

# A Research on the Roles of School Administrators in Combating Corruption

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## ABSTRACT

Corruption is a concept associated with most third world countries, especially those in Africa. Corruption, defined in its most basic form as fraud and abuse of power, is a worldwide problem. It shows that Sierra Leone's secondary education curriculum still has a long way to go in the fight against corruption. There is also evidence that some middle school administrators tasked with preventing corruption are part of the brains behind middle school corruption. This study aims to evaluate the role of school administrators in preventing corruption in their own institutions. The study focused on the effects of corruption, different types of corruption and some of the administrative tactics used by managers to fight corruption, with Sierra-Leone as a case study. After the ordinary least squares method was used to correlate the findings regarding perpetrators of corruption practices in secondary schools in Sierra Leone, it was reviewed that most of the respondents accepted the fact that teachers were responsible for the occurrence of some acts of corruption, which could be as follows. As a result of the late payment of the salary, the study also uses an ex-post facto research design and a quantitative research approach. The candidate participants of the study were lecturers/teachers and other administrative officials selected using this sampling technique, and their perspectives were examined using a questionnaire to get their views. 200 questionnaires were applied to the participants from 5 secondary school sample groups. Descriptive and inferential statistics were used to analyze the data. The results have revealed that secondary school principals should be provided with the necessary skills and abilities to fight corruption.

**Keywords:** Corruption, administrators, secondary school, education, roles

## INTRODUCTION

Various researchers, including Chimezie & Prince (2016) and Asiya (2015), have stated that corruption in secondary school education is a global phenomenon in educational institutions where student complaints are not heard, a lack of communication between management and students about charge increases that have been mandated, parents are forced to pay bribes to secure their children's admission, and so on. Education is defined as the process of preparing an instrument to impart knowledge and develop skills (Ihieme & Ebirim 2016). Fafunwa (1982) defines education as the sum of all procedures by which a child or young adult acquires the competence, behaviors, and a variety of other factors that are beneficial to the community in which he lives. Every country aspires to improve its degree of growth by transforming its sociopolitical and economic existence. In all of these changes, education plays a significant role (Ikwuegbu and Nwaneri 2014). Education, according to Ikwuegbu (2014), promotes freedom of expression as well as the development of healthy character and mindset. School administrators are viewed as crucial occupants of a unique position within the educational system, and they should be given special attention. They are accountable for a student's academic success (Olaleye, 2013). Sule et al., (2018) also believes that to improve student educational accomplishment, school administrators should engage in internal or external supervision to act as a tool for evaluating teacher

effectiveness. According to Okendu (2012), good administration entails increasing teachers' professional development, curriculum, and teaching methods in classrooms through open communication between instructors and supervisors.

Governments, school administrators (proprietor, principal, instructors, and so on), researchers, and students/lecturers are the four areas in which this study is significant. This research study aims to assist the government of Sierra Leone in exposing ongoing corrupt practices in secondary schools that are occurring under the government's nose, even though some government officials are involved, and then provide solutions as to how to combat such corruption in Sierra Leone's secondary schools. Before independence, Sierra Leone was known as the "Athens of West Africa," which simply means

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Freetown, a city where people from all over West Africa came to study at the university (Fourah Bay College), which was founded in 1827 and offered degrees in law, medicine, and education (Peter Mitchell "African Archaeology Series Book7).

To school administrators such as principals, instructors, and others. This research will aid in determining the root reason for continued secondary school corruption, the perpetrators behind it, as well as the application of sanctions on anyone found guilty of corruption in secondary school, whether it is a student or a member of the administration. This study will provide adequate information/materials on the role of school administrators in the fight against corruption in Sierra Leone's secondary schools to researchers who wish to conduct research-related studies. Finally, for lecturers/students, this research will act as a teaching/learning tool for both professors and students at the university. The findings of this study will aid school administrators in developing self-assessment tools that will in the future encourage activities that will enable pupils allocated to schools by their parents to achieve greater knowledge wellness.

The purpose of this study is to assess the role of school administrators in Sierra Leone's secondary schools in preventing corruption. The efficiency of past and current initiatives in removing corruption from secondary schools in the country will be determined in this research work. The questionnaire will be utilized in this quantitative study to measure SPSS analysis, which will be used to evaluate the roles of secondary school administrators in preventing corruption.

