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Executive Summary

Based on intelligence, petitions, complaints and public comments against the University system in Nigeria, ICPC invoked its statutory mandate derived from Section 6 (b-d) of its enabling law to undertake a comprehensive Systems Study and Review of Nigerian Universities. Systems' Study and Review is one of the activities of the Commission designed to actualize the preventive mandate of the Commission. It is a fact-finding and problem-solving strategy, which involves the examination of the current policies, practices, procedures, behaviours and systems of public bodies, determine if they aid corruption and to what extent they are prone to do so. Thereafter, a review of same is designed, conducted and shared with the management of the reviewed institution/agency for implementation. The Commission is also empowered to direct and supervise the implementation of such recommendations with intention to rectify corruption prone areas, bring about reduced incidences of corruption and facilitate better service delivery.

The University Systems Study and Review is a fact-finding and problem-solving strategy that involves the examination of current policies, practices, procedures, behaviours and systems of public bodies to determine if they aid corruption and to what extent they are prone to do so. The report of such exercise is expected to be reviewed with the institution/agency involved for implementation. A pilot run of the exercise was commissioned in order to test the methodology and provide a template for use in all the universities.

For the pilot study, three universities were randomly selected from among the 124 universities after stratification on the basis of proprietorship. University of Nigeria, Nsukka was selected from the federal university system while Olabisi Onabanjo University, Ago-Iwoye was selected for the state university system and Salem University, Lokoja for private. All students and staff of the three universities as well as members of the external communities constituted the population for the study.

The study involved the administration of questionnaires to survey the perceptions of internal and external members of the various university communities, the collection of information through memoranda, analysis of responses from the questionnaire and memoranda, and conduct of interviews/public hearing with various stakeholders with a view to substantiating the infractions put forward in the questionnaire and memoranda and determining the ways forward in tackling this problem in the various institutions.

The following key areas of infraction were identified in the process:

- Admissions, enrolment and registration of courses
- Examination administration, award of degrees and graduation of students
- Teaching and learning services and facilities
- Appointments, promotion and discipline of staff
- Departmental administration and faculty governance
- Contract awards
- Management of funds

- Research and research administration

The pilot study showed that the conduct of the System Study and Review is feasible. It provided lessons for developing a process template. A preventive template also emerged as an outcome of the study. This report is anticipated to provide a template for the product of similar studies in all the universities.

It is hoped that the managers and other operators and stakeholders in our tertiary institutions will develop the necessary consciousness and appropriate responses to the various manifestations of corruption in their domains. As this initiative helps to foster attitudes that are intolerant of corruption in the universities, "our institutions are also being presented with tools for self-assessment and a template for implementing a regime of activities leading to a clean-up of our system". In this way, we hope to achieve the famed prevention that is better than cure, but a regime of sanctions that will cure the current rot is equally recommended, in case of continuous breaches.

List of Abbreviations

ASUU	-	Academic Senior Staff Association of Universities
CCTV	-	Close Circuit Television
DVC	-	Deputy Vice Chancellor
GDP	-	Gross Domestic Product
GER	-	Gross Enrolment Ratio
HODs	-	Heads of Department
ICPC	-	Independent Corrupt Practices and Other Related Offences
ICT	-	Information and Communication Technology
IGR	-	Internally Generated Revenue
JAMB	-	Joint Admission and Matriculation Board
LGAs	-	Local Government Areas
NASU	-	Non-Academic Staff Union
NAAT	-	National Association of Academic Technology
NAVC	-	National Anti-Corruption Volunteer Corps
NER	-	Net Enrolment Ratio
NUC	-	National Universities Commission
NYSC	-	National Youth Service Corps
OFR	-	Officer of the Federal Republic
OOU	-	Olabisi Olabanjo University
PPP	-	Public Private Partnership
PPP	-	Purchasing Power Parity
SSANU	-	Senior Staff Association of Nigerian Universities
SPSS	-	Statistical Package for the Social Sciences
SU	-	Salem University
UBE	-	Universal Basic Education
UNESCO	-	United Nations Education Scientific and Cultural Organisation
UNN	-	University of Nigeria Nsukka
UTME	-	Unified Tertiary Matriculation Examinations
VC	-	Vice Chancellor

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We acknowledge the support received from the authorities of the pilot universities – University of Nigeria, Nsukka (Federal), Olabisi Onabanjo University, Ago-Iwoye (State) and Salem University, Lokoja (Private), towards the successful conduct of this study. We are also grateful to the management of the University of Ibadan, Osun State University and Covenant University for granting the study team the opportunity of courtesy visits which broadened our horizon of understanding of matters relating to the objectives of the study.

Foreword

Since its establishment by the Corrupt Practices and Other Related Offences Act 2000, ICPC has been at the vanguard of a sustained drive to purge the nation of corruption. Corruption has emerged a serious threat to the stability and security of the nation, undermining institutions and values of democracy and jeopardising sustainable development and the rule of law. The effect of corruption is enormous when huge resources are taken away from the economy, resulting in the denial of social, economic and other beneficial programmes and also, fostering poverty and strife.

ICPC, under the present management, is carrying out operational changes and strategies in its fight against corruption. One of these is the strengthening of the proactive monitoring of systems to aid good public sector governance at the Local, State, Federal and other related institutional levels. It is within this framework that more system reviews at the micro and macro levels of public governance will be carried out to enhance operational efficiency, reduce wastage and block corruption-prone processes. We plan to encourage the formation of more volunteer groups, especially at the secondary and tertiary levels of education to join the anti-corruption war. Also, more arrests will be effected and persons prosecuted for graft especially in endemic areas that are resilient to change.

The epicentre of any productive effort at fighting corruption in public and private establishments is leadership. The leadership sets the tone for uprightness, good conduct and adherence to rules and regulations. The top-leadership must be in a position to give direction itself not only by talking integrity, but walking transparency and accountability. Laxity and nonchalance on the part of the leader and even engagement of such leader in corruption, provides a fertile bed for the followership to engage in corrupt practices. Reforming the leadership will, therefore, assure a speedy win of the anti-corruption war. Since future leaders are largely spawned from the higher education system particularly the universities, the new management of ICPC firmly believes that if the Nigerian university system is sanitised against corruption, the future of winning the war against corruption is bright.

In line with the foregoing belief, we assert that a corruption-free university system will produce graduates who will be intolerant of corruption. As future leaders, such graduates will emerge change agents for the positive transformation of Nigeria into a corruption-free society. This is the impetus for targeting the universities for the first phase of the system study and review of the education sector. ICPC is pleased to partner the National Universities Commission (NUC) in the implementation of this project.

We are delighted to present this report of the pilot study of the Nigerian University System Study and Review. It is our hope that the recommendations from the report will set us on a course of transforming our universities, clearing the dark cloud of corruption enveloping them, and leading to the production of graduates in the near or distant future that will successfully fight graft and also defend the dividends of good governance for the common good of our people, and restore our international standing.

Ekpo Nta Esq
Chairman, ICPC

PREFACE

The need for appropriate application of resources in Nigeria's tertiary institutions has never been more compelling. With dwindling resources available relative to need, questions are normally raised when infractions on the part of the operators and managers of the systems are noticed. Naturally, financial corruption attracts instant notice and condemnation. But corruption within the higher education system transcends financial misapplication to encompass a gamut of activities that are hardly considered in discussions of the phenomenon.

Activities covered range from corruption in the admission and enrolment process to examination administration and record management, appointments and promotions, teaching and the delivery of learning services, academic fraud including plagiarism and misapplication of research funds, contract award process, and of course, the mismanagement of funds including diversion of internally generated funds.

Acts of corruption in the higher education system have direct and indirect effects on our society, many of which go unnoticed. When talented individuals are excluded from benefiting from higher education due to fraud in the admission process, the nation is the ultimate loser. When young people are frustrated out of tertiary institutions by corruption in the examination process or are forced to drop out by indirect costs of higher education foisted on them by corrupt officials, the nation is the loser. When funds for research are diverted to other uses, the development process of the nation suffers an indirect knock as research that could lead to innovation is hampered. When less qualified individuals are recruited in place of more talented ones, or when bright and talented people are frustrated out by corruption in the promotion process, the training of the next generation is severely compromised. The consequences are numerous.

Prevention, the old adage says, is better than cure. But in the present circumstances of our society and tertiary institutions, there is a deep seated rot that must be cured, even as steps are being taken to institutionalise prevention. Without institution a regime of sanctions that will cure the current rot, focusing simply on prevention would amount to mere sophistry. And, this is urgent because there is a need to foster attitudes that are intolerant of corruption in the next generation of the country's leaders, the core of which is being produced in our tertiary institutions.

Understanding the points of exposure to corruption and education are central to prevention. This is the focus of the current exercise. The Independent Corrupt Practices and Related Offences Commission (ICPC) is working with the National Universities Commission (NUC) to conduct a comprehensive systems study and review of Nigerian universities, an exercise that, hopefully, working in collaboration with other regulatory authorities in the higher education system, would be extended

to other categories of tertiary institutions, i.e. the Polytechnics/Colleges of Technology and Colleges of Education.

This publication is the report of the work of the study group set up by the ICPC and NUC in furtherance of the mandate of the ICPC to conduct system reviews of agencies with a view to assisting our universities and other tertiary institutions to combat frontally the phenomenon of corruption. The first phase of this work is the pilot study conducted in three universities representing the three categories of universities in Nigeria – the University of Nigeria, Nsukka (federal), Olabisi Onabanjo University, Ago Iwoye (state), and Salem University, Lokoja (private).

The Report is in three parts: the main report of the pilot study of the three aforementioned universities, a template for the conduct of university system study and review that would be applicable to all tertiary institutions, and a manual of preventive actions to be taken by various stakeholders in our efforts to exterminate corruption in our tertiary institutions. Through this Report, we hope to assist the managers and other operators and stakeholders in our tertiary institutions to develop appropriate responses to the various manifestations in their domains. Our institutions are also being presented with tools for self-assessment and a template for implementing a regime of activities leading to a clean-up of our system. In this way, we would be achieving the famed prevention that is better than cure.

Professor Julius A. Okojie, OON
Executive Secretary
National Universities Commission

GENERAL INTRODUCTION

B oth globally and nationally, there is an increased demand for more transparency and accountability in public life. In the particular case of our universities and other tertiary institutions in Nigeria, the need for achieving greater efficiency in the deployment of available resources is probably even more urgent, if not desperate. What with the constant refrain of underfunding that pervades the national discourses on the state of our universities and is the source of so much discord in relationship between the institutions and their proprietor, the Government. Thus, it is a matter for deep concern when incidents of official corruption are frequently reported in relation to the management of our higher institutions.

At the most basic level, corruption involves the illegitimate conversion of collective or public good to private benefit. The most obvious manifestation of corruption and most cited is financial corruption. However, corruption in the higher education sector transcends financial corruption or misapplication of official resources to private ends. Evidence has shown that a whole range of corruption-related practices have become rampant in the higher education system with devastating consequences not only on the system and individual institutions but on the larger society as well. Also, many individuals have borne the consequences of corruption-related activities in the different institutions including drop-out and underperformance. In a way, Nigeria's tertiary institutions that are expected to be at the vanguard of ethical education to correct the ills of the society have themselves become the haven for corruption and corruption-related practices.

The proof of this is the complaints, public comments against the university system and several petitions received by various regulatory bodies and the Independent Corrupt Practices and Related Offences Commission. It was this that caused the ICPC to invoke its powers under Section 6 (b – d) of its enabling law to set up a team to conduct a comprehensive systems study and review of Nigerian universities, which is one of the means of actualising the preventive mandate of the Commission.

The Systems Study and Review is a fact-finding and problem-solving strategy that involves the examination of current policies, practices, procedures, behaviours and systems of public bodies to determine if they aid corruption and to what extent they are prone to do so. The report of such exercise when carried out is expected to be reviewed with the institution/agency involved for implementation. The ICPC is also empowered to direct and supervise the implementation of recommendations emanating from the exercise with a view to rectifying corruption-prone areas, bring about reduced incidences of corruption and facilitate better service delivery.

The University Systems Study and Review team was established by the ICPC in collaboration with the National Universities Commission (NUC) under the chairmanship of Professor Peter Okebukola, OFR. Its membership was drawn principally from the ranks of the investigative staff of the ICPC but with high-level NUC representation. The Study team had the following objectives:

- To establish the veracity of the various intelligence reports, petitions, complaints and public comments and claims against the University system;
- To examine the practices, systems and procedures of the Universities and ascertain which of such practices, systems and/or procedures aid, or facilitate fraud and/or corruption, impede quality of service delivery, are open to manipulation and circumvention or rules for personal gains thus creating a situation of deliberate or inadvertent victimisation of students and staff;
- To examine the records keeping and retrieval system of the universities in order to ascertain compliance with best practices;
- To examine the rules and practices guiding examination management generally and ascertain whether the rules/practices are in harmony with the objectives of providing high level manpower;
- To examine systems and procedure of admission of students, students' examination/assessment systems, and the duration between examinations and release of results, as well as the procedure under which students are made to remedy their examination deficiencies;
- To examine the finances of the universities especially the sources – subvention, fees, charges, and the quantum;
- To review procedures for the application of such funds and ascertain if there had been abuses/infractions of any extant regulations and statutes.

For the purpose of the exercise, three institutions were selected for the pilot phase, viz.: the University of Nigeria, Nsukka (federal), Olabisi Onabanjo University, Ago Iwoye (State), and Salem University, Lokoja (private). The study involved the administration of extensive questionnaire to survey the perceptions of internal and external members of the various university communities, the collection of information through memoranda, analysis of responses from the questionnaire and memoranda, and conduct of interviews with various stakeholders with a view to substantiating the infractions put forward in the questionnaire and memoranda and determining the ways forward in tackling this problem in the various institutions.

The following key areas of infractions were identified in the process:

- Admissions, enrolment and registration of courses
- Examination administration, award of degrees and graduation of students
- Teaching and learning services and facilities
- Appointments, promotion and discipline of staff

- Departmental administration and faculty governance
- Contract awards
- Management of funds
- Research and research administration

This report is in three volumes:

- Report of the pilot study of the three selected universities
- Template for the conduct of university system study and review
- Template of preventive actions to be taken by stakeholders

At the end of the pilot phase, the outcome is to be discussed with the selected institutions who are also being required to come up with five-year plan of action to exterminate corruption in the various thematic areas identified in their various institutions. The Template for the Conduct of University Systems Study and Review would be applied to other Nigerian universities and extended to other tertiary institutions in the higher education sector.

Working with the regulatory authorities in the higher education sector, viz., the National Universities Commission, the National Board for Technical Education and the National Commission for Colleges of Education, the ICPC would be engaging in capacity building for the principal officers and other managers of our higher institutions as we seek a concerted effort to stamp out this menace that is hindering the development of our higher education sector in this country.

Professor Olu Aina, OFR
ICPC Commissioner

CHAPTER 1

INTRODUCTION

Background to the Study

The Nigerian context

Nigeria is located in the West Africa sub-region on the Gulf of Guinea between longitude 3° and 14° East, and latitude 4° and 14° North sharing land borders with the Republic of Benin to the west, Chad and Cameroon to the east, and Niger to the north. It has a total land area of 923,768 km^2 making it the world's 32nd-largest country. With a population of 162,470,737 in 2011, it is the most-populous country in Africa and the seventh most-populous in the world. About 42.3% of the population is between 0–14 years of age, while 54.6% is between15–6. Birth rate is significantly higher than death rate, at 40.4 and 16.9 per 1000 people respectively. The country has a rich diversity of culture, with more than 250 ethnic groups, and over 500 languages and dialects.

Nigeria is a federation of 36 States and a Federal Capital Territory, Abuja. The states form the second tier of government and are further sub-divided into 774 local government areas (LGAs), which constitute the third tier. An estimated 48 per cent of the population is urbanised and 52 per cent of Nigerians live in rural areas. Close to 60 per cent of the population work in agriculture. Nigeria is the 12thlargest producer of petroleum in the world and the 8th largest exporter, and has the 10th largest proven reserves. It is now the second largest economy in Africa (following South Africa), and the largest economy in the West Africa sub-region. It is ranked 31st in the world in terms of GDP (PPP) as at 2011 (World Bank, 2012). The rich oil reserves have brought great revenue to the country, being listed among the "Next Eleven" economies. Nigeria's wealth and the depreciation in the value system have converged to elevate corrupt tendencies among the citizenry.

The Nigerian education system

The National Policy on Education, adopted in 1981 and revised in 1995 and 1998, 2004 and 2006, provides for a 6-3-3-4 education system made up of six years of primary education (Basic 1 to 6), three years of junior secondary education (Basic 7 to 9), three years of senior secondary education and four years of higher education. Under the Universal Basic Education (UBE) programme, the first nine years of schooling up to the end of junior secondary, now constitute the basic education segment. The system also includes adult and non-formal education programmes, as well teacher training and special education, notably for children with disabilities.

Almajiri schools were recently strengthened to address the problem of street children (almajiris) who fail to take advantage of formal western-type education.

Constitutionally, both Federal and State governments legislate on the planning, organisation and management of education. Basic education, senior secondary education, adult and non-formal education are managed by the LGAs and the states. The Federal government is responsible for policy making and the enforcement of standards at all levels but also owns and manages 104 Unity Colleges and many tertiary institutions. States also establish and manage tertiary institutions.

The National Council on Education is the highest policy making organ and its members include the Honourable Minister of Education (Chairperson) and all State Commissioners of Education. It approves national curriculum for basic and senior secondary, determines policies on all aspects and levels of education and receives feedback on the delivery of education. It also sets standards for quality assurance and guidelines for national examinations for primary and secondary schools. Currently there are 80,700 basic education schools with an enrolment of 27.3 million and 601,068 teachers; 15,349 public secondary schools (enrolment: 8.4 million). There are 3,116,600 students enrolled in 306 tertiary institutions made up of 124 universities, 80 polytechnics, and 102 colleges of education. In 2011, the Gross Enrolment Ratio (GER) (primary) was 96.01, while the Net Enrolment Ratio (NER) was 54.47 (UNESCO, 2011; World Bank, 2011). After this broad view, we should now narrow down to university education, the target sub-sector of this study.

University education in Nigeria

University education started in Nigeria with the establishment of the University College, Ibadan, an affiliate campus of the University of London. At independence in 1960, the new leaders saw the urgent need to establish institutions where high-level human resources will be produced to fill the vacancies being left by the colonialists. Between 1960 and 1962, University of Lagos, Ahmadu Bello University, Zaria and University of Nigeria, Nsukka were added to the list followed by University of Benin in 1970 to make up what is now known as the first generation universities. By 1975, the increasing demand for university education justified further expansion of the system by the Federal Government through the addition of nine new universities over the course of six years. Beginning from 1982, State Governments took advantage of the concurrent legislation on university education by establishing universities and from 1999 when the operating space was opened for private providers, private universities began to emerge. Today, there are 124 universities owned by the federal government (37), state governments (37) and private providers (50). Total enrolment stands at 1.4 million.

Corruption in Nigeria undermines democratic institutions, retards economic development and contributes to government instability. Corruption attacks the foundation of democratic institutions by distorting electoral processes, perverting the rule of law, and creating bureaucratic quagmires whose only reason for existence is the soliciting of bribes. Economic development is stunted because outside direct investment is discouraged and small businesses within the country often find it impossible to overcome the "start-up costs" required because of corruption.

Corruption which ICPC has been fighting with gusto, is a global phenomenon, with African countries well noted for its high indices. Corruption reduces the volume of financial resources available to serve public good. Recent revelations on corruption in the pension system and the oil industry are indicative of the huge loss of financial resources which otherwise would have been available to fund social services. Thus, less funds are available for education. Less funds are available for providing basic infrastructure including public transportation and energy. Healthcare delivery is also affected. Corruption accelerates poverty which in turn drives up illiteracy rate. ICPC under the new management is quickening the pace of eradication of corruption in the public sector so that more resources are available to serve the public good.

The ICPC Act 2000 brought a fresh and decisive perspective to the fight against corruption in the form of a holistic approach encompassing enforcement, prevention and educational measures. It captures in a single document, a host of corrupt offences in their old and sophisticated guises. It sets up the Independent Corrupt Practices and Other Related Offences Commission with wide-ranging powers. The Act brings under its purview all Nigerians, in the private and public sectors and even those public officers with constitutional immunity.

The Commission which was inaugurated on September 29th, 2000 by the President, Chief Olusegun Obasanjo, has as vision "To be the foremost agent of change in the war against corruption and corrupt practices in the polity and thereby restore Nigeria'. Its mission is "To employ all available legal means to rid Nigeria of all forms of corruption and thus promote transparency, probity, accountability and integrity in the public and private life of all Nigerians'.

The Commission is at the hub of Nigeria 's fight against corruption. The main duty of the commission is to receive complaints, investigate and prosecute offenders. Other duties include education and enlightenment of the public about and against bribery, corruption and related offences. The commission also has the task of reviewing and modifying the activities of public bodies, where such practices may aid corruption.

The National Universities Commission (NUC) was established in 1962 as an advisory agency in the Cabinet Office. In 1974, it became a statutory body. In its 50 years of existence, the Commission has transformed from a small unit in the cabinet office to an important arm of government in the area of development and management of university education in Nigeria.

The main functions of the Commission are (a) **g**ranting approval for all academic programmes run in Nigerian universities; (b) granting approval for the establishment of all higher educational institutions offering degree programmes in Nigerian universities; (c) quality assurance of all academic programmes offered in Nigerian universities; and (d) channel for all external support to the Nigerian universities.

The Commission has twelve Departments namely Department of Academic Standards, Department of Inspection and Monitoring, Department of Management Support Services, Department of Students Support Services, Department of Research and Innovations, Department of Information and Communications Technology, Department of Finance and Accounts, Department of Quality Assurance, Department of Physical Planning and Development, Department of Open and Distance Education, Liaison Office Department and the Executive Secretary's Office.

Through its quality assurance activities, NUC has been taking steps to address corrupt practices in the Nigerian university system. Five steps are noteworthy. Five-yearly visitation to the universities is one. According to most university laws:

> The Visitor shall, as often as the circumstances may require, not being less than once in every five years, undertake a visitation to the University or direct that such a visitation be conducted by a selected team of academics, University administrators and/or professionals set up by the Visitor for the purpose of ascertaining that the objectives of the University are being met, and to this end:
>
> 1. conduct an evaluation of the vision and mission of the University;
> 2. ensure that the academic standards envisaged are sustained; and
> 3. enquire whether the administrative and financial affairs of the University are being conducted in accordance with the provisions of these Law, Statutes, Ordinances and Regulations and in consonance with acceptable ethical and professional standards.

The second step is NUC's insistence on a transparent, fearless and quality external examiner system where an expert from outside the university examines the "academic books" of the university to ascertain compliance with minimum academic standards in examinations including quality of examination papers and grading of scripts. Victimisation of students and poor coverage of syllabus, where these exist is often unveiled during external examinations. The third step is through ad-hoc investigation panels set up when complaints are lodged against a university by members of the internal and external community on corrupt practices. The fourth is the insistence on submission of reports of external auditors by universities which in the view of the Commission will provide insight into possible corrupt practices. The fifth is the routine monitoring of all operations of the university and accreditation of programmes.

NUC, under the leadership of Professor Julius Okojie, is expanding its quality assurance horizon to include institutional accreditation. Institutional accreditation is a process where an institution is reviewed by a competent body or organisation for the purpose of establishing whether or not the institution meets a particular set of standards. Institutional accreditation considers the characteristics of the institution as a whole. It evaluates the organisational capacity to deliver quality programmes. It does not seek to deal with any particular programme in detail although programmes are reviewed as a part of the consideration of the entire institution. It examines such institutional characteristics as governance, administrative strength, academic policies and procedures, quality of faculty, physical facilities and financial stability. It is an evidence-based process carried out through peer review.

Justification for the Study

That there is corruption everywhere in Nigeria is a statement of fact; its reality stares all of us in the face. Various forms of corruption permeate every sector and every level of governance, not leaving out the families and individuals. The most modest estimate of how bad Nigeria's corruption is suggests that between $4 billion to $8 billion is stolen from the coffer of the Nigerian state year in year out. As a matter of fact, Nigeria is ranked 143 out of the 183 counties in the 2011 Transparency International Corruption Perception Index. The effects of such a high level of corruption have been varied and deep, manifesting in economic, socio-psychological, political and other dimensions. Lack of ethical standards throughout the agencies of government and business organisations is a serious setback as it has resulted in frustrated, dis-oriented and disillusioned citizenry, especially the poorly educated youth who are either unemployed or made unemployable. As a result of compromised conducts of the people holding positions of trust not doing the right thing, most of our national social and physical infrastructures are decadent. Corruption and its related vices have created socio- injustice, denial of rights and privileges because the highly placed ones in our society enjoy impunity.

Over the years however, especially since 1999, the Nigerian Government has become more focused and committed to fighting the menace of corruption, for which adequate legal and institutional frameworks have been put in place. Indeed, in consonance with the 1999 Constitution, the National Assembly has considered and passed a couple of laws to ensure accountability and transparency in government, including the passage of the Corrupt Practices and other Related Offences Act in year 2000, which brought a fresh and decisive perspective to the fight against corruption in the form of a holistic approach. The Act 2000, which is not only Penal but also Advisory and Preventive, set up the Independent Corrupt Practices and other Related Offences Commission (ICPC), an agency which is currently at the hub of Nigeria's fight against corruption.

As indicated by the numbers of investigation and prosecution done so far, it can be said that the Nation and its anti-graft agencies have accorded the fight against corruption in Nigeria high priority in the past few years. However, while these ongoing efforts by anti-corruption agencies, including the police and the judicial arm of government, are important, there remains the need for the citizenry to internalise anti-corruption consciousness. This is because without the engagement of a critical mass of the citizenry, the fight against corruption cannot be won. It is also an acknowledged fact that the fight against corruption can only be effective when the systemic disorders that weaken institutions of government to perform are corrected, when the punitive measures for corrupt practices are strengthened and when the necessary key anti-corruption tools and consciousness are developed and activated, especially in critical sectors of the country.

Thus, towards the realization of a corruption-free Nigeria, the Independent Corrupt Practices and Other Related Offences Commission, which is vested with the mandate to detect, investigate and prosecute violators of the ICPC Act, 2000, has not only interpreted its mandates to include compelling all public organizations to reform their weak and corruption-ridden systems, procedures and practices but has also included it as its responsibility to advice, educate and foster public support against corruption. Fortunately, these are statutory mandates for which the Commission is conferred with special powers to arrest, investigate, prosecute persons, confiscate or cause assets to be forfeited. In a nutshell, ICPC has the responsibility for investigation of cases of corruption and related crimes, examination of corruption prone practices, systems and procedures of public bodies as well as advising the bodies to adopt remedial measures, and for raising public awareness about corruption and its impact, with a view to enlist public support in the fight against the corrupt.

As fallout of its continuous re-engineering, the Commission recently reviewed its vision, mission, core values and priorities by drafting a new Strategic Action Plan to guide it for the next five years from 2013. In all of this, the new leadership of ICPC has adopted the "reduction of System-Induced Corrupt Practices" to the barest

minimum as a key strategic objective, the reason for which an increased attention is being paid to the preventive mandate of the Commission, using the systemic, sector by sector approach.

Among other things, flagrant disregard for and abuse of stipulated rules, policies and procedures, have been reported against our universities, a key sub-sector for producing future leaders. These anomalies are said to have resulted in: admission and examination records mismanagement, delays in students' timely graduation, all kinds of victimization, admission racketeering, high level examination malpractice, graduation of unqualified students, financial impropriety with regard to project and infrastructural development, distortion in enrolment/carrying-capacity/ admission quotas, and misappropriations in the application of funds leading to inadequacy or outright absence of requisite learning/teaching facilities amid substantial provision of funds by government and other stakeholders. The present state of affairs (of dilapidation, low institutional esteem and poor quality products) obviously portends grave danger for the nation; when the factory for producing present work-force and leaders of tomorrow became greatly compromised in its natural role, something drastic is needed to be done to rectify the decay and secure the future of our nation, and very fast too. Where else to start, other than the university system!

Therefore, ignited by one of the numerous complaints and petitions against the Education sector, especially the University system in Nigeria, the Commission took on the gauntlet by taking a decisive step to invoke Section 6 (b-d) of its enabling law, to undertake a comprehensive Systems Study and Review of Nigerian Universities. Cognisance of the professional and far-reaching requirements of this national reformation task, a protocol for cooperation and collaboration in the planning and execution, has been established between the Commission, ICPC, the National Universities Commission, NUC, the key regulator, and other stakeholders. The exercise is intended to help improve the delivery of quality education, especially university education in Nigeria, improve the climate for transparency and accountability in the same system and ensure delivery of a world class performance.

