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CHALLENGES OF CORRUPT PRACTICES TO THE MANAGEMENT OF TERTIARY EDUCATION INSTITUTIONS IN NIGERIA

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ABSTRACT
The menace of corrupt practices which is currently pervasive within the tertiary education institutions in Nigeria has become a serious and important matter of discourse for most education stakeholders and researchers overtime now. Corrupt practices persistent in the tertiary education institutions in Nigeria poses a lot of challenges and great danger to the management of this institutions therefore demanding absolute redress. This paper however, examined the challenges of corrupt practices to the management of tertiary education institutions in Nigeria. Discussions in the paper were done in different sections looking at the concept of corrupt practices and the classifications. Also, the definitions of management and tertiary education institutions including the roles and objectives of tertiary education were highlighted in the paper. Further discussions in the paper centered on the challenges of corrupt practices to the management of tertiary education institutions (TEIs) in Nigeria. The paper was concluded with discussions on the ways of curbing corrupt practices inhibiting the management of TEIs in Nigeria.
Keywords: Challenges, Corrupt Practices, Management, Tertiary, Education, Institutions, Nigeria

Introduction

The Nigerian education which has been structured according to different levels is generally an instrument for human capacity empowerment and national development. But the Nigerian tertiary education is an important higher and academic citadel of learning popularly known for manpower training and development. Tertiary education as described within the context of this paper refers to any type of education pursued beyond the secondary school level. Education at the tertiary level therefore, is commonly referred to as postsecondary education. The Nigerian tertiary education level however, comprises such institutions like the Universities and Inter-University Centres like the Nigeria French Language Village, Monotechnic, Polytechnics, Colleges of Education and other specialized institutions like the College of Agriculture, National Teachers' Institute (NTI), among others (Federal Republic of Nigeria - FRN, 2014). All these institutions have been established in order to achieve certain goals and objectives as indicated by the FRN (2014) in the National Policy on Education (NPE). Therefore, the efficiency and effectiveness of the tertiary education institutions towards achieving their goals and objectives is highly dependent on effective management. Management as defined by (Akpakwu, 2012) is the proper mobilization, application, utilization and coordination of both the human and material resources in order to achieve educational goals and objectives. Therefore, management of the Nigerian tertiary education institutions (TEIs) will involve the deployment of good practices such as effective planning, monitoring and supervision of work, good governance and sound leadership by those in authority, effective coordination and organization of work, good financial management practices,

among others. Most times, management at the higher education is challenged by corrupt practices commonly found among leaders, other officials and students of the tertiary education institutions. This situation makes it difficult for the realization of quality assurance and attainment of educational objectives in the TEIs. Corrupt practices as opined by scholars such as Egbefo (2012) and Ezugoh, Onebunne and Arinze (2019), have however, eaten deep into the fabrics and management of tertiary education institutions. Corrupt practices can take many forms which include indecent behaviours like public servants demanding or taking money or favours in exchange for services, gratifications, favouritism, embezzlement, mismanagement or misusing public/institutional money or granting public jobs or contracts to their sponsors, friends and families, and corporations bribing officials to get lucrative deals. Corrupt practices hence, can happen anywhere, in business, government, the courts, the media, in the civil society, as well as across all sectors from health to infrastructure and sports including education sector like the tertiary education level (Transparency International, 2021). Corrupt practices at the tertiary education level can involve anyone like the chief executive of the institutions, other auxiliary heads, government officials, public servants, students, teaching and non-teaching staff (Transparency International, 2021). Corrupt practices at the tertiary education level however have causes, nature/types and consequences which lowers academic quality and standards in service delivery, therefore, demanding absolute redressing and eradication from the system.