### **The Concept of Corruption**

Corruption has a long history, stretching back to the dawn of time, according to Rotimi, et. al, (2013), and may be found not only in the governmental and private sectors but also in philanthropic organizations. It can be found in both developing and developed countries, but it is more prevalent in developing countries. Corruption is when a person takes advantage of a public or private position for personal benefit. According to Chijoke & Agbodike (2005), corruption exists in feudal, capitalist, and communist economies, as well as democratic and authoritarian regimes. Christian, Muslim, Hindu, and Buddhist religions and cultures are all affected.

According to empirical studies on corruption conducted by scholars such as Bardhan (1997), corruption is a cancer-like illness that hampers an economy's development. Furthermore, according to Acemoglu and Verdier (2000), corruption is a pandemic with a central villain. It's a scab maggot that has eaten its way through the state's fabric. Corruption can take many forms, including petty corruption, political/official corruption, and general corruption (Abimbola 2007).

Previous scholars have undertaken studies on this

topic, such as Chimezie & Prince (2016), who studied corruption's impact on the schooling institutions. With a case study of Nssuka zone private secondary schools. The findings revealed that bribery, favoritism, nepotism, embezzlement, fraud, and other forms of corruption were prevalent not just at privatized secondary schools, but also in government secondary schools and institutes of higher learning. Furthermore, the government should introduce suitable standard regulations, guidelines, and principles for the creation of private secondary schools in Nigeria, according to the report.

Chijoke, S. C., and Agbodike, F. C. (2020) conducted an empirical study on Enugu State's corruption and educational growth. In Enugu State, it was discovered that there is a strong link between corruption and educational progress. Corruption in the form of ghost teaching should be legalized and forbidden by the State's House of Assembly to achieve sustainability in the growth of education in the state, according to recommendations

### **The Responsibilities of a School Administrator**

Administrative duties in schools, colleges, and other relevant institutions are overseen by school administrators. They are in charge of hiring and training teaching and non-teaching staff, managing the school budget and logistics, resolving crises and other issues (for example, a disease outbreak in the school, such as chickenpox), ensuring the school complies with government laws and regulations, developing school curriculum, and implementing actions to improve the quality of school education (e.g., school building renovations, new guidelines for student behavior). (Code of Conduct for Teachers-2019, Teaching Service Commission)

Because school administrators are responsible for managing administrative chores in schools, their participation in Sierra Leone's fight against corruption in secondary schools is seen as crucial. As a result, in areas of secondary school corruption such as admissions, sex, examinations, recruiting, and financial corruption, school administrators are in charge of overseeing such corrupt tactics in schools, and strict rules (such as the arrest of anyone caught/found guilty in connection with admissions) are in place to combat such corrupt practices. Anyone detected in sex, exam, recruitment, or finance-related sorts of corruption should be prosecuted and stripped of their post (admission officer), and any student implicated should have their admission revoked. Anyone caught in sex, exam, recruitment, or finance-related sorts of corruption should be sentenced to a particular number of years, and more financial accountability should be granted.).

### **METHODOLOGY**

The goal of this research is to determine the importance of school administrators in countering (fighting) corruption in secondary school education,

using Sierra Leone as a case study. The research approach employed in the study was "a descriptive method." The study focused on 200 school administrators, as a bigger sample size resulted in improved data dependability. A random sampling technique was utilized to select a sample of 5 schools in the study region to sample the research study area.

A questionnaire comprising properly written and logically organized questions was administered in order to gather adequate data for the research. The questionnaire was composed of seven parts, with the first section containing the respondent's demographic information and the other six sections containing the data used to determine the outcome of the study.

The data for the regression were analyzed using regression analysis, and the data for the regression were analyzed using the OLS (Ordinary Least Square)

technique via the Statistical Package for Social Science (SPSS) software. According to Fiona Middleton (2019), validity has to do with the accuracy of a method in measuring something while that of reliability deals with the consistency of the resulting overtime. However, Cronbach alpha was used as one of the instruments in determining the reliability and coefficient showing the correctness of the data. Cronbach alpha is commonly calculated using SPSS. When Cronbach's alpha reliability is less than 0.5, it is considered unacceptable coefficient reliability, according to Cronbach's alpha. A reliability range of 0.50 to 0.70 is acceptable. A dependability coefficient of 0.70 to 0.80 is good, while a coefficient of 0.90 or above is exceptional (Bassioni, et. al, 2008). Thable 2 below shows the reliability statistics used in the study.