System Study and Review

System Study and Review, being one of the three main activities of the Commission is a fact-finding and problem-solving strategy, designed to actualize the preventive mandate of the Commission. It involves the examination of the current policies, practices, procedures and systems of public bodies with a view to determine if they aid corruption and to what extent they are prone to do so. A review of corruption prone system is designed, conducted and shared with the management of the reviewed institution/agency for an eventual mandatory implementation. To the extent that the Commission is also empowered to direct and supervise the implementation of its recommendations, with the intention to rectify corruption

prone areas, system study strategy is sure to bring about reduced incidences of corruption and facilitate better service delivery by the public body so studied.

ICPC is not new to the education sector. It has designed some creative initiatives and programmes to promote integrity and anti-corruption consciousness in the sector especially by providing platform for youth participation in the national drive for corruption eradication. Worthy of note among these are: the National Values Curriculum infused into all levels of education (initiated & funded by ICPC but executed on a multi-agency platform); the Integrity Lecture Series in schools, formation of Anti-corruption Clubs and Youth Competitions among children of secondary school age. Not stopping there, the Commission has a subsisting collaboration with the National Youth Service Corps (NYSC) to execute what is known as anti-corruption Community Development scheme whereby fresh graduates, trained in anti-corruption strategies, are deployed and integrated into the socio-cultural fabric of their community while they pass through a mandatory national service for the period of one (1) year.

The intention to conduct a system audit of the Nigerian Universities, though coming on the backdrop of a barrage of petitions from students and other stakeholders, is justified because of the importance of the sector in moulding future leaders of our country and producing the essential manpower required for national growth and development. It is a fact that, if the nation must make progress, attain twenty-first century and compete favourably in the comity of nations, the foundation of its youth and workforce must be sure-footed in integrity, competence and professionalism. This desired goal is presently being hampered by the various allegations of systemic failures against Nigeria's tertiary educational institutions, a sector key to delivering quality manpower and future leaders for Nigeria.

Objectives of the Study

The exercise is intended to improve the delivery of quality education, especially University Education in Nigeria, improve the climate for transparency and accountability in the same system and ensure better international rating of our institutions in the delivery of world class performance. Specific objectives and Terms of Reference for ICPC/NUC collaborative intervention in the university system are as follows:

1. To establish the veracity of the various intelligence, petitions, complaints and public comments and claims against the university system;
2. To examine the practices, systems and procedures of the Universities and ascertain which of such practices, systems or procedures aid or facilitate fraud or corruption; impede on quality of service delivery, or open to manipulation

and circumvention for personal gains and creating situation of deliberate or inadvertent victimization of students and staff;

3. To examine the record keeping and retrieval system of the universities in order to ascertain its compliance with best practices;

4. To examine the rules and practices guiding examination management generally and ascertain whether the rules/practices are in harmony with the objectives of providing high level manpower;

5. To examine systems and procedure of admission of students, students' examination/assessment systems, and the duration between examinations and release of results, as well as the procedure under which students are made to remedy their examination deficiencies; and

6. To ascertain if there had been abuses/infractions of any extant regulations and statutes in the areas of admission, management, finance, university autonomy and academic freedom.

CHAPTER 2

CONCEPTUAL/THEORETICAL FRAMEWORK AND REVIEW OF RELATED STUDIES

Definitional and conceptual issues

The report, *"Corrupt schools, corrupt universities: What can be done?",* by Hallak and Poisson of UNESCO's International Institute For Educational Planning defines corruption in the education sector as **"the systematic use of public office for private benefit, whose impact is significant on the availability and quality of educational goods and services, and, as a consequence on access, quality or equity in education"**. This expands the succinct definition by Transparency International as **"abuse of office for private gain"**. As noted by Rumyantseva (2005), contemporary literature gives multiple definitions of corruption, all of which take into account one or more particular aspects, but none can account for its complexity. As a result, some definitions are limited and only applicable in a narrow range of cases. The opposite also occurs when the definitions become too broad and, as a result, useless (Waite & Allen, 2003). In the expansive view, corruption covers a wide range of activities, such as favouritism, nepotism, clientelism, soliciting or extortion of bribes, and embezzlement of public goods.

For this study, we adopted the conceptual framework of Hallack and Poisson (2007) which shows that there are both internal and external factors conducive to the development of corrupt practices within the education sector. Internal factors are linked to the decision-making and management structure of the education system itself; educational policy-makers and administrators, and more globally speaking education stakeholders, can have a direct impact. Whereas external factors are linked to the overall environment in which the education sector operates, education policy-makers and administrators have no impact – or at least only an indirect impact – on them. Strategies to improve transparency and accountability in education must take into consideration both internal and external factors to succeed.

Several forms of corruption in higher education have been described. Rumyantseva (2005) summarised Heyneman's categories of corruption in higher education and distinguished between corruption in selection, corruption in accreditation, corruption in procurement, professional misconduct, and corruption in educational property and taxes. It occurs at several levels of the education system:: Ministry of Education, region–district, school level, classroom–teacher level, and international agencies. It manifests itself through such activities as favouritism in procurement, favouritism in personnel appointments, ghost teachers, selling admissions and grades, private tutoring, and skimming from project grants.

Among the various internal factors that are conducive to corruption in education are the absence of clear norms and regulations, the opacity of procedures, monopoly and discretionary power, lack of professional norms, low salaries and weak incentive

systems, low management capacity, and poor public information. External factors are Absence of political will political/economic/social structures in place; decline of ethical values, lack of external audit, poor judiciary, strong competition for jobs, and no right to information.

Table 2.1: Various Forms of Corruption in the Education Sector

Form of Corruption	Embezzlement	Bribery	Fraud	Extortion	Favouritism
Definition	Theft of public resources by public officials	Payment (in money or in kind) given or taken in a corrupt relationship	Economic crime that involves some kind of trickery, swindle, or deceit	Money and other resources extracted by the use of coercion, violence, or threats of force	Mechanisms of power abuse implying privatization and a highly biased distribution of state resources
Examples from the Education Sector	Educational funds used for political campaigns School funds diverted for private interest	Bribes paid to be recruited as a teacher Bribes paid to be admitted to school or university	Ghost teachers on payrolls Creation of fake diplomas	Illegal fees collected to be admitted to school Sexual harassment for promotion	Recruitment of administrators based on their membership of a political party Good marks obtained due to favouritism

Source: Hallak and Poisson (2007)

Characteristics of a corruption-free educational system

Heynemann (2004) lists the following characteristics of an educational system that is corruption-free:

- Equal access to educational opportunity;
- Fair distribution of educational materials and curricula;
- Fair and transparent criteria for selection of students for higher education;
- Fair judgment of institutions by professional standards equally applied and open to public scrutiny;
- Fair acquisition of educational goods and services; and
- Professional standards of conduct by administrators and teachers in both public and private educational institutions.

An educational system that lacks any of these characteristics suffers from corruption.

Brief review of related literature

Effects of corruption in education

Corruption has several negative effects on education. It undermines the trust of employers and the general public in educational institutions (Okebukola, 2009). As enumerated by Hallak and Poisson (2007) and Rumyantseva (2005), it is detrimental to public health and safety by allowing incompetent doctors, teachers, and other professionals who have purchased their grades or licenses to practice. It undermines the sources from which countries select future leaders. It diminishes the effectiveness and quality of higher education and inhibits access for the poor. Corruption distorts civic culture by scarring the reputation of fairness normally associated with an educational establishment and breeding a culture of cynicism about the nation and its claimed civic virtues. When higher education is corrupt, young people come to believe that cheating and bribing is an acceptable way to advance their careers. Corruption undermines incentives that motivate young people to work hard while teaching them that there are easier ways to achieve success. In essence, educational institutions characterised by corruption weaken, rather than strengthen, a nation's social cohesion.

Transparency International (TI) in its 2011 study on *"Forms and Effects of Corruption on the Education Sector in Vietnam"* found that children lose opportunities to attend school due to corruption in the enrolment process; the high burden of illegal school fees for families, which leads to high dropout rates; corruption in management, and selecting and recruiting teachers, which leads to lower teaching quality; and corruption in procuring educational equipment and supplies, which leads to shortages of classrooms, teaching equipment and supplies, and textbooks. It also affects social equity. In TI(2011)'s view, corruption particularly affects the poor and the most vulnerable groups, including women. These groups rely more on public services and can hardly afford informal payments to access education (or to be protected by the law).Therefore they are more affected by high dropout rates, poor teaching quality and vulnerability to outside-of-school influences. Research by TI conducted in Mali shows that the completion rate in primary education was just 40 per cent, and that the main causes identified were insufficient textbook supplies and poor quality assurance mechanism. Here again, the poor are more affected by corrupt practices. Further studies by TI also found that an effective mechanism of selection of talents (meritocracy where people's success is based on individual merit, competency and talent, not on relationships or money) has a strong influence on political, social and economic development, and that developing countries can improve their per capita GNPby 5 per cent if their leaders are selected on the basis of merit, competency and talent.

In a recent study involving Nigerian subjects, Torulagha (2010) found significant relationships between corruption and (a) lack of infrastructural development, modernisation and rehabilitation of Nigerian educational institutions; (b) lack of concern for student services; (c) the poor state of academic standards; increasing lack of professionalism and ethical standards by administrators and teachers/instructor/lecturers/professors in secondary schools and institutions of higher education; the mushrooming of private educational institutions in Nigeria; and exploitation and amorality in the educational sector and the culture of corruption, exploitation and amorality in the sociopolitical system.

Ayobami (2011) noted the effects of corruption on nation-building. Corruption in his view, has an adverse effect on social and economic development and also in building a nation. The effects include: diversion of development resources for private gain; misallocation of talent; loss in tax revenue; negative impact on quality of infrastructure and public services; and slowing of economic growth

Table 1.2: Levels and manifestation of corruption

Level of Corruption	Role Corruption Plays at Given Level	Problems Caused
Policy Level	Afflicts the allocation of resources to the education budget	Leaves the education sector under- resourced
Central Ministry Level	"Grand" corruption; Involves the diversion of funds associated with procurement, construction, and those intended for allocation to lower levels of the system	Funds for educational institutions are siphoned off before reaching schools
School and Administrative Level	"Petty" corruption; Involves the diversion of money and supplies on their way to schools, and bribes from educators lower in the system seeking to secure opportunity or avoid punishment	Education supplies are lost to pay-offs, under-deliveries, and over pricing; contributes to low quality public teaching
Classroom Level	Bribes paid by parents to ensure access, good grades and graduation	Prevents access for disadvantaged groups, creates bias against pupils on ethnic or gender grounds

Source: Adapted from Meier (2004)

The general consensus as summarised by Canfield (2011) is that corrupt countries tend to spend less on education because there are fewer opportunities to extract bribes within the education sector thaninothersectors.AsarguedbyTanziandDavoodi(1997),thenetresultofcorruptionis to increase the share of public investment in GDP, thereby reducing public spending

in other areas, such as education and health. Mauro (1998) finds a negative correlation between corruption and government spending on education as a ratio to GDP. De la Croix and Delavallade (2008) use cross-country theoretical and empirical analysis to establish a link between the level of development and the various kinds of budgetary distortions caused by corruption that hamper growth. In developing countries, a failing legal system leads to a fall in the ratio of human capital spending to physical capital spending. Meanwhile, Ehrlich and Lui (1999) present a theoretical model in which corruption, specifically rent-seeking activity, diverts resources away from other growth activities such as production and investment in human capital.

We turn in the next chapter to the methodology employed in the study to detect practices associated with corruption in three pilot universities in Nigeria. The instrument for data collection and the general thrust of the study are set within the foregoing conceptual and theoretical framework. To achieve this, the variables targeted are those related to input, process and output of the university system.

CHAPTER 3

METHODOLOGY

Sampling

Pilot Sites

Three universities were randomly selected from among the 124 universities after stratification on the basis of proprietorship. University of Nigeria, Nsukka was selected from the federal university system while Olabisi Onabanjo University, Ago-Iwoye was selected for the state university system and Salem University, Lokoja for private. All students and staff of the three universities as well as members of the external communities constituted the population for the study.

Instruments

Development and Validation of Questionnaires

The peculiarities of the university community guided the development of the questionnaires. The data and information collected from previous research conducted on topical areas in the education sector by the Independent Corrupt Practices and Other Related Offences Commission (ICPC) as well as Visitation Panel Reports from the National Universities Commission (NUC) provided a rich database in the design of the questionnaires.

Two questionnaires were designed for the pilot phase of the study: one for the university internal community (comprising Management, Senate, Academic and Non-academic Staff, Academic and Non-academic Staff Unions, Students' Union and Students) and another for the university external community (made up of entities who have or had dealings with the University, e.g. parents, owners of students' hostels, contractors, traders, operators of business centres and transporters.

A typical questionnaire commences with an introduction of the import of the University System Study and Review exercise as well as an assurance of professionalism and confidentiality in the application of any information provided. This is followed by Sections A and B on Brief Bio-data of respondents and General Questions respectively. However, the Internal Community Questionnaire has a third Section (Section C) on Academic Programme Implementation.

With the first draft copy of the questionnaires prepared, each question was subjected to scrutiny just as the responses were closely considered by a team of experts drawn from different backgrounds with relevance to the various segments of

the university community. The process was repeated to produce the second draft copy. The third copy was produced after trial entries were made using the program designed for data entry using Microsoft Access. Consequently, the final copies of the university internal community as well as the university external community were produced having been subjected to three levels of validation process.

Memoranda

Submission of memoranda was sought from the university internal community, university external community as well as the general public. This instrument has been proven useful for gathering intelligence, petitions and public comments on any topical issue. Hence, it was adequately deployed at the pilot phase of the study.

The statutory mandate invoked in calling for memoranda, i.e. section 6 (b – d) of the Independent Corrupt Practices and Other Related Offences Act 2000 (hereinafter referred to as the ICPC Act 2000) was clearly stated on the different media used for this purpose, namely: posters, handbills and newspapers. The six objectives of the study in consonance with section 6(b – d) of the ICPC Act 2000 were also captured on the call for memoranda. The address for submission of signed original hardcopies of memoranda within the university internal community in particular, was also clearly stated on each of the media employed. Furthermore, a general address for uploading softcopies of memoranda, i.e. the University System Study and Review website: unireview@icpc.gov.ng was made available with the deadlines for submission indicated.

Notice of invitation to submit memoranda was served at least a week before the study team visited each of the universities selected for the pilot study. In each of the university internal community segment engaged on arrival at each University, i.e. Council, Management, Senate, Staff Unions, Students' Union and Students; a member of the Study Team was appointed to explain the process for submission of memoranda (hardcopies and softcopies), while handbills were equitably distributed and posters pasted at strategic locations within and outside the university community. Members of the study team were also available at designated locations and period to collect hardcopies of memoranda from the respondents.

Procedure

Procedure for Questionnaire Data Collection

Coordinators were appointed from among team members for collecting completed questionnaires for each stratum in the internal university community, i.e. Vice Chancellors Office, Management, Senate, Academic and Non-academic Staff, Academic and Non-academic Staff Unions, Students' Union Government, Students

(according to Faculties and Departments) as well as the University External Community; especially for the Federal and State Universities sampled. Worthy of note is the engagement of members of ICPC's grassroots anti-corruption mobilisation unit, the National Anti-Corruption Volunteer Corps (NAVC) for collection of questionnaires from the university external community in University of Nigeria, Nsukka (UNN) and Olabisi Onabanjo University (OOU), Ago-Iwoye. Team members were in turn stationed in strategic locations within the Universities at specified periods of the day to collect completed questionnaires from these coordinators.

Procedure for Receiving Memoranda

Call for memoranda constituted a major source of gathering intelligence, petitions and public comments on goings-on in the University system. Respondents were encouraged to submit signed original hardcopies of their memoranda (addressed to the Secretary of the Study Team) directly to the members of the Study Team who were available at designated locations and period to promote confidentiality, while the University System Study and Review designated website: unireview@icpc.gov.ng also provided a medium for uploading softcopies of memoranda. However, deadlines were given for submissions, to enable the team aggregate the submissions and analyze same promptly. Vital information and documents that are germane to the success of the exercise were gathered as memoranda and put to judicious use.

Follow-up interviews after data analysis

Sequel to gathering of data and information from the questionnaire analysis and scrutiny of the memoranda, an interview guide was developed to aid follow-up interviews. The guide contained thematic areas identified from responses analysed from the questionnaires, the associated corrupt practices elicited, the likely interview questions to be asked and the specific respondents to provide answers to these questions.

The study team was thereafter divided into four (4) sub-teams based on areas of competencies, to make for focus, effectiveness and efficiency. The various strata in the university community, namely: Vice Chancellor's Office, Management, Senate, Academic and Non-academic Staff, Academic and Non-academic Staff Unions, Students' Union, Students *(sampled randomly from different Faculties and Departments)* were interviewed via this strategy. While some of the responses corroborated the results from the questionnaire data analysis and substantiated the content of the memoranda, others educed in specific ways, the various means of undermining and compromising even the procedures and guidelines already in place within the system. The interviews afforded the team opportunity to interact with the entire University Community.

CHAPTER 4: Results

REPORT ON UNIVERSITY OF NIGERIA, NSUKKA

Introduction

University of Nigeria, Nsukka (UNN), is a federal university located in Nsukka, Enugu State, Nigeria. The law establishing a University in the Eastern Region of Nigeria was passed in 1955 and by the 7th of October, 1960, at the apex of the Nigerian independence celebrations, the university was officially opened.

UNN was the first full-fledged indigenous and first autonomous university in Nigeria, modelled upon the American educational system. It is the first land-grant university in Africa and one of the five elite universities in the country. The university has 15 Faculties and 102 academic departments; it offers 82 undergraduate programs and 211 postgraduate programmes.

With a student population of 220 and 13 staff members at inception, the institution grew to an enrolment total of 20,747 students in the 1995/96 calendar, and subsequently emerged into astute dominance with a student body that currently sits at a whooping excess of 36,000 students. The workforce that keep the academic motivation at the optimal high presently stands at some 1,700 senior administrative, senior technical and other ardently functional officers.

The University of Nigeria has four campuses – Nsukka, Enugu and Ituku-Ozalla – located in Enugu State and one in Aba, Abia State, Nigeria; it celebrated its 50th anniversary in October 2010. The incumbent Vice-Chancellor who assumed office in 2009 is *Professor Batho N. Okolo.*

This section presents findings of the questionnaire survey and public hearing conducted in relation to the specific objectives of the system study and review at the University of Nigeria, Nsukka. Following the administration of questionnaires and receipt of memoranda from the university community in July 2012, the team undertook a detailed analysis of the questionnaire responses. This analysis led to the extraction of recurring themes in the responses after which questions that eventually guided the public hearing phase were developed. The public hearing took place in November 2012.

The summaries of findings for both the questionnaire administration phase (i.e. questionnaire survey and receipt of memoranda from staff, students and members of the external community of University of Nigeria, Nsukka) as well as the public hearing phase are aggregated in this report under the following themes:

1. Admissions-related corrupt practices

2. Corrupt practices associated with the course registration
3. Appointment and promotion-related corrupt practices
4. Discipline/Training-related corrupt practices
5. Corrupt practices related to conduct of examinations
6. Corrupt practices related to award of degrees and graduation of students
7. Corrupt practices related to contract awards
8. Corrupt practices related to teaching and learning services
9. Mismanagement of Funds
10. Corrupt practices related research
11. Corrupt practices related to facilities
12. Corrupt practices related to departmental administration and faculty governance

Sample distribution (Questionnaire)

A total of 262 staff and students of the university completed the survey questionnaire. Details of the distribution which showed about two-thirds staff and a third students are reported in Table 1.

Table 1: Distribution of respondents by category of staff and students

Category of staff	Frequency	%
Member of Council/ Management	5	1.3
Teaching Staff	68	17.4
Non-teaching Staff	45	11.5
Non Teaching Staff (NASU)	3	.9
Students	209	53.6
Teaching Staff (Union)- ASUU	4	1
Unionist	14	3.6
Unionist SSANU	4	1
Student Union	1	.3
Alumni		
NAAT	4	1
Unclassified	29	7.4
Total	390	100.0

The distribution by gender is shown in Table 2. About 46% of the respondents to the questionnaire were female.

Table 2: Distribution of respondents by gender

	Frequency	%

Female	180	46.2
Male	183	46.9
Unclassified	27	7
Total	390	100.0

Participants at the public hearing

In conducting the public hearing (oral interviews) at UNN, the ICPC-NUC study team worked in four parallel groups, interacting with management, staff and students among others. Specifically, the teams had sessions with Principal Officers of the University including VC, DVC (Admin and Academic), Registrar, Bursar, University Librarian, Deans, HODs, Internal auditor, senior bursary staff, senior registry staff, admissions officers, examinations officers, representative of the ICT Unit, President and key officials of the Student Union, officials of staff unions- NASU, SSANU and NAAT.

Theme 1: Admissions, Enrolment and Registration of Courses

Perception of corrupt practices related to admission and enrolment

Only about 15% of staff and students of UNN who responded to the questionnaire during the study complained on students' admission as problematic, corruption-prone or corrupted (Fig.1).

Assessment of the process of students admission in the university
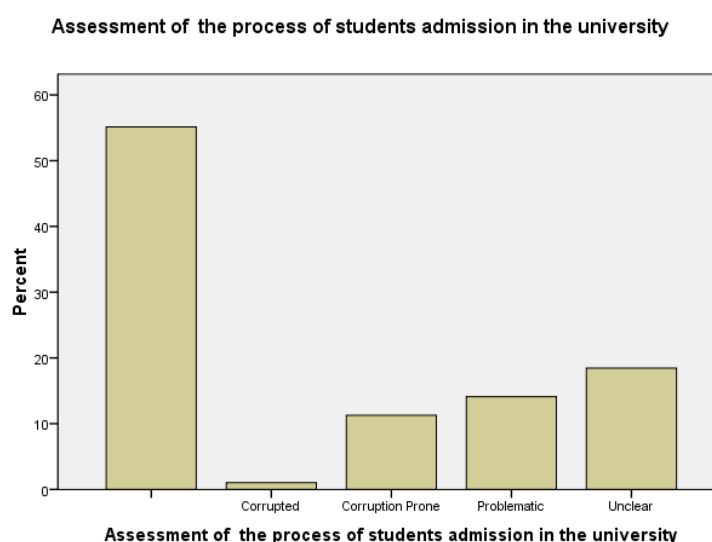
Figure 1: Assessment of the process of students' admission at UNN

On over-enrolment though 39% of the respondents agreed that it is a problem, almost the same proportion (37%) disagreed.

Table 3:

Over-enrolment is a problem

Response	Frequency	%
Agree	151	38.7
Disagree	143	36.7
Don't Know	77	19.7
No opinion	19	4.9
Total	262	100.0

However,(as shown in Fig.2) while rating their university on adherence to rules and policies relating to admission, about 30% of the sampled population rated UNN as either high or average.
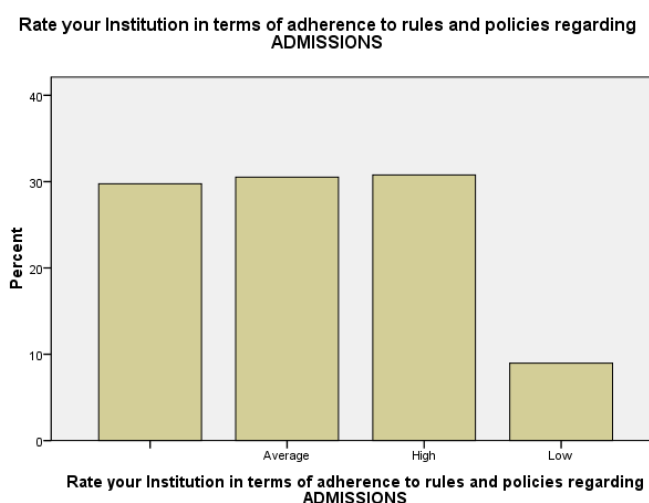
Figure 2: Rating on adherence to rules and regulations guiding admission

The public hearing conducted at UNN provided the following explanations regarding corrupt practices in admissions and enrolment-related matters:

- It is claimed that there is very negligible corruption in admission process and the process is very clear and virtually full proof, indeed rated 9.9 on transparency scale. Supported by documents, UNN admission quota, in the past three years, stands at about 6000 per admission as prescribed by JAMB
- The institution has maintained the carrying capacity given by NUC (slightly marked up by about 500).
- There is no case of over enrolment at all, as these figures are maintained and never exceeded.(Deans and HODs are of the opinion that enrolment is still higher than the available facilities and staff strength)

- The University also do not have any part-time programme anymore; indeed, most of its part-time programmes have been collapsed and it is now left only with the Sandwich programme.
- The university abides by the national admission policy and guidelines as determined by JAMB and NUC, no peculiarities is entertained. The percentages are as specified for merit, catchment areas, educationally disadvantaged area, discretion and all those things.
- Supplementary admission is not treated as separate admission as such, but is actually used to make up for shortfalls; however, the same guidelines and same criteria are followed as with main list.
- Since what happens today across the world is that universities do not expand physically any more but electronically, the university is planning to start online programmes, for which a company called "blackboards" has been engaged as consultant so as to start the online programme in the next academic year.
- Also, an "Office of Distant Learning" has also been established for articulating the strategic plan for the online programme.

Strategies for dealing with admission-related corrupt practices: Suggestions from Questionnaires

Below are few of suggestions that were derived from the responses to questionnaires administered at UNN:

- Not keeping to NUC carrying capacity/quota guidelines should be sanctioned
- provision of adequate infrastructural facilities and physical expansion
- Adequate funding of the university
- increased provision of teaching-learning materials
- Strictly basing admission on merit – specifying required qualifications
- More Federal universities should be established.

Table 4: Questionnaire responses on strategies for eliminating corruption associated with admission and over-enrolment

Strategies	Cumulative %
A single admission list with specific number of students should be pursued rather than having five or more lists	67.4
Adherence to NUC quota stipulated for the university and as stated by Council and based on available physical structures and staff.	67.9
Adhering to rules, guidelines for enrolment and carrying capacity	68.7
Admission should be stopped until the issue is resolved	70.8

Admission should be strictly on merit via post-UTME	71.0
Building more schools, more infrastructures and employment of teaching and non-teaching staff	73.1
By establishing better criteria for enrolment	75.4
Citing of more universities in Nigeria	76.7
Establish more federal universities	80.3
Increased funding of the university	83.3
Irrelevant courses should be aborted	83.6
NUC to ensure that no university exceed the number of student in a class	87.7
Publicly announcing the carrying capacity for each university/courses and ensuring strict adherence	90.3
The University can provide more facilities. They can also stick to their carrying capacity	95.9
The university should admit few students.	96.2
This anomaly can be corrected through strict post-UTME and screening exercise	96.9
This was the case before 2009. however of recent, there have been some measure of adherence to stipulated guideline	97.7
Using the right means of getting admission	100.0

Strategies for dealing with admission-related corrupt practices: Suggestions from Public Hearing

- Strict adherence to carrying capacity and admission quota ; principal officers taken full responsibilities and not abdication
- Universities should expand electronically not physically.
- In the cases of discretionary list, every form of manipulation including inducement, forgery of letter-headed papers are possible; make direct confirmation of demands from the source but stick to stipulated standards not matter what
- Enlightenment for the sources of pressure (the political masters), with regards to process/policy and the negative effects/ repercussion of anything contrary.
- Admission Office should be better equipped with skilled manpower and facilities.
- Enabling environment, like functional internet facilities (full computerization of the system)
- Development of a Guideline for admission should be put in place to take care of admission related issues, irrespective of who is at the helm of affairs, so that institutional integrity is enhanced.
- Strict adherence to NUC guidelines

- Clearance from JAMB on completion of Course at University and before enlistment for NYSC
- Since the problem of over enrolment is a problem of Model of Education rather than of access, avenues for high-level certificated alternative vocations must be created to reduce enrolment pressure on conventional universities
- Publication of admission list with scores indicated enrolment (special case was made for a befitting building for Faculty of Education)
- Expansion of infrastructural facilities to march admission
- More frequent accreditation as a routine process; should serve as mid-term report of a university management team

Theme 2: Examination Administration, Award of Degree and Graduation of Students

Perception of corrupt practices related to examination administration

While over 47% of members of the UNN community claimed in the questionnaire that cheating during examinations is not frequent in their university, about a quarter held the view that it is frequent (see Figure 2). Over 60% of the sample of 390 also disagreed or reported ignorance of manipulation of internal examinations including post-UTME at UNN. However, about 27% asserted that the phenomenon exists (Table 5).

