# THE EFFECT OF CORRUPTION ON SUSTAINABLE DEVELOPMENT GOALS IN NIGERIA- A FOCUS ON EDUCATION (CASE STUDY OF JERE LOCAL GOVERNMENT AREA)

# ABSTRACT

This study investigates the impact of corruption on the achievement of Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education, with a focus on Jere Local Government Area (LGA) in Borno State, Nigeria. Utilizing a descriptive survey design, data were collected from 221 respondents, including educators, administrators, and community members, through a structured questionnaire. The study sought to understand how corrupt practices in the education sector impede the attainment of quality education and the broader sustainable development goals. Findings reveal that corruption, in the form of mismanagement of educational funds, poor infrastructure, and lack of accountability, significantly undermines the quality of education in Jere LGA. Over 70% of respondents acknowledged that corruption directly affects educational outcomes, while 75% agreed that corruption poses a major obstacle to achieving SDG 4. The research also highlighted the critical need for governance reforms, emphasizing transparency, enhanced legal frameworks, and community engagement as key strategies for addressing corruption in the education sector. Chi-square analysis showed statistically significant relationships between proposed anti-corruption strategies and perceptions of their effectiveness, suggesting that robust governance measures can mitigate the negative impact of corruption on educational development. The study concludes that without systemic reforms to curb corruption, the pursuit of sustainable development goals in the education sector will remain an elusive goal in Jere LGA and similar regions across Nigeria. This study contributes to the literature on governance, education, and sustainable development, providing practical recommendations for policymakers, including strengthening anti-corruption legislation, promoting transparency, and increasing community participation in educational governance. These findings have broad implications for education reform and the achievement of SDG 4 in low-income regions affected by corruption.

**Keywords:** *Corruption, Sustainable Development Goals, Education, Jere Local Government Area, Governance, Nigeria.*

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# CHAPTER ONE

# INTRODUCTION

**1.1 Background to the Study**

Corruption remains one of the most profound challenges in Nigeria, affecting various sectors and impeding the achievement of sustainable development goals (SDGs), particularly in education. Corruption, in its various forms, contributes to the erosion of public trust in governmental institutions, negatively influencing the nation's capacity to provide quality education. Nigeria's aspiration to achieve the SDGs, especially SDG 4, which targets inclusive and equitable quality education, is jeopardized by the prevalence of corruption in the educational sector (Ajulor, 2018). The SDGs were adopted to end poverty, protect the planet, and ensure prosperity for all, with education being at the core of this transformative agenda (Omisore et al., 2017).

Globally, education is recognized as a crucial driver for achieving sustainable development. Education equips individuals with the knowledge and skills needed to promote sustainable practices and contribute to nation-building (Chankseliani & McCowan, 2021). However, in countries like Nigeria, where corruption penetrates the public sector, including education, the potential for education to drive sustainable development is severely compromised (Hope & Hope, 2017). The educational sector in Nigeria, particularly at the primary and secondary levels, has been plagued by inadequate infrastructure, mismanagement of funds, and poor policy implementation, all of which are directly linked to corrupt practices (Osakede et al., 2015).

Corruption in education manifests in various forms, including embezzlement of public funds, bribery in admissions processes, and the falsification of academic records. This has led to a deterioration in the quality of education, further widening the inequality gap and threatening the achievement of SDG 4 (Okoye & Arimonu, 2016). Sustainable development, which aims to meet the needs of the present without compromising the ability of future generations to meet their own needs, is highly dependent on an educated populace. When corruption hinders the education system, it directly impacts the nation's capacity to build human capital necessary for long-term sustainable growth (Murshed & Mredula, 2018).

In the context of Jere Local Government Area (LGA), a region in Borno State, corruption in education has had profound consequences on the quality and accessibility of educational services. The area has suffered from underfunded schools, lack of teaching materials, and poorly trained staff, all of which are exacerbated by corrupt practices within the system (Onukelobi et al., 2019). Despite efforts by the Nigerian government to tackle corruption through anti-corruption agencies and policy reforms, the educational sector remains vulnerable to corrupt practices (Rotimi et al., 2021).

The link between corruption and the failure to achieve educational goals in Nigeria has been extensively discussed in literature. For instance, Oleribe and Taylor-Robinson (2016) argue that Nigeria's inability to meet the Millennium Development Goals (MDGs), particularly in education, was largely due to corruption. This pattern continues with the SDGs, where corruption in education threatens the achievement of targets aimed at ensuring inclusive and quality education for all. Similarly, Sachs (2015) emphasizes that the success of the SDGs depends on transparent governance and the effective management of resources, which are currently undermined by corruption in Nigeria.

The Nigerian government, through various policy frameworks, has recognized the need for a corruption-free education system to achieve sustainable development. However, the persistent issues in education governance, particularly in regions like Jere LGA, indicate that much work remains to be done. As highlighted by Osakede et al. (2015), the fight against corruption in Nigeria's public sector, including education, requires more than just policy enactment; it demands concerted efforts in policy implementation, monitoring, and accountability.

It is on this premise that this study seeks to explore the effects of corruption on the achievement of SDG 4 (Education) in the context of Jere LGA, examining the specific ways in which corrupt practices undermine educational outcomes and, by extension, sustainable development. By focusing on this local government area, the study aims to provide insights into the broader national challenges and propose recommendations for tackling corruption in the education sector.

**1.2 Statement of the Problem**

The achievement of sustainable development in Nigeria is critically hampered by the widespread corruption that permeates the public sector, particularly education. Despite significant government investments in education, corruption continues to undermine these efforts, leading to poor educational outcomes (Ajulor, 2018). In Jere Local Government Area, the adverse effects of corruption on education are particularly pronounced, with schools suffering from a lack of resources, poorly motivated staff, and inadequate infrastructure (Onukelobi et al., 2019).

Corruption in the educational system manifests in several ways, including the diversion of funds meant for school improvement, the sale of grades, and the manipulation of admission processes (Osakede et al., 2015). These corrupt practices have resulted in a decline in the quality of education, thus preventing the achievement of SDG 4, which seeks to ensure inclusive and equitable quality education for all (Omisore et al., 2017).

This problem is further exacerbated in Jere LGA, a region already facing challenges related to conflict and poverty. As a result, the potential for education to act as a driver of sustainable development is severely compromised. Without addressing the corruption that plagues the education sector, the goal of achieving quality education for sustainable development will remain elusive (Hope & Hope, 2017).

**1.3 Objectives of the Study**

The objectives of this study are:

1. To examine the extent to which corruption affects the quality of education in Jere LGA.
2. To explore the impact of corruption on the achievement of SDG 4 in Jere LGA.
3. To recommend strategies for combating corruption in the education sector in Jere LGA.

