally permissive attitude	36	4.7	56	6.4
Threat and blackmailing by students	16	2.1	22	2.5
Total	761	100.0	870	100.0

Recourse to sex for grade may be an option where there are no stiff rules and sanctions, but where sanctions are stiff, female students are less likely to be harassed sexually by male teachers or lecturers. The alternative, usually, is to resort to extortion by making sales of handouts and study materials compulsory or through other means. A male student in one of the tertiary education institution reported this further:

No, both the material you are to buy at the beginning of the semester and the lecturer handouts can make one lose a semester if you fail to buy

any of these. But on sexual harassment, I think the lecturers don't have a chance of such because of the school rules and because of the few girls we have, and probably they know the implication of that so they don't want to engage in it.

FGD_LC_Male students_Tertiary

One strong point coming out from the above statement is the vulnerable state of female students in female-only schools. One can only imagine the prevalence of harassment and vulnerability of these students in the hands of teachers. Therefore, there is need to pay closer attention to female only schools.

3.7.2 Lack of adequate monitoring and supervision

At both secondary and tertiary levels, lack of adequate monitoring and supervision of public school was implicated as one of the major factors, particularly among secondary school students. Most respondents 221 (29.0%) reported that quiet corruption persisted in their schools because there were no adequate monitoring mechanisms to curtail the practice. The same was true among students of tertiary education but at a lower rate compared to secondary school students. While this presents the reality in terms of monitoring of quiet corruption, the state government, through the Office of Education Quality Assurance has put a lot of policies and strategic frameworks in place to ensure a qualitative delivery of education service to students. While this is commendable, the effort suffers some setbacks by not focusing on key quiet corruption indicators. In this context, there is the need for quiet corruption to be tracked and taken seriously at all levels of education institutions in Lagos State.

In a multiple response questions where respondents were asked to make a choice of one key factor influencing quiet corruption in their school, we have the following results presented on Figure 3.6. The most prominent of the cause of quiet corruption in secondary school was lack of monitoring (50.4%), next to this was poor academic performance (45.1%). Also lack of reporting mechanism was reported by 21.6% of respondents in secondary schools. A little less than a quarter of respondents from secondary school implicated inadequate sanctions for erring culprits of quiet corruption.

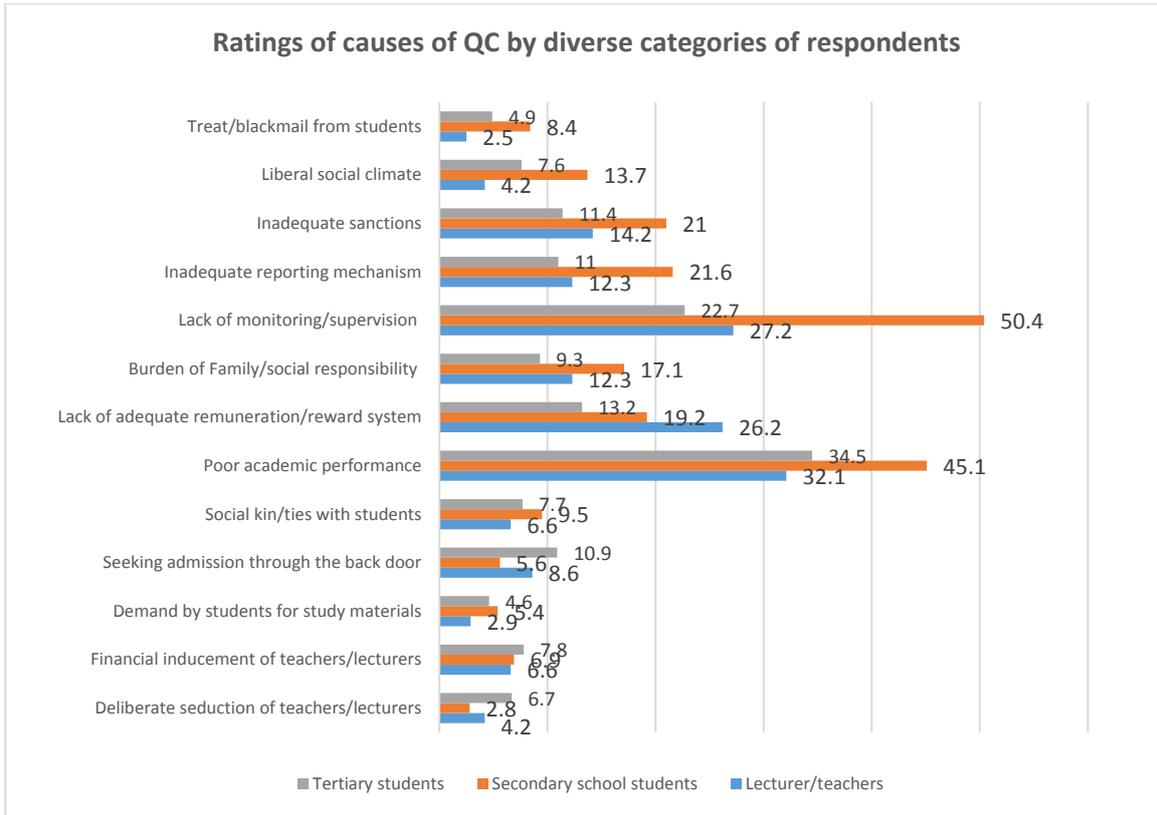


Figure 3.6: Ratings for causes of quiet corruption

The report from students of tertiary education aligns with those of secondary schools as poor academic performance (22.7%) and lack of monitoring and supervision (22.7%) were implicated as factors influencing quiet corruption in our education institutions. Perspectives from lecturers and teachers interviewed deviated a little from those of students when they reported that lack of adequate reward systems and remuneration (26.2%) was a main factor contributing to quiet corruption in our public schools. This perspective was also shared by secondary school students (19.2%) and students in tertiary education institution (13.2%).

3.7.3 Lack of Political Will to Invest and Over-centralization of Funds

Results from qualitative data provide further insight into why quiet corruption exists in our education institutions, particularly the primary and secondary levels. Lack of the will to invest in education was viewed as a major factor leading to the occurrence of quiet corruption. A senior public servant described how poor funding impact on the education sector:

Our public schools are not well funded, teachers are not well paid, and the headmasters and head teachers do not have financial autonomy to run their schools, yet they are expected to keep the school running. How do you expect them to do that? That will be the reasons for them to ask their students to bring money for cleaning the toilet, for buying teaching materials and other things government should be responsible for doing.

Unfortunately, the system is not well-monitored. So you find a situation where students are being extorted because head teachers and principals are helpless

IDI_Female Public Servant

Over centralization of budget and finances for running the school was also viewed as a systemic challenge to having a quiet corruption free education system. As seen in the statement above, school administrators receive little or no funds to manage their schools and were expected to manage the schools well. In ensuring that schools are well-managed they extort students and parents. While the various practice of extortion is not justified, the system has allowed these practices to fester when schools are grossly underfunded by government.

3.7.4 Poor Remuneration of Teachers

Another issue which emanated from the qualitative data dealt with poor remuneration of teachers in public schools. This is a case of what goes around comes around; government and policy makers were seen as part of the system which breeds quiet corruption in the schools. Because their welfare has not been fully taken into considerations by successive governments, quiet corruption tendencies would manifest at the slightest opportunity. One of the senior public servants interviewed revealed this further:

There is no way you are going to pay the amount of salary you are paying and you won't expect the teachers to find solutions to their problems given the economic realities of Lagos State. Because they want their children to get good education, they want to live in good houses, and get the basic things of life. How do you want them to cope? Our teachers are poorly paid compared to teachers in other climes.

IDI_Female Public Servant

Overall, Poor academic performance (all levels), lack of monitoring and supervision (all levels), inadequate remuneration and reward system (lecturers 26.2%) and inadequate sanction (secondary school students) were the most prominent factors that cut across the education institutions.

3.7.5 Permissive Environment

In terms of the role social environment in our schools could play in facilitating quiet corruption, many students in higher institutions in Lagos state were of the view that a generally permissive environment was responsible for quiet corruption in tertiary education institutions. Permissive environment was conceptualized as "lecturers/teacher and management looking the other way when teachers are caught in quiet corruption instead of taking decisive action against such act. Such general lack of will to decisively deal with known cases is potentially dangerous as

it could embolden the culprit and would be perpetrators

3.8 Measures for eliminating quiet corruption in public education institutions in Lagos

This section aims to identify the various measures that have been or could be adopted to eliminate quiet corruption from our public education institution. We started by asking respondents if there were available measure for eliminating quiet corruption in their institutions.