Table 5: Internal examinations, including Post-UTME screening are open to manipulations at UNN

Response	Frequency	%
Agree	108	27.7
Disagree	154	39.5
Don't Know	90	23.1
No opinion	38	9.7
Total	390	100.0

Frequency of cheating during examinations
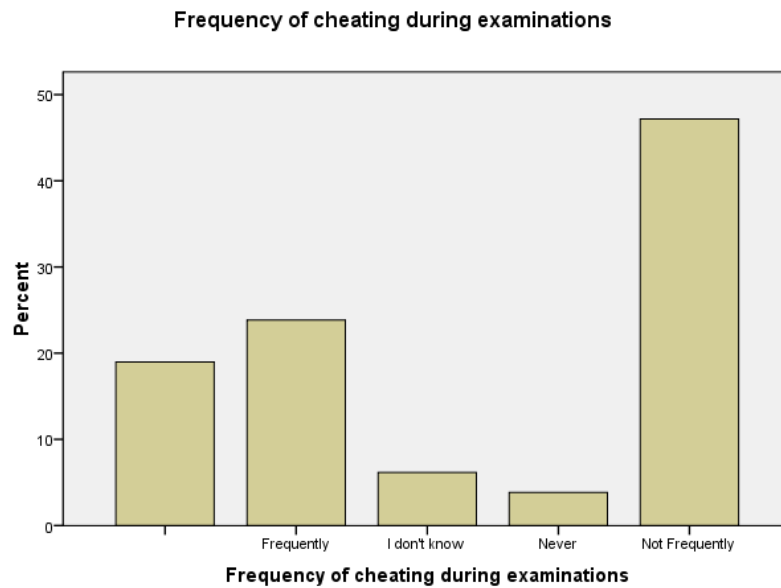
Figure 3: Assessment of frequency of cheating during examinations at UNN

Deeper insight was sought into the incidence of cheating by seeking to know the frequency of selling of examination questions. Most of the respondents either claimed that the phenomenon is out rightly not frequent or claimed lack of knowledge of it although about 25% said it is frequent (Figure 4).

Frequency of selling of examination questions or answers
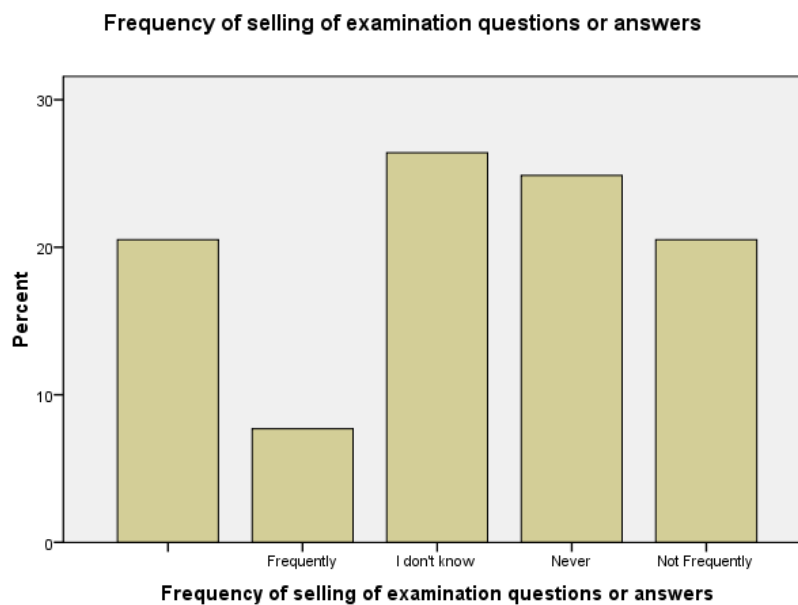
Figure 4: Frequency of selling examination questions and answers at UNN

Delay in the release of students' results is corruption-prone conduct. Data from the questionnaire survey showed that close to almost half of respondents agreed that there are problems associated with the delay of students from graduating due to poor record keeping and deliberate victimisation by officials (Table 6).

Table 6: There are problems associated with the delay of students from graduating due to poor record keeping and deliberate victimisation by officials

Response	Frequency	%
Agree	186	47.7
Disagree	84	21.5
Don't Know	79	20.3
No opinion	41	10.5

It is worth noting that more than 20% of the sample assessed the process of internal examinations at UNN as problematic, corruption prone and corrupted while over 55% have no opinion (see Figure5).
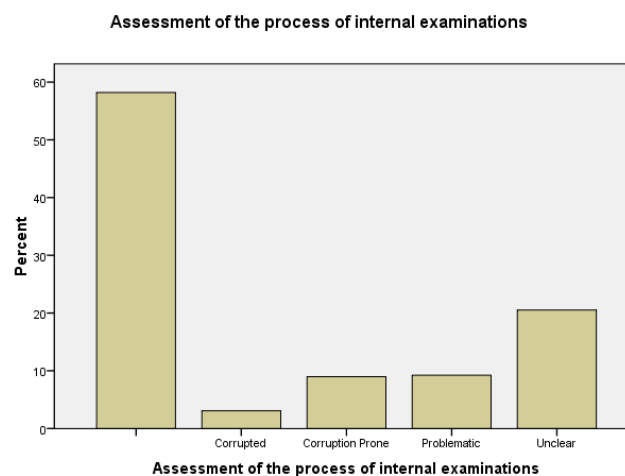
Figure 5: Assessment of the process of internal examinations at UNN

With regard to examination management, interviews conducted at UNN revealed as follows:
- There use to be some challenges with release and collation of results and eventually delayed graduation and processing of transcripts
- Few cases of extortion and imposition of materials during Examination is now well managed at UNN. For instance, Academic Deans are mandated to submit results three weeks after any examination. Anybody who has not submitted in three weeks after the DVC has collated the results has his/her salary stopped.

- UNN operates the semester system. The Semester system is a course unit system, which means that each semester is independent such that after every semester, the results are computed - the cumulative average for every student in every discipline was computed and submitted to the Senate and the Senate approves the result. The semester system permits anybody to read one semester in one university and go to another university to read the next semester. (It an American model).
- No cases of arbitrary award of marks/grades; cases of victimization is not common because at least a minimum of two people handle a particular course. In assigning courses to the lecturers, the Departmental Board sits to distribute courses.

Strategies for dealing with corrupt practices related to examination management

In spite of the above, participants at the interviews expressed their views on how the problems can be tackled. The suggestions are as follows:

- Adhering to stated policies and guidelines. These guidelines and policies should be amended with time.
- Digitalising the process of result data and transcript by creating a portal for depositing results in
- Promotion of process- integrity as well as that of the operators
- Principled enforcement of rules and Sanctions
- Team teaching as a mechanism for preventing process abuse such as extortion etc.
- Adoption of standard procedures for examination management e.g. use of Malpractice forms, Irregularity forms and Attendance register, in triplicates.
- Proper computerization of examination system and the adoption of e-record keeping.
- Orientation should be organized for academic staff to educate them on the evil of exams malpractices.
- Issue of examination malpractices should be tackled at the secondary school level.
- Course co-ordinator should monitor lecturer to ensure they cover their syllabus.
- Salary of lecturers who failed to submit their results at the stipulated time should be withheld.
- Lecturers should be given a time frame to mark and submit examination scripts.
- Provision of adequate invigilation during examination and construction of examination halls.

- Orientation on the ills of examination malpractice should be organized for both the students and academic staff.
- Documentation of a class list with passport
- Full automation of the records management systems
- Equipment of records office with well-constructed steel file racks in a spacious room
- Prompt release of results
- Regular organization of orientation workshop on effective file management for executive officers
- Establishment of a credible and effective exams malpractice committee to deal with it and serve as where students can also report cases of exams malpractice before they are committed,
- Computation and publishing of students results, including GPA on Semester basis while the Examination Officers and Examinations Office provides a secondary check and balance. The pilot has just been approved by Senate for the 2011/2012 set.
- Electronic submission of results beginning from course lecturers to exams office and to Senate
- Training of Examinations Office staff,
- Adequate and consistent sensitization of students against exams malpractices
- Going through some levels of clearance before accessing the exams hall,
- Stringent invigilation that may include the installation of CCTV within exams venue,
- Complete enforcement of exams rules,
- Early commencement of lectures to reduce pressure on students,
- Spacing of exams time-table particularly for courses with large number of students to allow time for proper checking of students,
- Maintenance of examination attendance register, sign-in/sign-off which helps to check missing scores.
- Lecturers should manage a given number of students and perhaps get more lecturers to handle any given course so that students are taken in streams
- Using a work plan and strategy that is properly communicated to all staff
- Introduction of exam malpractices and irregularities forms that should come triplicate- for the HOD, Dean and Exam malpractice committee
- Universities should be permitted to admit their students independent of JAMB by way of oral interview to get the best students, just as Departments should be involved in the selection process
- Team-teaching of courses: A minimum of two lecturers should be assigned to any given course, this will eliminate marks switching, falsification of score sheets and arbitrary award of marks
- No carry-over student should be allowed to register for higher level courses lower level courses failed have been passed.

Suggestions from questionnaire responses

Table 6 summarises the views of members of the UNN community surveyed on how to correct manipulations of internal examinations including post-UTME.

Table 6: Strategies for correcting manipulations of internal examinations including Post-UTME

Strategies	Cumulative %
Meting out appropriate punishment, including dismissal to those involve in the examination malpractice	85.5
Allow for God fearing people to handle post -UTME screening in this university.	78.7
Any person found guilty of exam malpractices should be penalized	79.0
By allowing only few lecturers who can be trusted to have access to the question and generally handle exams	79.2
Disallowing the use of electronic gadgets in examination hall	80.3
Computerise the screening exercise	80.8
Decentralization of post-UTME exam e.g. by making departments to set their questions and group marking.	81.0
Enlightenment, exposing the manipulators. Introduce e-examinations and marking	82.8
Examination hall should be secured and external invigilation should be used	83.1
Examination question should be set and printed few hours before the scheduled time and revealed only in exam halls	84.1
Exams should be conducted in smaller hall to enable invigilator focus on every students	84.6
External examiners should supervise internal exams and Post UTME	85.1
General staff education on integrity	86.2
Improved security on the question papers and stiff/stringent punishment for offenders	87.2
Internal examinations should be supervised and marked by external examiners using marking scheme	88.5
Security men and officials should be mobilized each time examination are to be taken	93.1
Exam should be written on line and the result release immediately	93.8
The board handling internal examinations should be made to	94.9

take an oath of secrecy	
The departmental board should scrutinize scripts and scores in form of moderation.	95.4
The staff under the VC's office should not be responsible for compiling the final results	96.4
There are cases of lecturers manipulating exams, however students should be empowered to report	97.2
Orientation of staff should be carried out	99.0
Very senior staff to handle post-UTME and to serve for 3yrs subject to re-appoint	99.7
Writing of Post-UTME on-line so that students could see their scores immediately	100.0

On the delay in the release of students' results, the strategies proposed in the questionnaire responses are summarised in Table 7.

Table 7: Strategies for correcting delay in the release of students' results

Strategies	Cumulative %
Complete computerization of exams record unit.	56.4
Adequate monitoring mechanisms on officials and staff and punishment of erring officials, including dismissal when found guilty.	56.7
Adherence to the academic calendar	57.2
All records on students scores should be kept and maintained in the depts.	57.7
Analog operations	57.9
Both the department and Lecturers should be made to keep copies of the same results	58.5
By compiling the results of students every session and making them available to students	59.2
Can be corrected by publishing or giving the students their records term by term. If there is any mistake the students and officials will know and amend it	62.1
Complete computerization of students grades from 1st year to final year	62.3
Employment or more staff and professionally keeping better records	72.1
Establish independent body like ICPC in every university	72.6
Improved commitment from management, academic and non-academic staff	75.9
Sanctions ranging from withdrawal of salaries,	87.4

suspension and termination of appointments of staff.	
Students should be more diligent in their studies	92.1
There are laid down regulations which the present administration has ignored. Those regulations should be re revisited without bias.	95.6
There should be training of staff on current best practices and adequate provision of ICT based facility.	96.2
Use of external examiner to assess scripts. Assign at least 3 lecturers to handle a course	99.5
Young and reliable applicants who are fit for the job should be employed	100.0

Theme 3: Teaching and Learning Services

Perception of how corrupt practices influence adequacy of teaching and learning facilities

As summarised in Figures 6 to 9,most of the 390 staff and students who responded to the questionnaire reported inadequacies in teaching and learning facilities. This can be explained, at least in part by corrupt practices in the budget development and implementation process.

Adequacy of LIBRARY FACILITIES

Adequacy of ELECTRICITY SUPPLY

Adequacy of ICT FACILITIES

Adequacy of HOSTEL ACCOMMODATION
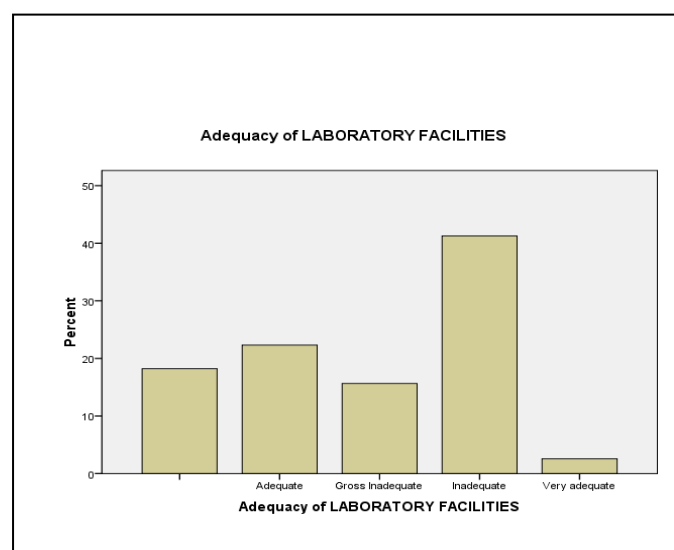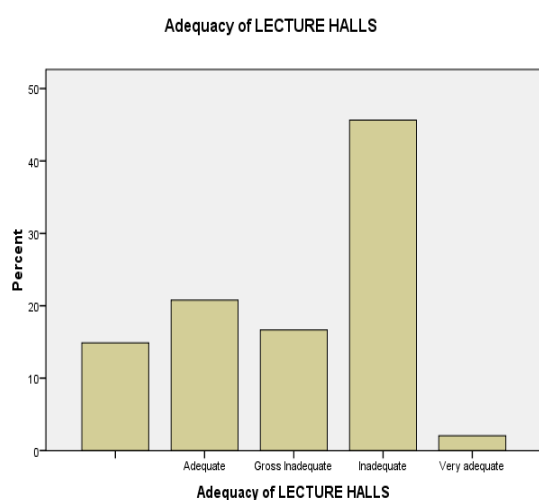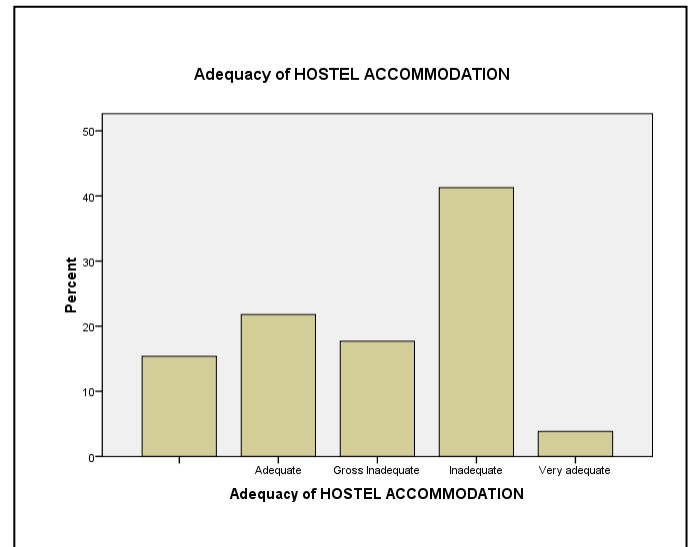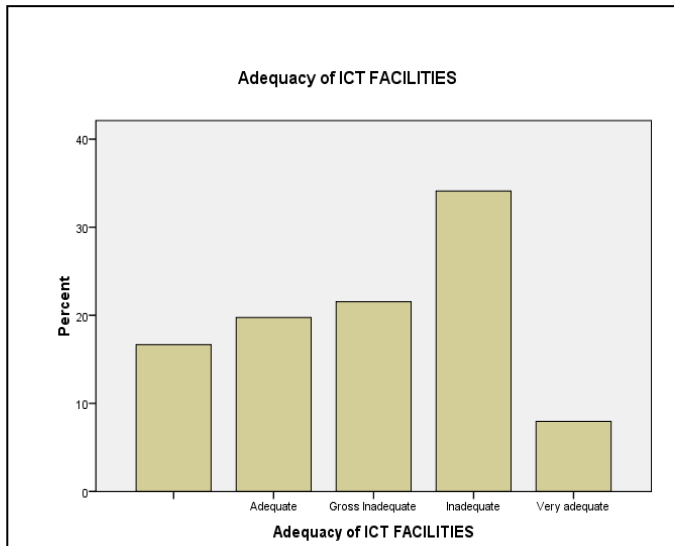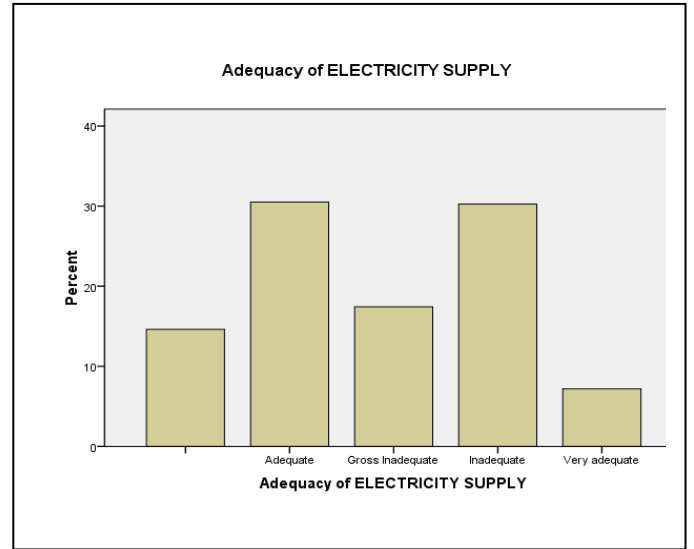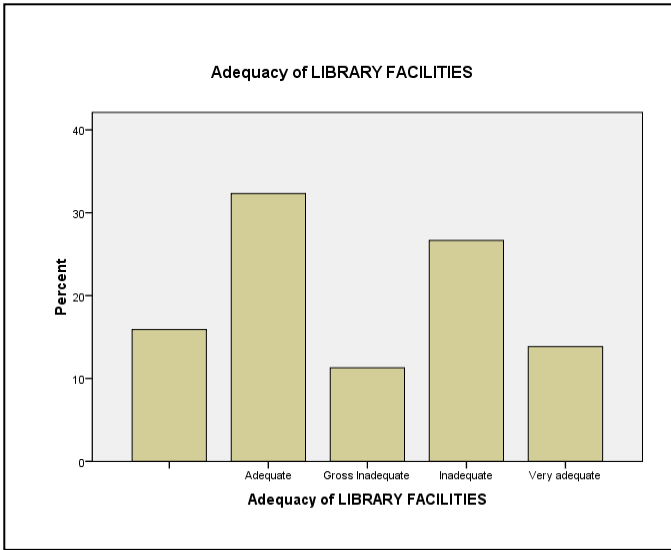
Interviews conducted during the public hearing phase of the study at UNN indicated that dereliction in delivery of curriculum; absenteeism and non-completion of syllabus are big problems in UNN. It further provided the following reasons why corrupt practices feature in teaching and learning:

- Students that would not resume on time and lecturers having heavy private engagements are partly responsible.
- Discipline is severe problem in the Academic; staffs have no resumption and closing time and they can leave their duty any time under the pretext of doing research work etc.
- Advent of new universities and dearth of high calibre teaching staff as well as existence of Adjunct teaching positions are impetus for multiple teaching services.
- Few cases of belligerent and illegal sales of hand-outs and textbooks got severe sanctions.
- Absence of comprehensive data base of all the lecturers in Nigerians Universities.

Strategies for dealing with corrupt practices in teaching and learning

- ASUU is a major clog in not completing syllabus and delay of graduation. It should be made to rather push the course of professionalism in service delivery
- Communicating the commencement and closing dates of lectures in particular Semester to the Deans and Heads of Department at the beginning of the session; and empowering students to ensure their lecturers do their work.
- Application of rule-based, strict and stern official sanctions that can deter, such as query, suspension and half-salary
- Courses on offer in the universities should be streamlined and the university specialising in the fields they have comparative advantage
- An improved system of reward and punishment
- A system of advocacy beyond the department- creating an environment that gives boldness to report infringements/register complaints
- Enlightenment of faculties and other stakeholders
- Institutional code of conduct
- Shared data base on University teaching staff to be maintained by NUC
- Use of digital device/Smart board to monitor quantity and quality of delivery by teaching staff
- Students evaluation of their lecturer, using some objective criteria (vehemently objected to by the VC)
- Proper computerization of examination system and the adoption of e-record keeping.
- Orientation should be organized for academic staff to educate them on the evil of exams malpractices.
- Issue of examination malpractices should be tackled at the secondary school level.
- Course co-ordinator should monitor lecturer to ensure they cover their syllabus.
- Salary of lecturers who failed to submit their results at the stipulated time should be withheld.
- Lecturers should be given a time frame to mark and submit examination scripts.
- Provision of adequate invigilation during examination and construction of examination halls.
- Orientation on the ills of examination malpractice should be organized for both the students and academic staff.

Perception of corrupt practices relating to appointment, promotion and discipline of staff

The rating of UNN by respondents to the survey questionnaire in terms of adherence to rules and policies regarding appointment, promotion and discipline is reported in Tables 8, 9 and 10.

In Table 8, it can be seen that about 20% rate the university low in terms of adherence to rules and regulations regarding appointment. A lower percentage (12%) rate the institution low on adherence in the area of promotion (Table 9). while 32% rate the university high on adherence to rules and policies relating to discipline.

Table 8: Rating of UNN in terms of adherence to rules and policies regarding Appointment

Rating	Frequency	%
Average	129	33.1
High	54	13.8
Low	65	16.7
No response	142	36.4
Total	390	100.0

Table 9: Rating of UNN in terms of adherence to rules and policies regarding Promotion

Rating	Frequency	%
Average	132	33.8
High	73	18.7
Low	47	12.1
No response	138	35.4
Total	390	100.0

Table 10: Rating of UNN in terms of adherence to rules and policies regarding Discipline

Rating	Frequency	%
Average	112	28.7
High	128	32.8
Low	39	10.0
No response	111	28.5

Total	390	100.0

Generally, interviews conducted provided other insight into the theme, as below:
- Some departments delay in submitting names of deserving staff for promotion.
- Some staff stays for more than 20 years without being transferred.
- Staffs are given opportunity to go for further study but are not upgraded/converted when they finish their course.
- Politicians are appointed as Governing Council Members who are only interested in personal gains.
- The Vice Chancellor does not attend to numerous complaints of the Unions and unwilling to dialogue with them.
- Staffs are suspended for a very long time without deciding their cases, whereas Civil Service Regulation (CSR) stipulates that no senior staff should be suspended for more than 3 months and no junior staff should be suspended for more than 8 months without deciding their fate.

Strategies for dealing with corrupt practices in appointment, promotion and discipline matters

Suggestions from the public hearing

- Seasoned academics should be appointed as Council members instead of politicians.
- Department should ensure prompt submission of names of staff due for promotion and where possible erring HOD should be sanctioned.
- Due process should be strictly adhered to in the conduct of appointment, promotion and deployment.
- University should dialogue with the unions on matters relating to staff welfare.
- As a matter of policy, any staff who got approval for further studies should be promoted or upgraded

Theme 5: Departmental administration and faculty governance

Associated corrupt practices

The following corrupt practices were narrated during the public hearing:

- Undue interference and imposition by management in departmental affairs; Favouritism, victimization and vendetta in allocation of course and workload are almost impossible because Departmental Board allocates courses and workload per teaching staff statutorily/base on rules.

- Management interference in case of recruitment of faculties exists

Strategies for dealing with corrupt practices in departmental administration and faculty governance

- Consciously enforcing rules on diversity recruitment
- Competitive remuneration to attract quality faculties
- Lecturers should manage a given number of students and perhaps get more lecturers to handle any given course so that students are taken in streams
- Using a work plan and strategy that is properly communicated to all staff

Suggested Measures to tackle cumbersome registration process as part of departmental administration:

- UNN now has a secured digitised course registration process, which opens and closes on the instruction of the VC.
- The cumbersome registration process being experienced at UNN is attributable to late determination of fees charged by the school, among other reasons

SUGGESTIONS FROM THE INTERVIEW

- Maintenance of the existing ICT- driven/fully automated process of registration already in place, but ensuring prompt responses to possible technical challenges.
- Digitized process should be supported in all ramifications.
- Employment of staff with Integrity
- Training and retraining of staff
- Procurement of up-to-date equipment
- Networking of Units and departments

Remedying the issue of mark switching, delayed results and falsification of results sheet

- Complete computerization of the records management systems beginning from the level of departments to check issues bordering on missing scores and delayed transcript preparation.
- University portal should be manned by trained staff and not contractors.
- Departmental examination board must seat over results to verify the correctness of results as computed by the Department's exams officer before forwarding further, this is to check manipulation of results at the department's level.
- Stipulation of timeline for the submission of results by individual lecturer.
- Electronic presentation of results to the Senate.

Perception of corrupt practices associated with contract awards

About 13% of the 390 staff and students who responded to the questionnaire rated UNN high in terms of adherence to rules and policies regarding contract awards (Table 11) However, over half "don't know" whether or not there is contract splitting in the university (Table 12) This is understandable since only a minuscule of members of the university community will have insight into how contracts are awarded. Most of the staff who should give information on this questionnaire item, failed to give an opinion (No response category= 17.2%).

Table 11: Rating of UNN in terms of adherence to rules and policies regarding contract awards

Rating	Frequency	Valid Percent
Average	111	28.5
High	51	13.1
Low	64	16.4
No response	164	42.1
Total	390	100.0

Table 12: There are reported and unreported cases of "contract splitting" in this University

Response	Frequency	%
Agree	30	7.7
Disagree	43	11.0
Don't Know	250	64.1
No response	67	17.2
Total	390	100.0

During the public hearing, it was claimed that many construction are on-going but few projects such as the Games village can be called abandoned projects, failed or failing contracts.

Strategies for dealing with corrupt practices relating to contract awards

Suggestions from questionnaire responses

Table 13 presents suggestions from the responses to the questionnaire on how contract "cornering" can be prevented.

Table 13: Strategies for addressing the problem of contract "cornering"

Strategies	Cumulative %
Advertisement of projects contracts	89.5
Award of contracts should be by merit and proper monitoring of projects	89.7
Award of contracts should not involve Members of Council and there should be close check on the execution of the contracts	90.0
Carrying out project execution stage by stage and completion of same before going to another one	90.5
Consultancy services of various departments of the university should be active in handling projects	90.8
Council members should be people of integrity and not politicians	92.8
Council Members suspected culpable should be investigated by EFCC and ICPC and sanctioned with their assets confiscated	93.8
Council should exercise the power to check the actions of VC	94.1
Due process should be followed in contracts/procurement	94.6
Members of council should have no personal involvement or interest in contracts.	95.6
Open bidding	96.2
Effective monitoring by special bodies to curtail anomalies of substandard projects	96.7
Promote/monitor/enforce ethical conduct at all level	96.9
Set up committee to screen tender and recommendations to council.	97.4
There should be impromptu visit by the council members so that the school authorities are unprepared even for the 'cornering'	98.7
There should be transparency in contract award and project execution and monthly review by NUC and supervising ministry	99.2
This can be corrected if those involved are probed and brought to justice to give account of how they execute the projects	99.5
Through direct labour	100.0

Respondents to the questionnaire also provided the following suggestions in Table 14for avoiding contract splitting:

Table 14: Suggestions on how to avoid contract splitting

Strategy	Cumulative %
Administrators should be held responsible	96.9
Awarded contracts should be regularly supervised and monitored to ensure completion	97.2
Contract is sometimes splitted for effectiveness; Monitoring should be more rigorous	97.4
Council Members suspected culpable should be investigated by ICPC and EFCC and their assets confiscated	97.7
Integrity of council chairman and Vice chancellor	98.2
Most projects on ground are through the VC's contacts and so he has overbearing influence on them	98.5
Plugging of corruption prone areas.	98.7
Constant review of the contract award process	99.0
The menace should be stopped by those who are charged with performing such functions	99.2
They are splitting contracts to meet completion time- the process should commence on time	100.0

Comments and observations from the public hearing

- Few abandoned projects including Games village are visible at UNN due to low budget implantation in commencement year
- Most on-going projects are donor funded/endowments
- Undertaking many projects at the same time.
- Unavailability of funds and non-adherent to budgetary provision.
- Budget monitoring committee ineffective.
- That Due Process (Provisions of Public Procurement Act) and other standard procedures are observed in the award and execution of contracts and projects.
- There are no cases of contract splitting since about a year ago when the UNN was queried by Office of the Auditor General of the Federation on the issue. The policy of awarding contracts according to project components e.g. Civil, electrical, mechanical, furniture etc has helped in this direction.
- Abandoned projects are few and mostly Donor-financed (Individuals and Agencies).
- There is an effective Monitoring and Evaluation Committee at the Council level apart from that of physical Planning Department
- Gratification is very minimal or even absent as person to person contacts between staff and contractors etc is highly minimised because staff perform their duties diligently, effectively and timely too

- Budgetary provisions are grossly insufficient especially in the Appropriation (Federal Government) budget and minimal under Operational(I.G.R. financed) budget of the University
- There are possibilities of Funds diversion on projects financed through I.G.R.