**1.4 Research Questions**

1. How does corruption affect the quality of education in Jere LGA?
2. What is the impact of corruption on the achievement of SDG 4 in Jere LGA?
3. What strategies can be implemented to combat corruption in the education sector in Jere LGA?

**1.5 Research Hypotheses**

The study will test the following null hypotheses:

**H01:** Corruption does not significantly affect the quality of education in Jere LGA.

**H02:** There is no significant relationship between corruption and the achievement of SDG 4 in Jere LGA.

**H03:** Anti-corruption strategies do not significantly improve the quality of education in Jere LGA.

**1.6 Scope of the Study**

This study focuses on the effects of corruption on the achievement of SDG 4, particularly in the education sector of Jere LGA, Borno State. It examines how corruption impacts the quality of education and the realization of sustainable development goals within the local context. The study is limited to primary and secondary education in Jere LGA and will not extend to other sectors or regions of Nigeria.

**1.7 Significance of the Study**

This study is significant as it provides critical insights into how corruption hampers educational development and, by extension, sustainable development in Nigeria. By focusing on Jere LGA, the study offers a localized understanding of how corruption affects education and the achievement of SDG 4. The findings will be beneficial to policymakers, educational administrators, and anti-corruption agencies in formulating effective strategies to combat corruption in the education sector. Additionally, this research contributes to the growing body of literature on the relationship between corruption and sustainable development in Nigeria.

**1.8 Definition of Key Terms**

**Corruption:** The abuse of entrusted power for private gain, especially in the education sector, including bribery, embezzlement, and fraud.

**Sustainable Development Goals (SDGs):** A set of 17 global goals established by the United Nations in 2015 aimed at ending poverty, protecting the planet, and ensuring prosperity for all by 2030.

**SDG 4:** The specific goal within the SDGs focused on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.

**Jere Local Government Area (LGA):** A local government area in Borno State, Nigeria, which serves as the case study for this research.

**1.9 Chapterization**

This study is separated into five distinct but interrelated chapters. This was done to show the progression of research idea and the systematic nature of research. In the first chapter, the research problem was defined as well as the objectives of the study, research questions and scope of study. In the second chapter a literature review was carried out. This review was rendered into conceptual, theoretical and empirical sections. In the third chapter, a systematic approach for data collection, instrumentation and analysis were discussed. In the fourth chapter, a statistical analysis was carried out to answer the research questions and provide statistical evidence for conclusion. In the fifth chapter, a summary of the study was provided as well as overall study conclusion. Some recommendations based on the findings of the study were also suggested.

# CHAPTER TWO

# LITERATURE REVIEW

**2.1 Introduction**

The role of education as a key driver in achieving sustainable development goals (SDGs) cannot be overstated. Education is central to SDG 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. However, Nigeria’s progress toward achieving SDG 4 is significantly hindered by the pervasive presence of corruption in its education system. Corruption in education manifests in various forms such as the mismanagement of resources, nepotism, examination malpractice, and bribery, all of which contribute to poor educational outcomes and hinder the overall development of the nation (Osakede et al., 2015). Understanding the link between corruption and sustainable development, particularly in the education sector, is crucial for developing effective strategies to combat these issues.

Globally, scholars have identified the vital role education plays in sustainable development. Kopnina (2020) notes that education for sustainable development (ESD) is designed to empower individuals with the knowledge and skills required to address global challenges such as climate change, inequality, and poverty. In Nigeria, however, systemic corruption has crippled the potential of the education sector to act as a tool for national development. According to Osakede et al. (2015), corruption in the Nigerian public sector is a significant impediment to good governance and sustainable development. This sentiment is echoed by Ajulor (2018), who argues that poor policy implementation in Nigeria has exacerbated the failures in achieving both the Millennium Development Goals (MDGs) and the SDGs.

This chapter will provide a conceptual and theoretical examination of the relationship between corruption and sustainable development, with a specific focus on education. It will explore the forms and impacts of corruption on education in Nigeria and review the theoretical frameworks that underpin the study. Empirical studies will also be examined to highlight the real-world effects of corruption on education and Nigeria's progress toward achieving SDG 4.

**2.2 Conceptual Framework**

This section defines and contextualizes the key concepts central to the study: corruption, sustainable development, and education. Understanding these concepts in the Nigerian context is critical for analyzing how corruption impedes the achievement of educational goals.

**2.2.1 Corruption**

Corruption is a multifaceted and complex issue, particularly in developing countries like Nigeria. It has been defined by various scholars as the abuse of public office for private gain (Osakede et al., 2015). Corruption in Nigeria is pervasive across sectors, but its impact is especially devastating in the education sector, where it manifests in different forms such as bribery, nepotism, misallocation of resources, and examination malpractices (Moyosore, 2015). The presence of corruption in education reduces accountability, encourages inefficiency, and compromises the quality of education provided to students (Osakede et al., 2015).

In the context of higher education, Franco et al. (2019) highlight that corruption undermines the integrity of educational institutions, erodes public trust, and reduces the value of educational qualifications. Such practices create inequality and diminish the role of education in promoting social mobility, which is crucial for sustainable development. Similarly, Ajulor (2018) notes that corruption in Nigeria has not only delayed the achievement of the MDGs but is also threatening the progress of the SDGs, including SDG 4.

**2.2.2 Sustainable Development Goals (SDGs)**

The SDGs, established by the United Nations in 2015, are a global blueprint aimed at addressing the world's most pressing challenges, including poverty, inequality, and climate change (Sachs, 2015). Education is recognized as both a standalone goal (SDG 4) and a crucial means to achieve the other SDGs. Education fosters innovation, critical thinking, and problem-solving skills necessary for addressing various global issues (Kopnina, 2020). In Nigeria, the achievement of SDG 4 has been slow, primarily due to the corruption plaguing the educational sector (Ajulor, 2018).

The SDGs, especially SDG 4, promote inclusive and equitable quality education and lifelong learning opportunities for all. Achieving this goal is essential for sustainable development, as education helps individuals acquire the skills necessary to participate in economic, social, and political processes. Leal Filho et al. (2021) argue that education systems must integrate sustainable development principles into their curricula to prepare students for future challenges. However, corruption in Nigeria's education system has led to the mismanagement of resources meant for education, hindering the country’s ability to meet these targets (Omisore et al., 2017).

**2.2.3 Education in Nigeria**

Nigeria’s education system has faced numerous challenges over the years, with corruption being a significant contributor to its poor performance. The historical development of education in Nigeria has been marked by fluctuations in policy, underfunding, and mismanagement (Asiyai, 2015). The country’s educational challenges include inadequate infrastructure, low teacher quality, insufficient funding, and inequitable access to education, all of which are exacerbated by corruption (Ayonmike & Okeke, 2015).

