SURVEY OF ACADEMIC CORRUPT PRACTICES AND SOLUTION ON STUDENTS' EDUCATIONAL OUTCOMEIN PUBLICTERTIARY INSTITUTIONS IN SOKOTO STATE: IMLICATION FOR NATIONAL DEVELOMENT

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Abstract

The research investigates the academic corrupt practices and students' educational outcome in public tertiary institutions in Sokoto state Nigeria. The research design used was descriptive survey. The The total population of this study consisted of one thousand seven hundred and seventy-nine (1779) lecturers and heads of public tertiary institutions in Sokoto State. One thousand seven hundred and four (1704) are lecturers and seventy-five (75) are Heads of Department. Total sample of three hundred and ninety seven (397) using Research Advisors 2006. However, deliberate sampling techniques was used, to distribute the heads of departments. Proportionate sampling and Simple random sampling techniques were used to distribute the instruments across the lecturers in the nine (9) public institutions in the state.Self-designed instruments was used for the collection data for the study,tagged as Survey of Academic Corrupt Practices Questionnaire (SACPQ). (SACPQ) questionnaire comprises of eighty (80) items. The validity of the instrument was ascertained by the panel of experts in the school of general Education, Shehu Shagari College of Education Sokoto. test re-test method of reliability, given fifty (50) samples of questionnaires. The data collected analysed statistically by the means of Pearson Product Movement Correlation Co-efficient and the index was 0.89. This shows that the instrument is adequate. inferential statistical techniques ANCOVA and chi-square was used to analysed the hypothesis of the study. The findings revealed that there is significant difference in the forms of Academic Corrupt practices in public tertiary institution in Sokoto State, admission-related corrupt practices, research related corrupt practices, Examination related corrupt practices and lectures related corrupt practices concurs in all public tertiary institutions in the state. It was concluded that admission-related corrupt practices was the highest form of academic corrupt practices in public tertiary institutions in Sokoto State, followed by research related corrupt practices, Examination related corrupt practices and the least was Lectures related corrupt practices. The study recommended that: School Managements of the institutions should consider and approve the thorough supervision and inspections of all forms of academic corrupt practices in their institutions in order to discourage all forms of corrupt practices in the state.

Keyword: Academic Corrupt Practices, National Development and Students' Educational Outcome

Introduction

Every civilized society has its own values and norms, and the aim of education in Nigeria is to inculcate these norms and value into the young ones. Such values include good character, integrity, honesty, hard work, and respect for constituted authority order etc. However, with societal changes, these norms and values are not only watered down but malpractices of sorts have permeated it and the educational sector is not spared. (Uche, (2014:1). Education in Nigeria is an instrument for excellence and effecting National development. Education is one of the most powerful instruments for reducing poverty and inequality. The tertiary institutions are made up of Universities, Polytechnics, Colleges of Education and other post-secondary institutions that require   Secondary School Certificate for admission of its students. By implication, teachers at primary, secondary, and tertiary institution, are trained in various institution of higher learning. This makes this study a crucial one as devices that prevail in the tertiary level of education are likely to be perpetuated at the lower levels. (The National Policy on Education 2004, p.4).

It is observed that, the fundamental importance of education, particularly to developing countries indicates that large investments in education have resulted in smaller than expected effects. The same is true in Sokoto state context, the decrease in educational investment most expects to have tremendous impact on educational outcomes, inefficiencies from the tertiary institutions' administrators, weak absorption capacities, and corruption at various levels of education, are issues of education outcomes. The issue of corruption has become topical and headline news in most countries and at the international level although the practice is believed to have existed long ago. Carr (2011) opines that corruption is a phenomenon that has always existed but in recent time the awareness of it has grown at international, national, state and local levels. The serious and extensive discourse about the subject has arisen probably because of its devastating effects on the individual and the society in general. According to the African Union in Hallack& Poisons, (2002), corruption was estimated directly and indirectly affect growth and development. Iddrisu (2003) opines that corruption kills initiative and rewards lazy people; corruption weakens society as it hampers the equitable distribution of values and the operation of justice; and it violates public trust and corrodes social capital.

