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INFLUENCE OF CORRUPTION ON SCHOOL PLANT CONSTRUCTION IN KEBBI STATE OWNED TERTIARY EDUCATIONAL INSTITUTIONS, NIGERIA

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ABSTRACT: Poor quality of school plant construction has become a national malaise and a focus for educational managers. The phenomenon cuts across all levels of educational institutions in Nigeria. The chief culprit in this ugly trend is largely corruption, which has spread its tentacles particularly in the construction of school buildings and other structures in tertiary educational institutions in Nigeria. The study focused on how corruption has influenced school plant construction in Kebbi State owned tertiary educational institutions. Five out of nine state owned tertiary educational institutions were deliberately selected, while 200 teaching staff and 200 non-teaching staff were chosen using purposive and stratified random sampling techniques. A validated questionnaire with reliability index of 0.82was used to elicit the data needed for the study. In all, three hypotheses were generated and tested using Chi-square at 0.5 alpha level. The study revealed that corruption influenced the planning of school plant construction; the extent of adherence to building construction code as well as management of finances meant for school plant construction. It was therefore recommend among others that stiff penalty be imposed on corrupt individuals who destroy the quality of school plant construct, endanger the lives of staff and students as well as hinder the realization of educational objectives. In addition there should be strict supervision to ensure adherence to construction code as well as accountability in management of construction finances.

Keywords: Corruption; School Plant, Construction, School Location, Educational Specification, Education Code

I.INTRODUCTION

Since the ancient of times, the need for shelter has always been one of the basic needs of man. During the stones ages, mans' shelters were in the form of caves. But as time passed on, the housing needs of human being kept on become more complex regard the types of buildings required to fulfill the various purposes. The provision of shelter is accomplished through careful design and construction of buildings, and other structures for human habitation. Apart from the home, the school environment is the next most important place where every individual who is opportune to be enrolled into an educational system spends a significant part of their lives. This accounts for the reason why a great premium is being placed on school plant construction as a way of providing a child friendly environment (Manga, 2019)

School plant in this study refers to physical facilities which include the school site, school buildings furniture, infrastructural, layout and landscaping and playgrounds which are specifically designed and constructed to create a conducive physical environment that will satisfy the physical and psychological needs of staff and students as well as enhance the realization of educational objectives. School plan construction is the process of building structures and other physical items that will provide shelter and satisfy other basic needs of man in school setting. The structures includes school buildings inform of classrooms, laboratories, libraries, workshop, offices, hostels, staff quarters, multi-purposes halls, stores, toilets, common rooms, parking shades, school fence and school gate among others. Infrastructure includes chairs, tables, window blinds, cupboards, electronics, beddings, interior decorations, curtains, carpets among others. Layout is the arrangement of buildings, furniture and infrastructure in a school environment to facilitate movement, orderliness and economy of space. Landscaping include trees, flowers and grasses deliberately planted as well as natural plants exiting in a school, culverts, drainages and other structures that enhance the beauty, safety and utility of the school environment. Infrastructure includes rod network to link various parts of the school as well as water supply facilities such as pipe borne water, boreholes, reservoirs overhead tanks, wells, water treatment plant, pumping mechanizes among others. It also includes some electric supply facilities such as electric generators,

transformers, cables, poles, meters, and fittings such as fans, air conditioners, bulbs, sockets, switches, among others.

Corruption is any act of dishonesty, cheating and illegal behavior committed by people who use their office, power, or position no matter how high or low in other to do something that is dishonest or illegal in return for money, materials inducements, and other selfish benefits without caring for the survival and progress of the organization. Educational specifications are detailed descriptions to how a particular school building should be designed and constructed in line with provisions of the building code or policy.

School plant construction requires proper planning, strict adherence to building codes as well as transparent management of finances allocated for the construction of school plant(Sani, 2007). However, the quality of school plant construction in recent years has been on a decline, to the extent that school buildings, furniture and infrastructures are no larger adequate, reliable, durable and safe.(Manga, 2015).Factors that affect the quality of school plant construction Nigerian schools have been attributed to deliberate neglect of building specifications and the national building code(Madumere,2017). Little or no attention has been focused on the influence of corruption as a critical factor affecting school plant construction. But is the absence of any scientific evidence this paper fills this gap by investigating the possible influence of corruption on management of school plant construction in tertiary educational institutions in KebbiState   area is what this study tends to address.