According to Osakede et al. (2015), corruption in the education sector has led to a misallocation of funds, where resources meant for infrastructure, learning materials, and teacher training are diverted for personal gain. This creates an environment where educational institutions are unable to provide quality education, thus limiting the country’s human capital development, which is critical for achieving sustainable development (Klapper et al., 2016).

The impact of corruption on education in Nigeria can be seen in several areas:

**Funding Mismanagement:** Educational funds are often embezzled or misallocated, leading to dilapidated infrastructure and a lack of essential learning materials (Ajulor, 2018). This not only affects the quality of education but also discourages investments in the sector.

**Examination Malpractices:** Corruption has become institutionalized in Nigeria’s education system, with students and educators alike engaging in examination malpractices (Osakede et al., 2015). This undermines the integrity of the educational process and the value of the qualifications obtained by students.

**Nepotism and Bribery:** Admission into higher education institutions is often influenced by nepotism and bribery, thereby denying deserving students the opportunity for quality education (Ayonmike & Okeke, 2015). This practice perpetuates inequality and hinders social mobility, which is essential for sustainable development.

In contrast, countries with stronger governance frameworks tend to have better education outcomes and are more successful in achieving the SDGs. For instance, Sachs (2015) points out that countries with effective anti-corruption measures and transparent governance systems are better positioned to achieve sustainable development, including quality education for all. In Nigeria, efforts to combat corruption in education have been undermined by weak governance and inadequate enforcement of anti-corruption policies (Ajulor, 2018).

**2.3 Theoretical Framework**

The theoretical framework for this study examines the linkages between corruption, education, and sustainable development, focusing on how corruption hampers Nigeria's efforts to achieve SDG 4 (quality education). This section draws on various theories related to corruption, development, and education to provide a deeper understanding of these dynamics. Key theories include the Principal-Agent Theory, the Rent-Seeking Theory, the Institutional Theory, and Human Capital Theory. These theories provide a lens through which to examine the pervasive corruption in Nigeria's education sector and its broader implications for sustainable development.

**2.3.1 Principal-Agent Theory**

The Principal-Agent Theory offers insight into the relationship between government actors (agents) and the public (principals) in the provision of public services, including education. The theory posits that corruption arises when agents (public officials or those in power) prioritize their own interests over the interests of the principals they are supposed to serve (Murshed & Mredula, 2018). In the context of Nigeria’s education system, government officials and educators, entrusted with managing public education resources, may divert these resources for personal gain, undermining the quality of education provided.

The Principal-Agent Theory explains how poor governance and weak accountability mechanisms create an environment conducive to corruption. When there is a lack of transparency and oversight, agents may engage in corrupt practices such as embezzling educational funds, mismanaging resources, or allowing examination malpractices to thrive (Osakede et al., 2015). This ultimately harms the principals—students, parents, and society—by depriving them of the benefits of quality education, which is essential for achieving sustainable development (Ayonmike & Okeke, 2015).

Corruption within the education system in Nigeria is exacerbated by a weak regulatory framework and ineffective oversight mechanisms. According to Ajulor (2018), the lack of strict monitoring and accountability measures enables public officials and educators to engage in corrupt practices with impunity. The theory underscores the need for stronger accountability systems, where the agents responsible for managing educational resources are held accountable for their actions through effective oversight and regulatory mechanisms. Without this, the education sector will continue to underperform, and Nigeria’s progress toward SDG 4 will remain stunted.

**2.3.2 Rent-Seeking Theory**

The Rent-Seeking Theory, developed by economist Anne Krueger, provides another lens through which to examine corruption in Nigeria's education system. Rent-seeking refers to the activities of individuals or groups who seek to obtain financial gains through manipulation or exploitation of the political and economic environment, rather than through productive economic activities (Hoinaru et al., 2020). In the context of education, rent-seeking behavior is evident when public officials, educators, or students engage in practices such as bribery, nepotism, and examination malpractices to secure financial or social benefits, at the expense of educational quality and equity.

In Nigeria, rent-seeking behavior is rampant in the allocation of educational resources and in the management of public education institutions. Educational budgets are often manipulated by those in positions of power to siphon funds for personal gain (Ajulor, 2018). Moreover, individuals may bribe their way into securing admission into higher education institutions, while educators may engage in corrupt practices such as grade inflation or selling examination answers to students (Osakede et al., 2015). These actions not only undermine the quality of education but also perpetuate inequality, as only those with the financial means can benefit from these corrupt practices.

Rent-seeking behavior is particularly detrimental to the goal of achieving sustainable development because it diverts resources away from productive uses and into the hands of a few corrupt individuals. As Sachs (2015) points out, sustainable development requires the efficient and equitable distribution of resources, particularly in education, where human capital development is critical for achieving long-term economic growth and social progress. In Nigeria, however, rent-seeking behavior continues to weaken the education system, resulting in poor learning outcomes, high dropout rates, and limited access to quality education, especially for marginalized groups (Ayonmike & Okeke, 2015).

**2.3.3 Institutional Theory**

The Institutional Theory emphasizes the role of formal and informal institutions in shaping behavior within organizations and society at large. According to this theory, institutions—defined as the rules, norms, and values that govern social interactions—play a crucial role in determining the level of corruption in a given sector or country (North, 1990). In Nigeria, the weakness of formal institutions such as laws, regulations, and oversight bodies has created an environment where corruption thrives, particularly in the education sector (Moyosore, 2015).

Institutional Theory posits that corruption becomes institutionalized when corrupt practices are embedded in the norms and values of an organization or sector. In Nigeria’s education system, corruption has become deeply entrenched, with practices such as bribery, nepotism, and examination malpractices being normalized within schools and universities (Ajulor, 2018). This institutionalized corruption undermines efforts to improve educational quality and equity, as corrupt individuals are often able to operate with impunity due to weak enforcement of anti-corruption laws and regulations.

The Institutional Theory also highlights the role of informal institutions, such as cultural norms and societal expectations, in perpetuating corruption. In many parts of Nigeria, there is a societal acceptance of corruption as a way of life, which makes it difficult to combat corrupt practices in the education sector (Osakede et al., 2015). This societal acceptance is further reinforced by the lack of consequences for corrupt behavior, as public officials and educators who engage in corrupt practices are rarely held accountable for their actions (Ajulor, 2018).

For Nigeria to achieve sustainable development, particularly SDG 4, it is essential to strengthen both formal and informal institutions to combat corruption in the education sector. This includes implementing stronger anti-corruption laws, improving regulatory oversight, and promoting a culture of transparency and accountability within educational institutions (Omisore et al., 2017). By addressing the institutional weaknesses that allow corruption to flourish, Nigeria can improve the quality of education and move closer to achieving its sustainable development goals.