Corruption as a conundrum has been a canker worm which has eaten deeply into the fabric of the society. Most countries are reported to be plagued with corruption and its concomitant effects on their people and economies. Nnodum (2008) asserts that the issues of corruption and people's involvement in the practice have become an endemic and cancerous menace plaguing and interfering with all facets of development and levels of human existence in Nigeria, which the situation is not different from that of Sokoto state. Sokoto is not void of academic corruption weak primary and secondary education: The students are not reflecting their intellectual capacity. Maxwell (2013) observed that students' national examination grade in the country has a negative correlation with the CGPA of the students after gaining admission into tertiary institution their performance could not translate the result obtained at national examinations. This is to tell us that in our educational institution there are lots of compromise allowed which in turn produces half backed graduates and this has declines the roles of tertiary institution.

Review of Related Literature

Despite all the attention corruption in education has attracted, the search for a common and all embracing definition of corruption has remained elusive. There are two issues for this paradox. Firstly, corruption is expressive of a multitude of deviant behaviours. Secondly, the meaning or understanding of corruption does often vary from one culture to another and even within the same culture over time. The concept corruption, Fasokun (2010) defines as a behaviour which exploits human person, disdainfully uses men and women for selfish interests. The person who exhibits such behaviour gains at the detriment of the other party. Corruption is a problem of routine deviation from established standards and norms of public officials and parties they interact with. Ruzindana, in Kassahu, (2011) asserts that, corruption is a price, reward and gift or favour bestowed with or promised with the view to prevent justice, in whatever way corruption is defined as acts which are perceived to be against public interest or violate certain legal or moral laws and principles and some of these are directly or indirectly harmful to the society.

Academic corruption is an aspect of corruption that happens in the educational sector. Adedimeji, (2015) submit that academic corruption involves all forms of deviation from justice, honesty, fairness, probity, impartiality and discipline expected from institutions of learning. Academic corruption actually stems from moral impurity and it manifests in selfish acts that are detrimental to the goal of education and advancement of society. Dimkpa, (2011) opined that, academic corruption includes all forms of corrupt practices taking place in the academia and which have a direct negative effect on the quality and standard of education.

In explaining possible areas where corruption may occur in schools and classroom, Tanako in Whawo (2015) revealed that offer of bribes/favours to staff/teachers in exchange for contracts often result in substandard services and increase in procurement costs. He also added that, corruption can destroy equal educational opportunities by paying bribes to the disadvantage of poorer students. The vice underlying corruption is not selfishness", but stupidity arising from short-sightedness. The source argued that without corruption, all citizens would, after some years of honesty boost the economy and would become richer. The fear of the evils of corruption can be inferred from the assertion. Corruption is anti-national, anti-poor, and anti-economic development. The danger now is that corruption is being taken for granted and "the capacity for making money as much as possible from one's position is welcomed". Tanako in Whawo (2015)

Madu (2020) concur that, academic corruption is classified into three forms (1) Research-related Corruption: (2) Examination-related Corruption:(3) Sex for marks and lectures related corruption. According to Okebukola (2018), the rate of plagiarism as a form of academic corruption at the master's level is between 15 and 20 per cent and 8 per cent at the PhD level in Nigeria's tertiary institutions. The percentage is even much higher in the undergraduate levels. Achibong, (2013) reported a cases of swapping of names for publications in order to take credit; inclusion of names to publish paper in which one did not contribute to; and falsification of data/research findings. Also, some lecturers publish the research findings of their supervisees without any recourse for partnership with the students. (2) Examination-related Corruption: this is characterized with the act of collecting money for change of grade or producing fake result; collecting money for continuous assessment Nwankwo and Nweke, (2016); One very trendy form of examination-related corrupt practices

in Nigerian tertiary institutions of learning is sex for marks, Lecture Related Corruption: Okebukola (2018) notes that, it is academic corruption when lecturers don't show up in classes as required or teach only 10 subjects out of about of more in a semester. Similarly, Adedimeji (2015) submits that, unethical sale of handouts, and deliberate failure to teach students when due are some of the most pervasive forms of academic corruption on our campuses. The Anti-Corruption Resource Centre (2006) also noted Securing of lecturing appointments with forged certificates as an academic corruption. The implication being the display of incompetence. Above all lecturer's appointment by political office holder mostly in state owned tertiary institutions gave birth to a new form of academic corruption