Concept and Classifications of Corrupt Practices

Corruption, according to Enste and Heldman (2017), is the abuse of public office for private gains. It is the use of public office for private gain. For Myint (2000), it is the use of official position, rank or status by an office holder for personal benefit. Examples of corrupt practices are bribery, graft, embezzlement, extortion, fraud, nepotism, appropriation of public assets and property for private use, influence peddling and so on. Similarly, the Guide to Combating Corruption and Fraud in Development Projects (GCCFDP, 2021) described corrupt practices as offering, giving, receiving or soliciting, directly or indirectly, of anything of value to influence improperly the actions of another party. These practices can be directly or indirectly carried out by persons involved. Chen (2020) described corrupt practice as a dishonest behaviour by those in positions of power, such as managers or government officials. This include giving or accepting bribes or inappropriate gifts, double-dealing, under-the-table transactions, manipulating elections, diverting funds, laundering money, and defrauding investors. Amundsen (2000) and Ngwakwe (2009) described corrupt practices as the non-violent criminal and illicit activity committed with objectives of earning wealth illegally either individually or in a group or organized manner thereby violating existing legislation governing the economic activities of government and its administration. According to Iyanda (2012), a corrupt practice may be conceived as the unlawful use of official power or influence by an official of the government either to enrich himself or further his course and/or any other person at the expense of the public, in contravention of his oath of office. It is a global phenomenon and equally a social problem found in various degrees and forms in all societies. This menace has led to situations like slow movement of files in offices, police extortion of toll fees, port congestion, queues at passport offices and petrol stations, ghost workers' syndrome, election irregularities, among others. Government officials further still corruptly enrich themselves by converting Government money in their custody to their own use, force citizens to pay bribe and citizens also induce the officials with bribes in order to get whatever they want from Government or company offices (Iyanda, 2012).

From the foregoing, corrupt practices can be classified or grouped into various categories as indicated by Amundsen (2000), Boisvert, Dent and Quraishi (2014) and they include: supply versus demand corrupt practices, grand versus petty corrupt practices, conventional versus unconventional corrupt practices and public versus private corrupt practices, "systemic" versus "individual" or "isolated" corrupt practices, among others. According to the above-mentioned authors, the supply-side corrupt practice is used to describe the act of offering an illicit payment or undue advantage, whereas demand-side corrupt practice relates to the acceptance or solicitation of such a payment or advantage.

Conventional corrupt practices as further asserted by Amundsen (2000), Boisvert, Dent and Quraishi (2014) occur when government officials, whether higher or lower ranking, illegitimately receive reward for their own personal use, disregarding public interest. Unconventional corrupt practice exists where a public or government official acts without consideration for the public interest, the goal being to attain a specific and personal gain. This type of corruption includes acts, such as misappropriation, theft, embezzlement, and breach of trust. Grand and petty corrupt practices are both sub-categories of conventional corruption. Petty corrupt practice is sometimes equated with "bureaucratic corruption", which implies involvement of public administration officials and non-elected officials. Some examples of the use of petty corruption include bribes paid to law enforcement officials and other government officials. Facilitation payments, also known as "grease" payments, fall under this category. Grand corrupt practice involves higher ranking government officials and elected officials who exploit opportunities that are presented through government work. It is more often the result of bribes offered or paid in connection with larger scale government projects, such as infrastructure and construction projects (Boisvert, Dent & Quraishi, 2014). Corrupt practices, as further observed by Amundsen (2000), Boisvert, Dent and Quraishi (2014), can also be classified as public or private. While public corrupt practices involve public officials, private corrupt practices involve individuals in the private sector. Systemic corrupt practices exist where corruption is pervasive or entrenched in a society. In other words, it exists where it is routine in dealings between the government and private individuals or businesses (Boisvert, Dent & Quraishi, 2014).

Management of Education

Education as defined by Igbinedion (2018) involves the provision of series of learning experiences, values, attitudes and skills with the ultimate aim of making recipients productive members of the society. Management on the other hand is the process of working with others to effectively achieve organized objectives by efficiently using limited resources in a changing environment (Akpakwu, 2012). Management of education therefore, is a field which is concerned with the operations of educational organizations. It is the process of planning, organizing and directing activities in a school, in order to accomplish the school's objectives (Areadne Lifelong Learning Centre, 2015). Ali and Abdalla (2017), Page and Thomas cited in the Online Note Bank (2021) described management of education as the theory and practice of the organization and administration of existing educational establishments and systems. It can also be referred to as a group activity by a group of individuals to achieve common goals. Thus, management of education implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution (Barik, 2019).