**Table 2: Reliability Statistics**

Construct	Cronbach's Alpha	Number of Items	Internal Consistency
Perpetrators of corrupt practices in secondary school education	.807	5	Good
School Administrators Evaluation on School Admission Process	.317	5	Unacceptable
Evaluation of the School Examination	.883	6	Good
Evaluation on teachers' recruitment and performance	.586	7	Poor
Evaluation of school administrative system on sexual occurrence	.674	4	Questionable
Evaluation of the school administrative system on finance	.757	5	Acceptable
Number of Items	.565	32	Poor

## FINDINGS

The following are the perpetrators of corrupt practices in secondary school education in Sierra Leone.

**Table 11: Respondent percentage on the perpetrators of corrupt practices in secondary school education in Sierra Leone.**

Questions	SA %	A %	U %	D %	SD %
Principals	51 (43.3)	38 (33.0)	14 (12.2)	10 (8.7)	2 (1.7)
Teachers	46 (40.0)	54 (47.0)	8 (7.0)	4 (3.5)	3 (2.6)
Student	40 (34.8)	50 (43.5)	14 (12.2)	4 (3.5)	7 (6.1)
Parents	33 (28.7)	53 (46.1)	19 (16.5)	4 (3.5)	6 (5.2)
External examiners	38 (33.0)	49 (42.6)	15 (13.0)	8 (7.0)	5 (4.3)

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 9 seeks to find out if principals are the perpetrators of corrupt practices in secondary school education showing its occurrence, proportion, valid percentage, and cumulative frequency. Strongly agree respondents are 51 with 43.3 valid percent, agree respondents are 38 with 33.0 valid percent, undecided respondents are 14 with 12.2 valid percent, disagree respondents are 10 with 8.7 valid percent, and strongly disagree respondents are 2 with a valid percent of 1.7. Therefore, indicate that 51 respondents strongly agree

to principals as perpetrators of corrupt practices in secondary school.

Question 10 also seeks to find out if teachers are perpetrators of corrupt practices in secondary school education, showing its frequency, percent, valid percent, and cumulative frequency. 46 respondents strongly agree with a 40.0 valid percent, 54 respondents agree with a 47.0 valid percent, 8 respondents were undecided with a valid percent of 7.0, 4 respondents disagree with a 3.5 valid percent,

and 7 respondents with a 6.1 valid. The result shows that 54 respondents agree to teachers as perpetrators of corrupt practices in secondary school education.

Question 11 seeks to find out if students are perpetrators of corrupt practices in secondary school education showing its occurrence, proportion, valid percentage, and cumulative frequency. 40 respondents strongly agree with a 34.8 valid percent, 50 respondents agree with a valid percent of 43.5, 19 respondents were undecided with a valid percent of 12.2, 4 respondents disagree with a valid percent of 3.5 and 7 respondents with a valid percent of 6.1. Hence, 50 respondents agree to students as perpetrators of corrupt practices in secondary school education.

Question 12 seeks to find out if Parents are perpetrators of corrupt practices in secondary school education showing its occurrence, proportion, a valid percent, and cumulative frequency. Strongly agree respondents of 33 with a 28.7 valid percent, agree

respondents of 53 with a 46.1 valid percent, 19 undecided respondents with a 16.5 valid percent, disagree respondents of 4 with a 3.5 valid percent, and strongly disagree respondents of 6 with a 4.3 valid percent. It, therefore, indicates that 53 respondents agree to parents as perpetrators of corrupt practices in secondary school education.

Question 13 also seeks to find out if external examiners are perpetrators of corrupt practices in secondary school education, showing occurrence, percentage, a valid percent, and cumulative frequency. 38 respondents strongly agree with a valid percent of 33.0, 49 respondents agree with a valid percent of 42.6, 15 respondents were undecided with a 13.0 valid percent while 8 respondents disagree with a 7.0 valid percent and 5 respondents strongly disagree with a 4.3 valid percent. Therefore, 49 respondents agree to external examiners as perpetrators of corrupt practices in secondary school education.