The word "development" connotes an incremental positive change in both the quantity and quality of something, characterized by advancement, strength and success. National Development according to Egbefo (2012) may be construed as the ability of a nation to make gradual transition from lower standard of living to a higher standard of living for the vast majority of its people. This suggests an improvement in the wellbeing of the majority of the citizens. In consonance with Egbefo's view, Madu, Aboyade and Aboyade (2016), maintain that, national development refers to the ability of a country to improve the social welfare of the people, for example, by providing social amenities like good education, infrastructure, medical care and social services. The features that can lead any country to development are: rich natural resources, rapid industrialization, increase in working population, stable political environment and very importantly, a corrupt-free educational system.

Statement of the problem

Corruption is one of the major developmental challenges in Nigeria educational system. Corruption has also contributed immensely to the fallen standard of education in Nigeria, it has jeopardized the quality of education from primary to tertiary level, teachers, school administrators' parents, students and all other stakeholders are involved in the ills of corruption. Issues of corruption become prevalent in the Nigerian educational context which has plunged the system into a state of confusion and disarray. Higher institutions have been observed to be graduating half-baked graduates, grandaunts that can hardly write a very simple informal letter. The way one gets its certificate does not matter hence corruption in education becomes endemic in our society, if we tell our selves the truth, we will also have the courage and sense of mission to map out viable solutions to the problems. Among several problems facing the educational system in Nigeria academic corruption is a major one. This type of corruption is more dangerous and more serious threat to the future of Nigeria Yushau, (2010) submit we must pause, reflect, take stock and look at where we are, where we want to be and to tell the truth so that we can move forward.

Perceived corrupt practices in tertiary institution observed to have become intractable in educational institutions. Soap and Memory (2014) opined that, the practice has the tendency to make universities fail to achieve their goal of developing competent and morally upright people for socio- economic and political development of nations. The moral upbringing of students of tertiary educational institutions is paramount important to the sustainability and development of the societies they are being trained for. The alleged acts of corruption have the tendency to negatively influence the students who are affected by the acts. There is the tendency for the graduates to carry the animosities that result from the

corruption experiences they encounter at school to their places of work to the detriment of the societies and the innocent people that their work activities would affect. Although some studies have been conducted on the issue of corruption on academics and in educational institutions to understand it in order to prescribe appropriate solutions to it, some grey areas existed in extant literature that needed attention. It was realised that literature on corruption did not provide sufficient data on the initiators of the alleged corrupt practices in academic institutions and the conditions that serve as fertile grounds for the acts to be perpetuated. It is imperative to note that the fight against corruption of academic staff will succeed, largely, only when the initiators of the acts are known. This is because knowing the initiators would help authorities fashion appropriate. Where corruption is rampant there is a great risk that social trust may wither away and that the development potential of whole country may be undermined.It is against this background that the researchers investigate the academic corrupt practices and students' educational outcome in public tertiary institutions in Sokoto state.In addressing these problems, the following research questions were raised:

1.   Find out the forms of academic corrupt practices in public tertiary institution in Sokoto State.
2.   Find out how academic corrupt practices affect the academic outcome of students in public tertiary institution in Sokoto state
3.   Find out how students academics outcome through corruption practices affect national development in Sokoto State

Research Hypotheses
        The null hypotheses raised as:

H$_{O1}$: There is no significant difference in the forms of corruption practices in public tertiary institution in Sokoto State.