3.8.1 Availability of mechanism for dealing with QC

Result on the Table 3.13 shows that 48.5% of the secondary school students reported that there were measures for eliminating quiet corruption, 22.5% of respondents admitted that there were no measures while 28.9% claimed they do not know if any measure was available.

Table 3.13: Availability and functionality of measure for curtailing quiet corruption

Availability and Functionality of measure for curbing QC	Secondary school students		Students of university/CE/ Polytechnic		Teachers	
	<i>f</i>	(%)	<i>f</i>	(%)	<i>F</i>	(%)
Availability of measures for eliminating QC						
Measures available	463	48.5	423	45.0	279	68.7
Measures not available	215	22.5	118	12.5	53	13.1
Don't know if measures are available	276	28.9	400	42.5	74	18.2
Total	954	100.0	941	100.0	406	100.0
Functionality of Measures for Eliminating QC						
Very functional	342	74.5			214	69.3
Not too functional	83	18.1	291	51.3	74	23.9
Not functional	34	7.4	178	31.4	21	6.8
			98	17.3		
Total	459	100.0	567	100.0	309	100.0

Tertiary Education Institution

Responses across the diverse categories of respondents show that there were available mechanisms for dealing with quiet corruption. Among students of tertiary education institutions, 45.0% were of the view that their schools have mechanisms for dealing with quiet corruption. Some 12.5% of respondents at the tertiary level asserted that there was no policy or mechanism for curbing or eliminating quiet corruption in their institutions. A large proportion of respondents (42.5%) did not know if any measure was available.

Secondary Schools

In secondary schools, close to half (48.3%) of students reported that measure for dealing with quiet corruption exist. This is also consistent with results from qualitative data which shows that a code of conduct which regulates the professional conduct of teachers exists in secondary schools. However, a fraction of students (22.5) reported that there were no available measures for dealing with quiet corruption and a little above this

proportion (28.9%) claimed they did not know if any measure was available. Overall, the knowledge of students about available measures was very poor.

Interestingly, a large proportion of teachers at all levels (68.7%) reported that measures for eliminating quiet corruption were available in schools. This shows a huge gap in knowledge between teachers and students on the available measures for dealing with quiet corruption, if any. While this was valid using the quantitative data, findings from qualitative data show that all respondents lacked the knowledge of quiet corruption and were unaware of its use and how to apply it. Nevertheless, this did not erode understanding about practices which were not legally backed such as misconduct among teachers.

3.8.2 Functionality of Measures

On the functionality of available measures, majority of respondents from secondary schools (74.5%), and those from university/polytechnic (45.0%), and a huge proportion of teachers (69.3%) claimed that available measures were functional. Only students from tertiary education institution reported a slightly higher figure which depicts that measures were not too functional (31.4%) and not functional (17.3%). However, a look at the measures highlighted above shows that most measures have not been institutionalized. A participant's description of the functionality of the measures for curbing quiet corruption reveals a lot.

The school system, like the examination malpractice disciplinary committee, is very functional. The Parliamentary Council that speaks on behalf of the student, that one too is very functional. For instance, if anything happened now, they will summon a meeting and the speaker will go and speak on behalf of the entire students.

IDI_Male Lecturer_Tertiary_LC

While this is commendable, what was described as measures did not emanate from policies that seek to address causes of quiet corruption and as such were not proactive in nature. For example, where there were lack of reporting mechanisms, which provides a structure for exposing and dealing with quiet corruption, a lot of quiet corruption perpetrated will be swept under cover. Vulnerable students who fall prey would not be empowered to take a bold step to report cases of quiet corruption. One of the students in an in-depth interview declared:

I feel like if the school proper can supervise lecturers' activities the way they supervise examination the school will be a very good place. We only see supervisors for lecturers once in one section that is if you notice or see them at all, but when you are writing exams you see different people coming to check what is happening, but lecturers, some will not feel like coming, some will come 10minute before the end of the class get attendance and leave. So all this really affect the student.

IDI_Male_Student_Tertiary_LW

The statement above shows one of the existing monitoring gaps. Teachers and lecturers have no means of being evaluated, especially by students. When students are made to evaluate teachers and lecturers, it could go a long way in curbing their excesses and their engagement in quiet corruption. This is more apt, particularly because students expressed concern as to the effectiveness and adequacy of available measures. For instance, students in some higher institutions reported the availability of quality assurance mechanism, however, the engagement of the mechanism was shallow. The focus of monitoring activities in tertiary education institution was described by one of the discussants:

And I have discovered that we have quality assurance in school, but they only come just to look at the physical aspect of school environment, like infrastructures, if the class is conducive without assessing the lecturers if they are teaching the normal way. Then there is not public address system in the class, and the lecturer will not speak up, he will only be talking to the few people at the front rolls, is not fare, I want all this to be look into, as there is check on the physical structure check the lecturers too

FGD_Female student_Tertiary_LC

This generally shows that our schools, both secondary and tertiary are in serious needs of measures which would help to curtail or eliminate quiet corruption. It also shows that, assuming measures are available, the number of students at all levels who claimed they do not know is significantly high for secondary school (28.9%) and for tertiary institution (42.5%). This therefore, calls for sensitization of students with the aim of creating awareness and drawing their attention to the existence of such measures.

3.9 Measures Used for Curbing Quiet Corruption

3.9.1 Sanctions

On existing measures for curbing quiet corruption, data show that sanction was the most used measures reported by students in secondary schools (32.1%) and by teachers across all levels (64.7%). The use of sanctions was prevalently high in tertiary education institutions. Because responses were open ended, sanctions specified include expulsion for students, demotion of lecturer, call to face panel or disciplinary committee, etc.

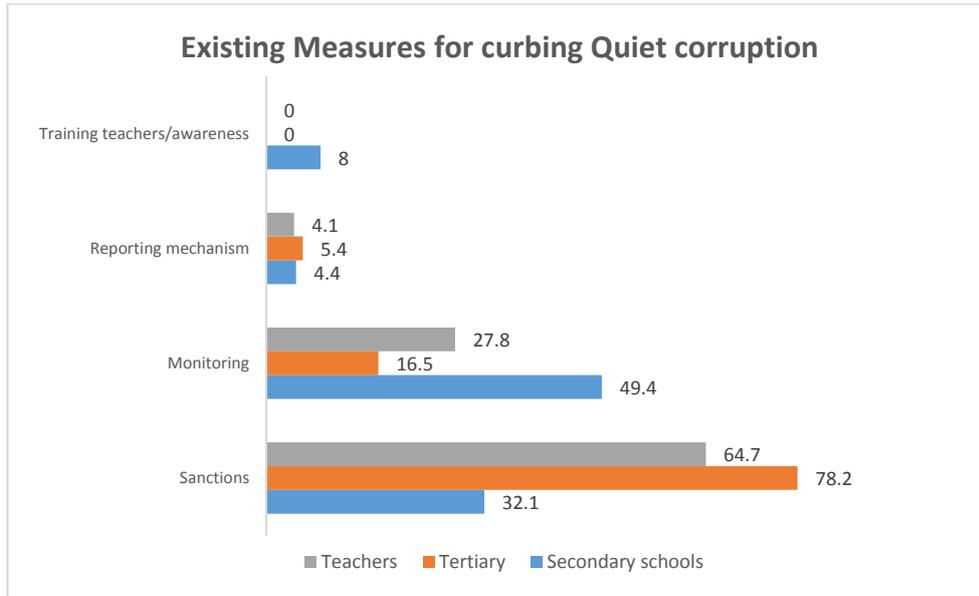


Figure 3.7: Existing measures for curbing quiet corruption

3.9.2 The Extent to which Sanctions Are Used

Secondary School

While sanction constitutes one of the major means of dealing with quiet corruption, data show that 24% and 20% of the cases of quiet corruption in secondary and tertiary institutions respectively attracted no sanction or punishment. Thus, perpetrators and potential perpetrators were likely to be emboldened to continue the practice of quiet corruption. Further results show that a quarter of respondent knew of cases in which the perpetrators faced a panel (24.1%). Some respondents (17.7%) reported that a warning was issued to perpetrators. Demotion (3.0%) and outright dismissal (7.8%) were all part of the sanctions used to punish

Tertiary Institutions

In tertiary education institutions, majority of respondents (30.3%) reported that known perpetrators of quiet corruption were made to face a panel. While the outcome of disciplinary panel was not investigated, data showed that many respondents (20.0%) reported that nothing was done to perpetrators of quiet corruption or those who were adjudged to have breached standard ethical practice. Overall, the use of panel of inquiry, issuing warning, demotion and dismissal were the main sanctions applied in tertiary education institutions.