**Table 12:** School Administrators Evaluation on School Admission Process

Questions	SA %	A %	U %	D %	SD %
Do you think admission of school pupils is done base on merit?	25 (21.7)	46 (40.0)	12 (10.4)	27 (23.5)	5 (4.3)
Are there any factors affecting the admission process of student?	23 (20.0)	75 (65.2)	8 (7.0)	7 (6.1)	2 (1.7)
Do you think collection of money, gift and nepotism are involved in the admission process of school pupils into your school?	30 (26.1)	41 (35.7)	6 (5.2)	28 (24.3)	10 (8.7)
is the admission process monitored in your school?	35 (30.4)	42 (36.2)	12 (10.4)	22 (19.1)	4 (3.5)
Are there dire consequence for anyone caught in the admission process of student for corrupt act?	36 (31.3)	38 (33.0)	14 (12.2)	20 (17.4)	7 (6.1)

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 14 asked if the admission of school pupils is done base on merit showing its frequency, percent, valid percent, and cumulative frequency. 25 strongly agree respondents had a 21.7 valid percent, 46 agree respondents had a 40.0 valid percent, 12 undecided respondents had a 10.4 valid percent, 27 disagree respondents had a 23.5 valid percent and 5 strongly disagree respondents had a 4.3 valid percent. 46 respondents agree to school pupils gain admission into secondary school based on merit.

Question 15 asked if there are factors affecting the admission process of students, showing its occurrence, proportion, valid percentage, and cumulative frequency. 23 of the respondents strongly agree with a valid percent of 20.0, 75 respondents agree with a 65.2 valid percent, 8 respondents were undecided with a valid percent of 7.0, 7 respondents disagree with a

6.1 valid percent and 2 respondents strongly disagree with a 1.7 valid percent. Therefore, the results show that 75 respondents agreed with the statement that the admission process for students is hindered by some factors.

Question 16 seeks to find out if the collection of gift items and nepotism is involved in the admission process of students, showing its occurrence, proportion, valid percentage, and cumulative occurrence. 30 respondents strongly agree with a valid percent of 26.1, 41 agree respondents had a valid percent of 35.7, 52 respondents were undecided with a valid percent of 5.2, 28 disagree respondents with a valid percent of 24.3, and 10 strongly disagree respondents with an 8.7 valid percent of the result reveals that 41 respondents agreed to nepotism and the collection of gift items involved in the admission process of school students.

Question 17 examines the monitoring of the admission process of students into secondary school, showing occurrence, proportion, valid proportion, and cumulative frequency. 35 strongly agree respondents had a 30.4 valid percent, 42 respondents agree with a 36.2 valid percent, 12 undecided respondents with a 10.4 valid percent, 22 respondents disagree with a 19.1 valid percent and 4 strongly disagree with a 3.5 valid percent. The result shows that 42 respondents agree to the admission process of students into secondary school are been monitored.



Question 18 seeks to find out if there are dire consequences to anyone caught in any illegal act that is involved in the admission process of a student, showing its occurrence, proportion, validity, percentage, and cumulative frequency. 36 of the respondents strongly agree with a valid percent of 31.3, 38 of the respondents agree with a valid percent

of 33.0, 14 of the respondents were undecided with a 12.2 valid percent, 20 respondents disagree with a valid percent of 17.4, and 4 strongly disagree respondents had a 3.5 valid percent. This shows that 38 respondents agree to dire consequences for anyone caught in a corrupt act that is involved in the admission process of the students.

**Table 13:** Evaluation of the School Examination

Questions	SA %	A %	U %	D %	SD %
Do student engage in exam malpractice?	18 (15.7)	39 (33.9)	23 (20.0)	22 (19.1)	13 (11.3)
Do you think some teachers in your school altercates the scores of their student?	19 (16.5)	46 (40.0)	12 (10.4)	18 (15.7)	20 (17.4)
Are there any form of bribery such as giving money or gifts to teachers by student for marks?	21 (18.3)	36 (31.3)	12 (10.4)	29 (25.2)	17 (14.8)
Do you think the teachers in your school engage in the leakages of exam questions to student before the exam day, all in the name of trying to help the student?	16 (13.9)	36 (31.3)	18 (15.7)	28 (24.3)	17 (14.8)
During the West African Examination Council (WAEC) exam, does your school encourage special center for your student?	20 (17.4)	23 (20.0)	16 (13.9)	22 (19.1)	34 (29.6)
Do you think external invigilators are given bribe so as to pave a blind eye to student engaging in exam malpractice during the exam?	21 (18.3)	28 (24.3)	21 (18.3)	22 (19.1)	23 (20.0)

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 19 asked if students engage in exam malpractice, showing it occurrence, percentage, a valid percent, and cumulative occurrence. 18 of the respondents strongly agree with a valid percent of 15.7, 39 of the respondents agree with a 33.9 valid percent, 23 respondents were undecided with a 20.0 valid percent, 22 respondents disagree with a valid percent of 19.1 and 13 respondents strongly disagree with an 11.3 valid percent. 39 of the respondents agree to student engaging in exam malpractice.