H$_{O2}$: There is no significant difference on how academic corruption affect students academic outcome in public Tertiary institution in Sokoto state

H$_{O3}$: There is no significant difference on how students academic outcome through Corruption practices affect national development in Sokoto state

Theoretical Framework
        The Social learning theory forms the theoretical base for this study. The social learning theory assumes that a person's environment greatly affects his or her behaviour and that weak mechanism of social control enables corruption, criminal and other deviant behaviour in the society. The Nigerian educational sector is an integral part of the whole Nigerian society and having been overwhelmed by corruption, the individuals in this case lecturers are not isolated from their corrupt environment and therefore will assimilate negative tendencies.

Methodology
        The study used a descriptive survey design as a method of data collection. It is Quantitative in the sense that it was based on methodological principles of description. The

total population of this study consisted of one thousand seven hundred and seventy-nine (1779) lecturers and heads of public tertiary institutions in Sokoto State. One thousand seven hundred and four (1704) are lecturers and seventy-five (75) are Head of departments. Sample size of three hundred and twenty seven (327) using Research Advisors 2006. However, a deliberate sampling techniques was used to distribute the sample to heads of different department while Proportionate sampling and Simple random sampling techniques were used to distribute the instruments across the lecturers in the nine (9) public institutions in the state. A self-designed instruments that was used to collect data for the study tagged as Survey of Academic Corrupt Practices Questionnaire (SACPQ). It comprises of eighty (80) items. The questionnaire consisted of four (4) parts, Part A: personal information B: elicits information about forms of academic corruption, consisting administrative related corruption, examination related corruption, research related corruption and lectures related corruption Part C: elicits information about academic corrupt practices affect graduate and Part D: elicits information about academic corrupt practices affect national development. The validity of the instrument was ascertained by the panel of experts in the school of general Education, Shehu Shagari College of Education Sokoto. Some of the items in the questionnaire was re cast and restructured to meet standard. After corrections and amendments, the number of items corrected and amended was divided by the initial number of items of the questionnaire to establish the content validity of the instrument.

The Content Validity Index of 0.70 and above is established, using the formula below:

Total number of items declared valid
Total number of items 0.92 was the content validity index, this shows that the instrument is valid for data collection in the study. The researcher used test re-test method of reliability, given fifty (50) samples of questionnaires for the first and second test. An interval of four weeks was given between the first and second administration of the instrument. The data collected will be analysed statistically by the means of using Pearson Product Movement Correlation Co-efficient and the Correlation Co-efficient was 0.89. This shows that the instrument was reliable. The data collected were analyzed using analyzed using simple descriptive such as frequency table, percentage, and mean to analysed research question and inferential statistical techniques such as ANCOVA and chi-square to analysed hypothesis of the study. using statistical Package for Social Science (SPSS version 20). Mean scored was interpreted as follows 0-1.99 as Low, 2.0-3.49 as Moderate and 3.5 – 4.0 as high.

Results
Data generated were analysed based on the research hypotheses as shown below

Forms of Academic Corrupt Practices in Public Tertiary Institution
To find the answer to the research hypothesis one mean and standard deviation were used to analyses the data as shown in the table 3,4 and 5.

Table 1: Admission-Related Academic Corrupt Practices

Variables	Mean	S.D.	Interpretation
Payment of bribes for promotions or scholarship of admitted staff or Student	2.9871	1.11293	Moderate
Collection of bribes for students' accreditation	2.9278	.49800	Moderate
Payment of bribes to obtain offer as lecturer	2.9098	.40616	Moderate
Payment of bribes to obtain admission as student	3.0052	.30495	Moderate
Professional misconduct some admitted staff	2.8763	.54289	Moderate
Politicians influencing employment of unqualified lecturers	2.9974	.30919	Moderate
Unauthorized absenteeism or Habitual late coming	2.9948	.35941	Moderate
unauthorized collection of money from students for admission	2.0541	.56115	Low
Forgery or mutilation of official document	2.0567	.55859	Low
Fighting in or within the school premises for admission	2.0387	.50430	Low
Total mean scored (N.397)	**2.6825**	**.16783**	**Moderate**

Field work (2022)

The presented data in table 1 highlights the admission related academic corrupt practices in public tertiary schools. Result revealed that there was moderate form of admission related corruption with total mean scored of 2.6825 and standard deviation of .16783.It's also characterised with lecturers paying of bribe for promotions or scholarship, Payment of bribes to obtain offer as lecturer, Collection of bribe for students' accreditation and admission and Politicians influencing employment of unqualified lecturers (considering the total mean score of 2.9871,2.9278, 2.9098,3.0052,2.9974 and 2.9948 respectively> Average mean scored 2.0). This shows that there was moderate form of admission related academic corrupt practices in public tertiary schools, Sokoto State.