II.LITERATURE REVIEW

Effective school plant construction begins with planning the appropriate location where schools are to be constructed. Schools need to be located in a place that has relative advantages in terms of centrality, accessibility aesthetics, safety and adequate land space. Schools are expected to be constructed in a good location so as to ensure the physical, social and academic well-being of students and teachers. But in spite of this requirement Castaldi (2017) notes that school location planning is full of politics and corruption. This is glaring where communities sometimes go to the extent of building the approving authorities to site the school in their community competing to have schools located in their domains sometimes go to the extent of bribing or attempting to bribe the authorities. In addition, politicians sometimes locate schools arbitrarily against all professional advice in other to attract more votes to their party.(Lanharm 2016 &Fielding, 2018).

School plant construction requires the formation of a competent team of experts who must work harmoniously and diligently to ensure best practices in construction process. Kaleem, Zaidi and Siddiqui (2013) strongly recommended that school plant construction owners either as government or private proprietors should award building construction contracts only to reputable contractors and should ensure that the Architects, the Engineers, Draftsmen, Site Managers, Quality Surveyors, Masons, Plumbers, Carpenters, Electriciansand other experts are highly qualified for the expected quality of school plant construction. In spite of this requirement however, Fielding (2018) notes that due to high level of corruption and nepotism, people who are unqualified and grossly incompetent are sometimes engaged in school plant construction projects. According to Edward (2012) corruption provides opportunities forincompetent construction team to handle school plant construction which results in poor quality of workmanship and substandard projects.

It is common knowledge that the strength and durability of school plant construction depends on the quality of building materials used in the building process. Arora and Binda (2018) warned that the use of substandard building materials could result in constructing buildings and infrastructures that cannot stand the test of time. The use of poor quality building materials results in frequent building collapse which endangers the lives of students and teachers in Nigerian schools. Sani (2007) notes that due to corruption, very poor quality of construction materials are sometimes used in Nigerian Schools. Anikweze (2014) pointed out that corrupt supervisors who have been bribed usually turn a blind eye when substandard building materials are used. They also tend to overlook situations when construction work is not done in line with educational specifications and building codes.

The actualization of school plant construction depends not only on the availability of funds but also on the prudent management of finances. According to Jeffrey and Lackney (2016) corruption results in mismanagement of limited finances meant for school plant construction hasresulted in poor quality workmanship, purchase of substandard materials and rampant cases of abandonment of critical projects at various stages of completion.

III.STATEMENT OF THE PROBLEM

The study focused mainly on assessing the role of corruption in the management of school plant construction in Kebbi State Boarding owned tertiary educational institutions. There is a concern for the preponderance of building collapse, abandoned projects and poor quality of school plant construction in general. This situationseem to stem from poor planning of school plant construction, use of inferior building materials and mismanagement of construction funds which ultimatelytend to limit the extent to which school buildings and infrastructure can satisfy the physical and psychological needs of students. This study examined the extent

to which corruption influences school plant construction in Kebbi Secondary Schools. The main thrust of this study therefore is to investigate the perception of teaching and non-teaching staff in the influence of corruption and the quality of construction planning, adherence to building codes and management finances for school plant construction.

Objectives of the Study
The Objectives of this Study were to:
1. find out the perception of teaching and non-teaching staff on influence of corruption on the appointment of school plant construction planning in Kebbi State owned tertiary institution;
2. ascertain the perception of teaching and non- teaching staff on the influence of corruption on adherence to building construction code in Kebbi State owned tertiary institution; and
3. determinethe perception of teaching and non- teaching staff on the influence of corruption on management of finances for school plant construction in Kebbi State owned tertiary Institution.

Hypotheses
The following null hypotheses were tested in the study:
Ho$_1$: There is no significant difference between the perception ofteaching and non-teaching staff on influence of corruption on construction planning in Kebbi State owned tertiary institutions.

Ho$_2$: There is no significant difference between the perception of teaching and non- teaching staff on the influence of corruption on adherence to construction code in Kebbi State owned tertiary institutions.

Ho$_3$:   There is no significant difference between the perception of teaching and non-teaching staff on the influence of corruption on the management finances earmarked for school plantconstruction in Kebbi State tertiary educational institutions.