Tertiary Education Institutions (TEIs), Roles and Objectives

The World Bank Group (2021) described TEIs as all post-secondary education or higher education institutions, including public and private universities, colleges, technical training institutes, and vocational schools established for manpower development. **It can equally be** referred to as specialized higher education in a specific field, taken on after finishing high school. This form of education could as well be delivered virtually or at a distance (IGI Global Partnership, 2021). The tertiary education institutions are instrumental in fostering growth, reducing poverty, and boosting shared prosperity. A highly skilled workforce, with lifelong access to a solid post-secondary education, is a prerequisite for innovation and growth. Also, well-educated people with TEIs qualifications are more employable and productive, earn higher wages, and cope with economic shocks better. Tertiary education institutions benefit not just the individual, but society as a whole. Graduates of tertiary education are more environmentally conscious, have healthier habits, and have higher level of civic participation. Tertiary education institutions prepare individuals not only by providing them with adequate and relevant job skills, but also by preparing them to become active members of their communities and societies (World Bank Group, 2021). The goals and objectives of Nigerian TEIs as indicated by the Federal Republic of Nigeria (FRN, 2013) under section 5, pg. 39 of the National Policy on Education (NPE) are to:

a. contribute to national development through high-level manpower training;

b. provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interest of Nigerians;

c. provide high-quality career counselling and lifelong learning opportunity that prepare students with knowledge and skills for self-reliance and the world of work;

d. reduce skills shortages through the production of relevant skilled workers and manpower relevant to the needs of the labour market;

e. promote and encourage scholarship, entrepreneurship and community service;

f. forge and cement national unity; and

g. promote national and international understanding and interaction.

Given the above mentioned objectives, effective management of the TEIs is very crucial. This includes curbing all corrupt practices inhibiting effective management of TEIs in Nigeria which has further been discussed in the paper.

Challenges of corrupt Practices to the Management of Tertiary Education Institutions (TEIs) in Nigeria

Quite different forms of corrupt practices exist in the tertiary education institutions and they can be challenging to the management of these institutions. Amundsen (2000, p.2-5) observed that corrupt practices at the tertiary education institutions can take the forms of bribery, funds embezzlement, fraud, extortion, falsification of documents, favouritism and examination malpractices. In explaining most of these corrupt practices further, Amundsen (2000) noted that bribery is the payment (in money or kind) that is given or taken in a corrupt relationship. To pay or receive a bribe is a corrupt practice and found among top management official, and between students and lecturers in the Tertiary Education Institutions (TEIs). A report from one of the universities by Rostiashvili (2004) identified the university administration as the most corrupt and that both students and lecturers initiated bribe. A bribe is a fixed sum, a certain percentage of a contract, or any other favours in money or kind, usually paid to an institution's official who can make contracts on behalf of the institution or otherwise in the benefits of individuals or clients. These are payments needed or demanded to make things smoother or more favourably. By "greasing

palms" the person can buy for instance favours and escape the full burden of regulations, among others.

Embezzlement is theft of public resources by public officials, which is another form of misappropriation of public funds. Embezzlement is when a state official steals from the public institution in which he or she is employed, and from resources he or she is supposed to administer on behalf of the state and the public. However, disloyal employees in government firms can embezzle money and other resources from their employers. In many corrupt countries, embezzlement is one of the modes of economic accumulation. Fraud is an economic crime that involves some kind of trickery, swindle or deceit. Such exist in the TEIs whereby an official of the institution defrauds a candidate on the premise of granting such individual admission into the institution (Amundsen, 2000). Extortion is money and other resources extracted by the use of coercion, violence or the threats to use force. Extortion is basically a corrupt practice, but the money is more violently extracted. Corrupt practice in the form of extortion is usually understood as a form of extraction. Corrupt practice of this kind can also be "from above", when a superior officer of an institution extorts money from individuals and groups to protect them from further harassment. Favouritism as a form of corrupt practice is a mechanism of power abuse and a highly biased distribution of an institution's resources. Favouritism is the natural human proclivity to favour friends, family and anybody close and trusted in the institution. Favouritism can also go alongside with nepotism, in which an office holder of any tertiary education institution prefers his kinfolk and family members (wife, brothers and sisters, children, nephews, cousins, in-laws etc.) other than people merited. Favouritism is not only a legal and procedural problem, but also a problem of flawed qualifications, lacking skills and inefficiency. Furthermore, where public position is strongly correlated to possibilities of corrupt and extractive practices, favouritism can secure substantial prerogatives and profits for certain families, clans or some social sub-groups (Amundsen, 2000).