Table 2: Research-Related Academic Corrupt Practices

Variables	Mean	S.D.	Interpretation
Intellectual thievery or plagiarism	2.0670	.43210	Low
Swapping and replacing of names for students projects	2.9588	.47506	Moderate
Swapping and replacing of names for publications	2.0026	.42832	Low
Falsification of data/research findings by students	2.9588	.37815	Moderate
Falsification of data for publications by lecturers	2.0825	.43539	Low
Payment of bribes for publications by lecturers	2.0258	.33620	Low
Collection of money from students for projects work	2.8969	.57483	Moderate

	Mean	S D..	Interpretation
Payment of bribes for student projects supervisors	2.0747	.40294	Low
Sex for student's projects	2.0412	.41090	Low
Supervisors accepting fee for students' projects data analyses	2.9082	.47078	Moderate
Total mean scored (N.397)	**2.6157**	**.49262**	**Moderate**

Field work (2022)

The presented data in table 2 highlights the research-related academic corrupt practices in public tertiary schools. Result revealed that there was moderate form of research related corruption considering the total mean scored of 2.6157 and standard deviation of .49262. It's also characterised with Supervisors accepting fee for students' projects data analyses, Collection of money from students for projects work, Falsification of data/research findings by the students and supervisors Swapping and replacing of names for students' projects (considering the total mean score of 2.9082,2.8969, 2.9098,2.9588 and 2.9588 respectively > Average mean scored 2.0).This shows that there was moderate form of research-related academic corrupt practices in public tertiary schools, Sokoto State.

Table 3: Examination-Related Corrupt Practices

Variables	Mean	S D..	Interpretation
leakage or selling of examination questions in advance	2.0361	.41138	Low
collecting money for change of grade	2.9356	.39174	Moderate
collecting money for continuous assessment	1.9974	.43431	Low
female students approach male lecturers with request to offer sex for marks	2.9304	.33380	Moderate
students to cheating in examination hall	2.0026	.30072	Low
covering up exam malpractice cases	2.0258	.39943	Low
awarding undeserved scores to students	2.1082	.48078	Low
falsification of exam record or result	2.9407	.48127	Moderate
exam without covering the course outline	3.7835	.68918	High
lecturers demand sex from female students	2.9124	.41615	Moderate
Total mean scored (N.397)	**2.5673**	**.13634**	**Moderate**

Field work (2022)

The presented data in table 3 highlights the examination-related corrupt practices in public tertiary schools. Result revealed that there was moderate form of examination related corruption considering the total mean scored of 2.5673 and standard deviation of.13634. It's also characterised with collecting money for change of grade, female students approach male lecturers with request to offer sex for marks, falsification of exam record or result, giving students exam without covering the course outline and lecturers demand sex from female students (considering the total mean score of 2.9356,2.9304, 2.9407,2.9588, 3.7835 and

2.9124 respectively > Average mean scored 2.0).This shows that there was moderate form of examination-related corrupt practices in public tertiary schools, Sokoto State.