Question 20 seeks to find out if teachers in secondary altercates the scores of their student, showing it frequency, percent, valid percent, and cumulative frequency. 19 of the respondents strongly agree with a 16.5 valid percent, 46 respondents agree with a 40.0 valid percent, 12 respondents were undecided having 10.4 valid percent, 18 respondents disagree with a 15.7 valid percent and 20 respondents strongly disagreed with a 17.4 valid percent. The result therefore shows that 46 respondents agree to secondary school teachers altercating the scores of their student.

Question 21 indicates that gifts and money given as a form of bribe are given to teachers by the student for marks, showing their occurrence, proportion, valid percentage, and cumulative occurrence. 21 strongly agree respondents had 18.3 valid percent, 36 agree respondents had a 31.3 valid percent, 12 respondents were undecided with a 10.4 valid percent, 29 disagree respondents had a 25.2 valid percent and 17 strongly disagree respondents had a 14.8 valid respondent. The result shows that 36 respondents agree to give money or gifts to teachers by students is a form of bribing the

teachers for marks.

Question 22 seeks to find out if teachers in secondary schools engage in leakages of exam questions, showing it occurrence, percentage, valid proportion, and cumulative occurrence. 16 respondents strongly agree with a valid percent of 13.9, 36 respondents agree with a valid percent of 31.3, 18 respondents were undecided with a 15.7 valid percent, 28 respondents disagree with 24.3 valid percent and 17 respondents strongly disagree with a 14.8 percent. The findings show that 36 respondents agree to leakages of exam questions by school teachers to students so as to help them pass.

Question 23 seeks to find if secondary schools encourage special centers for WAEC, showing its occurrence, proportion, valid percentage, and cumulative frequency. 20 of the respondents strongly agree with a valid percent of 17.4, 23 respondents agree with a valid percent of 20.0, 16 respondents were undecided with a valid percent of 13.9, 22 respondents disagree with

19.1 valid percent and 34 strongly disagree respondents had 29.6. This shows that 34 respondents strongly disagree to having special centers for WAEC examination.

Question 24 also seek to find out if external exam invigilators are given bribe so as to allow the student to cheat in an exam all, showing it occurrence, proportion, valid proportion, and cumulative occurrence. 21 respondents strongly agree with 18.3 valid percent, 28 respondents agree with a 24.3 valid percent, 21 respondents were undecided with an 18.3

valid percent, 22 respondents disagree with a 19.1 valid percent and 23 respondents strongly disagree with a 20.0 valid percent. This shows that 28

respondents agree to external exam invigilators being given bribes so as to allow students to cheat in an exam hall.

**Table 14:** Evaluation on teachers' recruitment and performance

Questions	SA %	A %	U %	D %	SD %
Do you think qualified teachers are employed into your school?	62 (53.9)	42 (36.5)	4 (3.5)	7 (6.1)	-
Are teachers in your school equipped with subject knowledge and do they have a good teaching attitude?	41 (35.7)	59 (51.3)	11 (9.6)	4 (3.5)	-
Are there any form of corrupt act such as bribery, nepotism involved in the employment of teachers?	20 (17.4)	17 (14.8)	18 (15.7)	38 (33.0)	22 (19.1)
Do you think the teachers are capable of elevating a conducive learning environment for the student?	35 (30.4)	60 (52.2)	15 (13.0)	2 (1.7)	3 (2.6)
Do you think the communication skills of teachers in your school are effective in improving the learning process of student?	40 (34.8)	57 (49.6)	4 (3.5)	12 (10.4)	2 (1.7)
Are there any performance motivators for teachers in your school?	28 (24.3)	33 (28.7)	17 (14.8)	26 (22.6)	11 (9.6)
Are salaries of teachers paid on time as at when due for payment?	20 (17.4)	30 (26.1)	9 (7.8)	40 (34.8)	16 (13.9)

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 25 examines how qualified secondary school teachers are before being employed, showing its occurrence, proportion, valid proportion, and cumulative regularity. 62 respondents strongly agree with a 53.9 valid percent. 42 respondents agree with a 36.5 valid percent, 4 respondents were undecided with 3.5 valid percent, 7 respondents disagree with a 6.1 valid percent, and no respondents on strongly disagree. This implies that 62 respondents strongly agree to employ qualified secondary school teachers in their schools.