For Egbefo (2012), corrupt practices take places in various forms in TEIs, for instance entrance examination into institutions most times is not on merit but on who is actually seeking the admission. In the area of recruitment and promotion of staff, academic and non-academic into the educational system is done by who is pushing the file giving chance to unqualified persons as well as depriving good hands the opportunity to contribute to the body of knowledge, the effect is felt in the quality of students produced. The issue of fake certificates and falsification of documents is now so much in the tertiary education system that even those of the higher ladder are affected. Furthermore, examination and classroom corrupt practices are found to exist in the TEIs as well. Students are expected to be evaluated based on the curriculum and set objectives. However corrupt practices frustrate this more since students are exploited in so many ways such as giving bribe to gain some educational opportunities or marks, students giving into sexual favour in order to gain good grades. Another form of corrupt practice is the involvement of teachers in grade changing or even the forgery of academic credentials. All this corrupt practices put together poses as an obstacle to the educational system in the attainment of manpower building and national development in the era of globalization. The Human Development Initiatives (HDI, 2018) identified some of the corrupt practice going on in TEIs and they include absenteeism, extortion, sexual exploitation or sexual harassment, nepotism, favouritism, compulsory sales of study materials, deliberate seduction of lecturers by students, weak monitoring and quality assurance mechanism which does not address key indicators within the framework of corruption. Owing to this weakness, quiet a number of corrupt cases slip off without

been noticed, even when there are sanctions in place to deal with erring lecturers. Other scholars such as Adesuwa (2021), Ezugoh, Onebunne and Ukeje (2019), Okolo and Akpokighe (2014), Sherif (2018) and Whawo (2015) have clearly classified corrupt practices at the TEIs into different categories of; corrupt practices among the management of the TEI and other non-academic staff, academic staff and students. To these scholars, corrupt practices common among the management of the TEI and non-academic staff include fund embezzlement and mismanagement, maladministration, extortion and bribery, delay in payment of staff honorarium and entitlements, poor commitment and attitude to work, lack of financial accountability and accountability towards work, absenteeism from work, lateness to work, favouritism, tribalism and ethnicity, falsification of results and other official documents, staff laziness, disrespect for those in higher authority by junior staff, vandalism and theft of institution properties, non-compliance to institutions laws, admission of unqualified students, coveting institution's property to personal property, shielding staff who play truancy, among others. However, corrupt practices found among academic staff include intimidation and exploitation of students, extortion and demand for bribe to pass students, sexual harassment, forcing students to buy reading materials and textbooks, poor attitude to work and absenteeism from lectures, lateness to lectures, falsification of results, disrespecting the senior lecturers by the junior ones, non-compliance to institutional rules and regulations, indiscipline among academic staff, poor attitude to research, covering for lecturers who play truancy, among others (Ezugoh, Onebunne & Ukeje, 2019; Idoniboye-Obu, 2014; Moyosore, 2015; World Bank, 2015).

Corrupt practices common among students as observed by Ezugoh, Onebunne and Ukeje (2019), Idoniboye-Obu (2014) and Nwaokugha and Ezeugwu (2017) include examination malpractices, certificate or credential forgery, bribing lecturers for marks or award of grades, sexual violence, abuse among fellow students, truancy and constant absenteeism from lectures without substantial reason, among others. All these corrupt practices which exist in the TEIs are as a result of some factors which include underfunding of TEIs by Federal and State governments, poor facilities, mismanagement of resources by leadership, poor implementation of rules and regulations, poor ethical conducts, lack of positive values, peer influence, poor parental up-bringing and socio-economic status, engagement in cult activities by students and lecturers, lack of competent staff, lack of focus on the part of students, students' and staff truancy, inadequate training, retraining and mentorship, decline staff quality, poor working conditions, institutional leadership problems, promotion of mediocrity above merit, greed, poor facilities maintenance and poor maintenance culture, ambitiousness for money, among others (Ezugoh, Onebunne & Ukeje, 2019; Iloh, 2018). The dialectical challenges and consequences of corrupt practices to the management of TEIs in Nigeria have over the years attracted the attention of scholars and international development agencies and institutions. According to Egbefo (2012), corrupt practices have enormous negative consequences on the Nigerian educational system. Alli (2004) indicated that the cost of corruption or corrupt practices to the Nigerian educational system represent about 15½% of its GDP. Experiences of other countries reveal that corruption increases the cost of education, materials and training of staff. The general effects of corrupt practices on the educational sector are enormous and debilitating. It also erodes the consistency for grants and funding. In Nigerian institutions of learning, corrupt practices have undermined the normal functioning of their social economic and academic systems. It has led to instability and gross abuse of power, led to the decaying infrastructure, inadequate staffing, poor and failing education standards, the