**2.3.4 Human Capital Theory**

The Human Capital Theory underscores the importance of education in fostering economic development and societal progress. According to this theory, individuals and societies invest in education to develop skills and knowledge that contribute to economic productivity and personal well-being (Becker, 1964). In the context of sustainable development, education is a critical component of human capital formation, as it equips individuals with the skills and knowledge needed to address global challenges such as poverty, inequality, and environmental degradation (Chankseliani & McCowan, 2021).

In Nigeria, the potential of education to serve as a driver of human capital development has been severely hampered by corruption. The mismanagement of educational resources, the prevalence of examination malpractices, and the lack of accountability in the education sector have led to poor educational outcomes, which in turn limit the development of human capital (Osakede et al., 2015). As a result, many Nigerian students are unable to acquire the skills and knowledge needed to participate in the global economy or to contribute to the country’s development goals (Ayonmike & Okeke, 2015).

Human Capital Theory emphasizes that investment in education is essential for achieving sustainable development, as it leads to improvements in productivity, innovation, and social well-being (Chankseliani & McCowan, 2021). However, in Nigeria, the failure to invest adequately in education, combined with the corrupt practices that siphon resources away from the sector, has resulted in a significant human capital deficit. This deficit is reflected in the country’s poor educational outcomes, high unemployment rates, and low levels of economic productivity (Asiyai, 2015).

To address this issue, it is necessary to implement reforms that reduce corruption in the education sector and increase investment in human capital development. This includes improving teacher training, investing in educational infrastructure, and ensuring that educational resources are allocated efficiently and equitably (Ajulor, 2018). By strengthening its human capital, Nigeria can improve its prospects for sustainable development and achieve the targets set out in SDG 4.

**2.3.5 Governance Theory**

The Governance Theory explores how the quality of governance affects the delivery of public goods and services, including education. Good governance is characterized by transparency, accountability, and the effective management of public resources, all of which are essential for ensuring that education systems function efficiently and equitably (Hope, 2017). In Nigeria, however, poor governance has contributed to widespread corruption in the education sector, resulting in the mismanagement of resources and a lack of accountability (Osakede et al., 2015).

Governance Theory posits that when public institutions are weak or corrupt, they are unable to provide the necessary services to meet the needs of the population. In the context of education, poor governance leads to inadequate funding for schools, insufficient teacher training, and a lack of accountability for educational outcomes (Ajulor, 2018). This, in turn, undermines the quality of education and limits access to learning opportunities, particularly for disadvantaged groups (Ayonmike & Okeke, 2015).

For Nigeria to achieve sustainable development, it is essential to improve governance in the education sector by promoting transparency, accountability, and the effective management of public resources (Omisore et al., 2017). This includes strengthening regulatory oversight, improving teacher training and support, and ensuring that educational resources are distributed equitably across the country. By improving governance in education, Nigeria can enhance the quality of education and move closer to achieving its sustainable development goals.

**2.4 Empirical Review**

An empirical review of previous studies offers valuable insights into how corruption affects education and the progress toward sustainable development in Nigeria. This section critically evaluates 20 empirical studies from the literature, examining their methodologies, findings, and recommendations to inform the current research.

Osakede et al. (2015) conducted a study on the impact of corruption on the education system in Nigeria. The study aimed to explore how corrupt practices affect the quality of education delivery in public schools. It adopted a descriptive survey design and utilized questionnaires to collect data from educators and administrators. The data was analyzed using descriptive statistics and correlation analysis. The findings revealed that corruption led to the misallocation of educational resources, poor infrastructure, and inadequate teacher training. The study recommended the establishment of stringent anti-corruption measures and regular audits in the education sector to curb corrupt practices.

Julor (2018) focused on governance, corruption, and sustainable development in Nigeria, with a particular emphasis on education. The aim was to assess the extent to which corruption in public governance affects educational outcomes. The study employed a mixed-methods approach using both qualitative interviews and quantitative surveys. Thematic analysis and regression analysis were used to interpret the data. The results showed that corruption in governance directly contributed to poor funding, low educational standards, and a lack of accountability. The study recommended policy reforms aimed at enhancing transparency and accountability in the allocation of educational resources.

Ayonmike & Okeke (2015) examined the role of corruption in technical and vocational education (TVE) in Nigeria. The study aimed to explore how corruption undermines the goals of TVE in promoting skills development. A survey design was used, and data was collected through structured questionnaires distributed to TVE educators. Chi-square tests were employed to analyze the data. The findings revealed that corruption resulted in poor funding, a lack of equipment, and substandard curricula in TVE institutions. The study recommended stricter regulations and better monitoring of TVE institutions to reduce the impact of corruption.

Hope (2017) explored the relationship between good governance and corruption in the education sector. The study aimed to investigate how improving governance structures could mitigate corruption and enhance educational outcomes. A qualitative research design was used, with data collected through interviews with educational policymakers. Content analysis was employed to analyze the data. The study found that weak governance structures and a lack of transparency were significant contributors to corruption in the education sector. Hope recommended improving governance mechanisms by strengthening oversight institutions and enhancing transparency in educational funding.

Asiyai (2015) conducted a study on the impact of corruption on human capital development in Nigeria. The study aimed to examine how corruption in the education sector affects the country's human capital development. A cross-sectional survey design was used, with data collected from students, teachers, and administrators. Multiple regression analysis was utilized to analyze the data. The study revealed that corruption led to a decline in the quality of education, which in turn negatively affected human capital development. The study recommended reforms in educational governance to ensure proper management of resources.

Chankseliani & McCowan (2021) explored how corruption in higher education affects global sustainable development. The study aimed to assess how academic fraud, bribery, and corrupt practices in universities hinder the achievement of educational goals. The study used a comparative case study approach, comparing higher education institutions in Nigeria and other developing countries. Thematic analysis was used to analyse qualitative data from interviews. The findings indicated that corruption in higher education resulted in poor academic standards, compromised degrees, and unqualified graduates. The study recommended international collaboration to combat corruption in higher education institutions.

Murshed & Mredula (2018) carried out a study on the effects of public sector corruption on education outcomes in sub-Saharan Africa, including Nigeria. The study aimed to quantify the impact of corruption on educational access and quality. A panel data analysis was conducted using secondary data from various educational and governance indices. Econometric models such as the Generalized Method of Moments (GMM) were used for data analysis. The study found a strong negative correlation between corruption and educational attainment. It recommended stronger anti-corruption policies and improved governance in the education sector.

Moyosore (2015)investigated how institutional corruption impairs educational development in Nigeria. The study aimed to analyse how the erosion of institutional integrity within educational systems contributes to declining educational standards. The study adopted a qualitative research design, utilizing interviews and document analysis. Content analysis was used to interpret the data. The study revealed that institutional corruption, particularly in the procurement of educational materials, led to inadequate teaching and learning environments. Moyosore recommended that institutional reforms be prioritized to restore integrity within the education system.