Question 26 tends to examine whether or not school teachers are well-versed in their subjects and have a positive teaching attitude, as evidenced by regularity, proportion, a valid percent, and effectively integration. 41 respondents strongly agree with a 35.7 valid percent, 59 respondents agree with 51.3 valid percent, 11 respondents were undecided with 9.6 valid percent, 4 respondents disagree with a 3.5 valid percent, and zero respondents on strongly disagree. This implies that 59 respondents agree to teachers are fully equipped with subject knowledge and good teaching attitude.

Question 27 seeks to find out if the employment of teachers involves bribe, showing its occurrence, proportion, valid percentage, and effectively integrated. 20 respondents strongly agree with a valid percent of 17.4, 17 respondents agree with a valid percent of 14.8, 18 respondents were undecided with a valid percent of 15.7, 38 respondents disagree with a 33.0 valid percent and 22 respondents strongly disagree with a 19.1 valid percent. This implies that 38 respondents disagree to the employment of teachers involving bribes and that teachers' employment is done base on merit.

Question 28 tends to examine the capability of teachers in elevating a conducive learning environment for students, showing its occurrence, proportion, valid percentage, and cumulative frequency. 35 respondents

strongly agree with a 30.4 valid percent, 60 respondents agree with a 52.2 valid percent, 15 respondents were undecided with a 13.0 valid percent, 2 respondents disagree with a 1.7 valid percent and 3 respondents strongly disagree with a 2.6 valid percent. This implies that 60 respondents agree to teachers are capable of elevating a conducive learning environment for students.

Question 29 asked if the communication skills of teachers in secondary school is effective in improving the learning process of student, showing its occurrence, proportion, valid percentage, and cumulative frequency. 40 respondents strongly agree with a 34.8 valid percent, 57 respondents agree with a 49.6 valid percent, 4 respondents were undecided with 3.5 valid percent, 12 respondents disagree with a 10.4 valid percent and 2 respondents strongly disagree with a 1.7 valid percent. This implies that 57 respondents agree to the communication skills of teachers in secondary school have been effective in improving the learning process of students in secondary school.

Question 30 seeks to find out if there are performance motivators for teachers in secondary schools, as evidenced by regularity, proportion, a valid percent, and effectiveness integrated. 28 respondents strongly agree with a 24.3 valid percent, 33 respondents agree with a 28.7 valid percent, 17 respondents were undecided with a 14.8 valid percent, 26 respondents disagree with a 22.6 valid percent and 11 respondents strongly disagree with a 9.6 valid percent. This implies that 33 respondents agree to have performance motivators for teachers in their secondary schools.

Question 31 seeks to find out if salaries of teachers are paid as at when due, showing its occurrence, proportion, valid percentage, and cumulative frequency. 20 respondents strongly agree with a 17.4 valid percent, 30 respondents agree with a 26.1 valid percent, 9 respondents were undecided with

a 7.8 valid percent, 40 respondents disagree with a 34.8 percent and 16 respondents strongly disagree with a 13.9 valid percent. This shows that 40 respondents

disagree with the findings stating that salaries of teachers are paid as at when due, in other words, salaries of teachers are been owed.

**Table 15:** Evaluation of school administrative system on sexual occurrence

Questions	SA %	A %	U %	D %	SD %
Does your school tolerate indecent dressing of students?	7 (6.1)	14 (12.2)	4 (3.5)	46 (40.0)	44 (38.3)
Do you think sexual act is involved in the promotion of some teachers and non-teaching staff in your school?	5 (4.3)	19 (16.5)	24 (20.9)	28 (24.3)	39 (33.9)
Has there been sexual intercourse between students and teachers for exam questions or scores?	8 (7.0)	21 (18.3)	31 (27.0)	25 (21.7)	30 (26.1)
is there zero tolerance to any sexual related kind of corruption in your school, be it in the recruitment of staffs, promotion, marks and exam questions?	27 (23.5)	42 (36.5)	21 (18.3)	12 (10.4)	13 (11.3)

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 32 indicates school tolerance to the indecent dressing of students, as evidenced by regularity, proportion, a valid percent, and effectively integrated. 7 respondents strongly agree with a 6.1 valid percent, 14 respondents agree with a 12.2 valid percent, 4 respondents were undecided with a 3.5 valid percent, 46 respondents disagree with a 40.0 valid percent and 44 respondents strongly disagree with an 11.3 valid percent. This implies that 46 respondents disagree with the claim of schools tolerate the indecent dressing of students in schools.