Suggestions from the public hearing

- Continuity
- Involvement of user departments in the process, and valuing their inputs will ensure ownership of project and prevent abandonment
- Council to insist on making provision of 60% seed money a condition for project
- Each project should have a separate account where funds earmarked to complete it should be kept.
- NUC should ensure that funds are not released for any new project if the previous one is not completed.
- Contract should not be awarded based on personal relationship.
- Budget monitoring committee should be set up to monitor projects.
- There should be Transparency and Accountability in the financial transactions of the University especially in the collection and Management of Fees and other Revenues to ensure adequate funding of projects
- The Federal Government Directives on Projects Completion needs to be enforced to reduce preponderance of abandoned projects
- There is an urgent need to redress Corrupt Practices in all the sectors of the Nigerian Economy.
- That staff be spiritually/morally inspired to discharge their duties diligently and efficiently too. The display of the Vision and Mission of the institution in all offices will help in this regard.
- There should be effective and regular monitoring and evaluation of projects to ensure timely completion.
- Chief executives should be sensitized to complete all on-going projects before embarking on new ones
- Donors, both individuals and corporate should be asked to declare sources of finance for their projects and to open separate project accounts for safe-keep of its funds.
- Such donors should also allow the university a free hand in project execution particularly in the selection of contractors, payments etc.

Theme 7: Management of funds

Associated corrupt practices

- The University Accounting System approved by NUC for national adoption is not fully implemented at UNN
- Internal Financial Regulations of UNN is out-dated but now under review
- Standard processes and procedures are followed in Payments and all other financial transactions. However, investigations revealed otherwise as Monetisation Allowances of at least a senior officer was wrongly paid into a junior officer's account
- Remittance of Taxes e.g. PAYE, VAT, WHT etc is done simultaneously with Payment schedules for contractors and Staff salaries sent to Banks. However, Remittances of Pension deduction into staff Retirement Savings Account (RSA) are either irregular or even absent as complained by staff particularly those dealing with IBTC as their PFA.
- Refundable Caution Fee was never refunded to students on the assumption that each must have destroyed one property of the University or the other
- Few cases of Falsification of official Receipt were discovered some time ago and suspect were referred to disciplinary committee for appropriate sanctions. However, with new e-payment method this has been check-mated.
- Salary payments has being very regular (25th to 30th of every month) with no cases of Ghost workers due to the regular staff Audit and Bio-data capture of staff in the University.
- Payment IT/SIWES allowance to students is irregular
- Few cases of Funds Diversion on I.G.R. financed Projects
- That there exists a situation of insufficient budgetary provision/funding on projects where capital funds releases (especially 4th quarter) are made at the tail-end of the year which makes it difficult for the University to access before the closing of Accounts deadline of the OAGF. Contractor non-performance at the project sites further aggravates the problem.
- There is no Operating Budget on the I.G.R. i.e. Annual Estimates of its income and expenditure. This negates any control/checks on how it is spent.
- That the University's Accounts has not been Audited by the Office of the Auditor General of the Federation (External Auditors) for the last Four(4) years or even more
- Budget development process is not really inclusive as inputs are not sought from departments; Deans are not even involved in determining physical projects to be embarked upon.

From the questionnaire survey, almost equal percentage of respondents agreed and disagreed with the view that inducement and gratification were serious issues at UNN (Table 15).

Table 15 Inducement and gratification pose serious challenge in UNN

Response	Frequency	%
Agree	79	20.3
Disagree	98	25.1
Don't Know	142	36.4
No response	71	18.2
Total	390	100.0

Strategies for dealing with corrupt practices relating funds management

- There is need for Professional Accountants (e.g. Chartered Accountants) to handle Financial Transactions of Universities.
- These Professionals should also be people of high integrity
- The use of e-payment method (with a central Account in one Bank) for Tuition/Registration fees and others has significantly reduced the incidences of Corrupt Practices in the Bursary department
- There is need to introduce a new Non-refundable fee in addition to the refundable caution fee. This is to cater for damages on University properties.
- Though staff Audit and Bio-Data updates are carried out periodically, it should be done regularly (every six month) to avoid payment of salary to non-existing staff (ghost workers)
- That Competency and Morality of candidates should be significantly considered during recruitment/employment exercises
- That staff should be regularly re-oriented on the ethics and core values of their organisation so as to make them have passion for, and pride in their job for total commitment
- That the 6-3-3 secondary education should emphasize Technical Education where Trades' acquisition skills could be taught to the students to enable them become self-employed on completion thereby reduce over dependence on government for jobs
- There should be Workshops/Seminars for Vice Chancellors on their functional limits and that of other units particularly professional units like Physical Planning to allow for some autonomy and professional advises before decisions are taken.
- There is need for the review of Approval Threshold by Bureau for Public Procurement (BPP) for efficient and effective execution of projects.
- There should be proper Estimation/Projection on annual I.G.R. to enable adequate Appropriation and enhance effective monitoring of its spending
- That staff of Internal Audit should be involved at the point of receipt of all supplies and at project sites for sighting and confirmation of quantity, quality and other specifications before payments are processed

- The checks and balance mechanisms between universities and I.T.F on payment of IT/SIWES allowances should be strengthen.
- The lapses between Pension deductions and Remittances should be addressed by the University Authorities.

The strategies for preventing inducements and gratifications at UNN were offered in the questionnaire responses as summarised in Table 16.

Table 16: Strategies for preventing inducements and gratifications at UNN

Strategies	Cumulative Percent
A small committee/unit should be set up to checkmate such issues and report to management on them	86.4
Adopt merit system of administration. In other sector spies and other investigation team should be established	87.4
All arms in the various segments of the university communities should be represented in policy making process.	87.7
Anti-corruption bodies should set up monitoring teams to deal with those caught in the act. Also contracts should only be awarded by a contract awarding board.	87.9
By appointment of men of integrity as vice chancellors.	88.2
By computerization.	88.5
CCTV cameras should be installed and maintained to monitor the activities of officials	88.7
Competent staff of integrity should be elected and appointed into committees and erring staff sanctioned.	89.0
Comprehensive and regular Auditing and verification of Accounting records	89.2
culprits be punished to serve as deterrent to others	89.5
due process should be followed in admissions and promotions	89.7
Electronic filing and recording system should be introduced. The applicable policies should also be examined by experts.	90.3
equity should be applied to all during admission	90.8
Good orientation of public and also punishing offenders	91.3
Highly disciplined staff should be employed	91.5
Honesty should be imbibed and practised by Nigerians	91.8
Management Information System should be upgraded	92.6
more enlightenment	92.8
Due process to be followed on contract award; staff should be ICT compliant and enough computers procured for all relevant staff	93.3

Persons involved in sexual harassment and financial inducement should be expelled	93.8
proper auditing	94.4
Proper check should be conducted on staff	94.6
prosecution of those involved	94.9
quarterly review of performance	95.1
Qualified staff should be appointed and promoted	95.4
Sanctions for culprits and seminar on corruption	95.9
set up committee that will be responsible for all the areas mentioned and to be supervised by senate	96.2
setting up of committees to cut across unions	96.4
strict adherence to policies	96.7
The vice-chancellor and deans have been abusing the promotion criteria.	97.4
This can be corrected through dismissal of corrupt persons starting from the university administration	98.2
Those who observe these acts should be encouraged to make reports	98.5
To be corrected by reorientation	98.7
University Rules and Regulations should be strictly followed	99.7
Using the ideas of collective and creative minds of well-enlightened people in the institution	100.0

Summary and Conclusion

The summary of the findings of the questionnaire survey and memoranda received from staff and students of University of Nigeria, Nsukka as well as members of the external community is given below.

THEMES	ASSOCIATED CORRUPT PRACTICES
Admission/Enrolment	- Financial inducement for admission and extortion of candidates - Political influence leading to compromise of the admission process - High cost of post-UTME - Non-adherence of the university to approved admission guidelines in order to favour some candidates. - Exceeding carrying capacity in high-demand programmes especially in the social sciences

	and in computer science
Exams Management	• Leakage of examination papers at the departmental/faculty level or by staff of the examinations and records office • Writing examination by proxy • Arbitrary award of marks • Sale of marks by lecturers for sexual and financial gratification and other inducements • Delay in the release of students' results • Victimisation
Course registration	• Cumbersome registration process amenable to inducement of staff • Loopholes in payment of fees which is exploited by bursary staff for self-enrichment
Teaching and learning services	• Absence of some lecturers and students from classes without permission and not making up for lost time • Inability to cover course syllabus • Illegal sale of hand-outs and textbooks • Full-time lecturing in more than one university • Writing and producing project work for students for a fee • Lenient or less rigorous supervision of term paper
Research	• Plagiarism • Fraudulent citation • Connivance to recognise publication in substandard journals • Diversion or misuse of research funds
Appointment, Recruitment, Promotion and deployment	• Favouritism and nepotism in appointment and promotion • Irregular recruitment of staff • Gratification to secure appointment and promotion • Discriminatory practices in appointing Professors
Departmental administration and Faculty governance	• Favouritism/vendetta in allocation of courses and workload • Gratification regarding students mentoring and counselling privileges • Undue interference and imposition by management.

Contract awards and project execution	• Contracting through irregular processes to corrupt firms and suppliers • Selection of projects for personal interests • By-passing tendering criteria • Manipulation of the Procurement Act • Implementation of processes favouring particular suppliers
Facilities	• Inadequacies in office accommodation for staff, including furnishing in spite of funds provided for the purpose • Irregular supply of water and electricity brought about by misapplication of funds • Insufficient instructional materials/facilities. • Late opening and early closing of library affecting students' use of library resources leading to lowering of academic performance • Stealing and mutilation of library materials • Lack of transparency in the allocation of accommodation to students. • Tips payment in place of bill settlements. • Diversion of funds for diesel or over-inflation of fuelling generator
Financial management	• Contract splitting • Fraudulent allocation of funds during budgeting process for personal interest • Weak computerisation of cash operations leading to financial manipulation and recklessness • Payment of salaries and allowances to ghost workers • Weak delivery, quality and cost control • Compromised internal audit system • Abusive use of IGR, e.g. revenue from ventures • Operating multiple bank accounts beyond approved number by Council • Misapplication of funds – using money meant for one particular project for another without recourse to appropriation • Illegal conversion or misuse of fixed assets • Embezzlement and disregard for audit query: inadequate documentation of sources of

	revenue
	• Falsification of documents such receipts and alteration of figures.
	• Fictitious expenditure and padding of expenses
	• Converting of official funds to private use.
	• Lack of accountability or transparency in the management of caution fee.
	• Disregard for bank reconciliation/deliberate posting to wrong account
Discipline/Training-related corrupt practices	• Fraud in payment of IT/SIWES allowances
	• Delay payment of salary and other allowances to staff
	• Money lodged in personal account which yield interest to the account holder
	• Payment to ghost workers
Corrupt practices related award of degrees and graduation of students	• Favouritism and nepotism in applying disciplinary measures
	• Nomination for training by-passing criteria
	• Embezzlement of training funds without actually attending same
	• Bribes and gratification to alter students' results profile to higher grades or class of degree
	• Delay in conducting graduation ceremonies in due season.
	• Delay in issuance of transcripts
	• Doctoring of transcripts by changing lower grades to higher for a fee

REPORT ON OLABISI ONABANJO UNIVERSITY

Introduction

Olabisi Onabanjo University was founded on July 7, 1982 as Ogun State University and was renamed Olabisi Onabanjo University on May 29, 2001 in honour of Chief (Dr.) Olabisi Onabanjo, whose efforts as the then civilian governor of Ogun State gave birth to the university. The university operates a multi-campus system. The main campus is in Ago-Iwoye, located about 120km from Lagos. Other campuses are in Aiyetoro (Agriculture), Ibogun (Engineering), Sagamu (Medicine), Ijebu-Igbo (Mass Communication) and Ikenne (Pharmacy and Biochemistry). The Acting Vice-Chancellor who assumed office in August 2012, is Professor Saburi Adesanya.

In this section, we present the findings of the questionnaire survey and public hearing conducted in the university in relation to the specific objectives of the system study and review. Following the administration of the questionnaire and receipt of memoranda from the university community in August 2012, a detailed analysis of the questionnaire responses was undertaken. This analysis led to the extraction of recurring themes in the responses after which questions which will guide the public hearing phase were developed. The public hearing took place in November 2012. The summary of findings for both the questionnaire administration phase and the public hearing are aggregated in this report under the following themes:

1. Admissions, enrolment and registration of courses
2. Examination administration, award of degrees and graduation of students
3. Teaching and learning services and facilities
4. Appointments, promotion and discipline of staff
5. Departmental administration and faculty governance
6. Contract awards
7. Management of funds
8. Research and research administration

Sample distribution (Questionnaire)

A total of 262 staff and students of the university completed the survey questionnaire. Details of the distribution which showed about two-thirds staff and a third students are reported in Table 1.

Table 1: Distribution of respondents by category of staff and students

Category of staff	Frequency	%
Member of Council/Management	4	1.5
Teaching Staff	44	17.4
Non-teaching Staff	63	24.0
Non-Teaching Staff (NASU)	28	10.7
Students	83	31.7
Teaching Staff (Union)- ASUU	2	.8
Unionist	23	8.8
Unionist SSANU	1	.4
Student Union	1	.4
Alumni	1	.4
Unclassified	7	2.7
Total	262	100.0

The distribution by gender is shown in Table 2. About 35% of the respondents to the questionnaire were female.

Table 2: Distribution of respondents by gender

	Frequency	%
Female	92	35.1
Male	167	63.7
Unclassified	3	1.1
Total	262	100.0

Participants at the public hearing

Working in four parallel groups, the ICPC-NUC study team conducted public hearing (interviews) involving management, staff and students. Specifically, the teams had sessions with the VC, DVC, Registrar, bursary staff, University Librarian, Deans, HODs, senior registry staff, admissions officers, examinations officers, representative of the ICT Unit, President and officials of the Student Union, officials of staff unions- NASU, SSANU and NAAT (Please see Appendix 1 for the full list of participants at the public hearing).

Theme 1: Admissions, Enrolment and Registration of Courses

Perception of corrupt practices related to admission and enrolment

About 35% of the sample of OOU students and staff who took the questionnaire survey, assessed the process of students' admission as either problematic, corruption-prone or corrupted (Figure 1).
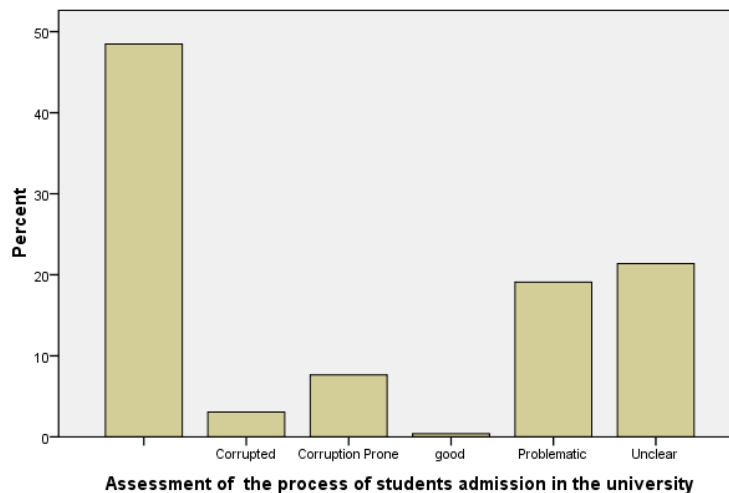
Figure 1: Assessment of the process of students' admission at OOU

On over-enrolment, about a third of staff and students surveyed agreed that it is a problem at OOU. It is noteworthy that a sizeable proportion (62%) felt it is no longer a problem in the university (Table 3). Interviews during the public hearing phase of the study indicated the positive effect of recent management action at curtailing over-enrolment for which the university was infamous for upwards of fifteen years.

Table 3: Perception of over-enrolment as a corrupt practice at OOU

Response	Frequency	%
Agree	76	29.0
Disagree	154	58.8
Don't Know	20	7.6
No opinion	12	4.6
Total	262	100.0

When asked to rate OOU in terms of rules and policies regarding to admission, most of the questionnaire respondents rated the institution as average (see Figure 2).
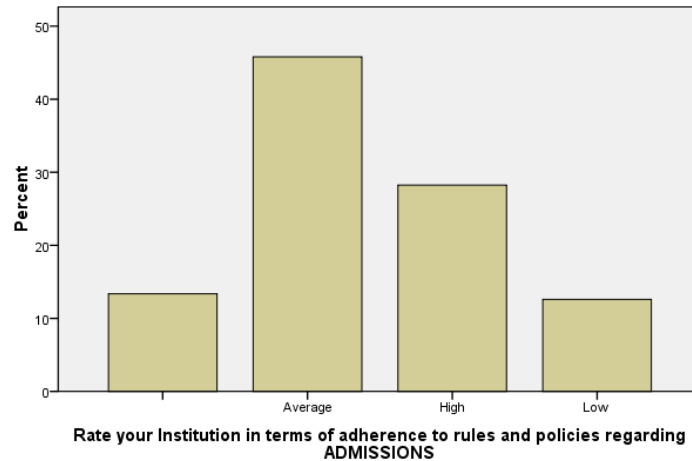
Figure 2 Rating on adherence to rules and regulations guiding admission

The staff unions at OOU notably SSANU, NASU and NAAT provided the following reasons why corrupt practices feature in admissions and enrolment-related matters:

- Non-adherence to the carrying capacity of the National Universities Commission (NUC).
- Government's interference in the admission policy of the University encouraged this practice.
- Inadequate funding by the State Government made the University to engage in over enrolment of students in order to generate IGR to run the institution.
- Students are not admitted to such courses as Medicine, Law and Pharmacy on merit resulting in admission of excess students in these disciplines.
- Lack of proper monitoring by NUC and the absence of punitive measures against the University.

Strategies for dealing with admission-related corrupt practices

Suggestions from questionnaire responses

Over 80% of the 262 staff and students surveyed were of the view that sticking to NUC admission quota and sanctioning erring universities will reduce corruption associated with admission and over-enrolment system-wide. Table 4 provides a summary of the suggestions offered in the questionnaire responses.

Table 4: Questionnaire responses on strategies for eliminating corruption associated with admission and over-enrolment

Strategies	Cumulative %
Provision of adequate infrastructure to cater for enrolled students and reduced population	72.1
Adherence to carrying capacity	72.5
Admission offered based on merit only. Discretionary admissions are often the cause of over-enrolment	73.3
Build more lecture theatres and equipping them with facilities	78.2
By improving on the screening process	79.4
By resisting pressure from politicians/top government officials	79.8
Each faculty/college should keep to approved admission quota from NUC and other professional regulatory bodies	81.3
It has been corrected. The university in the last four sessions has been complying with NUC given quota	86.3
More qualified lecturers should be employed to take care of approved courses	87.0
More universities should be established	87.8
Qualified candidates should be guided to fill courses with low patronage	91.6
The students enrolment had gone down drastically over the years to less than 15,000 students	95.8
University should abide by the number requested for accreditation by NUC	100.0

Suggestions from public hearing

In eradicating corruption related to admission, senior registry officials interviewed suggested that the university should keep within the rules and regulations of JAMB and NUC while moderating the interference of political leaders. It was confirmed that OOU now sticks with a merit quota of about 80% and the new management is insisting on not exceeding the admission quota provided by NUC. When the pressure for admission is intense especially from top-government officials, the university requests such officials to prioritise the list and only those who can fit into available spaces in courses of choice are placed, hence they are transferred to other relevant courses. If there are reported cases of bribery for admission, a sting operation using marked currency notes should be conducted.

Other recommendations from the public hearing by HODs, admission and examination officers and Student Union Officials include elimination of supplementary admission lists to check financial inducement and extortion;

stipulating a time table for admissions and ensuring that the exercise starts and rounds off within same time to eliminate room for unnecessary pressure on officials; ensuring that other internal programmes of the university such as diploma courses and pre-degree are concluded on schedule to enable admissions office timely ascertain qualified candidates for direct entry and offer them admission simultaneously with UTME candidates thus also eliminating supplementary admission lists which provides window for corruption in the admission process; and strict adherence to NUC guidelines.

The unions offered the following suggestions:
- Adequate funding by the proprietor.
- Provision of adequate infrastructural facilities to accommodate all students to be admitted.
- Implementation of full university autonomy.
- Strict adherence to NUC quota as well as observing students/lecturers ratios.
- Government or proprietor should allow university managers and administrators to freely run the institution without interference.
- The university and NUC should sanction any student, staff or parents who negatively influence the admission process in his or her favour.

Theme 2: Examination Administration, Award of Degree and Graduation of Students

Perception of corrupt practices related to examination administration

While over 44% of members of the OOU community claimed in the questionnaire that cheating during examinations is not frequent in the university, about a quarter held the view that it is frequent (see Figure 2). This proportion of those claiming cheating in examination is large. When cross-tabulated by category of respondents showed about 80% of students holding the view. Over 70% of the sample of 262 also disagreed or reported ignorance of manipulation of internal examinations including post-UTME at OOU. However, about 18% asserted that the phenomenon exists (Table 5).

Table 5: Internal examinations, including Post-UTME screening are open to manipulations at OOU

Response	Frequency	%
Agree	48	18.3
Disagree	142	54.2
Don't Know	56	21.4
No opinion	16	6.1
Total	262	100.0
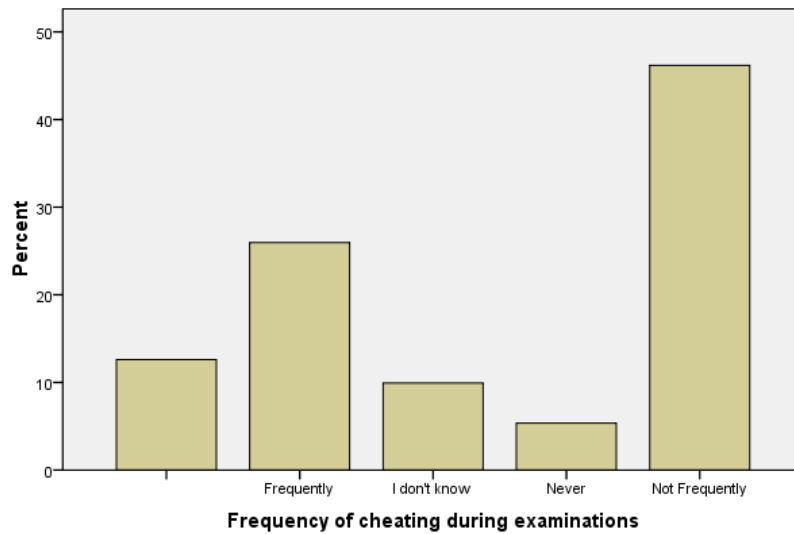
Figure 3: Assessment of frequency of cheating during examinations at OOU

Deeper insight was sought into the incidence of cheating by seeking to know the frequency of selling of examination questions. Most of the respondents claimed lack of knowledge of the phenomenon although about 5% said it is frequent (Figure 4).
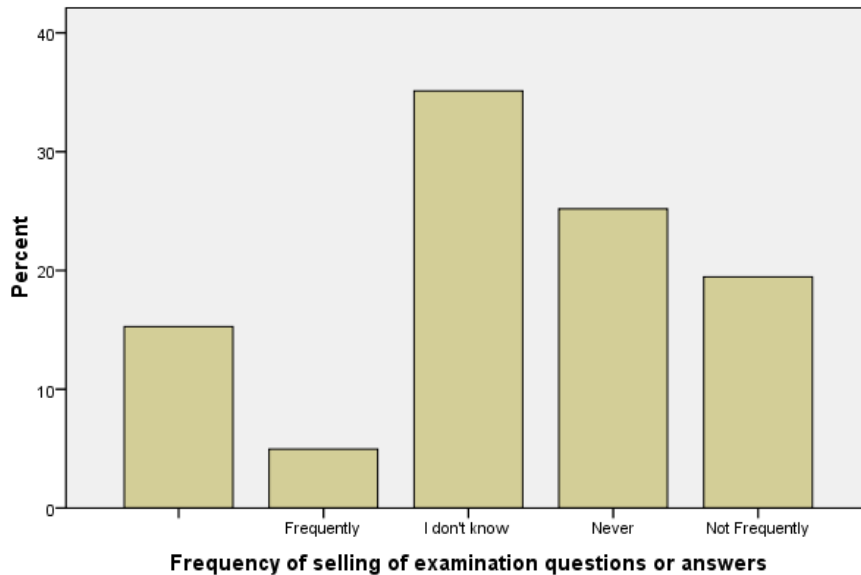
Figure 4: Frequency of selling examination questions and answers

Delay in the release of students' results is another problem triggering corruption. Data from the questionnaire survey showed that close to two-thirds of respondents agreed that there are problems associated with the delay of students from graduating due to poor record keeping and deliberate victimisation by officials (Table 6).

Table 6: There are problems associated with the delay of students from graduating due to poor record keeping and deliberate victimisation by officials

Response	Frequency	%
Agree	167	63.7
Disagree	57	21.8
Don't Know	24	9.2
No opinion	14	5.3

It is worth noting that less than 2% of the sample assessed the process of internal examinations at OOU as "good" (see Figure 5).
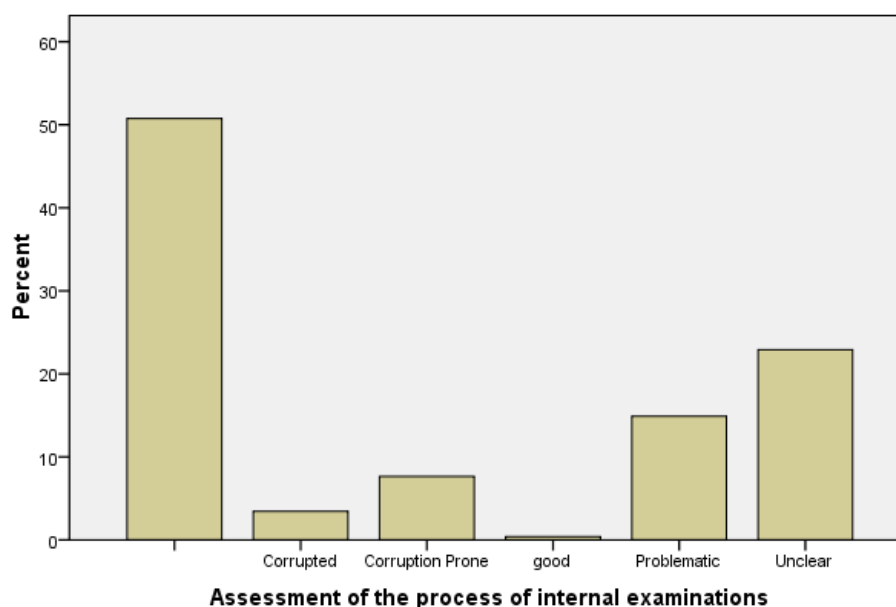
Figure 5: Assessment of the process of internal examinations at OOU

The staff unions at OOU notably SSANU, NASU and NAAT provided the following reasons why corrupt practices feature in examination management:

- The University did not put strong mechanism in place to checkmate erring students who may feel they are connected with powerful figures in government and regard themselves as being above the law.
- Over-crowded classrooms encourage examination malpractices.
- Non-adherence to students/staff ratio poses difficulty in the management of problem relating to examination malpractices.
- Inadequate measures to check indiscipline of staff and students.

- Lack of adequate measures in place to check examination malpractices.
- Government influence on the University managers and the administrators.

Strategies for dealing with corrupt practices related to examination management

Suggestions from questionnaire responses

Table 6 summarises the views of members of the OOU community surveyed on how to correct manipulations of internal examinations including post-UTME.

Table 6: Strategies for correcting manipulations of internal examinations including Post-UTME

Strategies	Cumulative %
Meting out appropriate punishment to those involve in the examination malpractice	85.5
Installation of CCTV cameras at strategic places	85.9
All questions should be printed on the day of the examination to curtail leakages	87.4
Examination questions should be typed outside the campus because of manipulations	88.9
More careful selection of God-fearing people to handle examinations	90.8
NUC should be part of the screening exercise in universities	92.0
The so-called 'Professors' release examination questions to their girlfriends before exam. They should be punished.	96.6
Use of electronic means in result generation	99.6

On the delay in the release of students' results, the strategies proposed in the questionnaire responses are summarised in Table 7.