IV.METHODOLOGY

The study is a descriptive survey that investigated influence of corruption on the quality of school plant construction. The study compared the teaching and non-teaching staff perceptions on the influence of corruption in school plant construction. The population of the study consisted of all the seven State owned tertiary, educational institutions in KebbiState. Out of this number, five were deliberately chosen to reflect the five education zones in the state The schools selected included Adamu Augie College of Education Argungu, School of Nursing and Midwifery BirninKebbi; the State Polytechnic Dakin Gari; College of Preliminary Studies Yauri and the College of Agriculture, Zuru In all 400 participants comprising 200 teaching and 200 non-teaching staff were chosen using stratified random sampling techniques.

A questionnaire was designed by the researcher titled: Influence of Corruption on School Plant Construction Questionnaire (ICSPCQ) to elicit information fromboth teaching and non- teaching staff. The questionnaire had three segments that covered the influence of corruption on construction planning, adherence to construction specification and management of finances for construction of school plant The questionnaire had 18 items which were rated on four point Likert scale of Strongly Agree (SA) = 4 points, Agree (A) points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. The decision for each item in the research questions was that the criterion mean of 2.5 and above shows agreement while below 2.5 indicates disagreement. The first segment required.

The instrument was face validated by experts in educational management and was pilot tested on 20 teaching and 20 non-teaching staff in School of Health and Technology, Jega which was not included in the sample used for the study, but it possessed the same features with those included in the sample. After two weeks it was re-tested. The results obtained from the two tests were correlated and the co-efficient of .72 was obtained using Pearson product moment correlation co-efficient at 0.05 alpha level, which indicated high reliability.

V.RESULTS

The data were computed using means score and standard deviation to answer the research questions while the three research hypotheses formulated were tested using Chi-square .at .05 alpha level The results were presented sequentially in tables

Research Question 1: How does corruption influence the planning of school plant construction in Kebbi State owned tertiary educational institutions?

This research question was answered and presented in table 1

Table 1: Influence of corruption on planning of school plant construction in tertiary institutions in Kebbi State

S/N	Influence of corruption on planning of school plant construction	X_1		X_2			
		$\overline{X_1}$	SD	$\overline{X_2}$	SD	µ	Remark
1.	Corruption influences decision on choiceof school location	3.60	0.50	3.24	0.90	3.42	Agree
2.	Corruption influences decision onteam selection and contract award	2.76	0.85	2.68	1.07	2.72	Agree
3.	Corruption influences decision on compliance to buildingspecifications	2.87	1.13	2.33	0.93	2.60	Agree
4.	Corruption influences quality of supervision of construction project	3.00	0.99	2.65	1.01	2.82	Agree
5.	Corruption influences management of fiancés for construction	2.78	0.87	2.67	0.97	2.72	Agree
	Overall Mean			**2.85 Agreed**			

Source field work 2016

N= 400

X_1 for Teaching Staff = 200

X_2 for Non-Teaching Staff = 200

Table 1 show that both groups agree that corruption influences the choice of school location. (3.52); decision on team selection and contract award (2.72); decision to comply with building specifications(2.60); quality of supervision of construction projects (2.82); and management of fiancés for building construction (2.72). The datain table 1 indicate that the overall mean of 2.85indicate agreement by participants. This means that corruption influences the planning of school plan construction in Kebbi State owned tertiary educational institutions.

Research Question 2: How does corruption influence the adherence to building specificationsin Kebbi State owned tertiary educational institutions

This research question was answered and presented in table 2

Table 2: Influence of corruption on adherence to school building specifications in tertiary educational institutions in Kebbi State

S/N	Influence of corruption on adherence school plant construction code	X_1		X_2			
		$\overline{X_1}$	SD	$\overline{X_2}$	SD	µ	Remark
1.	Corruption influences Procurement of building materials	2.99	2.89	2.99	2.87	2.99	Agree
2.	Corruption influences quality of workmanship and craftsmanship	2.80	2.03	2.22	2.02	2.51	Agree
3.	Corruption influences size structures to be built	2.70	2.62	2.54	2.78	2.62	Agree
4.	Corruption influences design of school buildings	2.84	2.83	2.37	2.94	2.60	Agree
5.	Corruption influences enforcement of building specifications and codes	2.80	2.70	2.29	2.85	2.54	Agree
	Overall Mean			**2.65Agreed**			