Table 3.14: Type of Sanctions applied

Sanctions	Secondary		Tertiary		Teachers	
	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)
Nothing was done	169	24.0	172	20.0	51	13.9
Warning was issued	125	17.7	103	12.0	102	27.9
Faced a panel	170	24.1	261	30.3	119	32.5
Demotion	21	3.0	34	4.0	20	5.5
Outright dismissal	55	7.8	74	8.6	51	13.9
All of the above	8	1.1	14	1.6	7	1.9
Don't know	157	22.3	202	23.5	11	3.0
Total	705	100.0	860	100.0	366	100.0

Teachers

The same trend was recorded among teachers where 13.9% of them reported that nothing was done to sanction known cases of quiet corruption in their schools. Facing a disciplinary panel (32.5%) was widely reported among teachers. Issuing warning (27.9%) and outright dismissal (13.9%) were also in wide practice.

This section reveals that although rules and regulation governing misconduct of teachers and lecturers exist, they were not strictly applied. Thus, curtailing quiet corruption, as revealed in this section, would entail putting in place mechanisms for proper monitoring/supervision for the primary and secondary institutions. In cases of sexual harassment, punitive/sanctions were suggested for the case of sexual harassment in tertiary institutions. Good remunerations/rewards system was part of the suggested measures that could help to curb quiet corruption.

3.9.3 Monitoring

Other measures reported include monitoring being the highest in secondary schools (46.4%) and then tertiary (16.5%). An appreciable proportion of teachers across all levels (27.8%) reported the existence of a monitoring structure. Reporting mechanism was least reported by all respondents.

3.9.4 Barriers to Reporting Quiet Corruption

It was interesting to discover that consistently across all categories of respondents, there was the view that pupils and students were usually afraid of reporting teachers or lecturers when they err. Specifically, 53.5% of lecturers were of the view that students and pupils were afraid to report erring lecturers and teacher when issues of misconduct or quiet corruption come up. This was consistent across all categories of respondents. Students in tertiary institutions also confirmed this as 67.7% of them reported fear as the reason why students would not report erring lecturers.

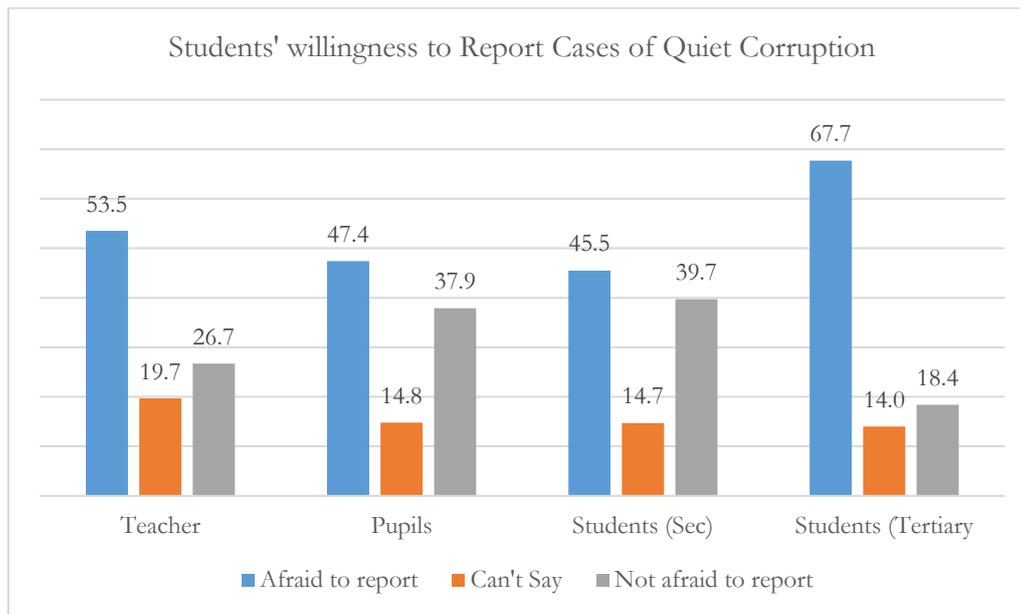


Figure 3.8: Barrier to reporting Quiet Corruption

Among primary pupils and secondary school students, 47.4% and 45.5% respectively reported fear as a major reason why students would not report teachers or lectures involved in quiet corruption. This implies that the environment in which students in public primary and secondary schools are taught erodes their sense of self dignity and kills their ability to challenge the status quo. When viewed against the prevalent patriarchal and gerontocratic household environment within which children are raised, the school environment should deflect those norms by building into children capacities to challenge anything that infringe on their human rights and sense of self dignity. Invariably, when this is not the case, we build a society of indolent people who would keep recycling the culture of silence which is currently prevalent in our society. This would also imply that it would be difficult to make students use any reporting mechanism, no matter how effective they may be, if they are not well sensitized with the aim of addressing this gap and made to feel secure in some practical sense.

3.10 Strategies/policies for tracking and addressing quiet corruption in public educational institutions in Lagos

This section examines strategies and policies for tracking quiet corruption in our education institution. In other to gain insight into existing policies, frameworks and strategies for curtailing quiet corruption, a desk review was conducted in addition to the survey. Result shows that among secondary school students, 23.5% reported that evaluation system was available in their schools. For both students in tertiary education institutions and teachers, availability of evaluating system was (27.5%) and (39.7%) respectively.

Table 3.15: Frequency distribution of opportunity to evaluate teachers/lecturers

Availability of opportunity to evaluate teachers	Secondary		Tertiary		Teachers	
	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)
Evaluation system is available	224	23.5	241	27.5	172	39.7
Evaluation system not available	417	43.7	352	40.1	163	37.6
Don't Know	313	32.8	284	32.4	98	22.7
Total	954	100.0	877	100.0	433	100.0

Across the categories of respondents, the proportion of those who reported that evaluation system was not available in their schools were higher for secondary school (43.7%), tertiary (40.1%), and among teachers (39.7%). This was complimented by findings from qualitative data when a respondent described the type of measures available in his school.

No, we do not have any policy but the only thing is that when there were such cases like QC the student can report to the management. Yes, we have speaker-student parliamentary council as a body/system that can fight this QC

IDI_Female_Tertiary_LE

The above shows that there was no effective structure or system for evaluating cases of quiet corruption across the three tier of our education sector. As such a conscious effort should be made to put in place system for evaluating staff performance. Such measure should be periodic, constant, and consistent. Data from qualitative studies, combined with desk review show that the Lagos State Ministry of Education has put in place some measures for monitoring compliance to stipulated rules and regulations by the state. One of such measures was the creation of the Office of Education Quality Assurance in 2009 as a response to the initiative by the Federal Government. The main responsibility of this body includes but not limited to the following.

1. Evaluating maintained Public and Private Schools, and many other educational institutions and programmes below tertiary level;
2. Publishing reports of our findings, so they can be used to improve the overall quality of education;
3. Ensure that all schools within the State put in place an effective and functional safeguarding and child protection measures to prevent abuse of our children;
4. Reporting to policy makers on the effectiveness of these services;
5. Produce and disseminate widely an annual state of Education report, to identify the trends and patterns in the quality of Education;
6. Advise the government and private school proprietors to use the outcome of evaluations to form policy, planning training and interventions to facilitate school improvement.

The main reason for introducing the quality assurance framework at both the national and state level was the realization that the mode of inspection of schools was not yielding

positive outcomes in terms of the quality of output. According to the National Education Quality Assurance Handbook, monitoring was *devoid of standard evaluation guidelines and largely limited to diagnosis without helpful support for school improvement*. Based on this the Lagos State office for Education Quality Assurance was established.

The office has consistently published the State of Education Report annually using some key performance indicators such as achievement and standards, learners’ personal skills and their participation, the quality of teaching and learning, the quality of curriculum and other activities, the quality of learning environment, effectiveness of leadership and management among others. In general terms, the quality of education has improved consistently using these KPIs. However, within the framework of quiet corruption analysis, these KPIs would not be adequate for measuring issues related to absenteeism, extortion, sexual exploitation or sexual harassment, nepotism, favouritism, extra lesson and compulsory sales of study materials. In other words, the framework that moderates the quality assurance mechanism is narrow and tailored only to address structural issues and not attitudinal issues which are guided by ethics.

3.11 Recommendations for curtailing quiet corruption

Respondents were asked to make recommendations that would help to curb quiet corruption in public education institutions. Table 3.16 shows a list of recommendations made. Monitoring and supervision mechanism was the main recommendation across all levels.