Question 33 asked if sexual acts are involved in the promotion of some teachers and non-teaching staff in secondary school, showing its occurrence, proportion, valid percentage, and cumulative frequency. With 5 respondents strongly agree to 4.3 valid percent, 19 respondents agree with a 16.5 valid percent, 24 respondents were undecided with a 20.9 valid percent, 28 respondents disagree with a 24.3 valid percent and 39 respondents strongly disagree with a 33.9 valid percent. This implies that 39 respondents strongly disagree to sexual act being involved in the promotion of some teachers and non-teaching staff in secondary school.

Question 34 seeks to find out if there has been

sexual intercourse between students and teachers for exams questions or marks, showing its regularity, proportion, valid percentage, and cumulative occurrence. 8 respondents strongly agree with a 7.0 valid percent, 21 respondents agree with an 18.3 valid percent, 31 respondents were undecided with a 27.0 valid percent, 25 respondents disagree with a 21.7 valid percent and 30 respondents strongly disagree with a 26.1 valid percent. This implies that 31 respondents were undecided about sexual intercourse between students and teachers for marks and exam questions.

Question 35 seeks to find out if there is zero tolerance for any sexual-related corruption in school, as evidenced by regularity, proportion, a valid percentage, and effective integration. 27 respondents strongly agree with 23.5 valid percent, 42 respondents agree with a 36.5 valid percent, 21 respondents were undecided with an 18.3 valid percent, 12 respondents disagree with 10.4 valid percent and 13 respondents strongly agree with an 11.3 valid percent. This implies that 42 respondents agree to zero tolerance for any sexually related kind of corruption in schools, be it in the recruitment of staff, promotions, marks, or exam question.

**Table 16:** Evaluation of the school administrative system on finance

Questions	SA %	A %	U %	D %	SD %
Does your school engage with parents before increasing the prices of fees?	36 (31.3)	28 (24.3)	17 (14.8)	22 (19.1)	12 (10.4)
Are school books properly administered to student when been paid for?	29 (25.2)	55 (47.8)	12 (10.4)	12 (10.4)	7 (6.1)
Does your school have a proper account on how funds are spent?	33 (28.7)	42 (36.5)	24 (20.9)	8 (7.0)	8 (7.0)
Do you think scholarships are awarded to student's base on their performance?	31 (27.0)	43 (37.4)	15 (13.0)	19 (16.5)	7 (6.1)
Periodic maintenance of the school facilities such as the buildings, classroom, library, laboratory etc. are done in your school?	27 (23.5)	45 (39.1)	18 (15.7)	12 (10.4)	13 (11.3)

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 36 examines school engagement with parents before increasing the price of the fee, showing

it occurrence, proportion, valid percentage and effectively integrated. 36 respondents strongly agree

with 31.43 valid percent, 28 respondents agree with a 24.3 valid percent, 17 respondents were undecided with a 14.8 valid percent, 22 respondents disagree with 19.1 valid percent and 12 respondents strongly disagree with a 10.4 valid percent. This implies that 36 respondents strongly agree with the school's engagement with parents before making changes to it fees.

Question 37 asked if school books are properly administered when paid for, showing their occurrence, proportion, valid percentage, and cumulative frequency. 29 respondents strongly agree with a 25.2 valid percent, 55 respondents agree with a 47.8 valid percent, 12 respondents were undecided with a 10.4 valid percent, 12 respondents disagree with a 10.4 valid percent and 7 respondents strongly disagree with a 6.1 valid percent. This implies that school books are properly administered to students when paid for with 55 agree respondents.

Question 38 seeks to find out if secondary schools have a proper account of how funds are spent, as evidenced by regularity, proportion, a valid percentage, and effectively integrated. 33 respondents strongly agree with a 28.7 valid percent, 42 respondents agree with a 26.5 valid percent, 24 respondents were undecided with a 20.9 valid percent, 8 respondents disagree with a 7.0 valid percent, and 8 respondents strongly disagree with a 7.0 valid percent. This implies that 42 respondents agree to secondary schools having proper account on how funds are spent.

Question 39 seeks to find out if scholarships are awarded to student base on their performance, showing it occurrence, proportion, valid percentage, and cumulative frequency. 31 of the respondents strongly agree with 27.0 valid percent, 43 respondents agree with a 37.4 valid percent, 15 respondents were undecided with a 13. of valid percent, 19 respondents disagree with 16.5 valid percent and 7 respondents strongly disagree with a 6.1 valid percent. This implies scholarships are awarded to student's based on their performance as a result of 43 agree respondents.