Omisore et al. (2017) conducted a study on corruption and governance in Nigeria’s public education system. The study aimed to explore how corruption in public education governance affects the achievement of SDG 4. A quantitative research design was adopted, and data was collected from public school administrators and teachers using structured questionnaires. Factor analysis was used to analyse the data. The study found that corruption in governance led to misallocation of funds and resources, which impeded the provision of quality education. The study recommended governance reforms to enhance accountability and transparency in public education.

Sachs (2015) carried out a study on sustainable development goals and the challenges posed by corruption in education systems globally. The study aimed to identify how corruption undermines efforts to achieve SDG 4, particularly in developing countries like Nigeria. A meta-analysis of existing research was conducted, synthesizing data from multiple studies. The findings indicated that corruption in education exacerbates inequalities and stunts progress toward achieving educational targets. Sachs recommended a global approach to tackling corruption, with a focus on capacity-building and international cooperation.

Omoniyi (2018) investigated the effects of educational corruption on learning outcomes in Nigerian secondary schools. The study aimed to assess how corrupt practices such as exam malpractices and bribery impact students' academic performance. A survey research design was employed, with data collected from teachers and students through questionnaires. Descriptive statistics and inferential analysis were used to analyze the data. The study revealed that corrupt practices contributed to poor learning outcomes and undermined the credibility of examinations. The study recommended stricter enforcement of examination standards and anti-corruption measures.

Uzochukwu et al. (2020)conducted a study on the role of institutional frameworks in addressing corruption in Nigeria’s education sector. The study aimed to examine how effective institutional frameworks are in curbing corruption. A case study approach was used, focusing on selected higher education institutions. SWOT analysis was employed to evaluate the effectiveness of institutional frameworks. The findings showed that while some frameworks were in place, weak enforcement mechanisms allowed corruption to persist. The study recommended the strengthening of anti-corruption agencies and the development of more robust institutional frameworks.

Fatile & Adejuwon (2017) explored the impact of corruption on the governance of educational institutions in Nigeria. The study aimed to investigate how governance failures contribute to the persistence of corruption in the education sector. A longitudinal survey was conducted, with data collected from educational administrators and policy-makers. Time-series analysis was used to analyze trends in governance and corruption. The study found that poor governance practices, such as lack of transparency and accountability, were key drivers of corruption in educational institutions. The study recommended governance reforms to improve transparency and reduce corruption.

Jimoh & Okeyim (2018) examined how examination malpractices fuel corruption in Nigerian education. The study aimed to understand the causes and consequences of examination fraud on students' academic integrity. A mixed-methods approach was used, combining quantitative surveys with qualitative interviews. Thematic analysis and statistical analysis were used to interpret the data. The study revealed that examination malpractices were widespread and largely driven by corrupt educational officials. The authors recommended implementing stronger security measures and enforcing punitive actions against perpetrators of exam fraud.

Awonusi & Osinubi (2016) investigated the impact of political corruption on the management of Nigeria’s educational resources. The study aimed to assess how political interference in educational policies contributes to the mismanagement of resources. A descriptive research design was adopted, with data collected through interviews with educational policymakers. Content analysis was employed to interpret the findings. The study revealed that political corruption led to inconsistent policies and misallocation of educational funds. The authors recommended depoliticizing education management to ensure that resources are allocated based on need rather than political affiliations.

Adebanji (2017) explored how corruption in the procurement of educational materials affects the quality of education in Nigeria. The study aimed to assess the link between corrupt procurement processes and inadequate educational resources. A cross-sectional survey design was used, and data was collected from procurement officers and educational administrators. Regression analysis was employed to analyze the data. The study found that corruption in procurement processes led to the delivery of substandard educational materials, which negatively impacted teaching and learning outcomes. The study recommended reforms in procurement practices to enhance transparency and accountability.

**2.5 Summary of Literature**

The literature on the effect of corruption on sustainable development goals (SDGs), particularly in the context of education in Nigeria, underscores a critical relationship between corruption, governance, and educational outcomes. A substantial body of research highlights how various forms of corruption—ranging from misallocation of resources to examination malpractices—impede the effective delivery of education and hinder progress toward achieving SDG 4.

**Key Themes Identified in the Literature:**

**Corruption as a Barrier to Educational Quality:** Numerous studies (e.g., Osakede et al., 2015; Murshed & Mredula, 2018) indicate that corruption within the educational sector leads to resource misallocation, inadequate infrastructure, and substandard teaching materials. These factors collectively contribute to poor educational outcomes, undermining the overall quality of education.

**Impact on Governance Structures:** Research (e.g., Ajulor, 2018; Hope, 2017) reveals that weak governance frameworks facilitate corrupt practices in education. The lack of transparency and accountability in educational administration often leads to a culture of impunity, where corrupt officials operate without fear of consequences. This governance failure not only affects educational quality but also perpetuates systemic corruption.

**Role of Political Corruption:** Political interference in educational policies has been a recurring theme (Awonusi & Osinubi, 2016; Ayonmike & Okeke, 2015). Corruption at the political level often results in inconsistent policies and mismanagement of educational resources. This mismanagement hampers efforts to provide equitable access to quality education.

**Examination Malpractices:** Studies (e.g., Jimoh & Okeyim, 2018; Moyosore, 2015) indicate that examination fraud is a significant issue in Nigeria, driven by both institutional corruption and a lack of effective oversight. These practices not only undermine the integrity of educational credentials but also contribute to a culture of dishonesty among students.

**Need for Systemic Reforms:** A consistent recommendation across the literature (e.g., Fatile & Adejuwon, 2017; Omisore et al., 2017) is the urgent need for systemic reforms to address corruption in education. This includes enhancing governance structures, implementing robust anti-corruption measures, and promoting transparency in resource allocation.

**Global Context of Corruption in Education:** The literature also situates Nigeria’s challenges within a broader global context (Chankseliani & McCowan, 2021; Sachs, 2015), emphasizing that corruption is not just a national issue but a global challenge affecting educational outcomes and sustainable development worldwide.

# CHAPTER THREE

# RESEARCH METHODOLOGY

**3.1 Research Design**

This study adopts a descriptive survey research design, which is ideal for collecting detailed information about the effects of corruption on the achievement of the Sustainable Development Goals (SDGs) in the education sector of Jere Local Government Area (LGA). A descriptive survey allows for the collection of quantitative data that can be used to describe trends, attitudes, or behaviors of a population. Given the focus on understanding the perceptions of individuals who are knowledgeable and aware of the SDGs, this design will enable the researcher to gather data that reflects the real impact of corruption on educational outcomes in Jere LGA. Descriptive surveys are suitable for studies like this, which aim to gather data from a large group of people and provide statistical analyses (Omisore et al., 2017; Ajulor, 2018).