Table 3.16: Recommended measures for dealing with quiet corruption

Recommended measures for dealing with Quiet Corruption	Secondary		Tertiary		Teachers	
	<i>f</i>	(%)	<i>f</i>	(%)	<i>f</i>	(%)
Instituting a monitoring mechanism	299	36.7	249	28.4	132	30.5
Setting up a reporting mechanism	27	3.3	80	9.1	27	6.2
Demotion of those found culpable	82	10.1	65	7.4	26	6.0
Outright dismissal	46	5.7	101	11.5	40	9.2
Adequate public orientation	66	8.1	78	8.9	41	9.5
Policy formulation	66	8.1	68	7.7	37	8.5
Adequate reward/remuneration system	51	6.3	17	1.9	57	13.0
All of the above	177	21.7	220	25.1	73	16.9
Total	814	100.0	878	100.0	433	89.8

However, in addition to monitoring and supervision mechanisms, secondary school students recommended demotion (10.1%), outright dismissal (5.7%), public orientation (8.1%), policy formulation (8.1%), and adequate remuneration of staff (6.3%) as measures for curtailing quiet corruption. In tertiary education institution, outright dismissal (11.5%), setting up a reporting mechanism (9.1%) and adequate public orientation (8.9%) were the recommendations for dealing with those found culpable. The teachers would want to be rewarded adequately (13.0%) and that those found culpable should be dismissed outrightly (9.2%).

3.12 Discussion of Findings

The focus of this study is on quiet corruption in public education institutions in Lagos State, Nigeria. The aim was to examine the prevalence of quiet corruption, to understand its forms and patterns and to also identify strategies for curbing it. The findings from this study underscore the general corrupt environment which has become systemic in nature. It shows that, like any other frontline service providing institutions, quiet corruption is well entrenched across the three levels of education institutions. It is pervasive at all levels of the education system (primary, secondary and tertiary) and takes diverse forms and shape as the institutions change. Although the perception of quiet corruption in our public education institution was very high among all categories of respondents, the knowledge of the concept was new.

Most respondents would require an explanation of the meaning of the concept before gaining insight. The low knowledge of the concept among respondents has serious consequences on the entire architecture on which preventive measures of quiet corruption would be built. Lack of knowledge implies a low awareness which in turn would further exacerbate on the already entrenched culture of silence among students across all levels.

As shown, across all levels pupils and students were afraid and unwilling to report cases of quiet corruption. For instance, the reportage of sexual harassment by students to parents at the secondary level was very low. This may be due largely to the stigma that accompany issues around sexuality, particularly, rape and sexual violence. As a result, most secondary school students are less likely to report cases of sexual harassment to their parents. This might be the reason why lecturers and teachers perceived sexual harassment and sex for grade as one of the most practiced quiet corruption but reported less by students and pupils across all levels of public education institution.

This implies that majority of our students in public primary and secondary schools are taught in an environment that erodes their sense of self dignity and kills their ability to challenge the status quo. When viewed against the prevalent patriarchal and gerontocratic household environment within which children are raised, the school environment should discourage those norms by helping children to develop capacities to challenge whatever infringes on their human rights and sense of self dignity. Invariably, when this is not the case, we build a society of indolent people who would keep recycling the culture of silence which is currently prevalent in our society. This would also imply that it would be difficult to make students use any reporting mechanism, no matter how effective they may be, if they are not well sensitized with the aim of addressing this gap and made to feel secure in some practical sense.

This is typical of the culture of silence which has strengthened the growth of corruption and corrupt practices in Nigeria. Indeed, as a result of this culture of silence, parents are less aware of the situation their children and wards are exposed

to in schools. As such, parents who could rise in defense of school children are structurally bypassed. It is a fact that parents/teachers association (PTA) exist, particularly in primary and secondary schools. However, in most cases, the PTA has lost its focus by getting involved in the political organization of public schools out of pecuniary desires. While the PTA could represent a formidable structure in public schools for enforcing compliance and monitoring quiet corruption, it is now weak and would require a repositioning for it to function appropriately.

Absenteeism, sexual harassment, compulsory sales of study materials, favoritism, sex for grades have become the order in many public education institutions. These are derivatives of lack of adequate funding of education institutions by government and the poor remuneration of teachers and lecturers. Owing to the economic realities in Lagos, many teachers and lecturers would source for means of survival. In primary and secondary education institutions in particular, head teachers are not properly funded so they can manage the schools under them. As a result, they resort to demanding money from pupils and students and extorting them under the guise of making provision for teaching materials which are not available. The government of Lagos state has made steady efforts at improving the quality of education of public school students and pupils. The Office of Education Quality Assurance is a great step in the right direction.

In all public schools, the students' representative council, as a body, has unfettered access in the reportage of issues such as sexual harassment or adverse issues or events through a direct line. Sadly, the monitoring mechanism which the government has put in place, such as the students' representative council, assessment template for school teacher, evaluation schedule all do not have as its focus the monitoring of quiet corruption. For instance, there is no mechanism for monitoring absenteeism from class, conducting extra lesson for money or the compulsory sales of study materials to students.

The tertiary education institution is worse hit by sexual harassment and compulsory sales of study, extortion and exploitation. While the demand side shows that most students largely affected by quiet corruption are vulnerable female students with weak grades and who may not have money to sort, findings also show the supply side. Some students in secondary and tertiary institutions were involved in act such as deliberate seduction of lecturers and teachers, and the use of money to sort for grades. While there is limited recent empirical research on the impact of these types of corruption on education, previous studies have identified some important patterns regarding its impact on school attendance and the allocation of resources. Gupta et al. (2001), for example, suggested that student dropout rates in countries with high corruption are five times as high as in countries with low corruption.

More recently Dridi (2014) has corroborated this finding with an empirical study covering 85 countries, finding that high and rising corruption decreases significantly access to schooling. The study finds that a unit increase in corruption

reduces enrolment rates by almost 10 percentage points. Several studies have also shown that corruption is likely to reduce public education expenditures (De la Croix and Delavallade 2009) and/or the effectiveness of public expenditure on education (Baldacci et al. 2008). Most of these studies recognise that these impacts are felt disproportionately by the poor and disadvantaged in society. Among students in primary and secondary schools, extra lessons have become an integral part of teaching activities. In many cases, it has become additional means through which teachers augment their income. However, the question to pose is whether time allocated to teaching is inadequate to cover subjects taught or teachers are just taking advantage of pupils/students and parents. It is a fact that teachers sacrifice everything for very poor remuneration. But, that is no license for them to extort monies from hard-up parents, under the guise of extra classes. Financially, the extra classes are a burden on poor parents and guardians, many of whom are forced to pay, for fear of their wards not getting the necessary grounding academically.

Absenteeism, compulsory sales of study materials, favouritism, extortion, students' abuse, paying for extra lesson, sexual harassment, etc., emerged as some of the most practiced quiet corruption in public educational institutions. With high rate of absenteeism reported across the three levels, would extra classes among primary and secondary students be necessary if absenteeism is eliminated? Of course, if absenteeism is eliminated, there might not be any need for extra lessons as teachers would have more time devoted to teaching which would mean more positive outcome for students and pupils.

As revealed in both qualitative and quantitative data, most students who fall victim of sexual harassment and sex for grade phenomenon belong to the academically weak and vulnerable students. In a sense, it is a vicious circle initiated by teachers and lecturers. The circle seems to give advantage to teachers and lecturers at the detriment of students/pupils and parents. This is so because, when students are not taught well, they perform poorly and they become vulnerable. In a bid to measure up to societal expectation, they seek help from teachers who would likely take undue advantage of them with the promise to help.

This whole scenario is promoted by lack of institutional means and policy to track and to curtail quiet corruption in our public education institutions. Where they are available, they are either weak or not functional. For instance, most schools, across all levels, lacked adequate mechanisms for monitoring and supervising quiet corruption. This in no small way, has helped to promote liberal and permissive atmosphere, especially when sanctions are not meted out to erring offender.

It is therefore necessary for relevant stakeholders in collaboration with relevant government agencies to design a framework and set up mechanism within the institutions for tracking and monitoring quiet corruption. Also, it is important students and parents should be oriented on the manifestation of quiet corruption

in our public education institution and where to turn to when the need for help arises.

3.13 Summary and conclusion

Quiet corruption is a pervasive practice in public education sector in Lagos State. It takes diverse forms and patterns, sometimes within a demand and supply frameworks and many times within the power structure backed by culture or bureaucracy or both. While the state government has made efforts to supervise and regulate the quality of education in the state, gaps still exist. One of such gaps, include the weak monitoring and quality assurance mechanism which does not address key indicators within the framework of quiet corruption. Owing to this weakness, a number of quiet corruption cases slip off without been noticed, even when there are sanctions in place to deal with erring teachers/lecturers.