Table 7: Strategies for correcting delay in the release of students' results

Strategies	Cumulative %
Computerization of the entire university system. 2. Any erring staff should be appropriately sanctioned	41.6
Lecturers should be made to process results on time. 2. Students should be given the right to report any form of victimisation	42.0
Proper keeping of students' data (2) punishment of lecturers guilty of victimization	42.4

Computerization of the system(2) Provision of complaint platform to independent authority other than the University's	42.7
A standard record keeping system should be introduced and official discipline upheld	44.7
Adequate students records to be kept at departments and student affairs office	46.2
Adherence to university calendar	46.6
Administrative staff ought to be trained especially in record keeping	46.9
All lecturers should be made to be more dedicated and sincere in the discharge of their primary responsibility	47.3
All the results should be done on time. All the results should be kept in both hard and soft copy	48.1
Attending to cases of missing results and massive failure noticeable in some departments; Seeing to the needs of graduating students	48.5
By computerisation and networking/centralisation of departmental and faculty/college records	49.2
Competent persons of integrity should be assigned to keep records	50.0
Computerisation of academic records. Given specific deadline for the submission of results	50.4
Conference marking after exams. HODs should supervise the released of results	54.2
Correction is possible by regulating the students' intake, computerizing the entire system and strictly adhering to the University time-table	54.6
Course Advisers should submit their candidates' scores without excuses because the lapses come from the students, especially CESAP students	55.0
Deadline be given for result consideration and release. Dedicated platform for student result on the university portal. Hard copies be sent to parents	55.7
Each academic staff/faculty should be disciplined especially with embargo on salary	56.5
Early marking/submission of scripts should be enforced on the lecturers, not at will. The use of manual computation of results should be discouraged	56.9
Employment of competent and efficient staff; Good staff welfare scheme; Dealing with wicked/unserious staff according to the University edict	58.8

Enforcement of the University's code of conduct	59.2
Ensuring that the results of exams are posted at most one month after exams	59.5
Experienced personnel should handle result computation. Any lecturer or staff involved in result manipulation should be dismissed.	60.3
Every session, all transcript should be issued out to avoid delay and backlogs of results	61.1
Giving lecturers mandatory time limit to compute and compile students' results	62.2
Honesty and integrity should be criteria for electing HODs	62.6
When students are admitted on merit and academic staff are employed on merit corruption cases will decrease	64.9
Lecturers have too many courses to handle so that combining them with administrative duties become difficult. More administrative staff need be employed	67.9
Lecturers must be mandated to mark and submit results within a stipulated time with sanction attached to failure	68.3
Lecturers should be encouraged to complete compilation of results on time	68.7
Lecturers should be given stipulated time to submit results	69.1
More people should be employed for record keeping	70.2
NUC should provide a rule that will guide universities on record keeping, e.g. results should be released 2 weeks after examinations; Results should be on the university's website.	72.1
Poor registration records delay computations of results leading to delay of graduation processes	74.4
Provision of database of results (with backups) and prompt marking of exam scripts	79.4
The University Council should mandate lecturers, faculties to keep records of examinations results and accordingly submit soft and hard copies	92.4
The university needs to computerise its records	92.7
The university should have a committee on students result especially the final years so as to graduate at the normal time	94.3
Training of records officers, providing them with latest	97.7

technology and introducing sanctions to check malpractices	

Suggestions from the public hearing

During the public hearing, the Olabisi Onabanjo University community provided suggestions on how to eradicate corruption related to examination management. These include (a) rules and regulations relating to examination management should be made public and infractions should be met with severe and quickly-administered punishment; (b) staff and students should be constantly reminded of such rules and regulations; (c) over-delegation of responsibilities of examination management to particular persons in the university should be avoided so that such persons do not become too powerful and emerge a source of corruption; (d) all marked scripts should be returned to the chief examiner within two weeks of completion of any examination. Keeping the scripts by lecturers for longer, exposes the system to manipulation and corruption; (e) departments should present results to Senate no later than six weeks of completion of examinations after processing through relevant departmental and faculty committees; (f) Heads of Departments who default in meeting deadlines for presentation of results should be sanctioned; (g) Senate should meet regularly to approve results so as to avoid backlogs; (h) University should conduct periodic training for Heads of Departments on departmental administration; (i) University should keep enrolment manageable to minimise corruption in the examination process; (j) design an instrument for measuring students' attendance (Development of a class list that contains students' passport to check impostors, and ensure that students sign-off on submission of their script; (k) installation of Close Circuit TV (CCTV) cameras within the examination venues; (l) engagement of independent body to monitor and ensure the integrity of examinations; (m) conference marking; and (n) ensuring conducive environment for examination.

In the public hearing involving heads of departments, examination officers and relevant others, the following suggestions for addressing corrupt practices relating to examination management were offered:

- Establishment and strict adherence to rules and regulations guiding examination, results and records management.
- Abolition of batch release of results
- Strict sanctions for non or late marking/release of results
- Employment or recall of more lecturers unjustly sacked
- Employment or recall of non-academic staff unjustly sacked.
- Computerization and full digitalization of systems
- Mentoring subordinates
- Training and retraining of personnel

- Conference checking and cross checking of results at department and faculty levels before submission to senate
- Strict adherence to class attendance policy for both lecturers and students
- Encouraging integrity, dedication, commitment and courage among personnel
- Providing conducive halls for lectures and exams
- Dismissal and prosecution of culprits
- Lectures should be involved in supervision
- Conference marking should be applied
- Mentorship from professors
- Clear cut job description for course advisers
- Standard procedures for setting questions and conducting examination
- Committee for review and monitoring of all departmental / faculty activities
- Ensuring a manageable class size and adhering to student/teacher ratio.
- Educating parents on the negative ills of offering gratification in exchange for good grades to their wards during exams.
- Government influence should be checked and reduced.
- ICPC to advise government on positive measures that enhance qualitative educational development of the state.

Theme 3: Teaching and Learning Services

Perception of how corrupt practices influence adequacy of teaching and learning facilities

As summarised in Figures 6 to 9, most of the 262 staff and students who responded to the questionnaire reported inadequacies in teaching and learning facilities. This can be explained, at least in part by corrupt practices in the budget development and implementation process.

Adequacy of LECTURE HALLS

Adequacy of LIBRARY FACILITIES

Adequacy of LABORATORY FACILITIES
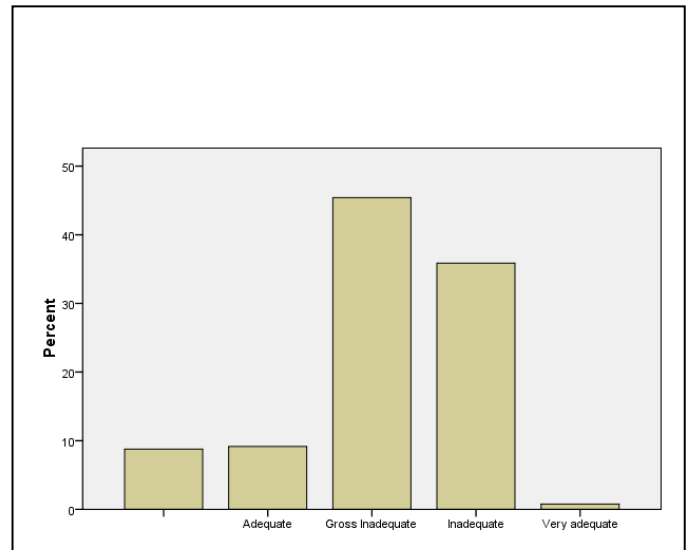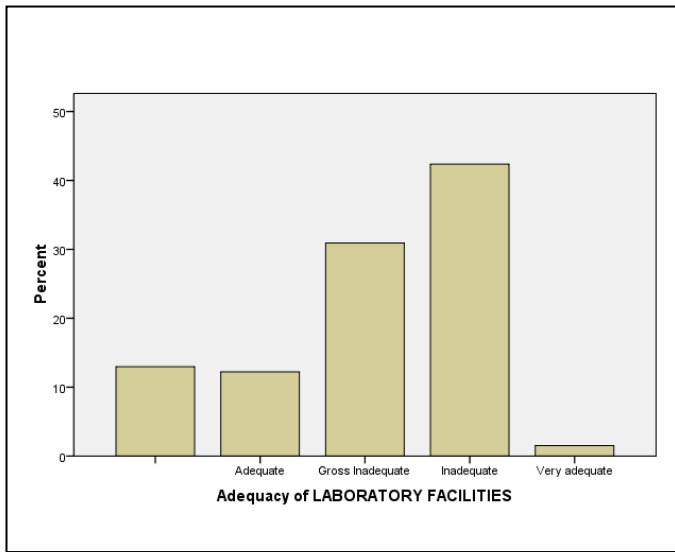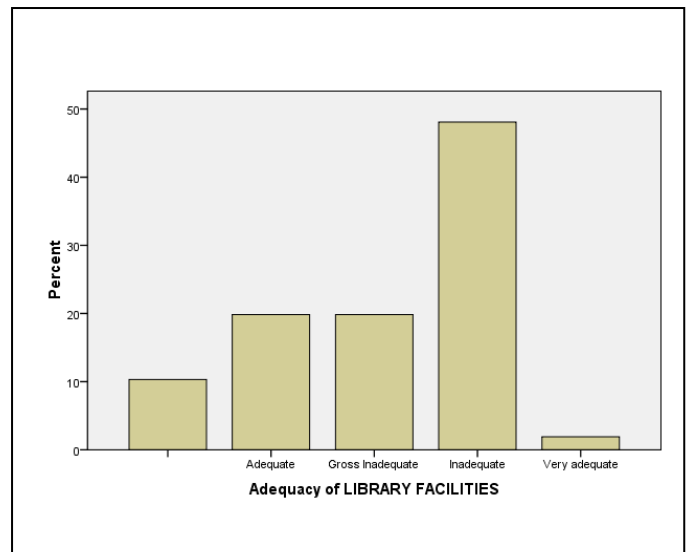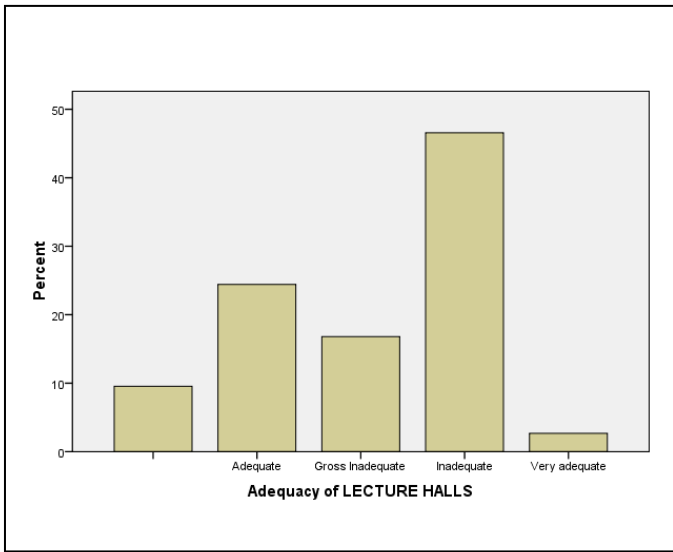
The staff unions at OOU notably SSANU, NASU and NAAT provided the following reasons why corrupt practices feature in teaching and learning:

- Non-payment of salary as at when due and inability to pay the arrears owed to staff.
- Lack of staff motivation.
- Academic staffs have no resumption and closing time. They can leave their duty any time in the pretext of doing research work.
- Lack of conducive environment for learning, for example, electricity is epileptic, and absence of other facilities.
- Lecturers prefer to only lecture nowadays as against the former practice where lecturers engaged in a little bit of teaching rather than just lecturing which give ample opportunity for students to comprehend what the lecturers said.
- Academic materials meant for students must go through the Committee set up by OOU for such purpose before they are passed to students.
- If lecturers holding two permanent appointments in two different universities exist, it could be as a result of too much academic freedom given to lecturers. Adequate monitoring of lecturers is not done by the various HODs.
- NAAT, as a science-based organisation, should be part of staff who supervise project work.
- HODs do not ensure that lecturers submit attendance of students for the number of lectures delivered every day.
- Merit must be applied in employment. Both academic and non-academic staffs are guilty of truancy. It is caused by not sticking to merit during employment, especially during the era of past administration of the University.
- Lack of adequate measures to checkmate lecturers who skip classes; except now that the Vice-chancellor had developed a strategy of checking classes at 8.00am every morning to note any lecturer who is not in class.
- Non-adherence to students/lecturer ratio results in over-crowding of classes.
- Lack of commitment to work by the lecturers.

Strategies for dealing with corrupt practices in teaching and learning

Recommendations from the public hearing

- Avoid excessive workload on lecturers
- Regular payment of staff salary and improved welfare and working conditions

- Employment of lecturers should be based on merit.
- Strict adherence to students/lecturer ratio.
- Regular taking of attendance of students who attended classes and forward same to the Dean through the HODs.
- Prompt payment of salaries/allowances to lecturers as at when due.
- Adequate provision of learning facilities and conducive environment.
- Timely reporting to school by students after holidays
- Enforcing discipline.
- Adequate provision of scholarship, bursary allowance to students.
- Unscheduled visits to classes by VC or Committee.
- Appointment of unqualified lecturers encourage sales of hand-outs.
- Poor remuneration and welfare schemes to lecturers.
- Centralization of all published books and teaching materials which would be sold by the university.
- Employment of qualified lecturers/teachers.
- Need for adequate provision of books, learning materials and good aids.
- Students should physically defend their project work at the end of their studies.

Theme 4: Appointment, Promotion and Discipline of Staff

Perception of corrupt practices relating to appointment, promotion and discipline of staff

The rating of OOU by respondents to the survey questionnaire in terms of adherence to rules and policies regarding appointment, promotion and discipline is reported in Tables 8, 9 and 10.

In Table 8, it can be seen that over a third rated the university as low in terms of adherence to rules and regulations regarding appointment. A greater percentage (42.7%) rated the institution low on adherence in the area of promotion (Table 9). while 20.2% rated the university high on adherence to rules and policies relating to discipline.

Table 8: Rating of OOU in terms of adherence to rules and policies regarding Appointment

Rating	Frequency	%
Average	107	40.8
High	26	9.9
Low	92	35.1
No response	37	14.1
Total	262	100.0

Table 9: Rating of OOU in terms of adherence to rules and policies regarding Promotion

Rating	Frequency	%
Average	89	34.0
High	20	7.6
Low	112	42.7
No response	41	15.6
Total	262	100.0

Table 10: Rating of OOU in terms of adherence to rules and policies regarding Discipline

Rating	Frequency	%
Average	114	43.5
High	53	20.2
Low	60	22.9
No response	35	13.4
Total	262	100.0

The staff unions at OOU notably SSANU, NASU and NAAT provided the following reasons why corrupt practices feature in appointment, promotion and discipline matters:

- Gratification, victimisation, favouritism, nepotism, ethnic and religious sentiments are caused by pressures from government and relatives. Persons entrusted with those positions should be people of integrity.
- Lack of hazard allowance for NAATS members of OOU.
- No strategy in place to detect and effect the deployment of staff who overstayed in one position sometime up to 10 years.
- NAATS not represented in any board or committee of the University.
- NUC should formulate a policy specifying adequate years of experience a professor should possess before being appointed as Vice Chancellor as the former Vice Chancellor was only 4 years old before he was made VC.
- Mechanism put in place for the promotion of qualified staff are weak as many deserving staff promotion are delayed or not promoted at all.

Strategies for dealing with corrupt practices in appointment, promotion and discipline matters

Suggestions from the public hearing

- Any staff found to be corrupt in the application of the due process for appointment, promotion and discipline should be severely sanctioned to serve as deterrence to others.
- Justice and equity should be applied in all aspects of appointment, promotion and discipline.
- OOU should strictly adhere to the unified standards and criteria for appointment and promotion.
- Strict adherence to due process would reduce or check victimisation.

Theme 5: Departmental Administration and Faculty Governance

Associated corrupt practices with departmental administration and faculty governance

The following corrupt practices were narrated during the public hearing:

- Appointment of HODs and Deans on the basis of nepotism and ethnic/religious affiliations.
- Inability to hold regular department and faculty meetings leading to dictatorial tendencies by the Dean and HODs
- Distribution of teaching load and other faculty assignments on the basis of friendship and patronage.
- Undue interference in departmental affairs and imposition by management
- Appointment of persons into headship positions without following laid-down rules and policies.

Strategies for dealing with corrupt practices in departmental administration and faculty governance

- Appointment of credible people as Deans, HODs and on the University Council
- Development of enforceable code of conduct/ethics for every office and official
- Maintenance of transparent and open door policy.
- Request for monthly submission of minutes of departmental and faculty meetings to the office of the Vice-Chancellor.
- Protection for the victimized and severe punishment for the offender
- Harmonious relationship between students and staff.
- Specific code of conduct for staff and parents
- Strict adherence to the university's Blue Book
- Code of conduct should be reviewed every 3 years
- Discipline on the part of leadership

Suggested Measures to tackle cumbersome registration process as part of departmental administration:

- Full online registration
- Any change in the courses must be vetted and approved by the senate and forwarded to the ICT Unit.
- Secured network to restrain hackers
- Employment of staff with Integrity
- Training and retraining of staff
- Procurement of up-to-date equipment
- Networking of Units and departments

Remedying the issue of mark switching, delayed results and falsification of results sheet

- Complete computerization of the records management systems beginning from the level of departments to check issues bordering on missing scores and delayed transcript preparation.
- University portal should be manned by staff and not contractors.
- Departmental examination board must seat over results to verify the correctness of results as computed by the Department's exams officer before forwarding further, this is to check manipulation of results at the department's level.
- Stipulation of timeline for the submission of results by individual lecturer.
- Electronic presentation of results to the Senate.

Theme 6: Contract awards

Perception of corrupt practices associated with contract awards

Less than 6% of the 262 staff and students who responded to the questionnaire rated OOU high in terms of adherence to rules and policies regarding contract awards (Table 11) However, over half "don't know" whether or not there is contract splitting in the university (Table 12) This is understandable since only a minuscule of members of the university community will have insight into how contracts are awarded. Most of the staff who should give information on this questionnaire item, failed to give an opinion (No response category= 26.3%).

Table 11: Rating of OOU in terms of adherence to rules and policies regarding contract awards

Rating	Frequency	Valid Percent
Average	97	37.0
Don't know	1	.4
High	15	5.7

Low	80	30.5
No response	69	26.3
Total	262	100.0

Table 12: There are reported and unreported cases of "contract splitting" in this University

Response	Frequency	%
Agree	43	16.4
Disagree	38	14.5
Don't Know	139	53.1
No response	42	16.0
Total	262	100.0

During the public hearing, it was claimed that such abandoned projects as the Administrative block, Central Laboratory at the Mini campus and the Sport centre are examples of failed or failing contracts.

Strategies for dealing with corrupt practices relating to contract awards

Suggestions from questionnaire responses

Table 13 presents suggestions from the responses to the questionnaire on how contract "cornering" can be prevented.

Table 13: Strategies for addressing the problem of contract "cornering"

Strategies	Cumulative %
Award of contracts and its supervision should be entrusted into the hands of reputable and level-headed officers/committee	79.4
After rendering returns, contractors use sub-standard materials to execute projects. These contractors should be sanctioned	77.5
Appointment of genuine people of integrity to council	78.6
Award of contract to competent contractors	79.0
Award of contracts and its supervision should be entrusted into the hands of reputable and level-headed officers/committee	79.4
By following Due Process and allowing transparency in the opening and consideration of bids for contracts	80.2
Checks and balance like filling a continuous assessment form covering the personality and quality of projects and materials should be put in place	80.5
Government should provide independent supervision of contracts/projects to check the Council/Management Members	85.5

In the past, particularly 1998 - 2011, Council Members turned themselves to semi-gods and were involved in contracts. People of proven integrity should always be appointed	85.9
In the past, some council members ended up as contractors in the university. Adequate supervision and monitoring of Council members to ensure they accomplished assigned	86.3
It is simply a managerial problem which needs to be solved/death with	87.0
Making projects open to the public and awarding contracts to deserving contractors	87.4
Over-sight monitoring of Council and Management Members	90.1

Respondents to the questionnaire also provided the following suggestions in Table 14for avoiding contract splitting:

Table 14: Suggestions on how to avoid contract splitting

Strategy	Cumulative %
A proper committee should be set up for checks and balances to avoid incidence of corruption	88.5
Create competition among the bidders and ensure transparency	91.2
Increase the approval limit of management	94.7
Invocation of Due Process that adopts verifiable steps	95.0
NUC, ICPC and other financial crimes agencies should look into projects and contracts award	96.2
Related contracts must be collapsed	97.3
Review approval limit upward to address contract splitting	97.7

Suggestions from the public hearing

- All stake-holders should be involved in the initial planning stage of projects.
- User departments should be involved in planning and supervision of all science-based projects.

Theme 7: Management of funds

Corrupt practices associated with funds management

- Staff emoluments diverted to construction of road between 2009 and 2010.
- Lack of transparency in the constitution of the budget monitoring committee by the authorities of OOU.

- Part of staff pension deduction is not remitted to the appropriate body and non-payment of counterpart contribution by the employer.

From the questionnaire survey, almost equal percentage of respondents agreed and disagreed with the view that inducement and gratification were serious issues at OOU (Table 15**).**

Table 15 Inducement and gratification pose serious challenge in OOU

Response	Frequency	%
Agree	87	33.2
Disagree	83	31.7
Don't Know	60	22.9
No response	32	12.2
Total	262	100.0

Strategies for dealing with corrupt practices relating funds management

- Ensure strict adherence to budgetary provisions by OOU.
- Ensure effectiveness of budget monitoring committee of OOU.
- Compliance at all levels to internal and external audit queries.

The strategies for preventing inducements and gratifications at OOU were offered in the questionnaire responses as summarised in Table 16.

Table 16: Strategies for preventing inducements and gratifications at OOU

Strategies	Cumulative Percent
Adherence to due processes in policy execution	72.1
Admit only qualified candidates	72.9
Discipline should be entrenched in the whole university system with compliance with recommended due process	77.9
Government should ensure that the salary of staff is paid as at when due	81.7
It can be corrected by sacking the affected staff and others will learn and sit tight	82.4
It can be corrected by the management. Any culprit that is caught should be punished accordingly. This will serve as a lesson to others that are in the business	83.2
Keeping to regulations and sanctioning erring members of	84.0

staff	
People of proven moral integrity should be appointed into positions	86.6
Regular audit by external auditors; Formulation of policies to reduce lecturers' discretion; Setting up panels to handle appointments and promotion matters	88.9
Stoppage of temporary appointment. Use of merit based on competitive interviews	91.2
The delay in payment of salaries has exposed those who yield to temptations easily	93.1
The University authority should discourage the use of middle-men in admission process and staff welfare should be made a priority	93.9
Use of marking scheme to assess students answers scripts	99.2
Vigilance and readiness to report infractions by everybody. Sanction for those caught	99.6

Good practices at OOU that can be modelled by other universities

(Please, see Appendix 3)

Summary and Conclusion

The findings of the study on practices associated with corruption at Olabisi Onabanjo University can be summarised as follows:

THEMES	ASSOCIATED CORRUPT PRACTICES
Admission/Enrolment	• Over-enrolment/ Non adherence to carrying capacity • Financial inducement for admission • Political influence • High cost of post UTME
Exams Management	• Examination malpractices • Exams paper leakage. • Arbitrary award of marks • Receiving inducement for marks. • Falsification of score sheet and other records • Delay in marking and release of students' results.
Course registration	• Cumbersome registration process.

Teaching and learning services	• Absence from classes
	• Inability to cover syllabus
	• Writing and producing project work for students at a fee
	• Poor Library services
Research	• Plagiarism
	• Diversion or misuse of research funds
Appointment, Recruitment, Promotion and deployment	• Gratification
	• Favouritism and nepotism
	• Forgery of certificate and other credentials
	• Lack of due process
	• Lack of/Abuse of promotion and transfer criteria
	• Victimisation
Departmental administration and Faculty governance	• Favouritism vendetta in allocation of course and workload
	• Undue interference and imposition by management.
Contract awards and project execution	• Lack of due process in the award of contract.
	• Gratification
	• Contract splitting.
	• Abandoned projects
	• Lack of evaluation and project auditing.
Facilities	• Insufficient instructional materials/facilities.
	• Inadequate/relevant (out-dated textbooks).
	• Late opening and early closing of library
	• Stealing and mutilation of library materials.
	• Diversion of funds for diesel or over-inflation of fuelling generator
Financial management	• Disproportionate allocation of funds to projects in order to cater for personal needs
	• Abusive use of IGR, eg, revenue from ventures
	• Misapplication of funds – using money meant for one particular project for another without recourse to appropriation
	• Illegal conversion or misuse of fixed assets
	• Disregard for audit query: inadequate documentation of sources of revenue
	• Falsification of documents such receipts and alteration of figures.
	• Fictitious expenditure and padding of expenses

- Converting of official funds to private use.
- Money lodged in personal account which yield interest to the account holder

Since the new management, headed by Professor Saburi Adesanya took over in August 2012, there have been remarkable changes, attested to by staff and students on steering the university back on course and away from its old pernicious corrupt track. It is hoped that these reforms will be sustained in the years ahead.

REPORT ON SALEM UNIVERSITY, LOKOJA

Introduction

Salem University, a Christian institution, received its license on 17 May 2007 and opened its doors to the pioneer set of students in January 2009. The vision of the University is "to be a centre of excellence for the production of graduates who are worthy in learning and character as well as sound in mind, body and spirit for outstanding leadership and global impact." The mission of the University is to:

1. Empower generational leaders for global impact;
2. Promote and enhance the talents and skills of the people in selected fields of human endeavour through the provision of quality education that guarantees balanced and comprehensive curricula for the full development of the spiritual, intellectual, physical and social character of our future leaders;
3. Equip its students with the knowledge and skills necessary for them to be able to participate at all levels in every aspect of the nation including technological, political, social, economic and cultural, and to provide education for responsible and responsive leadership, and
4. Promote research both for its role as service to society in finding solutions to its problems and also as a means of enhancing intellectual development and confidence

The University currently runs 11 academic programmes in three colleges, viz.: College of Peace and Social Studies, College of Natural and Applied Sciences, and College of Information and Communication Technology. The pioneer Vice-Chancellor, Professor Paul Omojo Omaji, completed his term of office at the end of August 2012 and a new Vice-Chancellor, Professor Joseph Fuwape, appointed in November 2012, is set to assume office at the time of completing this report.

This section presents the findings of the questionnaire survey and interactive session with key stakeholders in the university in relation to the specific objectives of the system study and review. Following the administration of the questionnaire and receipt of memoranda from the university community in August 2012, a detailed analysis of the questionnaire responses was undertaken. This analysis led to the extraction of recurring themes in the responses after which questions which will guide the public hearing phase were developed. The interactive session took place in November 2012. The summaries of findings for both the questionnaire administration phase and the public hearing are aggregated in this report under the following themes:

1. Admissions, enrolment and registration of courses
2. Examination administration, award of degrees and graduation of students

3. Teaching and learning services and facilities
4. Appointments, promotion and discipline of staff
5. Departmental administration and faculty governance
6. Contract awards
7. Management of funds
8. Research and research administration

Sample distribution (Questionnaire)

A total of 104 staff and students of the university completed the questionnaires. The initial visit to the University when the questionnaires were administered occurred after the students had completed their examinations and left for their homes. Similarly, many academic staff were away on various duties including serving as external examiners in other institutions. Thus, the distribution of completed questionnaires show about 83% of the returns were from staff (teaching and non-teaching) while only 2.9% was reported for students. Of the respondents who completed the questionnaire, 56.7% were male, while 33.7% were female. Ten (10) respondents or 9.6% were unclassified (see Table 2 below).

Table 1: Distribution of respondents by category of staff and students

Category of staff	Frequency	%
Teaching Staff	23	22.1
Non-teaching Staff	63	60.6
Non-Teaching Staff (Junior)	1	1.0
Students	3	2.9
Unclassified	14	13.5
Total	104	100.0

The distribution by gender is shown in Table 2. About 35% of the respondents to the questionnaire were female.

Table 2: Distribution of respondents by gender

	Frequency	%
Female	35	33.7
Male	59	56.7
Unclassified	10	9.6
Total	104	100.0

Participants at the interactive session

Due to the nature of the data gleaned from responses in the questionnaires that were returned and the size of the institution, it was decided to have a joint interactive session with the stakeholders of the institution. The session involved the Acting Vice-Chancellor (who is the substantive Deputy Vice-Chancellor), the Acting Registrar, Bursar, Acting Librarian, Director of Academic Planning, Deans of Colleges, Dean of Student Affairs, the University Chaplain (who joined later breaking off from a leadership workshop being conducted for students), Heads of Departments, and a few academic and senior administrative staff. The University as yet do not have staff industrial unions and, officially, there is no Student Union.

Theme 1: Admissions, Enrolment and Registration of Courses

Perception of corrupt practices related to admission and enrolment

Most respondents do not perceive the admission process at Salem University as corruption prone, with only 2.9% of respondents believing that the process is prone to corruption and another 2.9% regarding the process as problematic.