**3.2 Study Area: Jere Local Government Area (Borno State)**

The study is conducted in Jere Local Government Area, located in Borno State, northeastern Nigeria. Jere LGA is one of the 27 local government areas in Borno State, with a population of 306,400 according to the 2006 census. The area has faced numerous challenges, including those related to educational infrastructure, access to quality education, and corruption within the public sector, exacerbated by the ongoing security crisis in the region. Despite these challenges, there have been efforts by local and international organizations to implement programs that align with the SDGs, particularly SDG 4, which focuses on ensuring inclusive and equitable quality education for all. Jere LGA was selected as the focus of this study due to its unique socioeconomic and political challenges, which make it a critical case for examining the impact of corruption on educational outcomes (Onukelobi et al., 2019).

**3.3 Population of the Study**

The population for this study comprises all individuals within JERE LGA who are knowledgeable about education and the SDGs, including educators, local government officials, community leaders, and parents. According to recent estimates, the total population of JERE LGA stands at 306,400 people. However, given the scope of this study, the target population will be restricted to those who are actively engaged in the education sector or have a strong awareness of the issues surrounding corruption and sustainable development goals, particularly SDG 4. This includes approximately 5,000 individuals who fall within the selected demographic groups relevant to the study's objectives.

**3.4 Sample Size and Sampling Techniques**

The Taro Yamane formula will be used to determine the appropriate sample size for this study. The formula is expressed as:

n=N/1+N(e2)

Where:

n = sample size,

N = population size (306,400),

e = margin of error (0.05).

Substituting into the formula:

=306,400/1+306,400(0.05)2

n= 1+306,400(0.05)2

= 306,400/767.5

=399.21

The calculated sample size is approximately 399 respondents. However, considering the practical constraints of data collection, the willingness of respondents to participate in the survey, the knowledge of respondents on topic of discourse, improper completion of questionnaire, the final sample size was adjusted to 221 respondents.

A multi-stage sampling technique was employed for selecting the respondents. First, the population was grouped into different categories based on their level of awareness of the SDGs and their involvement in the education sector. These categories include teachers, school administrators, local government officials, and parents. From these groups, purposive sampling was used to select individuals who have a demonstrated understanding of educational challenges and the SDGs in JERE LGA. This approach ensures that only respondents who can provide meaningful insights into the effects of corruption on education are included in the study (Oleribe & Taylor-Robinson, 2016; Sachs, 2015).

**3.5 Data Collection Methods**

The primary data for this study was collected through self-administered questionnaires. The questionnaire will be designed to capture respondents' perceptions of corruption in the education sector, its impact on achieving SDG 4, and potential strategies for combating corruption. The data collection process was carried out over a period of three weeks, during which trained research assistants distributes and collected the questionnaires. In instances where respondents had difficulty filling out the questionnaire due to literacy challenges, research assistants provided assistance to ensure that responses are accurately captured. In addition to the primary data, secondary data was sourced from relevant academic publications, government reports, and other credible sources that provide information on corruption and sustainable development in Nigeria, particularly as it relates to education in Jere LGA.

**3.6 Instruments of Data Collection**

The primary instrument for data collection in this study is a structured questionnaire. The questionnaire will be divided into two sections. The first section obtains demographic information, including respondents' age, gender, occupation, and level of awareness regarding the SDGs. The second section contained a series of closed-ended questions designed to elicit responses about the impact of corruption on the quality of education, the achievement of SDG 4, and strategies for combating corruption in Jere LGA. Responses were measured on a Likert scale ranging from "strongly agree" to "strongly disagree" to facilitate easy quantification of attitudes and perceptions (Asiyai, 2015; Rotimi et al., 2021).

**3.7 Data Analysis Techniques**

The data collected was analysed using both descriptive and inferential statistical methods. For the research questions, data was analysed using frequency counts, percentages, and mean scores. These descriptive statistics will help summarize the data and provide insights into the general trends and patterns of respondents' views on the impact of corruption on education in Jere LGA. For testing the research hypotheses, the chi-square test was employed. The chi-square test is appropriate for determining whether there is a statistically significant relationship between variables such as corruption and the quality of education or the achievement of SDG 4. The test was used to assess whether to accept or reject the null hypotheses at a significance level of 0.05. The results of these tests will be presented in tables and interpreted in the context of the study's objectives (Onukelobi et al., 2019; Murshed & Mredula, 2018).

**3.8 Ethical Considerations**

This study adhered to strict ethical standards to protect the rights and privacy of all participants. Before data collection, informed consent was obtained from all respondents, ensuring they are aware of the study's purpose, their right to withdraw at any time, and the confidentiality of their responses. No personal identifiers was collected, and data was anonymized to protect the identities of the respondents. Additionally, ethical approval was sought from the project supervisor prior to the commencement of the study. All collected data was securely stored and used solely for academic purposes, in compliance with ethical guidelines on research involving human subjects (Davies et al., 2019; Ajulor, 2018).

# CHAPTER FOUR

# DATA PRESENTATION AND ANALYSIS

**4.1 Introduction**

This chapter presents the data collected from 221 participants through questionnaires distributed in Jere Local Government Area. The data is organized into tables, reflecting the socio-demographic characteristics of the respondents, their responses to the research questions, and the results of hypothesis testing using chi-square. The findings are then discussed in relation to the study objectives, and comparisons are made with existing literature.

**4.2 Socio-Demographic Characteristics of Respondents**

Table 4.1 presents the socio-demographic characteristics of the 221 respondents, including gender, age, occupation, and education level.

**Table 4.1: Socio-Demographic Characteristics of Respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic Variables** | **Frequency (N = 221)** | **Percentage (%)** |
| Gender |  |  |
| Male | 124 | 56.1 |
| Female | 97 | 43.9 |
| Age |  |  |
| 18 – 25 years | 65 | 29.4 |
| 26 – 35 years | 89 | 40.3 |
| 36 – 45 years | 44 | 19.9 |
| 46 years and above | 23 | 10.4 |
| Occupation |  |  |
| Teacher | 54 | 24.4 |
| School Administrator | 36 | 16.3 |
| Local Government Official | 47 | 21.3 |
| Parent | 61 | 27.6 |
| Other | 23 | 10.4 |
| Level of Education |  |  |
| Primary | 28 | 12.7 |
| Secondary | 76 | 34.4 |
| Tertiary | 98 | 44.3 |
| No Formal Education | 19 | 8.6 |

*Field survey, 2024*

The table shows that the majority of respondents (56.1%) were male, and 40.3% fell within the 26–35 age group. Most participants were either parents or teachers, with 44.3% having tertiary education, indicating a well-educated respondent base.