In tertiary education institutions, sanctions exist, however they appeared to have existed for students alone most of the time. Regularly, erring students are sanctioned but lecturers are rarely sanctioned. This encourages a permissive environment to fester and students to be subjected to all kinds of discrimination and extortion. As a matter of fact, the environment of most tertiary education institution is highly socially permissive and need some forms of institutional frameworks that put students into consideration. The primary and secondary educational institution could be more supervised and monitored through the Office of Education Quality Assurance. However, the framework for monitoring of quality in education is narrow and needs urgent review. Parents-teachers association in public schools could be effective means of monitoring quiet corruption in our public schools but they are becoming irrelevant as their focus is being diverted. The role of parents cannot be overemphasized. The PTA is somewhat disconnected from pupils and students and appeared to be serving the interests of school administrators, rather than the interest of students.

Possible strategies to track down QC might be improvement of legislations and regulatory framework, strengthen of control mechanism, establishment of reward and penalty system. Also, granting access to information and of public feedback in making government to be more responsive and accountable, giving strength to the voice of the vulnerable; helping them become catalyst for change could effectively curtail QC in our public institutions. Similarly, measures for eliminating QC could be in form of structural reforms to reduce opportunity for corruption. It also could include establishing autonomous bodies for examination and accreditation agency in order to checkmate excesses in the sector and also the establishment of mechanisms for adjudication and management of QC. Sanctions in forms of criminal penalty for professional misconduct, withdrawal of license to practice, public exposure, and payment of high fines for little offence are some of the ways to curb the incidence of QC in our public institution.

3.14 Recommendations

Based on the findings from this study, the following recommendations are made.

1. Public awareness

Public awareness on quiet corruption is very essential in bringing awareness to teachers, students and parents. Awareness and advocacy campaigns will expose education officials, head teachers and other stakeholders in the sector to the ills and consequences of quiet corruption. It will also pressure the state authorities to be responsive and accountable for quality delivery of education services. In Romania, the increased level of public awareness and participation in the monitoring of universities is said to not only have increased the quality and quantity of public information, but also revealed a number of serious fraud cases that were ultimately sent to court;

2. A framework for measuring quiet corruption

Currently, the framework used in monitoring quality in public primary and secondary schools in Lagos does not include key indicators on quiet corruption. Issues such as teacher absenteeism, sexploitation, compulsory sales of study materials, extortion, victimaization and many more indicators that are context-specific should be included in the framework;

3. Mechanism for the assessment of teachers/social accountability

All education institutions do not have any mechanism for conducting independent assessment of teachers, apart from the self-assessment tools. Students should be made to assess their teachers and lecturers on a regular basis and such assessment should be part of the requirement for career advancement and other benefits. Tools such as teachers' score cards; social audit could empower parents and students when rating the quality of services and tracking issues bordering on quiet corruption in the education sector;

4. Initiate and Strengthen inter-agency collaboration

Government is an all-inclusive effort. Agencies such as the Nigerian Civil Defence Corps, the parents-teachers Association, Civil Society Organisation, etc., should be involved in monitoring issues related to quiet corruption in our public education institutions. This was done in the Philippines where boys-scouts, community members and CSOs were mobilized to monitor text book service delivery in different parts of the country, which resulted in improved service delivery and accountability in the education sector;

5. Adequate budgetary allocation and proper funding

Budgetary allocation to the education sector has been consistently low. Public schools are not properly funded. An all-inclusive approach to funding of primary and secondary education should be devised. Religious bodies are stakeholders and could partner with government in ensuring a proper funding of primary and

secondary education. Also, businesses organisation, in performing their social responsibilities, should be made to focus on education so that head teachers and school administrators at all levels can have specific funds to address gaps in infrastructural needs of schools;

6. Remuneration of teachers and lecturers

Teachers and lecturers are poorly remunerated at all level. Poor remuneration is a catalyst for absenteeism, extortion, compulsory sales of study materials and the likes. The government should prioritise the remuneration of teachers and lecturers

7. Repositioning of the PTA

It is imperative for the Parents Teachers Association to be reorganised in line with a new mandate as monitors of quiet corruption. The PTA, if adequately empowered, can play significant roles curbing quiet corruption in public schools;

8. A reporting and feedback mechanism

A reporting and feedback mechanism that is pro-pupils and pro-students is imperative. Because students across all levels expressed inadequacy to report quiet corruption, there is the need for students to be emboldened and empowered by ensuring that they do not become victims when they report cases of quiet corruption. The identity of students reporting should be anonymised;

9. A Code of Ethics for Teachers is absolutely essential:

A code of ethics and conduct for teachers that set out clear parameters for professional behaviour is critical to curbing of quiet corruption. Teachers must be seen, not only as those who transmit academic knowledge but also those who live by examples. They are at the front line of developing pupils' understanding, attitudes, skills, learning, and core values. Teachers are, therefore, the most important element in producing quality education. They are roles models to students and pupils and as such should be guided by such codes of ethics;

10. Promoting enforcement strategies.

Strengthening administrative sanction mechanisms, including review of the existing legal framework, strengthening inspection and monitoring mechanisms, legal enforcement, and building capacity in supervision and management are effective measures in controlling quiet corruption in the education sector;

11. Disciplinary measures

Disciplinary measures, such as sanctions which were already in place for misconduct or gross misconduct should be enforced on anyone found guilty of quiet corruption in our schools at all levels of education;

12. Document Quiet Corruption

Efforts should be made to document practices relating to quiet corruption and all misconducts that fall within the confines of quiet corruption for wide circulation among teachers, lecturers, students and school administrators.

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Appendix 1: Table showing constituencies and wards from which communities were selected

LGA	Constituency	Constituency and Ward		Number of questionnaire to administer				Total
		Available Ward	Selected Ward	Pry	Sec	Tertiary	Teacher	
		Lagos Central Senatorial District						
Alimosho	1	Shasha/Akowonjo, Egbeda/Alimosho, Ipaja North, Ipaja South, Ayobo/Ijon, Oke-odo/Pleasure, Abule-Egba/Alagbado	Shasha/Akowonjo, Ipaja South	35	50	50	25	160
	2	Idimu/Isheri, Ikotun/Ijegun, Egbe/Agodo, Igando/Egan	Idimu/Isheri, Egbe/Agodo	35	50	50	25	160
Badagry	1	Posukoh, Awhanjigoh, Apa Group, Keta-East Group, Iworo-Gbanko Group, Ajido Group	Awhanjigoh Iworo-Gbanko Group	35	50	50	25	160
	2	Ibereko Group, Araromi/Ijogbo Group, Ikoga Group, Ajara Group, Iyafin Group	Araromi/Ijogbo Group Iyafin Group	35	50	50	25	160
Ikeja	1	Airport/Onipetesi/Inilekere, Alausa/Oregun/Olusosun, Anifiwoshe/Ikeja, Ipodo/Seriki Aro, Ojodu/Agidingbi/Omole	Airport/Onipetesi/Inilekere, Ipodo/Seriki Aro	40	60	60	25	185
	2	Adekunle/Adeniyi Jones/Ogba, GRA/Police Barracks, Oke Ira/Aguda, Onigbongbo, Wasimi/Opebi/Allen	GRA/Police Barracks Wasimi/Opebi/Allen	40	60	60	25	185
		Total		220	320	320	150	1010
Lagos Mainland	1	Otto/Iddo, Apapa Road and environs, Olaleye village, Makoko/Ebute-Metta, Oyingbo Market/Ebute Metta, Glover/Ebute Metta, Oko-Baba	Apapa Road & environs Oyingbo Market/Ebute Metta,	55	80	80	35	250
	2	Oyadiran Estate/Abule Oja, Alagomeji, Iwaya, Yaba/Igbobi/Sabo	Oyadiran Estate/Abule Yaba/Igbobi/Sabo	55	80	80	40	255
Eti Osa	1	Victoria Island II, Ilasan Housing Estate/Maiyegun, Ikota/Ikate Village, Igbo-Efon/Ikota Housing Estate, Ajah Village, Addo Village	Victoria Island II, Ikota/Ikate Village, Ajah Village	55	80	80	35	250
	2	Victoria I, Ikoyi I, Ikoyi II, Obalende	Ikoyi I	55	80	80	40	255
Total		Total		220	320	320	150	1010
		Lagos East Senatorial District						
Kosofe	1	Oworonshoki, Ifako, Anthony/Mende, Ojota/Ogudu	Oworonshoki Ojota/Ogudu	55	80	80	35	250
	2	Ketu/Alapere, Ketu/Ikosi, Isheri/Olowo-ira, Agboyi I, Agboyi II, Ajegunle	Isheri/Olowo-ira Ajegunle	55	80	80	40	255
Epe	1	Ajaganabe, Etita Ebode, Ise/Igbogun, Lagbade, Oke-Balogun, Popo-Oba, Oriba/Ladaba, Abomiti,	Etita-Ebode Abomiti	55	80	80	35	250
	2	Agbowa, Agbowa-Ikosi, Ago-Owu, Ejirin, Ibonwon, Ilara, Itoikin, Odomola, Odoragunsin, Orubgo, Poka	Ago-Owu Ilara	55	80	80	40	255
		Total		220	320	320	150	1010