Table 4: Lectures-Related Corrupt Practices

Variables	Mean	S.D.	Interpretation
Deliberate failure to teach students	2.0155	.3868	Low
Securing of lecturing appointments with forged certificates	1.1572	.5647	Low
Lecturers lobby for allocation more courses than they can adequately handle	2.9407	.3791	Moderate
Certain courses with large number of students	3.7397	.6983	High
Siphoning of school instructional material/ teaching aids	2.8634	.4596	Moderate
Forcing students to buy text books with assignments attached	2.0876	.3485	Low
Forceful/compulsory sale of substandard text to students	2.9768	.3402	Moderate
Regular absenteeism/habitual behavior of going to classes late	2.9768	.3402	Moderate
Disservice to the students /telling stories unrelated to the topic(s)	2.0052	.2963	Low
Lecturer borrows books from the library and fails to return them,	2.0902	.4598	Low
Total mean scored (N.397)	**2.4923**	**.1287**	**Moderate**

Field work (2022)

The presented data in table 4 highlights the lectures-related corrupt practices in public tertiary schools. Result revealed that there was moderate form of lectures related corruption considering the total mean scored of 2.4923 and standard deviation of.12877**.** It's also characterised with Lecturers lobby for allocation more courses than they can adequately handle, siphoning of school instructional materials, compulsory sale of substandard text to students and regular absenteeism and going to classes late (considering the total mean score of 2.9407,3.7397, 2.8634,2.9768, and 2.9768 respectively > Average mean scored 2.0).This shows that there was moderate form of lectures-related corrupt practices in public tertiary schools, Sokoto State.

Table 5: Summary of forms of academic corruption

Variables	Mean	Std. Dev.	Mean Ranking
Admission-related academic corrupt practices	2.6825	.16783	1st

Research-related academic corrupt practices	2.6157	.49262	2nd
Examination-related academic corrupt practices	2.5673	.13634	3rd
Lectures -related academic corrupt practices	2.4923	.12877	4th

Field work (2022)

The presented data in table 5 highlights the summary of forms of academic corruption in public tertiary schools. Result revealed that the admission-related academic corrupt practice was the highest form of academic corrupt practices in public tertiary schools, Sokoto State. This was followed by Research related corruption, Examination related corruption and the least was Lectures related corruption (considering the total mean score of 2.6825 >2.6157, 2.5673,2.4923 respectively).This shows that there was moderate form of admission, research, examination and Lectures related academic corrupt practices in public tertiary schools, Sokoto State.

How Corruption Affect the Academic Outcome of Students in Public Tertiary Institution

To find the answer to the research objective two mean and standard deviation were used to analyses the data as shown in the table 6.

Table 6: How Academic Corrupt Practices Affect the Academic Outcome of Students

Variables	Mean	Std. Dev.	Interpretation
Encourage poor certification of graduate	3.7655	.71466	High
Induces ill motivation for studies	3.8582	.46368	High
Bad study habits.	3.8505	.54115	High
Indiscipline among students	2.9948	.29636	Moderate
Encourage examination malpractices and cheating	3.0052	.29636	Moderate
Encourage students to seeking academic success via all means possible	3.7835	.68164	High
Poor quality of university graduates	3.8557	.53777	High
Inability of university graduates to perform tasks	3.0206	.24817	Moderate
Delayed absorption of graduates into labour market	3.0052	.41294	Moderate
Inability of graduates to communicate effectively	2.9510	.41939	Moderate
Total mean scored (N.397)	**3.4103**	**.16250**	**Moderate**

Field work (2022)

The presented data in table 6 highlights how academic corrupt practices affect the academic outcome of students. Result revealed that there were moderate academic corrupt practices that affect the academic outcome of students considering the total mean scored of

3.4103 and standard deviation of.16250. This shows that there were moderate academic corrupt practices that affect the academic outcome of students in public tertiary institution, Sokoto State. It also encourages students seeking academic success via all means possible, induces ill motivation for studies, bad study habits and poor certification of graduates.

How Students Academics Outcome through Corruption Practices Affect National Development
To find the answer to the research objective two mean and standard deviation were used to analyses the data as shown in the table 7.