disappearance of grants, trust funds, loans and of entire project without a trace (Madaki, 2019). Babalola (2010) opined that the demand for gratification by teachers among other corrupt practices, have led to the fallen standard of education in Nigeria. Dimkpa (2011) asserted that investigating academic corruption in Rivers State Universities became necessary because experience has shown that some undergraduate students were unable to communicate effectively in simple English, like completing a personal data form. This situation calls for concern since graduates from these universities would eventually work in the industries and affect the Nigerian economy. Therefore, the prevalence, causes and effects of academic corruption should be well understood if any meaningful progress is to be made towards improving the quality of graduates in Nigerian universities. Some of the problems posed by poorly trained graduates include devaluation of Nigerian university certificates, under-employment, unemployment and lack of skills for graduates to fit into the changing world of the economy and technology.

Another consequence of corrupt practices to the management of TEIs as indicated by Egbefo (2012) is that of poor leadership. This has become a cankerworm that is eating deep into the fabric of the Nigerian educational system. This explains why some scholars lamented that it is quite disheartening that at this stage in Nigeria's education history, the country's policy makers have been utterly discredited by corruption as a result of which institutions hardly provide the needed services to the people. For instance, some capital projects invested in by the Federal and State Government amounting to billions of Naira in the educational sector have not been commissioned. The above scenario highlights a very clear picture of waste, lack of accountability and transparency propelled by corruption with devastating consequence on the educational system entirely. Corrupt practices have brought about the underdevelopment of the educational sector. Egbefo (2012) explained that huge sums of money stocked in foreign banks by some ministers, commissioners of education, vice-chancellors through money laundering were used by those nations for developmental purposes and taking care of their people, while the official who looted the money meant for the educational development owed staff in their countries four to six months' arrears of salaries allowances. He reasoned that this is man's inhumanity to man. Where such monies are used judiciously, the Nigerian educational sector could be made efficient and the issue of decaying infrastructure resolved. Nigeria is the sixth largest oil producing country in the world and should ordinarily be one of the richest countries in the world if the educational sector was actually producing the skilled manpower needed for national development; owing to the huge finances accruing to it form the oil sector. However, corrupt practices and poor planning have only aggravated the fast-declining sector in the world. Corrupt practices in the educational sector have created a wide gulf between the rich and the poor. This has created a situation where Nigerian's wealth and resources earmarked for capacity building for sustained development have been unduly concentrated in the hands of a few callous people and their allies including foreign collaborators.

All these corrupt practices have contributed to the decline in the quality of instructions and manpower produced in Nigeria's tertiary educational institutions. From all the foregoing, one can clearly see the damaging consequences of corrupt practices in the TEIs as shown in different perspectives by Egbefo (2012). From the above discussions, corrupt practices can have negative consequences to the management of TEIs in various ways of lowering educational and academic standards and quality; hindering quality control, manpower development and sustainable developments in TEIs, poor

outputs, poor quality graduates in the labour markets, and corrupt practices breed poor quality of educational facilities because huge chunk of money is been extracted from contractors in order to award projects in institutions, greed and over-ambition by staff of TEIs, increase in parents, students and lecturers participation in corrupt practices/acts, indiscipline, among others, just as indicated by Adesuwa (2021), Egbefo (2012), Ezugoh, Onebunne and Ukeje (2019) and others. Based on the contributions and important roles of the Nigerian tertiary education institutions towards sustainable national development in the country, this have necessitated discussions on identification of several ways of curbing or eliminating practices inhibiting the management of tertiary education institutions.

Ways of Curbing Corrupt Practices Inhibiting the Management of Tertiary Education Institutions in Nigeria