Appendix 2: Survey Instrument

Questionnaire No.:	
Respondent's ID No.:	
Name of Institution:	
DURATION OF INTERVIEW:	
START:	[HH: MM] :
STOP:	[HH:MM] :

Location Information Senatorial District LGA: Community: Institution:	SD Code: [] LGA Code: [] Community Code: [] Institution Code: [] Questionnaire Code / / / / / / / /
Is this rural or urban?	1=Rural []; 2 Urban []; 3 Peri Urban []

LANGUAGE			
LANGUAGE OF INTERVIEW: _____			
MOTHER TONGUE OF RESPONDENT: _____			
WAS A TRANSLATOR USED? (YES=1, NO=2)			
SUPERVISOR	RESEARCH ASSISTANT	OFFICE EDITOR	ENTERED BY
NAME _____	NAME _____		

Consent Form

Good morning/afternoon/evening. My name is _____
(Interviewer)

I am part of research team from Human Development Initiatives that is carrying out a survey on quiet corruption in public primary, secondary schools and universities in Lagos State. Quiet corruption is a term used to define various types of malpractice of frontline providers that do not involve monetary exchange but has the potential to undermine quality and standard of education in our schools and also impact negatively on our collective effort to develop as a nation. It is a fact that corruption and corrupt practices is endemic in Nigeria. As such, it is also important to know how stakeholders in the educational sector are affected by human behaviours which contradict established laws and regulations in our schools. This means a study of people's understanding of QC is necessary to enable us appreciate the depth and spread and to proffer scientific solutions to QC. Therefore, this research is being conducted to promote understanding of quiet corruption in our public school, identify its drivers and its consequences. This will ultimately help us to design a strategy that will help to curtail quiet corruption in our public schools. We hope the results of the study will be useful for growing a culture devoid of QC in our public educational institutions and also lead to positive change at all levels.

You have been selected through a rigorous and unbiased multistage process to be part of this study. I would like to speak with you in your capacity as a student of this university and ask a few questions. You are not obliged to answer these questions if you do not want to but I would appreciate your kind participation and cooperation in responding to the set of questions which we believe will contribute to the overall efforts aimed at developing a strategy that will help curb QC in our educational institutions. The interview will last approximately 30 minutes. The information collected from you will not be shown to anyone outside of the project and your identity will not be disclosed to anyone. If you have any question about this study, you can contact 0808 2965 627

Obtain verbal consent from respondent by asking:

May I proceed with the interview?

Yes [] Thank the respondent and proceed

No [] Thank the respondent and leave.

Name of Interviewer.....

Date.....

Name of Respondent.....

Date.....

SECTION 1: SOCIO-DEMOGRAPHIC INFORMATION AND

Q. #	QUESTION	RESPONSE	CODE	GO TO Q.
101	Faculty	_____		
102	Department			
103	Sex of respondent	Male Female	01 02	
104	Age last birthday			
105	Number of years spent in the school	_____		
106	Respondent's marital status	Single Married Widowed Divorced Separated	01 02 03 04 05	
107	Academic sponsor	Parents Self Relatives	01 02 03	
	Other (specify)		99	
108	Religion	No religion Christian Muslim African traditional religion	01 02 03 04	
	Other (specify)		99	
109	Ethnicity	Hausa/Fulani Igbo Tiv/Idoma Yoruba Efik/Ibibio Itsekiri/Urobo	01 02 03 04 05 06	
	Other (specify)		99	
110	Parental marital status	Single Married Widowed Divorced Separated	01 02 03 04 05	
111	Parents' type of marriage	Polygamy Monogamy	01 02	
112	Father's educational level	No schooling Primary school Secondary school University/Polytechnic	01 02 03 04	
113	Mother's educational level	No schooling Primary school Secondary school University/Polytechnic	01 02 03 04	
114	Mother's employment status	Employed Unemployed	01 02	

Q. #	QUESTION	RESPONSE	CODE	GO TO Q.
115	Father's employment status	Employed Unemployed	01 02	
116	Father's occupation	Teacher Civil servant Health worker(Medical doctors/nurses) Trader Business owner Taxi driver Tailor Artisan Lawyer Barber	01 02 03 04 05 06 07 08 09 10	
	Other (Specify)		99	
117	Mother's occupation	Teacher Civil servant Health worker(Medical doctors/nurses) Trader Business owner Tailor Hairdressing Artisan Lawyer	01 02 03 04 05 06 07 08 09	
	Other (Specify)		99	

SECTION 2: OCCURRENCE/PREVALENCE OF QUIET CORRUPTION

SAY TO RESPONDENT: I would like to ask questions about the occurrence of QC in your institution [MENTION THE NAME OF THE INSTITUTION]. Quiet corruption is defined as unpatriotic acts, which are not necessarily perpetrated for financial gains, such as teacher absenteeism, giving lower level of effort than expected, bending of rules for personal advantage, sexual exploitation '*sexploitation*' for unmerited marks, etc.

SN	QUESTION	RESPONSE	CODES	GO TO
201	In Nigeria, do you think/feel that there is quiet corruption in the educational sector	Yes No Can't say	01 02 97	If 2 or 3 GO TO 203
202	If yes, what would you say constitute quiet corruption in the educational sector? Please LIST	1. _____ 2. _____ 3. _____ 4. _____ 5. _____		

SN	QUESTION	RESPONSE	CODES	GO TO
203	Which of these do you feel is a common practice by lecturers in your university?	Sexual harassment Absenteeism by teacher Extorting students in exchange for help Request for money for higher grades Compulsory sales of study materials Admission racketeering Favoring a student above others Abuse of students by teacher Inflating the cost of study materials Adopting inadequate teaching materials Ignoring misconduct of colleagues Aiding examination malpractice Demand for sex for higher grade	01 02 03 04 05 06 07 08 09 10 11 12 13	
	Other (specify)		99	
204	Which of these do you feel is a common practice by students in your university?	Deliberate seduction of lecturers Financial inducement of lecturers Demand by students for study materials Seeking admission through the back door Shielding the misconduct of fellow students Examination malpractice Sex for higher grade Threat and blackmailing of lecturers	01 02 03 04 05 06 07 08	
	Other (specify)		99	
205	Which of these do you think is a common practice by non-teaching staff in your university? MULTIPLE RESPONSES ALLOWED	Sexual harassment of student Absenteeism from work Extorting students in exchange for help Sales of study materials for lecturers Request for money as an intermediary Admission racketeering Abuse of students Ignoring misconduct of colleagues Aiding examination malpractice Demand for sex as an intermediary	01 02 03 04 05 06 07 08 09 10	
206	Which of these do you feel is MOSTLY PRACTISED by lecturers in your university? ONLY ONE OPTION IS ALLOWED	Sexual harassment Absenteeism by lecturer/teacher Extorting students in exchange for help Request for money for higher grades Compulsory sales of study materials Admission racketeering Favoring a student above others Abuse of students by lecturer/teacher Inflating the cost of study materials Adopting inadequate teaching materials Ignoring misconduct of colleagues Aiding examination malpractice Demand for sex for higher grades	01 02 03 04 05 06 07 08 09 10 11 12 13	