Question 40 seeks to find out if period maintenance of the school facilities is carried out in secondary schools, showing its occurrence, proportion, valid percentage, and cumulative frequency. 27 respondents strongly agree with a 23.5 valid percent, 45 respondents agree with a 39.1 valid percent, 18 respondents were undecided with a 15.7 valid percent, 12 respondents disagree with a 10.4 valid percent and 13 respondents strongly disagree with a 11.3 valid percent. This implies that 45 respondents agree to periodic maintenance of school facilities is done in secondary schools.

## CONCLUSIONS AND RECOMMENDATIONS

The purpose of the research was to determine the involvement of school administrators in Sierra Leone's secondary schools in the battle against corruption. The study was a quantitative study that evaluated responses from teachers and school administrators in Sierra

Leone's secondary school sector, using descriptive statistics to synthesize the data from the sample stated above. In as much as the study discovered a favorable association between the responsibilities of school administrators in combating corruption in the country's secondary schools, in terms of preventing corruption, Sierra Leone's secondary school administrators still have a long way to go. There is evidence that certain secondary school officials charged with combating corruption are also involved in the masterminding of secondary school corruption. An attempt was made to find out whether secondary schools had an appropriate account of how funds were spent, as evidenced by regularity, proportionality, a valid percentage and effectively integrated in the research findings. It means that some of the respondents agree that secondary schools have a proper account of how funds are spent.

The data collected and analyzed revealed that the assessment of students' enrollment process, school exams, teaching staff and performance, sexual incidents and financial issues serve as a benchmark for determining how far the school administration's role has progressed in Sierra Leone's struggle for secondary education. It aims to show the occurrence, rate, valid percentage and cumulative frequency of anti-corruption, whether there are dire consequences for anyone who commits any illegal act. It shows that some respondents agreed to endure the dire consequences for anyone caught in the act of corruption involved in the student admissions process. After using the ordinary least squares method to correlate the findings; The depiction of perpetrators of corrupt practices in secondary schools in Sierra Leone reveals that most respondents admitted that teachers were responsible for the occurrence of certain acts of corruption. As a result, it was determined that they hold teachers and school administrators almost responsible for corruption practices in secondary education. While they strongly agreed with the allegation of hiring qualified teachers, respondents opposed the timely payment of salaries or even payments due for a month. shows its occurrence, rate, current percentage, and cumulative frequency. The results show that most of the teachers' salaries are paid on time, however, according to the opinions of some participants, teachers' salaries are not paid.

The school administrator's opinion on the evaluation of the school admission process in agreed that the admission process of school pupils into secondary school in Sierra Leone was greatly hindered by other factors such as the collection of money to secure the admission of school pupils, nepotism, etc. all this are factors that affect the admission process of student because when these factors are involved, the admission process of school pupils will no longer be done base on merit a longer but rather base on how much one can offer. According to Whawo (2015) agreed that, exam malpractice, bribery, nepotism during admission, and extortion of money from students in order to acquire undeserved marks were all



found to be instances of corruption at secondary schools in Delta State, The findings of this study differ slightly from those of Taaliu (2017), who claimed that in Kenya, corruption in the form of ethnicity and nepotism plagues the recruitment, promotion, and deployment of teachers, and that during admission, some principals practice corruption by admitting relatives, church members, and tribesmen. Similar findings by Amini-Philips & Chukwuma (2017) concluded that extortion of money by lecturers, test cheating, and bribery are all examples of corruption. Furthermore, the findings are comparable to those of Choe, et. al, (2013), who showed an increase in the prevalence of corruption in Bangladesh as a result of individuals of higher socioeconomic class paying bribes to get through red tape. Okpechi, et al (2018) found a significant incidence of corruption among teenagers in Calabar, Nigeria, in a similar study.

In conclusion, the role of School administrators in the fight against corruption in their respective secondary schools in Sierra Leone had a favorable outcome. The purpose of this research was successful based on the use of random sampling, thereby using five secondary schools to represent the whole secondary schools in Sierra Leone. The data gathered and evaluated reviewed that the evaluation of admission process of school student, evaluation of school examination, teacher's recruitment & performance, on the sexual occurrence and finance serves as a yardstick to revealing how far the role of school administration has achieved in the fight against corruption in secondary school education in Sierra Leone.

The report suggests that secondary school principals be given the skills and abilities necessary to combat corruption. These need a steady stream of anti-corruption courses, seminars, and training. The government should implement rules that would assist in the check and balance of school administrators, as well as adequate ventilation and frequent quality assurance checks by government personnel who are neutrals, to help minimize the rate of corruption in Sierra Leone's secondary schools.

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