To fight corrupt practices in the TEIs in Nigeria, the Transparency International group (2021) gave a remark that this must first start from the individuals in the TEIs who "Must Embrace Transparency". Transparency is all about knowing who, why, what, how and how much. It means shedding light on formal and informal rules, plans, processes and actions. Transparency helps individuals and the public, to hold all power to account for the common good. Seeking and receiving information is a human right that can act as a safeguard against corruption, and increase trust in decision makers and public institutions. However, transparency is not only about making information available, but ensuring it can be easily accessed, understood and used by people (Transparency International, 2021). Chen (2020) holds that since corrupt practice is a dishonest behaviour or act by those in positions of power, such as business managers or government officials, therefore, officials in the tertiary educational institutions are required to adhere to a 'code of ethics' and avoid situations that could create a conflict of interest. Preventing corrupt practices include the reinforcement of best business practices, education in the form of mandatory anti-money laundering (AML) courses, and increased accountability. Egbefo (2012) attested that corrupt practices must be stopped not just by punishing the culprit but also by disinfesting the system to make it extremely difficult for corruption to breed in the system. This can be done through effective education, by enlightening everyone on the dangerous effects of educational corruption which should be addressed and could be traced to poverty, politicization of the educational systems and uncertainly not having faith in the system enough to wait for the future. Also, an effective and reliable financial management system can be established to control the use of educational resources. Financial incentives could also be given to officials who have been proven to be 'immunized' to corruption or corrupt practices because the educational institutions have critical role in supporting knowledge driven economic growth strategies, an obvious requirement for global competition. Nigerian TEIs must be that which guarantees unfettered access to quality education at all levels to all citizens; that is, a system which ensures that the products are resourceful, productive and globally competitive to anchor the realization of the vision of Nigeria becoming one of the top 20 economies in the world through national development. Adesuwa (2021) noted that the Nigerian TEIs must be adequately funded and equipped in order to compete favourably with those in other developing countries. There should be provision of adequate human and material resources and establishment of more educational institutions capable of serving the Nigerian populace. The educational system among other functions as asserted by Egbefo (2012) should be innovative, politically, socially and culturally and economically in order to provide qualified manpower for capacity and nation building. The body should remove all the legal, political and

social constraints that hamper the effective operation of the anti-corruption bodies in Nigeria. The traditional values of transparency, high moral standard, high level of discipline etc., should be re-instituted into the TEIs curriculum and make them part of the national ethics that should guide all citizens.

All cases of corrupt practices currently under the ICPC and EFCC must be concluded so that those convicted as a result of the investigation will serve as deterrent to others. Besides, the Federal Government has set aside an anti-corruption Act on 'Corrupt Practices and other Related Offences Act 2000'; therefore, this Act should be fully implemented in the TEIs (Federal Republic of Nigeria, FRN, 2000). Furthermore, a branch of the anti-corruption boards should be established in all public institutions and made functional so that cases of corruption can be detected early enough and reported for prosecution. The anti-corruption bodies should step up its campaigns against corrupt practices with the objective of implanting transparency, honest living and fiscal discipline in the heart of the citizens. The practice of honouring honesty should receive boost from the government, the religion organizations and other corporate bodies at all levels (Madaki, 2019). Ezugoh, Onebunne and Arinze (2019) however, discovered in their study some effective strategies which can be adopted to curb corrupt practices in the TEIs to include; adequate funding of TEIs by Federal and State government including other stakeholders, adequate facilities provision and infrastructural development, improvement on equitable wages and staff incentives, use of mass media in advocating hard work among institutional personnel, constant staff training and retraining programmes to improve staff competency, re-orientation of positive values against negative values, constant retraining of academic staff in research, establishment of anti-corruption department and units in TEIs, use of external anti-corrupt agencies such as ICPC, EFCC, among others to combat corrupt practices, enforcement of laws and penalties on offenders, promoting equitable work ethics, creating strong anti-corruption group among students, promoting institutional programmes to control corruption and corrupt practices, making public officers including those in leadership more accountable for their activities by higher authorities, and constant external auditing of institution's financial transactions by regulatory agencies such as NUC, NBTE and NCCE, among others, in order to promote officials accountability.

Conclusion

Educational management at the Nigerian tertiary educational level (TEL) is very crucial for human capacity building and manpower development. This is so because the tertiary institutions which comprise the Universities, Polytechnics, Colleges of Education and other institutions train the requisite individuals and professionals that will contribute towards sustainable national development in the Nigerian society. But most times, promoting effective management and administration of these institutions is undermined or challenged by corrupt practices. This hinders the attainment of educational goals and objectives. Therefore, this paper discussed the challenges of corrupt practices to the management of tertiary education institutions (TEIs) in Nigeria. For efficiency and effectiveness in the management of TEIs, corrupt practices must be curbed in the tertiary education system. This will help promote quality service delivery for goal achievement in the tertiary education institutions in the country.

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