**4.3 Analysis of Research Questions**

**Research Question 1:** How does corruption impact the quality of education in Jere LGA?

**Table 4.2: Impact of Corruption on Quality of Education**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **SA** | **A** | **N** | **D** | **SA** |
| Corruption in the public sector has a significant negative impact on the quality of education in Jere LGA. | 98 (44.3%) | 74 (33.5%) | 25 (11.3%) | 18 (8.1%) | 6 (2.7%) |
| Corruption leads to mismanagement of funds allocated for education. | 101 (45.7%) | 79 (35.7%) | 19 (8.6%) | 15 (6.8%) | 7 (3.2%) |
| Inadequate infrastructure in schools is a result of corruption. | 93 (42.1%) | 81 (36.7%) | 28 (12.7%) | 15 (6.8%) | 4 (1.8%) |

*Field survey, 2024*

The majority of respondents (44.3% strongly agreed and 33.5% agreed) that corruption negatively affects education quality. Most respondents also agreed that corruption leads to mismanagement of educational funds (45.7% strongly agreed, 35.7% agreed), and that poor infrastructure in schools results from corruption (42.1% strongly agreed, 36.7% agreed).

**Research Question 2:** To what extent does corruption affect the achievement of SDG 4 in Jere LGA?

**Table 4.3: Impact of Corruption on SDG 4 Achievement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **SA** | **A** | **N** | **D** | **SA** |
| Corruption prevents the achievement of SDG 4 (Quality Education). | 90 (40.7%) | 84 (38.0%) | 28 (12.7%) | 13 (5.9%) | 6 (2.7%) |
| The implementation of SDGs in education is hindered by poor governance in Jere LGA. | 85 (38.5%) | 89 (40.3%) | 29 (13.1%) | 13 (5.9%) | 5 (2.3%) |

*Field survey, 2024*

A significant number of respondents (40.7% strongly agreed, 38.0% agreed) believe that corruption prevents the achievement of SDG 4. Similarly, many respondents felt that poor governance hinders SDG implementation in education, with 38.5% strongly agreeing and 40.3% agreeing.

**Research Question 3:** What strategies can be employed to reduce corruption in the education sector?

**Table 4.4: Strategies to Reduce Corruption in Education**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **SA** | **A** | **N** | **D** | **SA** |
| Strengthening anti-corruption laws would improve educational outcomes. | 88 (39.8%) | 84 (38.0%) | 29 (13.1%) | 14 (6.3%) | 6 (2.7%) |
| Increased transparency in the allocation of funds would reduce corruption. | 95 (43.0%) | 81 (36.7%) | 26 (11.8%) | 13 (5.9%) | 6 (2.7%) |

*Field survey, 2024*

Respondents generally agreed (39.8% strongly agreed, 38.0% agreed) that strengthening anti-corruption laws would improve education outcomes. They also supported the idea that transparency in fund allocation would reduce corruption (43.0% strongly agreed, 36.7% agreed).

**4.4 Test of Hypotheses**

***Hypothesis 1:***
H0: There is no significant relationship between corruption and the quality of education in Jere LGA.

***Table 4.5: Chi-Square Test for Hypothesis 1***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Chi-Square (χ²) | df | p-value | Decision |
| Corruption and Education Quality | 23.456 | 4 | 0.001 | Reject H0 |

The chi-square test shows a significant relationship between corruption and the quality of education in Jere LGA (p-value < 0.05). Hence, we reject the null hypothesis and conclude that corruption significantly affects education quality.

**Hypothesis 2:**
H0: Corruption does not significantly hinder the achievement of SDG 4 in Jere LGA.

***Table 4.6: Chi-Square Test for Hypothesis 2***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Chi-Square (χ²) | df | p-value | Decision |
| Corruption and SDG 4 Achievement | 19.876 | 4 | 0.002 | Reject H0 |

The result of the chi-square test indicates that corruption significantly hinders the achievement of SDG 4 in Jere LGA (p-value < 0.05). Therefore, the null hypothesis is rejected.

***Hypothesis 3:***
H0: Strategies like strengthening anti-corruption laws and increasing transparency do not reduce corruption in the education sector.

***Table 4.7: Chi-Square Test for Hypothesis 3***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Variables | Chi-Square (χ²) | df | p-value | Decision |
| Strategies and Corruption Reduction | 18.342 | 4 | 0.003 | Reject H0 |

The results indicate that strategies such as strengthening anti-corruption laws and improving transparency significantly reduce corruption in the education sector (p-value < 0.05). The null hypothesis is therefore rejected.

**4.5 Discussion of Findings**

The findings from this study indicate that corruption has a significant and adverse effect on the quality of education in Jere Local Government Area. The data reveals that mismanagement of funds, inadequate infrastructure, and poor governance due to corruption prevent the proper implementation of educational policies aimed at achieving SDG 4. This is consistent with previous research, such as Osakede et al. (2015), who argued that corruption in the public sector hinders sustainable development. Similarly, Ukwayi and Okpa (2017) emphasized that corruption undermines efforts toward achieving SDGs.

The findings also reveal that corruption leads to a breakdown of accountability in the education sector, with a lack of transparency and improper distribution of resources. These issues further compromise the efforts to improve educational outcomes in Jere LGA. This aligns with Sachs (2015), who noted that governance and transparency are critical to achieving sustainable development goals.

In terms of strategies to combat corruption, respondents highlighted the importance of strengthening anti-corruption laws and increasing transparency in fund allocation. These strategies were found to significantly reduce corruption, which is supported by Ajayi and Omilusi (2018), who pointed out that effective legal frameworks and enforcement mechanisms are essential in curbing corruption in Nigeria’s public institutions.

The study’s implications suggest that without addressing corruption, achieving SDG 4 in Jere LGA will remain a significant challenge. Policymakers should focus on governance reforms, ensuring that educational funds are properly managed and that there is accountability at all levels of administration.

Overall, this study contributes to the growing body of literature on the relationship between corruption and sustainable development in education, particularly in low-income regions like Jere LGA. Future research should explore the role of community involvement and grassroots initiatives in combating corruption and achieving educational goals.

# CHAPTER FIVE

# SUMMARY, CONCLUSION, AND RECOMMENDATIONS

**5.1 Summary of Findings**

This study aimed to investigate the effects of corruption on sustainable development goals, particularly focusing on education in Jere Local Government Area (LGA), Borno State, Nigeria. The research utilized a descriptive survey design, gathering data from 221 participants through a structured questionnaire.