Table 7: How Academics Corrupt Practices Affect National Development

Variables	Mean	Std. Dev.	Interpretation
Bad Governance	3.8299	.5539	High
Poor service delivery	2.9794	.3865	Moderate
Inadequate infrastructural amenities	3.8866	.3838	High
Scarcity of basic social amenities such as potable water	2.9716	.3960	Moderate
crime and insecurity	3.0000	.3050	Moderate
siphoned of public funds meant for national development	3.8608	.4144	High
Brain drain or human capital abuse	1.9974	.2920	Low
emigration of trained and talented individuals to other nations	3.0644	.2458	Moderate
lack of opportunity or unemployment	3.9356	.2458	High
Under development in democratic dispensation	3.0490	.2160	Moderate
Total mean scored (N.397)	3.2575	**.1112**	**Moderate**

Field work (2022)
The presented data in table 7 highlights how academic corrupt practices affect the national development. Result revealed that there were moderate academic corrupt practices that affect the national development, considering the total mean scored of 3.2575and standard deviation of.1112. This shows that there were moderate academic corrupt practices that affect the national development in Sokoto State. It also leads to bad Governance, Inadequate infrastructural amenities, siphoned of public funds meant for national development and Scarcity of basic social amenities such as potable water and electricity in the state.

Hypothesis 1 There is no significant difference in the forms of Academic Corrupt practices in public tertiary institution in Sokoto State. To find the answer to the hypothesis one, ANCOVA analyses were used to analyses the data as shown in the table 8.

Table 8: Showing Difference in the forms of Academic Corrupt practices

Source	Sum of Squares	Df	Mean Square	F	Sig.	Sig.

Corrected Model	7.481[a]	3	2.494	32.594	.000	
Intercept	10406.413	1	10406.413	136026.916	.000	
Forms of Acad. Curr.	7.481	3	2.494	32.594	.000	HO1 Rejected
Error	118.426	1548	.077			
Total	10532.320	1552				
Corrected Total	125.907	1551				

Field work (2022)

When the data collected were subjected to ANCOVA for the difference in theforms of academic corrupt practicesas shown in table 8. The results revealed that there was significant difference in the forms of Academic Corrupt practices in public tertiary institution considering the ANCOVA value at 7.481 and the P-value = 0.000 > 0.05. Therefore, the null hypothesis 1was rejected and the alternative hypothesis is accepted, hence, it is concluded that there was significant difference in the forms of Academic Corrupt practices in public tertiary institution in Sokoto State.

Hypothesis 2 Academic Corrupt practices has not significantly affect the academic outcome of students in public tertiary institution in Sokoto state To find the answer to the hypothesis two, Chi-square analyses was employed to analyses the data as shown in the table 9.

Table 9: showing how Academic Corrupt practices affect the academic outcome of students

Variable	N	Mean	Std. Dev.	DF	Chi-Square Value	P-Value	Decision
Student Academic outcome	388	3.4103	.16250	7	783.010	0.00	HO2 Rejected

Field work (2022)

When the data collected were subjected to Chi-square analyses for the effect of academic corrupt practices on the academic outcome of students as shown in table 9. The results revealed that academic corrupt practices have significantly affected the academic outcome of students considering the Chi-square value at 783.010 and the P-value = 0.000 > 0.05. Therefore, the null hypothesis 2 was rejected and the alternative hypothesis is accepted, hence, it is concluded that academic corrupt practices have significantly affected the academic outcome of students in public tertiary institution in Sokoto State.

Hypothesis 3 Academic Corrupt practices has not significantly affect the national development in Sokoto state

To find the answer to the hypothesis three, Chi-square analyses was employed to analyses the data as shown in the table 10.

Table 10 showing how Academic Corrupt practices affect the National Development

Variable	N	Mean	Std. Dev.	DF	Chi-Square Value	P-Value	Decision
National development	388	3.257	5.11123	5	511.320	0.00	HO3 Rejected

Field work (2022)

When the data collected were subjected to Chi-square analyses for the effect of academic corrupt practices on the national development as shown in table 10. The results revealed that academic corrupt practices have significantly affected the national development considering the Chi-square value at 511.320 and the P-value = 0.000 > 0.05. Therefore, the null hypothesis 3 was rejected and the alternative hypothesis is accepted, hence, it is concluded that academic corrupt practices have significantly affected the national development in Sokoto State.