Table 3: Assessment of the process of students' admission in the university

	Frequency	%
Corruption prone	3	2.9
Not applicable	1	1.0
Problematic	3	2.9
Unclear	7	6.7
No response	90	86.5
Total	104	100.0

About 77.9% of staff and students disagree that over enrolment is a problem at Salem University. Indeed, the University's problem rather is under-enrolment as only 144, 140, 172 and 299 students were matriculated in 2008, 2009, 2010 and 2011 respectively despite an admission quota of 500, 800, 800 and 800 for those years. Total enrolment for the 2011/2012 session was 715.

Table 4: Perception of over-enrolment as a problem/corrupt practice at Salem University

Response	Frequency	%
No response	10	9.6
Disagree	81	77.9
Don't Know	13	12.5
Total	104	100.0

When asked about the possibility of corruption filtering into the admission and enrolment process, respondents disagreed pointing out that:

- To date all students have been admitted on merit using the national cut-off marks set by the Joint Admissions and Matriculation Board;
- The admission processes were conducted in a very transparent manner following laid down rules of the supervising agencies;
- All staff involved in the admission process are trained to ensure adherence to all applicable rules and regulations;
- No extraneous influence is experienced, indeed, given its enrolment status, neither is it necessary;
- Lack of capacity to pay school fees also affects the enrolment status.

Strategies for dealing with admission-related corrupt practices

Suggestions from questionnaire responses

Over 95% of respondents did not respond to the question of how over-enrolment can be corrected, apparently because they do not perceive it as a problem. When disaggregated to the level of over-enrolment in over-subscribed courses, many still did not consider this a problem (see Table 2).

Table 5: Questionnaire responses on how over-enrolment can be corrected

	Frequency	%
No idea	1	1.0
Not applicable (N/A)	1	1.0
Over Enrolment into approved courses and inefficiency of teaching overcrowded students resulting to poor comprehension	1	1.0
We are under	2	1.9

enrolled		
No response	99	95.2
Total	104	100.0

Suggestions from interactive session

Participants agreed that the admission process in the larger Nigerian university system is prone to corruption and over-enrolment could be a problem even though this is not a problem (yet) at Salem University. In eradicating corruption related to admission and enrolment, the following suggestions were made, some of which derive from Salem University's own approach to admission:

- Staff selection process should ensure only people of integrity are appointed as they would be crucial to the admission process
- Post-UTME screening should be preceded by counselling sessions with intending students to acquaint them with the process and discourage infiltration by unscrupulous people
- Conduct of standard post-UTME tests/screening accompanied by proper supervision
- Efforts should be made to expand enrolment into other sectors of tertiary education, viz., the Polytechnics and Colleges of Education in order to reduce pressure on the universities and discourage undue resort to unethical practices by intending students
- Government should similarly encourage entrepreneurial and vocational education to reduce pressure of demand for university education
- Regular staff orientation on institutional values to emphasise ethics and integrity in the conduct of admission and examinations
- Strict adherence to approved NUC carrying capacity for institutions with monitoring by supervisory agencies
- Government to address the problem of discrimination in public service placement of graduates of polytechnics and colleges of education relative to their university counterparts
- Government to encourage online degrees by addressing the problem of discrimination against holders of online degrees
- Institutions should transit to online based selection examinations to minimise staff contact with intending students.

Theme 2: Examination Administration, Award of Degree and Graduation of Students

Perception of corrupt practices related to examination administration

Almost 80% (77.9%) disagreed with the view that internal examinations including post-UTME screening in Salem University are open to manipulation.

Table 6: Internal examinations including post-UTME screening are open to manipulation at Salem

Response	Frequency	%
Disagree	81	77.9
Don't Know	12	11.5
No response	11	10.6
Total	104	100.0

Only 3.8% of respondents agreed that inducement and gratification are serious challenges in the University.

Table 7: Inducement and gratification are serious challenges at Salem University

Response	Frequency	%
Agree	4	3.8
Disagree	65	62.5
Don't Know	20	19.2
No response	15	14.4
Total	104	100.0

Most respondents expressed confidence in the integrity of the examination processes at Salem University as only 3 respondents (2.9%) believe that the process is corruption prone while another 2 respondents (1.9%) consider the process problematic.

Table 8: Assessment of the process of internal examinations

	Frequency	%
No applicable	1	1.0
Corruption Prone	3	2.9
Problematic	2	1.9
Unclear	6	5.8
No response	92	88.5
Total	104	100.0

More than 60% were certain that there had never been a case of selling of examination questions in the university, while 1.9% held that it is not a frequent occurrence.

Table 9: Frequency of selling of examination questions or answers

	Frequency	%
I don't know	17	16.3
Never	63	60.6
Not frequently	2	1.9
No response	22	21.2
Total	104	100.0

Respondents were more divergent in their perception of cheating during examinations with 40.4% holding the view that it is not a frequent occurrence, 22.1% affirmed that it never happened while 15.4% admitted that they do not know.

Table 10: Frequency of cheating during examination

	Frequency	%
I don't know	16	15.4
Never	23	22.2
Not frequently	42	40.4
No response	23	22.1
Total	104	100.0

Writing of examination by proxy is also not perceived to be a problem by majority of respondents as almost 60% (58.7%) affirmed that it has never happened.

Table 11: Frequency of writing examination by proxy

	Frequency	%
I don't know	15	14.4
Never	61	58.7
Not frequently	1	1.0
No response	27	26.0
Total	104	100.0

Influencing of marks (grades) through financial and other inducements is not perceived as a feature of the examination process at Salem with 50% of respondents affirming that it has never happened while another 26% did not know if it happens.

Table 12: Frequency of influencing marks through financial and other inducements

	Frequency	%
I don't know	27	26.0
Never	52	50.0
Not frequently	1	1.0
No response	23	23.1
Total	104	100.0

Overall, almost 60% (59.6%) of respondents rate the institution as high in terms of adherence to rules and policies regarding internal examinations.

Table 13: Rating of Salem University in terms of adherence to rules and policies regarding internal examination

	Frequency	%
Average	8	7.7
High	62	59.6
No response	34	32.7
Total	104	100.0

Strategies for dealing with corrupt practices related to examination management

Suggestions from questionnaire responses

The following recommendations were made by respondents on how to tackle corruption related activities:
- Post-UTME should be handled with credibility, selection should be done by merit and deemphasize ethnicity
- NUC should scrap all obsolete policies that are retrogressive
- Encourage the involvement of private investors in universities
- Consistent NUC monitoring
- Use of mystery candidates by authorities to infiltrate rank of examination candidates
- Appointment of people of integrity to manage process
- Standardization of process
- Proscription of illegal campuses/programmes and prosecution of offenders
- Avoiding influence in staff promotion
- Constituting a monitoring team in all the states of the federation with serious mandate and regulation backing them
- By having dedicated staff and encouraging reading culture among students.
- Corruption should be dealt with at secondary school level
- Post-UTME screening should be conducted by JAMB

- Merit should not be compromised for any reason
- NUC to improve on monitoring of the universities, by having their staff permanently attached to the universities.
- Post-UMTE should be scrapped as it has failed to accomplish its set goals. Illegal satellite programme should also be scrapped.
- Proper Auditing
- Stiff punishment should be given to institutions involved, e.g. suspension of licence or admission for a minimum of three years
- Strict supervision especially high level of checks and balances
- Recruitment and training of personnel; people working with fear of God and integrity in line with the core value of the institutions

Suggestions from the interactive session

The following suggestions were put forward during the interactive session at Salem University as ways of addressing corrupt practices relating to examination management including arbitrary award of marks, gratification, cheating, impersonation, favouritism, falsification of score sheets and other records and leakage of examination papers:

- Personalised Career Guidance and Counselling for intending students
- Students should be re-oriented on placing emphasis on personal development to be global leaders with knowledge, skills and character as against just passing examinations
- Students should be encouraged to attend lectures as attendance constitutes a reasonable portion of the 40% continuous assessment score
- Attendance should be taken during examinations
- Students should be encouraged to read the Students' Handbook
- Every University should develop core values, institutionalize same and make their students buy into them
- Adequate male and female invigilators should be provided in examination halls to screen students before they are allowed entry into the examination halls
- Adequate intelligence should be deployed in the monitoring of examinations
- Rules and regulations guiding the conduct of examinations should be pasted on notice boards at least one week before the commencement of examinations
- Examination guidelines should be clearly stated and enforced. Any student caught in any form of malpractice should be made to write the offence committed in his/her hand-writing in the Examination Malpractice Form (duly signed by the invigilator), with the evidence attached and forwarded to the Chair, Examinations Malpractice Committee
- Culprits of examination malpractices should be arraigned before other students to serve as deterrents

- Examination spread sheets must be signed by the relevant Lecturers, Examination Officers, HODs and Deans before they are forwarded to the Examinations Office and/or Senate
- Interactive sessions should be organized for students about a week to the examination to remind students of the 'dos' and 'don'ts' of examination
- Arrangement of seats in the examination halls should be such that students are adequately spaced to curb malpractices and enhance effective supervision
- The relevant Examination Boards (Departmental, Faculty and Senate) must meet as and when due to preserve the integrity of examination records
- Lecturers should alleviate students fear for examinations by avoiding discouraging comments
- Examination Monitoring Teams should be set up for Distance Learning Programmes and similar standards used for conventional programmes upheld

With regard to delay in marking and release of students' results, it was suggested that marking schemes should be forwarded by lecturers alongside examination questions, so that it is not mandatory that a lecturer marks the scripts for examinations taken in his/her subject area. Any lecturer may be called upon for marking of the students' scripts.

Theme 3: Teaching and Learning Services

Perception of how corrupt practices influence adequacy of teaching and learning facilities

Most respondents reported that teaching and learning facilities are adequate:
- 40.4% of respondents stated that Library facilities in Salem University are adequate while 32.7% stated that they are very adequate;
- 40.4% of respondents stated that laboratory facilities are adequate while 33.7% stated that they are very adequate;
- 49% of respondents stated that there is adequacy of electricity supply while 14.4% are of the opinion that it is very adequate; 11.5% consider electricity supply inadequate;
- 59.6% of respondents stated that there is adequate water supply while 11.5% stated that it is very adequate; 7.7 consider water supply inadequate;
- 48.1% of respondents stated that there are adequate lecture halls while 19.2% stated that lecture halls are very adequate; 10.6% consider lecture halls inadequate;
- 45.2% of respondents stated that there is adequate hostel accommodation while 17.3% stated that hostel accommodate is very adequate; 12.2% consider them inadequate;

- 30.8% of respondents stated that there are adequate administrative offices while 33.7% find them very adequate; 8.7% consider administrative offices inadequate;
- 35.6% of respondents stated that there are adequate ICT facilities in Salem university while 26% stated that ICT facilities very adequate and 15.4% consider them inadequate;
- 56.7% of respondents believe that there were no cases of lecturers delaying lectures for selfish reasons; only 1.9% believe there are such cases;
- 37.5% of respondents believe that there were no cases of lecturers delaying lectures for genuine reasons; 21.2% believe there were such cases;
- 47.1% and 26.9% of respondents rated physical structures in Salem University as good and excellent respectively;
- 48.1% of respondents rated the books in the Library of Salem University as good while 25% rated the library collection as excellent;
- 30.8% of respondents rated recreational facilities in the university as good; the same percentage rated it as poor;
- 36.5% of respondents rated the student/teacher ratio as good while 26% rated it excellent;
- On quality of graduates, 41.3% responded that they are good while 26.9% stated that they are excellent.
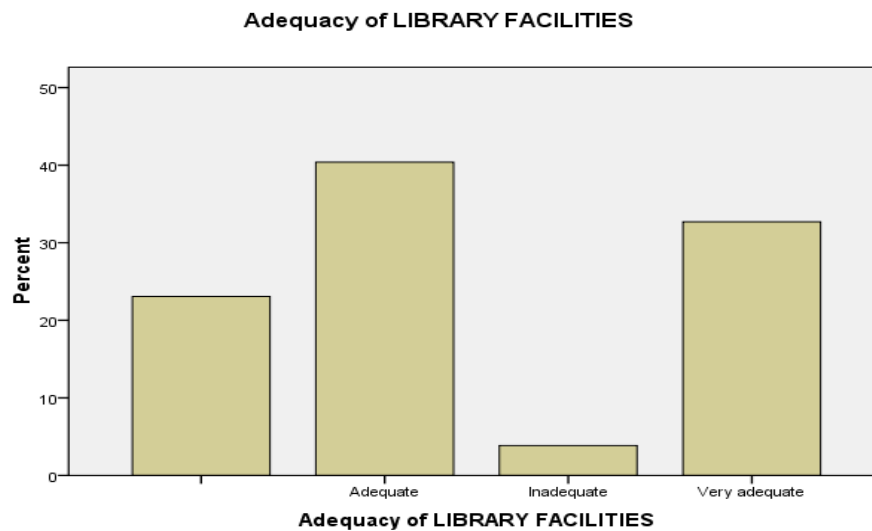
Figure 1: Perception of adequacy of library facilities at Salem University

Adequacy of LABORATORY FACILITIES
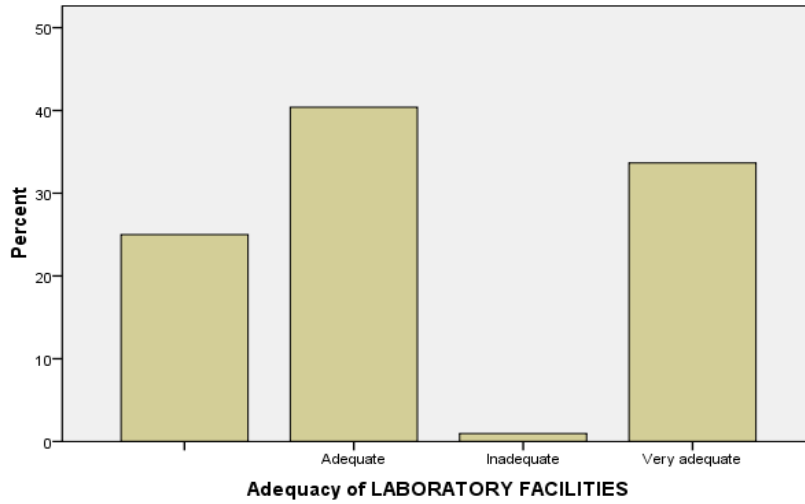
Figure 2: Perception of adequacy of laboratory facilities

Adequacy of ELECTRICITY SUPPLY
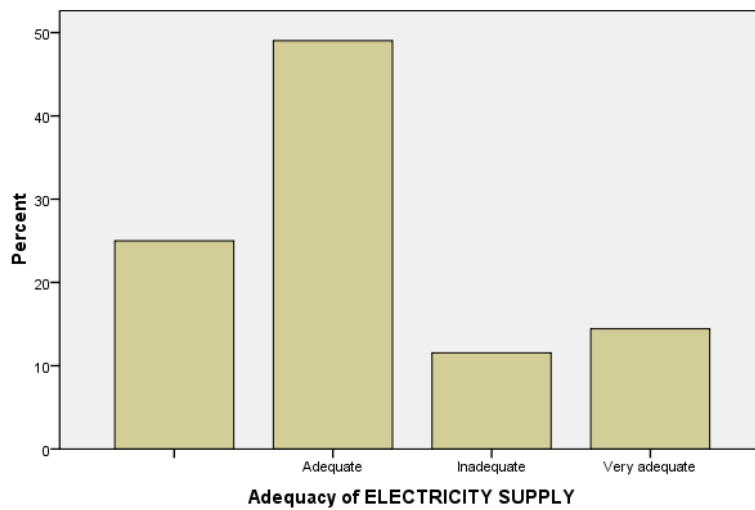
Figure 3: Perception of adequacy of electricity supply

Adequacy of LECTURE HALLS
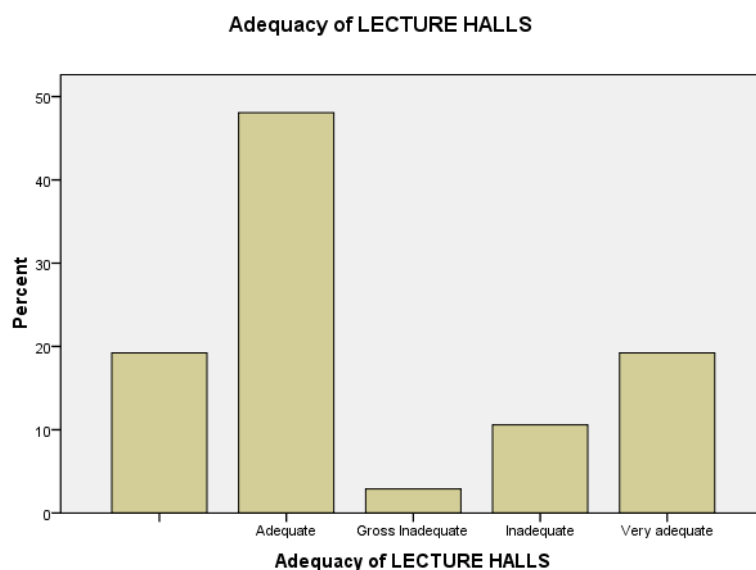
Figure 4: Perception of adequacy of lecture halls

Adequacy of ICT FACILITIES
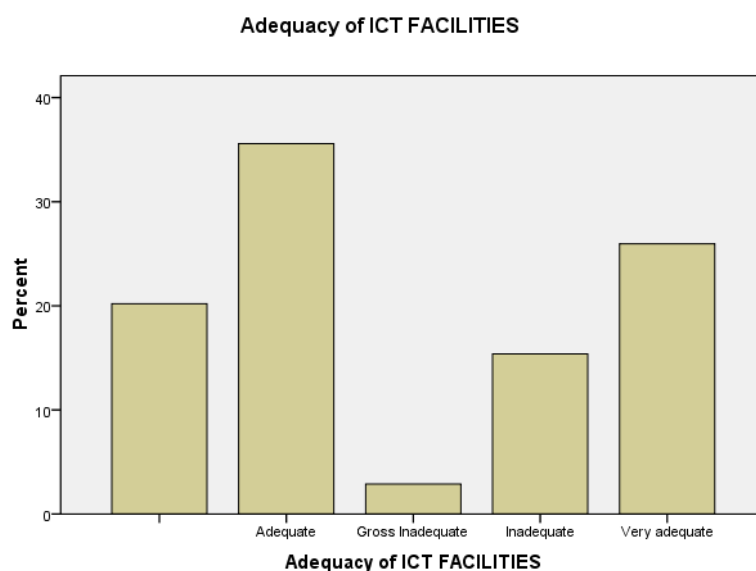
Figure 5: Perception of adequacy of ICT facilities

Perception of status of teaching and learning services from memoranda

- SU committed itself to running a regular academic calendar since inception.
- The Senate of SU is scheduled to meet once a month as this helps to avoid delay in clearing academic matters that require Senate actions.
- SU approach is that students must satisfy attendance requirement of a minimum of 85% before they can be allowed to sit for examinations in those courses attended.
- SU has zero tolerance for academic malpractice or illicit liaisons some staff and student who fell victims of such were sanctioned appropriately.

- NUC has accredited SU programmes which emerged with 100% success.
- SU subjects their relevant programmes to professional accreditation as part of their commitment to quality academic programme implementation.
- SU takes their materials to external examiners to ensure implementation of nationally accepted standards.
- The pillar upon which the SU success to date hangs is their leadership.

Strategies for dealing with corrupt practices in teaching and learning

Recommendations from the interactive session

On absence from classes/Inability to cover syllabus

- A two-way supervision should be introduced and enforced, where lecturers are monitored by their Heads of Departments and Students' Representatives report on lecturers by keeping records of attendance of lecturers and submitting same to the HODs/Dean before the conduct of examinations;
- The University leadership should be vigilant, paying unscheduled periodic visits on lecture rooms having been armed with lecture time-table *a priori*
- Course outlines should be monitored to ensure delivery on contents
- Staff members may be assigned administrative responsibilities other than their primary responsibilities at the end of every session

On Illegal sales of hand-outs and textbooks

- The library should be adequately stocked and accessible by students to deter any lecturer intending to produce hand-outs/textbooks, as such hand-outs/textbooks will be perceived as sub-standard compared to the avalanche of books at the disposal of students
- Well stocked e-library to assist students in writing their projects

Dealing with full-time lecturing in more than one University

- Salaries of defaulting staff should be delayed or stopped, depending on the nature of fault
- Adjunct staff should be properly interviewed
- Lecturers should be properly monitored

Preventive actions suggested during the interactive session

- HODs and students should monitor and report on lecturers on a regular basis;
- Enforcement of relevant regulations;

- Lecturers should be made to prepare course notes and outlines at the beginning of each semester and to ensure that same are followed and achieved;
- Colleges should meet at least once every month where issues are discussed and reviewed;
- Class representatives should keep records of attendance for lecturers;
- Issues relating to the quality of lectures offered and absenteeism should always be punished;
- Both Lecturers and other staff should be assigned administrative responsibilities other than their primary duties which must be achieved;
- There should be un-scheduled visits to lecture halls by the Vice Chancellor;
- Ensuring that lecturers on part- time program are properly interviewed so as to establish if they are overburdened with other responsibilities in other universities;
- The choice of project topics should be arrived on consultation between the students and supervisor based on interest which must be defended by the students;
- Students should be discouraged from carrying out project work outside the university environment aside sampling exercise;
- There should be adequate provision of Library facilities;
- At the beginning of the semester, lecturers should submit their teaching schemes to HODs and these should be used to assess the work of the lecturer at the end of the semester.
- Before the commencement of project writing, seminars should be organised to build confidence in students in their ability and warn them of dangers of research fraud.
- Students should not be allowed to bring already decided project topics; rather lecturers should work with students to decide on their topics which should, as far as possible, be in the area of interest of the student.
- As a matter of policy, no lecturer should supervise more than 10 students' projects.
- Students should be made to solve a particular problem within the environment as a project work.
- Library should be well equipped to aid students in project writing.
- Mechanism should be put in place to monitor those who supervise students' project work.

Perception of corrupt practices relating to appointment, promotion and discipline of staff

The rating of Salem University by respondents to the survey questionnaire in terms of adherence to rules and policies regarding appointment, promotion and discipline is reported in Tables 14, 15 and 16.

In Table 14, 30.8% of respondents rated the University average while 38.5% rated the University high in terms of adherence to rules and regulations regarding appointment. Only 2.9% rated the University low. With regard to adherence to rules and policies guiding promotion, 35.6% rated the institution average while 26.0% rated the institution low. Only 6.7% rate the institution high while 31.7% did not respond. More than 65% rated the University high with regard to adherence to rules and policies regarding discipline while 25.0% did not respond.

Table 14: Rating of Salem University in terms of adherence to rules and policies regarding Appointment

Rating	Frequency	%
Average	32	30.8
High	40	38.5
Low	3	2.9
No response	29	27.9
Total	104	100.0

Table 15: Rating of Salem University in terms of adherence to rules and policies regarding Promotion

Rating	Frequency	%
Average	37	35.6
High	7	6.7
Low	27	26.0
No response	33	31.7
Total	104	100.0

Table 16: Rating of Salem University in terms of adherence to rules and policies regarding Discipline

Rating	Frequency	%
Average	10	9.6

High	68	65.4
No response	26	25.0
Total	104	100.0

Strategies for dealing with corrupt practices in appointment, promotion and discipline matters

Suggestions from the public hearing

Participants agreed that corruption-related practices are rife in the Nigerian university system even if they are not really being experienced at Salem University. The following suggestions were put forward on various issue areas:

On forgery of certificates and other credentials

- Credentials of staff should be adequately vetted before appointments are formally offered

On lack of due process

- Recruitment should be done with integrity, made stringent and thorough as well as multiple-phased
- Initial and continuous thorough vetting of staff members' career and academic background
- The Vice-Chancellor should be personally involved in the recruitment process, especially that of teaching staff
- When close acquaintances are to be recruited, staff members in the interview panel should be made to declare their interest and should only serve as observers in the process if they are to be present at all.
- Requests for recommendations from prospective employees' referees should be made and independent confirmation by the school authority conducted, not necessarily directly from the referees (it could be through other staff of their institutions) before appointments are given, especially to teaching staff

On lack/abuse of promotion and transfer criteria

- NUC should be empowered to handle promotions at certain levels
- Staff members, especially new ones should be regularly re-oriented on the core values of the University

Perception of corrupt practices associated with departmental administration and faculty governance

- 46.2% of respondents believe that corrupt tendencies are reduced by expulsion of students in Salem university, while 11.5% disagree; 40.4% of respondents did not respond;
- 50% of respondents believe that corrupt tendencies are reduced by suspension of students/staff, while 5.8% believe that it has not reduced such tendencies;
- 26% of respondents believe that corrupt tendencies are reduced by termination of appointments, 16.3% said no while 11.5% are indifferent;
- 30.8% of respondents believes that corrupt tendencies are reduced by prosecution of staff and students while 8.7% said no;
- 43.3% of respondents believes that corrupt tendencies are reduced by warning/issuance of query, while 8.7% said no;
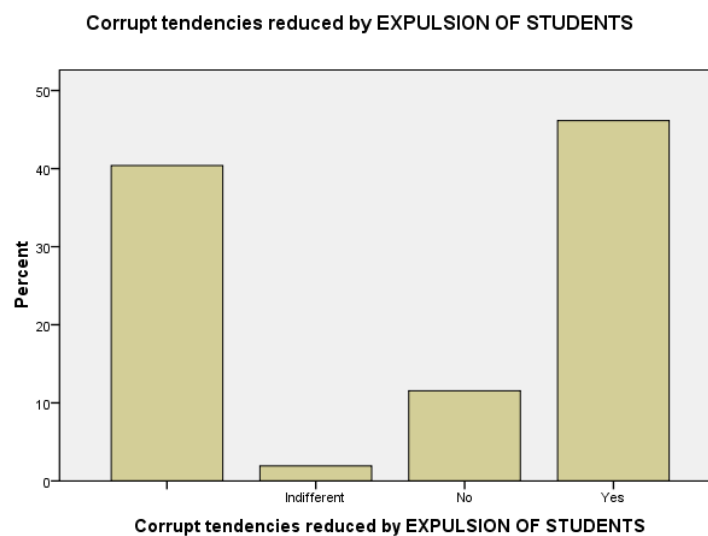
Figure 6: Perception of impact of expulsion of students on corrupt tendencies

Corrupt tendencies reduced by SUSPENSION OF STUDENTS/STAFF
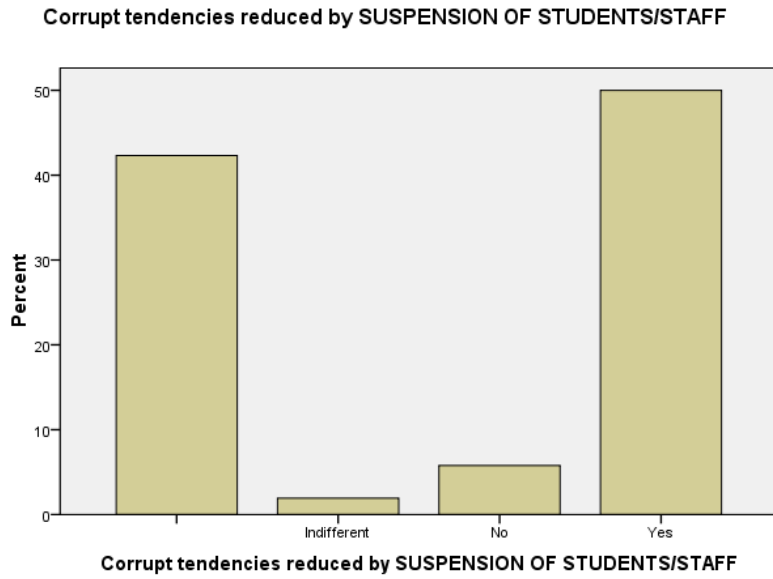
Figure 7: Corrupt tendencies reduced by suspension of student/staff

Corrupt tendencies reduced by TERMINATION OF APPOINTMENT
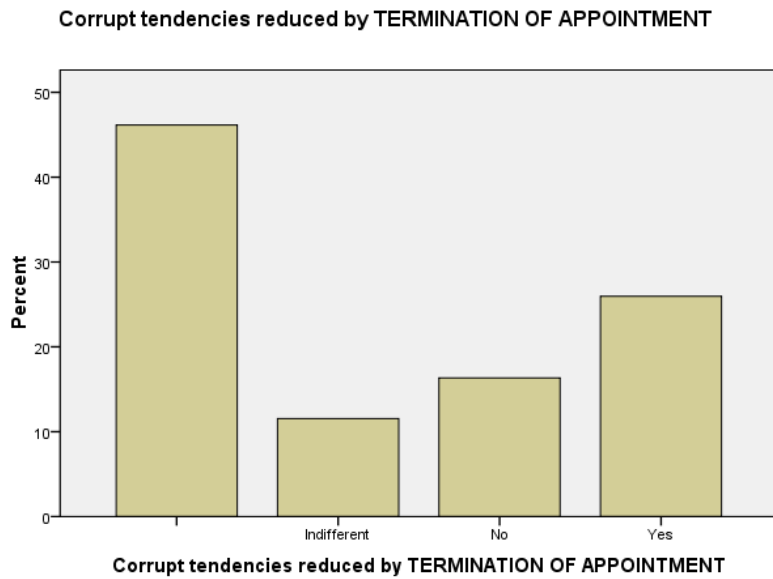
Figure 8: Corrupt tendencies reduced by termination of appointment

Corrupt tendencies reduced by PROSECUTION OF STAFF AND STUDENTS

Figure 9: Corrupt tendencies reduced by prosecution of staff and students

Corrupt tendencies reduced by WARNING/ISSUANCE OF QUERY

Figure 10: Corrupt tendencies reduced by warning/issuance of query

Strategies for dealing with corrupt practices in departmental administration and faculty governance

- Prompt implementation of appropriate sanctions for confirmed infractions
- Development and implementation of institutional code of conduct

Theme 6: Contract awards

Perception of corrupt practices associated with contract awards

- 29.8% of respondents rate Salem university average in terms of adherence to rules and policies regarding contract awards, while only 14.4% rated the university high; 51.0% did not respond
- 34.6% of respondents disagreed that there are reported or unreported cases of contract splitting while 48.1% reported that they don't know
- While 41.3% of the respondents disagreed that regular and occasional contract cornering by Council members compromise the integrity of Salem university and quality of project execution, 38.5% stated that they don't know
- While 28.8% of respondents stated that mode of project execution frequently used in Salem university is through contract awards, 27.9% said direct labour is mainly adopted

Table 17: Rating of Salem University in terms of adherence to rules and policies regarding contract awards

Rating	Frequency	Valid Percent
Average	31	29.8
Don't know	1	1.0
High	15	14.4
Low	4	3.8
No response	53	51.0
Total	104	100.0

Table 18: There are reported and unreported cases of "contract splitting" in this University

Response	Frequency	%
Disagree	36	34.6
Don't Know	50	48.1
No response	18	17.3
Total	104	100.0

Table 19: Regular and occasional contract cornering by Council members compromise the integrity of this university and quality of project execution

Rating	Frequency	Valid Percent
Agree	3	2.9
Disagree	43	41.3
Don't know	40	38.5

No response	18	17.3
Total	104	100.0

Suggestion from interactive session on combating the problem of abandoned projects

- Government should encourage private universities by extending grants/loans to assist in infrastructural development.