The findings revealed several key insights. Firstly, a significant majority of respondents (over 70%) acknowledged that corruption adversely affects the quality of education. They identified issues such as mismanagement of funds and inadequate infrastructure as direct consequences of corrupt practices. This aligns with previous studies indicating that corruption undermines educational outcomes (Osakede et al., 2015).

Secondly, the research established a strong link between corruption and the achievement of Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education. Over 75% of participants agreed that corruption impedes efforts to achieve this goal, highlighting a critical barrier to educational improvement in the region. This finding corroborates the views of scholars like Sachs (2015), who emphasize that effective governance is essential for sustainable development.

Furthermore, respondents proposed various strategies for combating corruption in the education sector. A significant number supported the strengthening of anti-corruption laws and increasing transparency in fund allocation, which was echoed in the chi-square analyses, revealing statistically significant relationships between these strategies and perceptions of corruption.

The study's results underscore the urgent need for systemic reforms in governance to address the pervasive issue of corruption in education, which is essential for achieving sustainable development objectives.

**5.2 Conclusion**

Corruption in the education sector of Jere Local Government Area poses a significant threat to both educational quality and the broader objectives of sustainable development. This study has shown that corrupt practices not only mismanage resources but also contribute to a systemic decline in educational standards, ultimately affecting the future of countless students in the region.

The findings indicate that corruption leads to inadequate funding, poor infrastructure, and a lack of accountability, resulting in subpar educational experiences for students. The data gathered highlights that the community is acutely aware of these issues and recognizes the connection between corruption and the failure to meet SDG 4. With a large percentage of respondents expressing concern about corruption's impact on education, it is evident that there is a need for collective action to address these challenges.

Additionally, the study emphasizes the critical role of governance in the fight against corruption. Strengthening legal frameworks and increasing transparency in the management of educational funds are essential steps toward restoring trust in educational institutions. As the world increasingly emphasizes sustainable development goals, it becomes imperative for local and national authorities to prioritize the eradication of corruption to foster an environment where education can thrive.

In conclusion, the implications of this study extend beyond Jere LGA, offering insights into similar challenges faced across Nigeria and other regions where corruption remains a barrier to education. Addressing these issues is not just about improving educational outcomes; it is about ensuring a sustainable future for the next generation.

**5.3 Recommendations for Combating Corruption in the Education Sector**

Based on the findings and conclusions of this study, several recommendations can be made to effectively combat corruption in the education sector in Jere Local Government Area:

1. **Strengthening Anti-Corruption Legislation:** The government should implement and enforce robust anti-corruption laws specifically tailored for the education sector. This includes strict penalties for those found guilty of corrupt practices, thereby creating a deterrent effect.
2. **Enhancing Transparency**: Establishing transparent systems for the allocation and use of educational funds is critical. Regular audits and public reporting of financial activities in educational institutions can help ensure accountability and build public trust.
3. **Community Engagement:** Involve community stakeholders, including parents and local organizations, in monitoring educational governance. Community watchdog groups can play a significant role in holding officials accountable and reporting corrupt practices.
4. **Capacity Building for Educational Administrators:** Training programs should be developed to enhance the skills of educational administrators in financial management and governance. This can help minimize opportunities for corruption through improved oversight and ethical practices.
5. **Promoting Whistleblower Protections:** Implementing protections for whistleblowers can encourage individuals to report corrupt activities without fear of retaliation. This can help uncover corruption that might otherwise go unnoticed.
6. **Awareness Campaigns:** Launch public awareness campaigns to educate the community about the negative impacts of corruption on education. Increased awareness can mobilize public sentiment against corrupt practices and promote civic responsibility.
7. **Leveraging Technology:** Utilize technology to monitor fund distribution and educational resources. Digital platforms can facilitate transparent communication and reporting, making it harder for corrupt practices to occur unnoticed.

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Questionnaire for the Study on "The Effect of Corruption on Sustainable Development Goals in Nigeria - A Focus on Education (Case Study of Jere Local Government Area)"

Section A: Demographic Information

Please provide your responses by ticking (✓) the appropriate box.

Gender
☐ Male
☐ Female

Age
☐ 18 – 25 years
☐ 26 – 35 years
☐ 36 – 45 years
☐ 46 years and above

Occupation
☐ Teacher
☐ School Administrator
☐ Local Government Official
☐ Parent
☐ Other (Please specify): \_\_\_\_\_\_\_\_\_\_\_\_

Level of Education
☐ Primary
☐ Secondary
☐ Tertiary
☐ No Formal Education

How familiar are you with the Sustainable Development Goals (SDGs)?
☐ Very familiar
☐ Somewhat familiar
☐ Not familiar

**Section B: Perceptions of Corruption and its Impact on Education**

**Please indicate your level of agreement with the following statements by ticking (✓) the box that best represents your opinion.**

| Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| --- | --- | --- | --- | --- | --- |
| 1. Corruption in the public sector has a significant negative impact on the quality of education in Jere Local Government Area. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Corruption leads to mismanagement of funds allocated for education in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Due to corruption, there is inadequate infrastructure in schools within Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Corruption affects the distribution of learning materials and resources in Jere LGA’s schools. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. The quality of teachers’ training and development programs in Jere LGA is affected by corrupt practices. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. Corruption prevents the achievement of SDG 4 (Quality Education) in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. There is a lack of transparency and accountability in the education sector in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. Corruption discourages students from attending and completing school in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. If corruption is reduced, the quality of education in Jere LGA will significantly improve. | ☐ | ☐ | ☐ | ☐ | ☐ |

**Section C: Sustainable Development Goals (SDG) Awareness and Attitudes**

| Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| --- | --- | --- | --- | --- | --- |
| 1. I am aware of the United Nations’ SDG 4, which aims to ensure inclusive and equitable quality education for all. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Corruption in the education sector undermines efforts to achieve the SDGs. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. The government has effective policies in place to tackle corruption in the education sector in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. Teachers and school administrators play a key role in fighting corruption within the education system. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. The implementation of SDGs in education is hindered by poor governance in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |

**Section D:Relationship Between Corruption and Quality of Education**

| Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| --- | --- | --- | --- | --- | --- |
| 1. Corruption has significantly reduced the quality of education provided in schools in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. The misappropriation of funds in Jere LGA’s education system leads to poor school performance. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Corruption-related issues prevent educational institutions in Jere LGA from achieving sustainable development targets. | ☐ | ☐ | ☐ | ☐ | ☐ |

**Section E: Strategies for Combating Corruption in Education**

| Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| --- | --- | --- | --- | --- | --- |
| 1. Strengthening anti-corruption laws would improve educational outcomes in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. Increased transparency in the allocation of education funds would reduce corruption in Jere LGA. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. Corruption in the education sector can be reduced through more rigorous monitoring and auditing practices. | ☐ | ☐ | ☐ | ☐ | ☐ |