Summary of Major Findings

1.   There was significant difference in the forms of Academic Corrupt practices in public tertiary institution in Sokoto State and the forms are admission-related corrupt practices, research related corrupt practices, Examination related corrupt practices and lectures related corrupt practices.
2.   Academic corrupt practices have significantly affected the academic outcome of students in public tertiary institution in Sokoto State. It also encourages students seeking academic success via all means possible, induces ill motivation for studies, bad study habits and poor certification of graduates.
3.   Academic corrupt practices have significantly affected the national development in Sokoto State. It also leads to bad Governance, Inadequate infrastructural amenities, siphoned of public funds meant for national development and Scarcity of basic social amenities such as potable water and electricity in the state.

Discussion of Findings

The finding of the first hypothesis revealed that there was significant difference in the forms of Academic Corrupt practices in public tertiary institution in Sokoto State and the forms are admission-related corrupt practices, research related corrupt practices, Examination related corrupt practices and lectures related corrupt practices. The finding was supported by Madu (2020), According to Okebukola (2018); Nwankwo and Nweke(2016); and Adedimeji (2015) who submit that Academic corruption is classified into three forms (1) Research-related Corruption(2) Examination-related Corruption and (3) Lecture-Related Corruption and submits that, unethical sale of handouts, and deliberate failure to teach students are some of the most pervasive forms of academic corruption on our campuses.

However, the finding of the second hypothesis revealed that academic corrupt practices have significantly affected the academic outcome of students in public tertiary institution in Sokoto State. It also encourages students seeking academic success via all means possible, induces ill motivation for studies, bad study habits and poor certification of graduates. The finding was in line with the study of supported by According to Adedimeji (2015), who submit that the backlashes of academic corruption are very clear in our society now. Our educational institutions "are filled with incompetent teachers who had been pushed through higher institutions of learning. Our hospitals have become mortuaries because doctors were not well trained as medical students appear more interested in the title than a career of saving lives. Our buildings collapse and fatalities occur because poor teaching and poor learning resulted in theoretical engineers that are bereft of quality.

Finally, the finding of the third hypothesis revealed that academic corrupt practices have significantly affected the national development in Sokoto State. It also leads to bad Governance, Inadequate infrastructural amenities, siphoned of public funds meant for national development and Scarcity of basic social amenities such as potable water and electricity in the state. The finding was in line with the study of supported by Douglas and Magdaline (2017)who worked on Corruption In The Education Industry In Nigeria: Implications For National Development said Corruption in the education industry terribly creates infrastructural deficits that result in poor instructional delivery and making many people not to have access to education which in addition to being a fundamental human right is a spring board for their empowerment and emancipation infrastructural deficits and inability of a people to have access to education systematically renders useless the ability of the people to engineer national development as generations of citizens are left frustrated, disgruntled and disenchanted in addition to manifesting terrible immorality in the forms of militancy and insurgency. Emenyonu in Nwaokugha, Nyewusira, &Nyewusira, (2013) also said Corruption in the education industry in Nigeria has done further irreparable damage to Nigeria and Nigerians. Every state looks up to its citizens and its education system as the direction to look up to in fixing whatever threats and challenges it faces and every individual sees his participation in education without the necessary infrastructural facilities cannot produce the needed expertise and empowerment expected of education upon which one can become sustainable or self-fulfilled so as to make his contributions to the development of his fatherland.

Conclusion

It was concluded that admission-related corrupt practices was the highest form of academic corrupt practices in public tertiary schools in Sokoto State, followed by research related corrupt practices, Examination related corrupt practices and the least was Lectures related corrupt practices.

Recommendations

Based on the findings the following recommendations were made:
1.   School Managements of universities, polytechnics and colleges should consider and approve the thorough supervision and inspections of all forms of academic corrupt practices in the public tertiary institutions in order to avoid all forms of professional misconduct in the state.

2.   Workshops can be organized by the Head of the Departments to enlighten the students and parents on the dangers of Academic corrupt practices and how it affected the academic outcome of students.

3.   Government and other stalk holder efforts are highly needed in the society through public enlightenment to educate the society on how Academic corrupt practices have significantly affected the national development in State.

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