Theme 7: Management of funds

Perception of corrupt practices in financial management – questionnaire responses and memoranda

- 43.3% of respondents don't know if IGR is not being used judiciously by the administrators of Salem university; 35.6% disagreed while only 7.7% agreed such practices exist;
- 28.8% of respondents stated that the adequacy of funds for Salem university is good, 21.2% said its fair while 16.3% stated that funding is poor;
- 62.5% of respondents disagree that inducement and gratifications are serious challenges at Salem University; only 3.8% agree that they are serious challenges, 19.2% do not know while 14.4% did not respond.

Table 20: Internally Generated Revenue, though not enough, is not being used judiciously by the administrators of this university

Response	Frequency	%
Agree	8	7.7
Disagree	37	35.6
Don't Know	45	43.3
No response	14	13.5
Total	104	100.0

Table 21: Inducement and gratification are serious challenges in Salem University

Response	Frequency	%
Agree	4	3.8
Disagree	65	62.5
Don't Know	20	19.2
No response	15	14.4
Total	104	100.0

Perception of financial management at Salem University from memoranda

- SU upholds accountability and judicious use of funds.
- SU strictly monitors/supervises the activities of financial managers to ensure adherence to approved financial regulations and probity.
- The sources of funds and areas of expenditure are clearly established.
- All SU funds including IGR are duly banked in SU's name and withdrawals are made with proper authorisation.
- Financial transactions on behalf of SU are done with approved request in appropriate format and must be documented or retired within a specified period with verifiable evidence.
- Officers who receive imprest or any money must retire with receipts or certificates of honour before any replenishment can be made.
- All unexpended money must be returned to the Bursary or paid to appropriate SU's account and official receipt obtained for retirement purpose.
- The SU does not tolerate inducement and gratification in the implementation of all its policies, projects and programs.
- All charges for SU's services are published so that clients have pre - knowledge of the exact amount before making payments.
- SU strictly observes the "conflict of interest" principle and therefore, no SU staff or member of governance bodies is allowed to participate without declaring their interests.
- Any deviation from financial management regulations and practices are dealt with promptly and with appropriate sanctions.

Additional information gleaned during interactive session

- Sources of income to the university includes tuition fees (40%) and grants from the Proprietor (60%); as well as bank loans guaranteed by the Proprietor;
- N30,000 caution fee is usually refunded to students during graduation upon application.

Strategies for dealing with corrupt practices relating funds management

- At graduation, caution fees paid by students at the point of entry into the University should be refunded upon application;
- The sources of income to the University, i.e. tuition fees as well as grants from the Proprietor and Bank loans which are guaranteed by the Proprietor should be properly captured in the relevant accounting books and declared;
- All sources of income to the institution should be captured in its appropriation heads.

Theme 6: Research and Research Administration

Identifying and preventing research fraud

- Presently official funding of staff research by the university is limited, almost nil.
- Utilization of advanced internet search and e-library facilities to find out if a particular topic has been worked upon by others;
- Students' Project Monitoring Teams should be set up
- Lecturers should not be overburdened with supervision in order to ensure thoroughness
- Topics to be researched by students should be agreed with the lecturer/supervisor not decided by the student and merely submitted;
- Student project topics should be targeted at solving environmentally peculiar problems which should be identified periodically;
- Innovation should be encouraged on the part of student and staff

Summary and Conclusion

Adherence to faith values seems to have influenced the pattern of development of Salem University. The continued emphasis on spirituality and orientation of staff and students to buy into the value system of the institution has assisted in establishing a pattern that is less prone to corruption and corrupt practices. It is yet early in the life of the institution to declare emphatically that it would escape totally the malaise that has bedevilled the Nigerian public university system. The university is also still small in terms of the staff and student population. However, if the institutional mechanisms put in place are expanded commensurate with expansion in enrolment and activities of the institution, the model being established would lend itself to replication in other institutions.

Chapter 5

Summary of Results, Preventive Actions and Conclusion

The following summarises the results of the study across the three universities and provides suggestions on preventive actions:

Admissions, Enrolment and Registration of Courses

Associated corrupt practices

- Non-adherence to the carrying capacity of the National Universities Commission (NUC)
- Non-adherence to rules and regulations guiding admission
- Political interference in the admission process of the University
- Inadequate funding which encourages Universities to engage in over enrolment of students in order to generate IGR to run the Institution
- Lack of proper monitoring and the absence of punitive measures taken against the University by NUC

Preventive actions by the University

- Strict adherence to approved NUC carrying capacity for institutions with monitoring by supervisory agencies
- Staff selection process should ensure only people of integrity are appointed as they would be crucial to the admission process. (see further under Appointment)
- Admission of students based on merit only and discretionary admissions be applied with set criteria to avoid abuse
- Provision and/or expansion of infrastructure to cater for enrolled/admitted students
- Insulating officials involved in admission processes from Political pressure
- Elimination of supplementary admission lists to check financial inducement and extortion
- Stipulating a time table for admissions and ensuring that the exercise starts & rounds off within same time to eliminate room for unnecessary pressure on officials
- Adequate funding by the proprietor
- Development of an admission policy that prescribes severe sanction against any staff influence the admission process against the guideline

- Post-UTME screening should be preceded by counselling sessions with intending students to acquaint them with the process and discourage infiltration by unscrupulous people
- Conduct of standard post-UTME tests/screening accompanied by proper supervision
- Regular staff orientation on institutional values to emphasise ethics and integrity in the conduct of admission and examinations
- Government to encourage online degrees by addressing the problem of discrimination against holders of online degrees
- Institutions should transit to online-based selection examinations to minimise staff contact with intending students
- Stricter sanctions for infractions
- Revocation of fraudulently procured admission and prosecution of culprits

Preventive actions by ICPC

- Educate the university system and conduct public awareness campaign on corrupt practices associated with admission

Preventive actions by NUC

- Stricter sanctions for universities exceeding carrying capacities
- NUC should ensure regular monitoring of universities
- NUC should work with JAMB and universities to set uniform guidelines for post-UTME exercises in Nigerian universities

Preventive actions by JAMB

- JAMB to improve on the biometric check of candidates
- Recruitment of invigilators with integrity
- JAMB to ensure adherence to criteria and admission quota for each university

Preventive actions by other stakeholders

- Professional bodies such as the Nigerian Medical and Dental Council, the Council of Legal Education and the Council for the Regulation of Engineering in Nigeria, should ensure strict compliance with admission policy to universities
- National Board of Technical Education and National Council for Colleges of Education should as a matter expand into other sectors of tertiary education, viz., the Polytechnics and Colleges of Education in order to reduce pressure on the universities and discourage undue resort to unethical practices by intending students

- Ministry of Education should encourage vocational and entrepreneurial education to reduce on pressure of demand for university education
- Government though the Head of Service should address the problem of placements of polytechnics and colleges of education relative to their university counterparts

Examination Administration, Award of Degrees and Graduation of Students

Associated corrupt practices

- Sale of examination questions and other examination-related information
- Gratification and inducement to manipulate award of marks/grades
- Swapping of grades
- Writing of examination by proxy
- Direct cheating in examination
- Delay in the release of results
- Delay of students from graduating due to poor record keeping and deliberate victimisation by officials
- Manipulation of internal examination processes

Preventive actions by the University

- Installation of CCTV cameras at strategic places within examination halls
- Question papers should be printed on the day of the examination to reduce leakages
- More careful selection of people of integrity to handle examinations
- Computerization/Automation of the entire record(Administrative & Academic) management system from department to all relevant organ
- There should be a policy on a stipulated time line for Lecturers to process results- two weeks after exams
- Provision of a platform for students to report any form of victimisation
- Introduction of standard record keeping system and upholding of official discipline
- Training & retraining for Administrative staff on record keeping
- Enforcement of the University's code of conduct for examination
- Allotment of manageable number of courses to lecturers
- Rules and regulations relating to examination management should be made public and infractions should be met with appropriate punishment
- Departmental examination board must sit over results to verify the correctness of results as computed by the Department's exams officer before forwarding further, this is to check manipulation of results at the department's level

- Results should be presented to Senate no later than six weeks of completion of examinations after processing through relevant departmental and faculty committees
- Stipulation of sanctions such as stoppage of salary for Departments that default in meeting deadlines for presentation of results
- Design an instrument for measuring students' attendance (Development of a class list that contains students' passport to check impostors, and ensure that students sign-off on submission of their script
- Personalized Career Guidance and Counselling for intending Students
- Students should be re-oriented on placing emphasis on personal development as against just passing examinations
- Students should be encouraged to read the Students' Handbook to familiarize themselves with examination rules and procedures and sanctions for malpractices
- Every University should develop core values, institutionalize same and make their students buy into them
- Adequate male and female invigilators should be provided in examination halls to screen students before they are allowed entry into the examination halls
- Adequate intelligence should be deployed in the monitoring of examinations
- Rules and regulations guiding the conduct of examinations should be pasted on notice boards at least one week before the commencement of examinations
- Interactive sessions should be organized for students about a week to the examination to remind students of the 'dos' and 'don'ts' of examination
- Arrangement of seats in the examination halls should be such that students are adequately spaced to curb malpractices and enhance effective supervision
- The relevant Examination Boards (Departmental, Faculty and Senate) must meet as and when due to preserve the integrity of examination records
- Lecturers should alleviate students fear for examinations by avoiding discouraging comments
- Examination Monitoring Teams should be set up for Distance Learning Programmes and similar standards used for conventional programmes upheld
- To tackle delay in grading of scripts and release of results, marking schemes should be forwarded by lecturers alongside examination questions to enable other lecturers assist in grading scripts for large classes

Preventive actions by ICPC

- ICPC should establish student anti-corruption vanguard in universities to function as whistle blowers
- ICPC should ensure that the Anti-corruption and Transparency Monitoring Unit (ACTU) in universities functions effectively

- ICPC to educate and conduct public awareness campaigns on corrupt practices associated with examination
- Prosecution of offenders by ICPC
- Sensitisation action by ICPC to discourage corruption at other levels of education particularly secondary

Preventive actions by NUC

- NUC to ensure enforcement of sanctions stipulated in approved policies and facilitate the process of review and enactment of new policies with stricter sanctions
- NUC to carry out regular oversight functions

Teaching and Learning Services and Facilities

Associated corrupt practices

- Delay in take-off of lectures and non-completion of syllabus by lecturers
- Non-adherence to students/lecturer ratio results in over-crowding of classes
- Lack of commitment to work by the lecturers
- Continued defiance by institutions of the ban on satellite programmes/campuses by NUC
- Frequent strike action by staff and students interrupting the academic calendar
- Sales of lecture notes, Hand-outs and Text-books
- Non-provision of adequate and appropriate practical apparatus
- Late opening and early closing of library
- Stealing and mutilation of library books
- Inadequate/irrelevant (out-dated) textbooks
- Inadequate reading tables and chairs
- Corruption in the allocation of official bed spaces in student hostels by the managers; influencing of allocation by students engaging in gratification and bribery of staff
- Sale of accommodation spaces by official occupants to highest bidders by students

Preventive actions by the University

- Avoid excessive workload on lecturers
- Regular payment of staff salary and improved welfare and working conditions
- Employment of lecturers should be based on merit
- Strict adherence to students/lecturer ratio

- Regular taking of attendance of students who attended classes and forward same to the Dean through the HODs on weekly bases
- Adequate provision of learning facilities and conducive environment
- Early commencement of lectures on resumption
- Occasional unscheduled visits to classes by VC or his representative based on developed time-table at the beginning of each semester
- Centralization of all published books and teaching materials which would be sold by the university
- Provision of current & adequate books, learning materials and teaching aids
- Openness and transparency in the allocation of official bed spaces
- Ejection from university hostels of students found to have sold their official bed spaces for profit

On absence from classes/Inability to cover syllabus
- A two-way supervision should be introduced and enforced, where lecturers are monitored by their Heads of Departments and Students' Representatives report on lecturers by keeping records of attendance of lecturers and submitting same to the HODs/Dean before the conduct of examinations
- The University leadership should be vigilant, paying unscheduled periodic visits on lecture rooms having been armed with lecture time-table *a priori*
- Course outlines should be monitored to ensure delivery on contents
- Staff members may be assigned administrative responsibilities other than their primary responsibilities at the end of every session
- HODs and students should monitor and reports on lecturers on a regular basis
- Class representatives should keep records of attendance for lecturers
- There should be un-scheduled visits to lecture halls by the Vice Chancellor
- At the beginning of the semester, lecturers should submit their teaching schemes to HODs and these should be used to assess the work of the lecturer at the end of the semester

On Illegal sales of hand-outs and textbooks
- The library should be adequately stocked and accessible by students to deter any lecturer intending to produce hand-outs/textbooks, as such hand-outs/textbooks will be perceived as sub-standard compared to the avalanche of books at the disposal of students
- Well stocked e-library to assist students in writing their projects

Dealing with full-time lecturing in more than one University
- NUC should have a comprehensive database of all academic staff in Nigerian universities to facilitate monitoring
- Salaries of defaulting staff should be delayed or stopped, depending on the nature of fault

- Part-time and adjunct lecturers should be interviewed before being engaged to establish if they are overburdened with other responsibilities in other universities
- Adjunct and part-time lecturers should be properly monitored
- Issues relating to the quality of lectures offered and absenteeism should always be punished

Preventive action by other stakeholders

- NUC to enforce sanctions stipulated in approved policies in respect of failure to close satellite campuses
- ICPC working with NUC to educate and conduct public awareness campaigns on corrupt practices associated with establishment of satelite campuses; Prosecution of offenders

Appointments, Promotion and Discipline of Staff

Associated corrupt practices

- Gratification, victimisation, favouritism, nepotism, arising from ethnic and religious sentiments
- Lack of due process in appointments and promotion
- No policy deployment strategy to check staff overstaying in one position which encourage corruption
- Abuse of promotion and transfer criteria
- Forgery of certificates and other credentials

Preventive actions by the University

- Stricter sanctions including dismissal and prosecution of culprits
- Policy guideline stating a minimum of 10yrs before a professor's appointment as a VC
- Development of functional conditions of service that stipulates criteria & conditions for staff appointment; promotion and discipline & prescribed sanction for erring official
- Composition of independent committee (including Unions & University's Desk officer from NUC) to monitor strict compliance to due process
- Credentials of intending staff should be adequately vetted before appointments are formally offered
- Recruitment should be done with integrity, made stringent and thorough as well as multiple-phased

- Initial and continuous thorough vetting of staff members' career and academic background
- The Vice-Chancellor should be personally involved in the recruitment process, especially that of teaching staff
- When close acquaintances are to be recruited, staff members in the interview panel should be made to declare their interest and should only serve as observers in the process if they are to be present at all
- Requests for recommendations from prospective employees' referees should be made and independent confirmation by the school authority conducted, not necessarily directly from the referees (it could be through other staff of their institutions) before appointments are given, especially to teaching staff

On forgery of certificates and other credentials
- Credentials of staff should be adequately vetted before appointments are formally offered

On lack of due process
- Recruitment should be done with integrity, made stringent and thorough as well as multiple-phased
- Initial and continuous thorough vetting of staff members' career and academic background
- The Vice-Chancellor should be personally involved in the recruitment process, especially that of teaching staff
- When close acquaintances are to be recruited, staff members in the interview panel should be made to declare their interest and should only serve as observers in the process if they are to be present at all.
- Requests for recommendations from prospective employees' referees should be made and independent confirmation by the school authority conducted, not necessarily directly from the referees (it could be through other staff of their institutions) before appointments are given, especially to teaching staff

Preventive actions by NUC

- Development of functional conditions of service that stipulates criteria & conditions for staff appointment; promotion and discipline & prescribed sanction for erring official.
- Enforcement of sanctions stipulated in approved policies; Review and enact new policies with stricter sanctions; Carryout regular oversight functions

Preventive actions by ICPC

- Educate and conduct public awareness campaigns on corrupt practices associated with appointment and recruitment; Prosecution of culprits

Departmental Administration and Faculty Governance

Associated corrupt practices

- Appointment of HODs and Deans on the basis of nepotism and ethnic/religious affiliations, without following laid-down rules and policies.
- Inability to hold regular department and faculty meetings leading to dictatorial tendencies by the Dean and HODs
- Distribution of teaching load and other faculty assignments on the basis of friendship and patronage.
- Resort to vendetta in the allocation of courses and other workload
- Undue interference and imposition by management
- Falsification of records
- Deliberate failure to keep records

Preventive actions by the University

- Appointment of credible people as Deans, HODs and on the University Council following extant rules
- Maintenance of transparent and open door policy
- Submission of monthly minutes of departmental and faculty meetings to the office of the Vice-Chancellor.
- Exhibition of discipline on the part of leadership
- Prompt implementation of appropriate sanctions for confirmed infractions
- Development and implementation of institutional code of conduct to be reviewed every three years.
- Training of relevant staff in record keeping and management
- Staff should be ICT compliant and properly oriented.
- Electronic filing and recording system should be introduced.
- Assigning competent persons of integrity to keep records.
- Provision of backups for students' records

Contract Awards

Associated corrupt practices
- Regular and occasional contract "cornering" by Council members compromise the integrity of this University and quality of project execution
- Contract splitting

- Non-adherence to rules and policies regarding contract awards leading to award of contracts to corrupt and incompetent firms and suppliers;
- Selection of projects on the basis of personal interests and opportunity of personal benefit
- Abandonment of projects
- Bribery and other forms of gratification
- Inadequate project monitoring and evaluation

Preventive actions by the University

- Appointment of people of integrity into Tenders' Board/Procurement Committee and ensuring the proper functioning of the committee
- Filling of continuous assessment form covering the personality and quality of projects and materials should be put in place for checks and balance
- Constitution of independent body for the supervision of contracts/projects to check the Council/Management Members
- Strict adherence to the public procurement Act, Invocation of Due Process that adopts verifiable steps
- Contracts should be awarded to competent contractors following due process;
- Following laid down procedures for determination of projects to be executed involving all levels of stakeholders including the end-users.

Preventive actions by proprietors

- Appointment of persons of integrity into Council
- Review approval limit upward to address contract splitting,
- Revocation of contracts found to have been awarded fraudulently

Preventive actions by Government
- Government (Fed. Min. of Education, TETFUND) should encourage private universities by extending grants/loans to assist them in their infrastructure development

Preventive actions by NUC/ICPC

- NUC, ICPC and other financial crimes agencies should monitor projects and contracts award
- ICPC to educate and conduct public awareness campaigns on corrupt practices associated with award of contracts

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- Council members suspected of sharp practices with regard to award of contracts should be investigated by EFCC and ICPC and their assets confiscated

Preventive actions by other stakeholders
- Bureau of Public Procurement should ensure adherence to laid down rules and regulations with regard to award of contracts and ensure strict implementation of sanctions

Management of Funds

Associated corrupt practices

- Diversion/virement/misapplication of funds to meet other needs without recourse to appropriation
- Non-payment of salary as at when due and inability to pay the arrears owed to staff
- Lack of transparency in the constitution of the budget monitoring committee by the authorities
- Non-remittance of pension deductions
- Misapplication/misappropriation of Internally Generated Revenue
- Non-remittances of taxes and other deductions
- Non-refund of caution deposit to students upon graduation
- Disregard for audit query
- Inadequate documentation of sources of income
- Lodging of official funds in personal accounts yielding interest for account holder
- Over-invoicing and falsification of document such as receipts, and alteration of figures
- Fictitious expenditure and padding of expenses
- Converting of official funds to private use
- Fraudulent allocation of funds to inappropriate heads during budgeting process
- Payment of salaries to ghost workers/inflation of staff nominal roll

Preventive actions by the University

- Regular payment of staff salary and improved welfare and working conditions

- Adoption and usage of bottom-up approach to the budget development process
- Ensure strict adherence to budgetary rules
- Ensure effectiveness of budget monitoring committee.
- Compliance at all levels both internal and external audit queries
- Prompt payment of staff salaries to prevent recourse to gratification and inducement
- Refund of caution fees paid by students at graduation upon application
- Regular publication of income and expenditure accounts of the university
- Institution of effective internal control system including effective use of internal audit system
- Prompt and regular auditing of institution's accounts by external auditors to ensure transparency in accounting processes

Preventive actions by ICPC
- Education and enlightenment of stakeholders in the university system with respect to corruption in finance management
- Enforcement of sanctions relating to flagrant violation of financial regulations
- ICPC should establish student anti-corruption vanguard in universities to function as whistle blowers
- ICPC should ensure that the Anti-corruption and Transparency Unit (ACTU) in universities to function effectively.
-

Preventive actions by other stakeholders
- Federal Inland Revenue Service and similar statutory bodies to follow up with institutions on ensuring prompt remittances of taxes and other deductions;
- ICPC to educate and conduct public awareness campaigns on corrupt practices associated with management of funds in tertiary institutions
- Prosecution of confirmed offenders under the law to serve as deterrent

Research and Research Administration

Associated corrupt practices
- Plagiarism and fraudulent citation
- Diversion of research funds to other uses

Preventive actions by the University

- Improved official funding of staff research

- Utilization of advanced internet search and e-library facilities to find out if a particular topic has been worked upon by others;
- Students' Project Monitoring Teams should be set up
- Lecturers should not be overburdened with supervision in order to ensure thoroughness
- Topics to be researched by students should be agreed with the lecturer/supervisor not decided by the student and merely submitted;
- Student project topics should be targeted at solving environmentally peculiar problems which should be identified periodically;
- Innovation should be encouraged on the part of student and staff
- Before the commencement of project writing, seminars should be organised to build confidence in students in their ability and warn them of dangers of research fraud.
- Students should not be allowed to bring already decided project topics; rather lecturers should work with students to decide on their topics which should, as far as possible, be in the areas of interest to the student.
- As a matter of policy, no lecturer should supervise more than 10 students' projects.
- Library should be well equipped to aid students in project writing.

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APPENDIX

UNIVERSITY SYSTEM STUDY AND REVIEW QUESTIONNAIRE

QUESTIONNAIRE FOR THE UNIVERSITY INTERNAL COMMUNITY

The Independent Corrupt Practices and Other Related Offences Commission, ICPC based on its Systems Study and Review/Prevention mandate is collecting data on a number of issues relating to the University System in Nigeria. Data collection is through multiplicity of instruments including oral interviews, survey questionnaire and memoranda authored by individuals and groups. This survey questionnaire (one of the instruments) seeks your views on issues relating to the terms of reference of the ICPC's University System Study Team. By agreeing to fill this questionnaire for a study and review of the University Systems in Nigeria, you have undertaken to give sincere and factual responses to assist us in our quest to reposition the University system for better service delivery and world-class performance.

Instruction: *Please fill in blanks legibly in Capital letters and place a tick (√) in appropriate boxes*

1. **Name of University**:...

2. **Respondent Category:**   Member of Council/Management (   )
     Teaching staff (   )
     Non-teaching staff (   )
     Unionist (   ) please, state the name of Union.........................
     Student (   )
     Others (specify)...

3. **Department**…………………………………………………………………….(optional)

4. **Position/Rank**…………………………………………….................(optional)

5. **Sex**:   Male ( ) Female ( )

6. **Number of years in the University system**: ……………… years

Please express your agreement or disagreement with the following statements.

1.   Over-enrolment into approved courses is a problem in this University.
     Agree (   )   Disagree (   )   Don't Know (   )
2.   If you agree, please comment on/suggest how this anomaly can be corrected.
     ....
     ....
     ....

3.   There are problems associated with the delay of students from graduating due to poor record keeping and deliberate victimisation by officials.
      Agree (   )   Disagree (   )   Don't Know (   )
4.   Please comment on/suggest how this anomaly can be corrected............................

      ....

      ....

      ....

      ....

5.   Internal examinations, including Post-UTME screening in this University are open to manipulations.
      Agree (   )   Disagree (   )   Don't Know (   )
6.   If you agree, please comment or suggest how this anomaly can be corrected.
      ....
      ....
      ....
      ....

7.   Inducement and gratification are serious challenges in executing policies on enrolment, students' admission, appointments, promotion, internal examination, keeping and retrieval of examination records, award of contracts for projects in this University.
      Agree (   )   Disagree (   )   Don't Know (   )
8.   If you agree, please comment or suggest how this anomaly can be corrected.
      ....
      ....
      ....
      ....

9.   Students seeking admission into this University are ripped-off with high cost of Post-UTME Screening and result checking.
      Agree (   )   Disagree (   )   Don't Know (   )

10.   If you agree, please comment or suggest how this anomaly can be corrected.
      ....
      ....
      ....

11.   Regular and occasional contract "cornering" by Council members compromise the integrity of this University and quality of project execution.
      Agree (   )   Disagree (   )   Don't Know (   )
12.   If you agree, please comment on/suggest how this anomaly can be corrected.
      ....
      ....
      ....

13.   There are reported and unreported cases of "contract splitting" in this University.
      Agree (   )   Disagree (   )   Don't Know (   )

14.	If you agree, please comment on/suggest how this anomaly can be corrected.
	....
	....
	....
	....

15.	Internally Generated Revenue, though not enough, is not being used judiciously by the Administrators of this University.
	Agree ( )	Disagree ( )	Don't Know ( )

16.	If you agree, please comment on/suggest how this anomaly can be corrected.
	....
	....
	....
	....

17.	This University continues to defy ban on Satellite programmes/Campuses by NUC.
	Agree ( )	Disagree ( )	Don't Know ( )

18.	If you agree, please comment on/suggest how this anomaly can be corrected.
	....
	....
	....
	....

19.	The quality of instruction and the output of Satellite programmes being operated by this University are inferior
	A. Agree ( ) B. Disagree ( ) C. Don't know ( )

20.	If you agree, please comment or suggest how this anomaly can be corrected.
	....
	....
	....

	....

21.	Please comment freely on the types and forms of corruption relating to Post-UTME, illegal Satellite Programmes and internal examinations in this University.
	....
	....
	....
	....

22.	As someone interested in the health of Nigeria's University System, please comment freely on how corruption related to Post-UTME, illegal Satellite Programmes and internal examinations can be checked ((You may use and attach more paper).
	....
	....
	....
	....
	....

1. Are you satisfied with the quality of academic programmes in this university?

   Yes [   ]   No [   ]

2. If Yes, what are the policies put in place to sustain quality?

   ....
   ....
   ....
   ....

3. If No, what are the factors responsible for the problems?

   ....
   ....
   ....