SN	QUESTION	RESPONSE	CODES	GO TO
207	Which of these do you feel is MOSTLY PRACTISED by students in your university? ONLY ONE OPTION IS ALLOWED	Deliberate seduction of lecturers Financial inducement of lecturers Demand by students for study materials Seeking admission through the back door Shielding the misconduct of colleagues Examination malpractice Supply of sex for higher grades Threat and blackmailing of lecturers	01 02 03 04 05 06 07 08	
208	Which of these do you think is MOSTLY PRACTISED by non-teaching staff in your university? ONLY ONE OPTION IS ALLOWED	Sexual harassment of student Absenteeism from work Extorting students in exchange for help Sales of study materials for lecturers Request for money as an intermediary Admission racketeering Abuse of students Ignoring misconduct of colleagues Aiding examination malpractice Demand for sex as an intermediary	01 02 03 04 05 06 07 08 09 10	
209	Do you know any student who has ever been involved in the practices of quiet corruption?	Yes No	01 02	-> 211
210	If yes, what type of quiet corruption was he/she involved	Deliberate seduction of lecturers Financial inducement of lecturers Demand by students for study materials Seeking admission through the back door Shielding the misconduct of colleagues Examination malpractice Demand for sex for higher grade Threat and blackmailing of lecturers	01 02 03 04 05 06 07 08	
	Other (please specify)		99	
211	Do you know any lecturer who has ever been involved in the practices of quiet corruption?	Yes No	01 02	->213
212	If yes, what type of quiet corruption was he/she involved	Sexual harassment Absenteeism by lecturer/teacher Extorting students in exchange for help Request for money for higher grades Compulsory sales of study materials Admission racketeering Favoring a student above others Abuse of students by lecturer/teacher Inflating the cost of study materials Adopting inadequate teaching materials Ignoring misconduct of colleagues Aiding examination malpractice Demand for sex for higher grade	01 02 03 04 05 06 07 08 09 10 11 12 13	
	Other (please specify)		99	

SN	QUESTION	RESPONSE	CODES	GO TO
213	Do you know any non-teaching staff who has ever been involved in the practices of quiet corruption?	Yes No	01 02	-> 215
214	If yes, what type of quiet corruption was he/she involved	Sexual harassment of student Absenteeism from work Extorting students in exchange for help Sales of study materials for lecturers Request for money as an intermediary Admission racketeering Abuse of students Ignoring misconduct of colleagues Aiding examination malpractice Demand for sex as an intermediary	01 02 03 04 05 06 07 08 09 10	
	Other (please specify)		99	
215	Do you know any student who has ever been affected by QC?	Yes No	01 02	->217
216	If Yes, which of these practices affected the student?	Sexual harassment Absenteeism by lecturer/teacher Extortion by teachers/lecturers Request for money for higher grades Compulsory sales of materials Admission racketeering Favoring a student above others Abuse of students by lecturer/teacher Inflating the cost of study materials Adopting inadequate teaching materials Ignoring misconduct of colleagues Examination malpractice Demand for sex for higher grade	01 02 03 04 05 06 07 08 09 10 11 12 13	
	Other (please specify)		99	
217	In which of the practices have you ever been involved as a student? MULTIPLE RESPONSES ALLOWED	Deliberate seduction of lecturers Financial inducement of lecturers Demand by students for study materials Seeking admission through the back door Shielding the misconduct of colleagues Examination malpractice Supply of sex for higher grade Threat and blackmailing of lecturers None	01 02 03 04 05 06 07 08 09	
	Other (please specify)		99	

SN	QUESTION	RESPONSE	CODES	GO TO
218	Which of the following practices has ever affected you as a student? ONLY ONE RESPONSE ALLOWED	Absenteeism by lecturer/teacher Extortion by teachers/lecturers Request for money for higher grades Compulsory sales of reading materials Victimisation Favoring a student above others Abuse Examination malpractices Demand for sex for higher grade None	01 02 03 04 05 06 07 08 09 10	

SECTION 3: CAUSES AND CONSEQUENCES OF QUIET CORRUPTION

301	Generally, what would you say is the cause of corruption in our educational system?			
302	What would you say influence the practice of quiet corruption in your school/university? PLEASE DO NOT READ OPTIONS	Deliberate seduction by students Financial inducement by students Demand by students for study materials Seeking admission through the back door Social/kin ties Poor academic performance Lack of adequate remuneration/reward system Burden of family and social responsibilities Lack of monitoring/supervision Lack/inadequate reporting mechanism Lack of/inadequate sanctions A generally permissive attitude Threat and blackmailing by students	01 02 03 04 05 06 07 08 09 10 11 12 13	
	Other (Specify)		99	
303	Which of these would you say causes quiet corruption the MOST in your school/university? [READ OPTION PLEASE] ONLY ONE OPTION ALLOWED	Deliberate seduction by students Financial inducement by students Demand by students for study materials Seeking admission through the back door Social/kin ties Poor academic performance Lack of adequate remuneration/reward system Burden of family and social responsibilities Lack of monitoring/supervision Lack/inadequate reporting mechanism Lack of/inadequate sanctions A generally permissive attitude Threat and blackmailing by students	01 02 03 04 05 06 07 08 09 10 11 12 13	
	Other (Specify)		99	
304	Have you ever been victimised by a lecturer?	Yes No	01 02	-→401
305	If yes, what was the nature of the victimization?	Extortion by teachers/lecturers Request for money for higher grades Compulsory sales of materials Abuse of student Demand for sex for higher grade Deliberate award of poor grades	01 02 03 04 05 06	
	Other (specify)		99	
306	What would you say was the reason for being victimized?			
307	What were the effects/consequences of that case on you?			

SECTION 4: MEASURES FOR ELIMINATING QUIET CORRUPTION

Q.#	QUESTION	RESPONSE	CODE	GO TO
401	Is there any measure(s) for dealing with quiet corruption in your school?	Yes No I don't know	01 02 88	→ 405 → 405
402	If yes, please mention the measure(s) put in place by your school?			
403	How functional is that system/measures for dealing with quiet corruption?	Very functional No too functional Not functional	01 02 03	
404	If "not too functional" or "not functional", what can be done to address this?			
405	If there are no measures, what measures do you think should be put in place?			
406	The last time someone you know was involved in quiet corruption, which of these was it? ONLY ONE RESPONSE ALLOWED	Sexual harassment Absenteeism by lecturer/teacher Extortion by teachers/lecturers Request for money for higher grades Compulsory sales of materials Admission racketeering Favoring some students above others Abuse of students by lecturer/teacher Inflating the cost of study materials Adopting inadequate teaching materials Ignoring misconduct of colleagues Examination malpractice Demand for sex for higher grade	01 02 03 04 05 06 07 08 09 10 11 12 13	
	Others (please specify)		99	
407	The last time someone you know was involved or caught in any of these practices, [THE ONE MENTIONED ABOVE] what was the sanction/measure taken against the person?	Nothing was done Warning was issued Faced a panel Demotion Outright dismissal All of the above Don't know	01 02 03 04 05 06 88	
	Others (please specify)		99	
408	Please, what would you recommend as a measure for dealing with quiet corruption in your school?	Monitoring/supervision mechanism Setting up a reporting mechanism Demotion of those found culpable Outright dismissal Adequate public orientation Policy formulation Adequate reward/remuneration system All of the above	01 02 03 04 05 06 07 08	

Q.#	QUESTION	RESPONSE	CODE	GO TO
	Others (please specify)		99	
409	Do you have a system that gives students the opportunity to evaluate lecturers periodically?	Yes No Don't know	01 02 88	

SECTION 5: PERCEPTION OF CORRUPTION

SAY: Now I would like to know your views about the kinds of attitudes people have about Quiet corruption in our public educational institutions in Lagos State. I will read some statements and would like you to describe share your opinion about these statements by saying whether you "Strongly Agree (SA)" = 1; "Agree (A)" = 2; "Undecided (U)" = 3; "Disagree (D)" = 4; or "Strongly Disagree (SD)" = 5.

Q.	ITEMS	SA 1	A 2	U 3	D 4	S D 5
501	I am happy with the way my lecturers relate with me	1	2	3	4	5
502	Most lecturers have sexually harassed their students	1	2	3	4	5
503	In my school all lecturers are guilty of quiet corruption	1	2	3	4	5
504	Female students find it difficult to stay alone with most of the male lecturers	1	2	3	4	5
505	I have ever assisted lecturer(s) in their practice of quiet corruption	1	2	3	4	5
506	Most lecturers absent themselves from classes often	1	2	3	4	5
507	I am compelled many times to buy handouts/textbooks for higher grades	1	2	3	4	5
508	Most lecturers don't work for what they earn	1	2	3	4	5
509	Sometimes examination questions are leaked to 'favoured' students	1	2	3	4	5
510	Only students who are very close to lecturers/teachers pass their courses	1	2	3	4	5
511	If you have your money, you can have the grade you desire	1	2	3	4	5
512	Often female students are pressured for sex by male lecturers in return for higher grade	1	2	3	4	5
513	Students are often afraid to report erring lecturers for fear of collective victimization	1	2	3	4	5
514	Only students with poor grades resort to sorting with lecturers	1	2	3	4	5
515	Only students with poor grades are victims of sex for grades	1	2	3	4	5
516	Indecent dressing is the reason for most sexual harassment	1	2	3	4	5
517	The school social climate encourages quiet corruption	1	2	3	4	5
518	Students are afraid to report erring teachers/lecturers	1	2	3	4	5

Q.	ITEMS	SA 1	A 2	U 3	D 4	S D 5
519	Students do not have anywhere to report whenever they are victimised or harassed	1	2	3	4	5
520	My school have a system/mechanism for dealing with people culpable of QC	1	2	3	4	5

CLOSING

THANK RESPONDENT FOR TIME AND COOPERATION. EMPHASIZE OBJECTIVES OF STUDY AND REASSURE ONCE MORE OF ANONYMITY AND CONFIDENTIALITY.