4. How many times does Senate meet in regular statutory sessions in a year?
   ....times

5. Has the Senate been getting complaints from students regarding undue delay in completion of programme of study?

   Yes [   ]   No [   ]

6. If yes, has the Senate investigated the cause(s) of these delays?

   Always [   ]   Seldom [   ]   Never [   ]

7. Which of these reasons significantly describes the delays in completing programmes? (*Please tick as appropriate*)

   (a)   Students related problems such as over enrolment
   (b)   Shortage of academic and/or non-academic staff
   (c)   Shortage/inadequacy of infrastructural facilities, including ICT
   (d)   All of the above
   (e)   Others (specify)...

8. Does the university comply with NUC regulations/policy relating to admission?

   Yes [   ]   No [   ]

9. Please, give reasons for your answer: ....
   ....
   ....

10. What is the carrying capacity of this university as approved by NUC? Please specify.

    ....
    ....

11. Do the admission and programmes conform to the carrying capacity of the university and enrolment policy set by NUC?

    Yes [   ]   No [   ]

12. Please give reasons for your answers: ....
    ....
    ....
    ....

13. Rate your Institution in terms of adherence to rules and policies regarding:

		Low	Average	High
i	Appointments			

ii	Promotion			
iii	Admission			
iv	Internal Examinations			
v	Discipline			
vi	Contract Award			

14. How often are these policies reviewed?

Every 5yrs ☐   Every 10 yrs ☐   Every 15 yrs ☐

15. How often does the Council /Management meet?
    (a) Weekly
    (b) Monthly
    (c) Quarterly
    (d) Yearly
    (e) Whenever the need arises
    (f) Others, specify..

16. What are the main sources of funds to the Institution? (*Please tick (√)*
    (a)   Statutory allocation from Government/Proprietor
    (b)   Internally Generated Revenue (IGR)
    (c)   External donations
    (d)   Intervention funds e.g. TETFUND, etc.
    (e)   Others (specify)...

17. Please rate the adequacy of instructional materials in the school.

		Gross inadequate	Inadequate	Adequate	Very adequate
i	Library facilities				
ii	Laboratory facilities				
iii	Electricity supply				
iv	Water Supply				
v	Lecture Halls				
vi	Hostel accommodation				
vii	Administrative offices				
viii	ICT facilities				

18. Please specify the mode of project execution frequently used by your Institution.
    (a)   Direct labour
    (b)   Contract awards
    (c)   Public Private Partnership (PPP)
    (d)   Others, please specify..

19. In your opinion, does the University comply with policies and procedures governing project execution, using the above methods?

Yes ☐   No ☐

20. Please comment freely on the above...

....
....
....

21.   Please, rate the ratio of students to that of instructional facilities and infrastructure in this institution.

| Grossly inadequate | ☐ | Inadequate | ☐ | Adequate | ☐ | Very adequate | ☐ |

22.   Please, rate the following in relation to your institution.

		Excellent	Good	Fair	Poor
i	Quality of graduates				
ii	Adequacy of funds				
iii	Social unrest				
iv	Environmental problems				

23.   Do you think the following disciplinary measures have gone a long way in curbing corrupt tendencies in your Institution?

		Yes	No	Indifferent
i	Expulsion of students			
ii	Suspension of students/staff			
iii	Termination of appointments			
iv	Prosecution of staff and students			
v	Warning/issuance of query			

24.   Please, suggest other disciplinary measure(s) you think would prevent corrupt tendencies in your institution.

....
....
....
....

25.   Do you think projects are satisfactorily executed by contractors in your institution?

Yes ☐   No ☐

26.   If No, Please, tick the reason(s) as appropriate.
(a)   Lack of technical knowledge by contractors.
(b)   Poor financial base of contractors.
(c)   Lack of registration with Corporate Affairs Commission (C.A.C)
(d)   Most companies involved are directly/indirectly owned by Council members or other influential members of the public
(e)   Lack of/ inadequate supervision by University officials
(f)   Others, please specify...

27. Do you agree that unqualified students are admitted into this university?
    Yes ☐ No ☐

28. If yes, what do you think is responsible for the admission of unqualified students into this institution?
    (a) Parental influence
    (b) Favouritism by the Vice Chancellor and other officials
    (c) Financial inducements from prospective students
    (d) Inadequate screening measures before admission is carried out
    (e) Others, please specify: ....

29. Lecturers delay lectures for various reasons. From experience, how would you describe the reasons usually given?
    Selfish ( )   Genuine/Justifiable ( )   Abuse of Academic freedom ( )

30. What was the mode of your employment into the University?
    (a) Appointment
    (b) Secondment
    (c) Contract
    (e) Others, specify...

31. Do you have any policy and procedure for employment in this institution?
    Yes ☐ No ☐

32. Are these policies and procedures followed during employment of staff?
    Yes ☐ No ☐

33. If No, Please comment: ....
    ....
    ....

34. Have you heard or seen applicants bribe their way to get employed by the university?
    Yes ☐ No ☐

35. If Yes, please specify:..
    ....
    ....
    ....

36. Does the admission policy of this University give room for unqualified candidates to be admitted?
    Yes ☐ No ☐

37. If yes, please state instances: ....
    ....
    ....
    ....

38. Have you noticed or witnessed any instance of a lecturer writing project for student(s)?

Yes ☐ No ☐

39. If yes, please specify the instance: ....
....
....
....

40. Has there been any case of lecturer delaying lectures in your Institution for the following reasons:
    (a) Selfish reason: Yes ☐ No ☐
    (b) Genuine reason: Yes ☐ No ☐

41. Please, justify your choice(s) above: ....
....
....

42. How frequently does the following incidence occur in your institution?

		Frequently	Not Frequently	Never	I don't know
i	Selling of examination questions or answers				
ii	Cheating during examinations				
iii	Writing examination by proxy				
iv	Influencing marks through financial and other inducements (sorting)				

43. Have you witnessed or observed any act of corruption among the staff or students?
    Yes ☐ No ☐

44. If yes, please list the type of corruption noticed: ....
....
....
....

45. Are there measures in place by the institution to check corrupt practices?
    Yes ☐ No ☐

46. Please, specify such measure(s): ....
....
....
....

47. Has any staff in this institution been punished for any act of corruption?
    Yes ☐ No ☐

48. Please, state the type of corruption and the punishment.
....
....

....
....

49. As an academic, are you happy with the state of affairs relating to enrolment, admission, appointment and promotion in the University systems?

Yes [ ] No [ ]

50. If No, what are the main problems in your opinion?..

....

....

....

51. Is there a functioning University Council in place?

Yes [ ] No [ ]

52. Please rank the performance of the University Council.

Excellent ( ) Good ( ) Fair ( ) Poor ( )

53. Is there any Students' Admission policy in place?

Yes [ ] No [ ]

54. Is the policy being adhered to?

Yes [ ] No [ ]

55. If No, how is it not being adhered to?...

....

....

....

56. Based on the carrying capacity ratios, is the university enrolment level being adhered to?

Yes [ ] No [ ]

57. Are the basic minimum admission requirements adhered to?

Yes [ ] No [ ]

58. If no, please state your reason:

....

....

....

....

59. Are there abuses/bottlenecks in the admission process in this University?

Yes [ ] No [ ]

60. If yes, please comment freely on the types/nature of abuse

....

....

....

....

61. Please recommend how these abuses can be checked/corrected: ....

....

....

....

62. Are examination questions set with confidentiality?

Yes [ ] No [ ]

63.   Are there cases of leakage of examination questions (expo) in this University?

        Yes [   ]   No [   ]

64.   In the instances you have in mind, please, state who was/were responsible (*Please tick as appropriate*).
        (a)   Lecturers
        (b)   Head of department
        (c)   Faculty officer
        (d)   Examination officer
        (e)   Others, please specify ....

65.   Are there cases of other forms of examination malpractices?

        Yes [   ]   No [   ]

66.   Please, describe the nature of these other forms of malpractices
        ....
        ....
        ....
        ....

67.   How long is the interval between the conduct of examinations and the release of results in this institution?
        (a)   1 – 3 months
        (b)   4 - 6 months
        (c)   above 6 months
        (d)   Others, please specify: ....

68.   Are examination results manipulated in this institution?

        Yes [   ]   No [   ]

69.   At what level do you think this manipulation occurs?
        (a)   Lecturers level
        (b)   Departmental level
        (c)   Faculty level
        (d)   Examinations Record office
        (e)   Academic Board level
        (f)   Senate level
        (g)   Others, please specify ....

70.   Are students given opportunity to contest/petition when unsatisfied with results?

        Yes [   ]   No [   ]

71.   If Yes, how long does it take to process such petition?
        (a)   In time for re-sit examination
        (b)   Before the beginning of the next semester exams
        (c)   At the end of the academic session
        (d)   Others, please specify: ....

72:     Are there instances of collaboration between lecturers to victimise students academically?

Yes ☐ No ☐

73. Are there cases of students not graduating normally, at the end of the prescribed years for every course in this University?

Yes ☐ No ☐

74. If Yes, please, list the likely reasons that could bring about such state of affairs.

....
....
....

75. At what level are examination records kept?
   (a)   Departmental
   (b)   Faculty
   (c)   Academic office (Central)
   (d)   All of the above
   (f)   Others (Specify)

76. Are there instances of discrepancy (ies) in examination records among these various levels?

Yes ☐ No ☐

77. If yes, please give the likely reasons ....
....
....
....
....

78. From experience, how often does this discrepancy occur?
   (a)   Frequently
   (b)   Occasionally
   (c)   Never

79. Are these discrepancies ever investigated?

Yes ☐ No ☐

80. If yes, are disciplinary actions taken against the perpetrators?

Yes ☐ No ☐

81. Kindly indicate the nature of disciplinary action.
   (a)   Salary stoppage
   (b)   Suspension
   (c)   Dismissal
   (d)   Others, please specify: ....

82. Please, briefly suggest ways you think cases of discrepancy of results can be controlled or eliminated: ....
....
....
....
....

83. Are there cases of fake results/transcripts?

Yes ☐ No ☐

84. How frequent are these cases in your institution?
      (a)   Frequently
      (b)   Occasionally
      (c)   Rarely

85. Please, suggest ways you think cases of fake results can be controlled/eliminated:...
....
....
....
....

86. How would you describe the teaching/learning environment in your University?
      (a)   Very conducive
      (b)   Conducive
      (c)   Fair
      (d)   Poor
      (e)   Bad

87. Please rank the provision of the following instructional materials/facilities in your University.

		Excellent	Good	Poor
a	Physical Structures			
b	Books			
c	Recreational facilities			
d	Lectures/students ratio			
e	Others (Please itemise)			

88. How would you rate the University Council and Management on the quality of decision making?
High ( )   Average ( )   Low ( )

89. Please, justify your rating ....
....
....

90. Please, make suggestions on how this can be improved..............
....
....
....

91. Adherence to due process in contract administration
High ( )   Average ( )   Low ( )

92. Please, justify your rating
....
....
....
....

93.   Make suggestions on how this can be improved..
      ....
      ....
      ....

94.   Regularity of contract award manipulation (cornering).
      High (   )   Average (   )   Low (   )
95.   Please, justify your rating..
      ....
      ....
      ....

96.   Make suggestions on how this can be improved ....
      ....
      ....

97.   Management of projects to completion
      High (   )   Average (   )   Low (   )
98.   Please, explain your rating...
      ....

      ....

99.   Make suggestions on how this can be improved ....
      ....
      ....

100. Adherence to policies such as those governing enrolment and admission;
      Internal Examination; Records keeping and Retrieval.

      High (   )   Average (   )   Low (   )

101. Please, justify your rating..
      ....
      ....
      ....

102. Make suggestions on how this can be improved ....
      ....
      ....
      ....

103. Adherence to laid down procedures for the above.
      High (   )   Average (   )   Low (   )
104. Please, justify your rating..
      ....

      ....

      ....

105. Make suggestions on how this can be improved..

....

....

....

106. Compliance with rules relating to quality appointments and promotion

High ( )   Average ( )   Low ( )

107. Please, justify your rating...

....

....

....

108. Make suggestions on how this can be improved

....

....

....

109. Frequency of employing quality academics into Professorial cadre
High ( )   Average ( )   Low ( )

110. Please, justify your rating

....

....

....

111. Make suggestions on how this can be improved ....

....

....

....

112. The quality of instruction vis-a-vis available facilities
High ( )   Average ( )   Low ( )

113. Please, justify your rating...

....

....

114. Make suggestions on how this can be improved ....

....

....

115. From what you know. please describe the following by ticking the appropriate box:

		Problematic	Unclear	Corruption Prone	Corrupted
(a)	The process of students admission in the university				

(b)	The process of internal examination				
(c)	The process of examination record keeping				

116. If any of 115 (a) –(c) above is corruption-prone or corrupted, please describe the type of corruption that you have noticed: ....
....
....
....
....

117. Does the University send result of examinations to parents/guardians of students?
Yes [   ]   No [   ]

118. How regular are cases of students not graduating after the minimum number of years in the University?
Very regular (   )   Seldom (   )   Never (   )

119. If this phenomenon is regular, what do you think is responsible? ....
....
....
....

120. Which of the following incidents are you aware of in this University? Please tick as appropriate:
(a)   Delay in release of examination results
(b)   Missing /non-availability examination records
(c)   Money for examination results/Gratification for examination
(d)   Payment for graduating on time
(e)   Non-accreditation/loss of accreditation of courses
(f)   Delay of graduation as punitive measure and victimisation
(g)   Admission racketeering
(h)   Examination malpractices in collusion with officials

121. Please, describe your impression of the handling of the incidents relating to some or all of these by the University Authorities:
Satisfactory (   )   Not satisfactory (   )

122. Please, give reason(s) for your answer ....
....
....
....

123. Which of the following represent significant sources of funds/revenue to this institution?
(a)   Statutory allocation from Federal/State Government
(b)   Internally Generated Revenue (IGR)
(c)   External donations
(d)   Intervention funds
(e)   Others (specify)...

124. In your own words (and you may give reasons) please describe how the university council/management expend the funds, in terms of transparency, accountability and integrity of the process.

....
....
....
....

Contact or send Memoranda to us at: unireview@icpc.gov.ng

UNIVERSITY SYSTEM STUDY AND REVIEW QUESTIONNAIRE
QUESTIONNAIRE FOR THE UNIVERSITY EXTERNAL COMMUNITY

The Independent Corrupt Practices and Other Related Offences Commission, ICPC based on its Systems Study and Review/Prevention mandate is collecting data on a number of issues relating to the University System in Nigeria. Data collection is through multiplicity of instruments including oral interviews, survey questionnaire and memoranda authored by individuals and groups. This survey questionnaire (one of the instruments) seeks your views on issues relating to the terms of reference of the ICPC's University System Study Team. By agreeing to fill this questionnaire for a study and review of the University Systems in Nigeria, you have undertaken to give sincere and factual responses to assist us in our quest to reposition the University system for better service delivery and world-class performance.

Instruction: *Please fill in blanks legibly in Capital letters and place a tick (✔) in appropriate boxes*

1. **Respondent Category:**
   Member of the University External Community (   )
   Parent (   )
   Others please specify..

2. **Occupation**:
   ....

3. **Location**………………………………………………………………..……..………………………………………………
   ....

4. **Sex**: Male (   ) Female (   )

5. **Highest Academic Qualification**
   ………………………………………………………………………………………………..

Please express your agreement or disagreement with the following statements.
1. Over-enrolment into approved courses is a problem in this University.
   Agree (   )   Disagree (   )   Don't Know (   )
2. If you agree, please comment on/suggest how this anomaly can be corrected.
   ....
   ....
   ....
   ....
   ....
   ....
3. There are problems associated with the delay of students from graduating due to poor record keeping and deliberate victimisation by officials.
   Agree (   )   Disagree (   )   Don't Know (   )
4. Please comment on/suggest how this anomaly can be
   corrected..
   ....
   ....
   ....

....
....

5. Internal examinations, including Post-UTME screening in this University are open to manipulations.
    Agree (   )   Disagree (   )   Don't Know (   )
6. If you agree, please comment or suggest how this anomaly can be corrected.
    ....
    ....
    ....
    ....
    ....
    ....

7. Inducement and gratification are serious challenges in executing policies on enrolment, students' admission, appointments, promotion, internal examination, keeping and retrieval of examination records, award of contracts for projects in this University.
    Agree (   )   Disagree (   )   Don't Know (   )
8. If you agree, please comment or suggest how this anomaly can be corrected.
    ....
    ....
    ....
    ....
    ....
    ....

9. Students seeking admission into this University are ripped-off with high cost of Post-UTME Screening and result checking.
    Agree (   )   Disagree (   )   Don't Know (   )
10. If you agree, please comment or suggest how this anomaly can be corrected.
    ....
    ....
    ....
    ....
    ....
    ....

11. Regular and occasional contract "cornering" by Council members compromise the integrity of this University and quality of project execution.
    Agree (   )   Disagree (   )   Don't Know (   )
12. If you agree, please comment on/suggest how this anomaly can be corrected.
    ....
    ....
    ....
    ....
    ....
    ....

13. There are reported and unreported cases of "contract splitting" in this University.
    Agree (   )   Disagree (   )   Don't Know (   )

14. If you agree, please comment on/suggest how this anomaly can be corrected.
    ....
    ....
    ....

....
....

15.   Internally Generated Revenue, though not enough, is not being used judiciously by the Administrators of this University.
        Agree ( )   Disagree ( )   Don't Know ( )
16.   If you agree, please comment on/suggest how this anomaly can be corrected.
        ....
        ....
        ....
        ....
        ....

17.   This University continues to defy ban on Satellite programmes/Campuses by NUC.
        Agree ( )   Disagree ( )   Don't Know ( )
18.   If you agree, please comment on/suggest how this anomaly can be corrected.
        ....
        ....
        ....
        ....
        ....

19.   The quality of instruction and the output of Satellite programmes being operated by this University are inferior
        Agree ( )   Disagree ( )   Don't Know ( )
20.   If you agree, please comment or suggest how this anomaly can be corrected.
        ....
        ....
        ....
        ....
        ....

21.   Please comment freely on the types and forms of corruption relating to Post-UTME, illegal Satellite Programmes and internal examinations in this University.
        ....
        ....
        ....
        ....
        ....
        ....

22.   As someone interested in the health of Nigeria's University System, please comment freely on how corruption related to Post-UTME, illegal Satellite Programmes and internal examinations can be checked ((You may use and attach more paper).
        ....
        ....
        ....
        ....
        ....
        ....
        ....
        ....
        ....

Assessment of the University. Please tick (Yes or No) as appropriate
23.   Good academic standard
                Yes [   ]   No [   ]

24.   Good policy formulation and implementation
        Yes ☐   No ☐

25.   Effective teaching aid
        Yes ☐   No ☐

26.   Good learning environment
        Yes ☐   No ☐

27.   Good social amenities
        Yes ☐   No ☐

28.   Moderate fee charges
        Yes ☐   No ☐

29.   Adequate government funding
        Yes ☐   No ☐

30.   Good parents/teachers relationship
        Yes ☐   No ☐

31.   Good management and parents' relationship
        Yes ☐   No ☐

32.   Good quality teachers
        Yes ☐   No ☐

Please, make further contact or send Memoranda to us at: unireview@icpc.gov.ng

APPENDIX 2

THE REPORT ON MEMORANDA

The call for memoranda is one of the instrument used by the study Team for collection of information. The handbills and posters were used to call for memoranda from the pilot sites. The team received a total of 6 memoranda, 5 from the University of Nigeria, Nsukka and 1 from Salem University, Lokoja.

SUMMARY OF MEMORANDA RECEIVED FROM UNIVERSITY OF NIGERIA,NSUKKA

THE SORRY STATE OF UNN.

1. General laxity and poor attitude to work:
(a) Lateness to work
(b) Indiscipline
(c) Improper employment procedure.
2. VC's frequent trips outside Nig.
 (a) Cost implication
 (b) Appointments of numerous Special and Personal Assistants to run affairs of UNN.
3. Difficulty in procuring Transcripts.
4. Difficulty in procuring Certificates.
5. Difficulty in procuring Semester Results
6. Uses of heavy- armed soldier by the VC.
    (a) Cost implication
    (b) Usurp the security department duties
7. Ban on students' union and organized staff union.
8. Abandoned Projects and Dilapidated students' Hostels.
    (1) New contracts awarded for new Projects.
    (2) Student Hostels in dilapidated condition.
9. Withholding of check-off and other Dues collected by University.
    (a) Alumni Association Dues.
    (b) Pensioners Dues.
10. Absence of Laboratory Equipment, Teaching Aids and Materials.
    (a) No subvention for running facilities and departments.

Questions generation
   From the above memoranda, the following issues were raised and questions designed for the oral interview segment

ISSUE NUMBER 1
(a) What mechanism has the authority put in place to check lateness and absenteeism among staff, and indiscipline in the University among staff and students?

(b) What is the institution's stipulated recruitment criteria and when was the last recruitment and the list of recruited staff?

ISSUE NUMBER 2

(a) List of Foreign Trips in the last 2years.
(b) Cost implications on the trips for the last 2years.
(c) List of Special Advisers and Personal Assistant to the Vice Chancellor.
(d) The pay slips for 2years of the Personal Assistant and Special Adviser to Vice Chancellor.

ISSUE NUMBER 3

(a) How many applications were received for transcripts in the last 2 years?
(b) How many were processed?
(c) How much was charged on each application?
(d) What is the reason for the Low or High numbers processed?

ISSUE NUMBER 4

(a) How many applications received for Certificate in the last 2years?
(b) How many processed?
(c) How much is charged on each Certificate?

ISSUE NUMBER 6

(a) What is reason behind the use is of armed- soldiers and policemen?
(b) What is the cost implication of the use of armed security personnels?
(c) Is there usurpation of duties of security department by the use of the armed soldiers and policemen?
(d) Was the cost budgeted for?

ISSUE NUMBER 7

(a) Reason for the ban on Students' and Staff Unions.

ISSUE NUMBER 8

(a) List of all ongoing Projects?
(b) List of all abandoned Projects?
(c) Status and cost of both Projects?
(d) Student Hostels; what is the condition?

ISSUE 9

(a) Evidence of remittance of union dues in the UNN.

ISSUE NUMBER 10

(a) How is the Laboratory equipment sourced?
(b) When was the last equipment sourced?
(c) How are facilities and departments managed?
(d) How much was disbursed (if any) to faculties and departments in the last 2years?
(e) When was the last disbursement?

SERIOUS INFRINGEMENT OF FEDERAL GOVERNMENT REGULATION AND THE PUBLIC SERVICE RULES BY UNN

ISSUES 1

The respondent alleged non-payment of his pension since 2009

ISSUES 2

(a) Numerous supplementary lists are responsible for over enrolment of admission
(b)No regard for rules for federal character on admission, 90% of admission tilted to favour Enugu state indigenes.

ISSUES 3

 APPOINTMENT AND EMPLOYMENT

Federal character not observed on employment, appointment is based on "god –fatherism".

ISSUES 4

 Irregularities on contract appointment, favouritism influence the yearly renewal of contract appointments.

Generated Questions

ISSUES 1

(a) The authority should explain why the entitlement of the respondent and any other retiree has not been paid.
(b) Explain the procedure for payment of Pension and gratuities of retirees.

ISSUES 2

Explanation of admission procedure of the University in a memo to be examined by the Team.

ISSUES 3

(a) Statistics of the last admission conducted by the University.
(b) Memo on admission policy be submitted by Registrar.

ISSUES 4

(a) List of contract staff with details of the terms of contract.
(b) Memo on procedure for appointment of contract staff.

SUMMARY

A respondent from College of Medicine alleged delayed promotion. He claimed to have been a reader in the college since 2001, stating that he was awarded MD by Cambridge University, UK in 2004, and the College Declined forwarding his papers for University appraisal on the ground that a higher degree/dissertation does not count or score for higher promotion as specified by YELLOW BOOK. He further stated that some academic staff do not benefit from the fund for international and local conferences in a year.

ISSUE

The memoranda raised issues relating to appointments and promotion in the Universities.

SUBJECT: PENSION DISCREPANCY FORMAT FORM

SUMMARY

A respondent alleged that his retirement Savings Account has been credited with far less than the amount deducted from his salary. He cited instance of monthly credit of N10, 700.00 to his RSA instead of N33, 550.00. He further stated that he has complained to his pension managers but to no avail.

ISSUE RAISED

This respondent's memoranda raised issue of improper record management system with regard to pension administration in UNN.

UNN REFUSAL TO REFUND TENANT EXPENSES FOR THE RENOVATION OF STAFF OFFICIAL QUARTERS

SUMMARY

The respondent is a staff of University of Nigeria. He alleged that he was allocated with official quarters by the University. However the quarter was not conducive and needed renovation. He did the renovation and requested for refund of the sum expended on the repair/renovation from the University. But the university declined. He therefore prayed the team to intervene and recover his money for him.

ISSUE

This memorandum raised issue concerning staff welfare. An indication that there is no adequate accommodation for teaching and non teachings staff of the University of Nigeria, Nsukka.

MY MISSING FILE? PROF SHU'S ROLE

SUMMARY

The respondent is a senior lecturer in the Department of Pharmacology and Therapeutics. The respondent alleged that he applied for Doctor of Medicine Degree sometimes ago and his file got missing. He complained and a committee was set up to investigate how his file got missing ,the committee request Prof Shu to make representation on the missing file but failed to respond to the committee thereby making committee assignment in conclusive.

ISSUE

The issue raised on the memoranda is victimization of the respondent by the head of Department Professor Shu. The memoranda Is also a pointer to lack of proper record management which was responsible for the missing file .

The Salem University ,lokoja, submitted a memoranda covering the following area

Financial Management
Admission

Academic Programme Implementation
Proprietor's interaction with the university.

Issue number 1: **Financial Management**
Accountability and judicious use of fund.

Strict monitoring and supervision of financial manager to ensure adherence regulation and probity.

Clearly identify the source of the university revenue and where such revenue is expended in each financial year.

All payment to the school is paid into designated bank account opened in the name of the university.

Every financial transaction must be documented and retired within a given period with verifiable evidence.

All unexpended monies from whatever transaction must be paid into an appropriate university account.

All charges for the university services are published so that clients know in advance.
No university staff or member of governing council is allowed to participate in contracts or employment without declaring their interest.

Infraction of the university financial management regulation is dealt with promptly and with appropriate sanctions.

ADMISSION

Strict compliance with the National Universities Commission guide lines and policy.

Admission is based on merit using the JAMB national cut off point and admission data input layout.

Admission processes had to be conducted in a very transparent manner following NUC and JAMB laid-down rules.

No Chancellor, Vice Chancellor or anybody's list has been brought to influence admission practices.

ACADEMIC PROGRAMME IMPLEMENTATION

Commitment to regular academic calendar.
A. Senate of the university is expected to meet once a month. It meant that no delays in clearing all academic matter that required senate actions.

B. Funds judiciously applied to ensure that teaching and instructional materials are very adequate and in line with NUC prescribed ratios.

C. Student must satisfy attendance requirement before they can be allowed to sit for examination.

D.   Zero tolerance for academic malpractices.

Appendix 3

Good practices worthy of emulation

University of Nigeria Nsukka:
1. Existence of a Data base for the management of examinations records and students' data to enable easy retrieval of data
2. Electronic capturing of past and present students' records/data since the past 20 years
3. Award of certificates to graduating students on Convocation day
4. **Operation of a donor-project account with a minimum deposit of 60% value of the project by the donor before the project commences**
5. Provisions of accommodations for new students on admission via online application
6. Assessment of transcript online which also is an avenue for revenue generation of the university

Salem University Lokoja:
1. Emphasis on **leadership by example** and constant echoing of the message of "Doing the right thing, God's own way, God's own time.**
2. Introduction of an entrepreneurial programme called **"the Global leadership Concept"** as a compulsory training for students to achieve an all-round development (i.e. Mentally, Spiritually and Intellectually) of the student who is expected to become employers of labour upon graduation rather than job seekers.
3. Strict screening of students before entry into the examination hall
4. Organizing of a congress for students a week before the examination on the consequence of examination malpractice.
5. Regular training of all admission's office personnel to ensure adherence to all applicable rules and regulations

Covenant University:
1. Ensuring that all processes are driven by the established core values: Spirituality, Integrity, Possibility mentality, Capacity building, Responsibility, Diligence , Sacrifice which is embedded in their vision and mission
2. Introduction into the curriculum a programme tagged "The Total Man Concept", a compulsory leadership training programme for all students to ensure an all round development and empowerment to become employers of labour upon graduation
3. On-campus residency for all students and staff
4. Deliberate maintenance of a serene environment that encourages learning and interaction
5. Adequate funding of the University from the proprietor
6. Well-equipped library facility

Osun State University:
1. Institutionalised funding strategy: all Local Government Areas in the state are legally mandated by an edict of the State House of Assembly to contribute 5% of their allocations towards infrastructural development of the university every month.

2. Running of a concurrent facility development of all their six campuses which are located across the state.
3. Constant funding is ensured by the state government
4. Payment of staff salary that are at par with or slightly above that of their counterparts in Federal Universities in order to motivate them
5. Use of automated process for examination and result management
6. Presentation of certificates to graduating students on Convocation day
7. Provision of hostel accommodations through Public Private Partnership