DURATION OF INTERVIEW:	
STOP:	[HH:MM] :

Appendix 3: In-depth Interview Schedule (Teachers/lecturers)

TEAM PRESENTATION

Good morning/afternoon/evening. My name is _____
(Interviewer)

I am part of research team from Human Development Initiatives that is implementing a survey of quiet corruption in educational institutions in Lagos State. The research is conducted to promote understanding of the quiet corruption in our educational institution, its drivers and consequences and to design a strategy that will help to curtail it. It is a fact that corruption and corrupt practices is endemic in Nigeria and in our public educational institutions. As such, it is also important to know how stakeholders in the educational sector are affected by human behaviours which contradict established laws and regulations. This means a study of people's understanding of QC is necessary to enable us appreciate the depth and spread and to proffer scientific solutions to QC. You have been selected through a rigorous and unbiased multistage process to be part of this interview which will last for 25 minutes. We hope the results of the study will be useful for growing a culture devoid of QC in our public educational institutions and also lead to positive change at all levels of our educational institutions.

SECTION ONE: OCCURRENCE/PREVALENCE OF QUIET CORRUPTION [ICE BREAKER]

1. We are here to interact with you on issues bothering on quiet corruption in our educational institutions. Quiet corruption is a term used to refer to malpractices and behaviours which do not involve direct exchange of money and not quickly noticed by people but have the potential to undermine standard, quality of education in a significant way. In your opinion as a lecturer/teacher, what do you consider as malpractices among lecturers/teachers in Nigeria?

Probe:

- Admission racketeering, favoritism, abuse of students by lecturer/teacher, Inflating the cost of study materials, adopting inadequate teaching materials, ignoring misconduct of colleagues, examination malpractice, demand for sex for higher grade, sexual harassment, absenteeism by lecturer/teacher, extortion by teachers/

- lecturers, request for money for higher grades, compulsory sales of study materials]
 - Other ways quiet corruption might manifest among lecturers and students
2. Based on your experience as a lecturer/teacher (in primary, secondary and tertiary educational institutions), would you say that lecturers and teachers and school administrators are involved in some malpractices or behaviours that tend to circumvent the process or lower the standard and quality of education? If so, please can you share your view about such practices?

Probe:

- Admission racketeering, favoritism, abuse of students by lecturer/teacher, Inflating the cost of study materials, adopting inadequate teaching materials, ignoring misconduct of colleagues, examination malpractice, demand for sex for higher grade, sexual harassment, absenteeism by lecturer/teacher, extortion by teachers/lecturers, request for money for higher grades, compulsory sales of study materials]
- Those mostly involved in these malpractices (age, sex, department/faculty, etc,)
- The most common of these malpractices
- Those most affected (Students male/female, students with low grades, rich students, lecturers/teachers)

SECTION TWO: PUSH FACTOR INFLUENCING QUIET CORRUPTION

1. I would like to ask questions about the factors which could cause lecturers and teachers and school administrators to be involved in any of these malpractices. As a lecturer/teacher, what would you say are the reasons why lecturer/teacher / administrators would be involved in any of these malpractices?

Probe:

- FOR EACH OF THE FOLLOWING: Admission racketeering, favoritism, abuse of students by lecturer/teacher, Inflating the cost of study materials, adopting inadequate teaching materials, ignoring misconduct of colleagues, examination malpractice, demand for sex for higher grade, sexual harassment, absenteeism by lecturer/teacher, extortion by teachers/lecturers, request for money for higher grades, compulsory sales of study materials]

Further PROBE

- Indecent dressing [Sexual harassment)
- Social/kin ties [Favoritism
- Poor academic performance [Sex for grade, sexual harassment, request for money for higher grades
- Victimization

- Burden of family and social responsibilities [Admission racketeering, Inflating the cost of study materials]
- Lack of monitoring/supervision [All of the malpractices]
- Lack/inadequate reporting mechanism [All of the malpractices]
- Lack of/inadequate sanctions[All of the malpractices]
- Liberal social climate[All of the malpractices]
- Beneficiaries of quiet corruption [students, family members,]
- INTERVIEWER TO PROBE FOR VARIANCE IN PUSH FACTORS ACROSS THE THREE LEVELS OF EDUCATIONAL INSTITUTION AND ALSO WATCH OUT FOR THE MOST COMMON AND CONSISTENT REASON(S)

SECTION THREE: MEASURES FOR ELIMINATING QUIET CORRUPTION

1. There should be measures for dealing with issues that contravenes acceptable standards in our educational institutions. Do you know if your school (Primary, secondary and tertiary) have a system for dealing with anyone found culpable of any of the practices under discussion?

Probe:

- Existing policy/document
- Recent cases handled by the system
- Regularity of treating cases of QC
- The functionality of the system
- Sanctions/punishment

2. In your own views, do you think the measures put in place by the school authority/management are adequate in handling cases of QC?

Probe:

- Strength
- Weakness/deficiency

3. What are the measures that can curtail QC in our public educational institutions particularly in your own school?

Probe:

- Instituting a monitoring/supervision mechanism
- Setting up a reporting mechanism
- Punitive measures [Demotion of those found culpable, outright dismissal]
- Adequate public orientation
- Policy formulation
- Adequate reward/remuneration system for lecturers/teachers

- INTERVIEWER TO PROBE FOR VARIANCE IN MEASURES ACROSS THE THREE LEVELS OF EDUCATIONAL INSTITUTION AND ALSO WATCH OUT FOR THE MOST COMMON AND CONSISTENT MEASURE(S)

SECTION 4: STRATEGIES/POLICIES FOR TRACKING AND ADDRESSING QUIET CORRUPTION

1. Many cases of quiet corruption take place unknown to the school community mainly because of culture of silence owing to the fear of being victimised. What strategy or policy can be put in place to help track quiet corruption in our public educational institutions in Lagos state, particularly in your own school?

Probe:

- Awareness/radio programme addressing quiet corruption
- Establishing a special unit/department for dealing with quiet corruption
- INTERVIEWER TO PROBE FOR VARIANCE IN TRATEGIES FOR TRACKING QC ACROSS THE THREE LEVELS OF EDUCATIONAL INSTITUTION AND ALSO WATCH OUT FOR THE MOST COMMON AND CONSISTENT STRATEGIES

[REITERATE OR HIGHLIGHT MAJOR DISCUSSIONS. THANK INFORMANT FOR HIS/HER TIME

CLOSE

Appendix 4: The Kish Grid

102. SN	103. NAME [STARTING WITH THE HHH, LIST MEMBERS OF HH IN DESCENDING ORDER OF AGE]	104. SEX M=1 F= 2	105. AGE	106. NAME OF SCHOOL
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

LIST ALL ELLIGIBLE STUDENTS/PUPILS IN HOUSEHOLD IN THE TABLE BELOW

S/N	Name of household member	Sex M=1 F=2	Age	1	2	3	4	5	6	7	8	9	10
1				1	1	1	1	1	1	1	1	1	1
2				2	1	2	1	2	1	2	1	2	1
3				1	2	3	1	2	3	1	2	3	1
4				1	2	3	4	1	2	3	4	1	2
5				4	5	1	2	3	4	5	1	2	3
6				4	5	6	1	2	3	4	5	6	1
7				3	4	5	6	7	1	2	3	4	5
8				3	4	5	6	7	8	1	2	3	4
9				2	3	4	5	6	7	8	9	1	2
10				1	2	3	4	5	6	7	8	9	10

INSTRUCTIONS FOR SELECTING INDIVIDUAL RESPONDENTS FROM HOUSEHOLD

1. Write down random ID for this household: _____
2. Use the last digit of this random ID to locate correct COLUMN on the grid
3. Use the number of eligible individuals (members 17 years and below) to locate correct ROW on the grid
4. Connect ROW and COLUMN to find HH member to be interviewed and circle the number in the selected box
5. Use the number obtained in the box from Row-Column and select the corresponding member of the HH with the number selected in the box.