Source field work 2016

N= 400

X1 for Teaching Staff = 200

X2 for Non-Teaching Staff = 200

Table 2 shows that both groups agree that corruption influences procurement of building materials (2.99); quality of workmanship and craftsmanship (2.51); size of school structures to be constructed (2.62); design of school buildings (2.60); enforcement of building specifications (2.54). The result of ta1le 2 shows that the overall means of 2.65 indicate agreement This shows that corruption influences adherence to school plant construction Kebbi State owned tertiary educational institutions

Research Question 3: How does corruption influence the management of fiancés for school for construction in Kebbi State owned tertiary educational institutions?

This research question was answered and presented in table 3

Table 3: Influence of corruption on management of finances for school plant construction

S/N	Influence of corruption on management of finances for school plant construction	X_1		X_2			
		$\overline{X}_1$	SD	$\overline{X}_2$	SD	μ	Remark
1.	Corruption influence budgetary process for construction of school plant	2.49	2.11	3.78	1.93	3.13	Agree
2.	Corruption influence financial allocation for construction school plant	3.16	2.08	3.66	1.88	3.41	Agree
3.	Corruption influence release of funds for construction of school plant	3.38	1.75	3.70	2.07	3.36	Agree
4.	Corruption influence expenditure for construction of school plant	3.11	1.51	3.62	1. 96	3.87	Agree
5.	Corruption influence auditing of finance for construction of school plant	3.30	2.06	3.84	1.97	3.57	Agree
	Over all Mean				**3.40**	**Agreed**	

Source field work 2016

N= 400

X1 for Teaching Staff = 200

X2 for Non-Teaching Staff = 200

Table 3 shows that both groups agreed that corruption influences budgetary allocation of school plant construction (3.13); financial allocation for construction of school plant (3.41); release of funds for construction of school plant (3.36); expenditure for construction of school plant (3.87); auditing of finance for construction of school plant (3.57).The data on table 3 indicates that the overall mean of 3.40 shows agreement by participants. This means that corruption has influenced the management of finances meant for school plant construction in Kebbi State owned tertiary educational institutions.

Ho₁: There is no significant difference between the teaching and non-teaching staff perception on the influence of corruption on school plant construction planning in Kebbi State owned tertiary institutions

This hypothesis was tested andpresented in table 4.

Table 4: Contingency table on influence of corruption on planning of school plant construction in Kebbi State tertiary educational institutions

Participants	SA	A	D	SD	Total	df	X^2 Cal	Decision
Teaching staff	80(85)	84(78)	12(12)	24(25)	200			
						3	74.072	Sig
Non-Teaching	100(95)	95(101)	4(4)	1(0)	200			
Total	**180**	**179**	**16**	**25**	**400**			

The calculated Chi – square of 74.072 obtained (74.075) was greater than the table value (7.815) at 05 level of significance. Therefore, hypothesis one which state that there is no significant difference between students and lecturers perception on influence of corruption on planning of school plant of school plant construction is rejected. Thus there is a significant difference in their views. Thus 164 teaching and 195 non-teaching staff representing98.8% and 98% respectively perceived that corruption influence planning of school plant construction. This implies greater percentages of students and lecturers perceived that corruption influence planning of school plant construction in Kebbi State tertiary educational institution

H₀₂: There is no significant difference between perception of teaching and non-teaching staff on the influence of corruption on adherence to construction specification in kebbi state owned tertiary education institutions

This hypothesis was tested and presented in table 5

Table 5: **Contingency table on influence of corruption on adherence to school plant construction Specification in tertiary educational institutions Kebbi State**

Participants	SA	A	D	SD	Total	df	X^2 cal	Decision
Teaching staff	72 (77)	92 (86)	8(8)	28(29)	200			
						3	18.386	Significant
Non-Teaching	92(87)	103(109)	0(0)	5(4)	200			
Total	**164**	**195**	**8**	**33**	**400**			

Table 5 shows that the calculated Chi-square value of 18.386 exceeds the table value of 7.815 at .05 level of significance. This implies the rejection of hypothesis which states that there is no significant difference

between the teaching and no teaching staff perception on the influence of corruption on adherence to school plant construction specification. Thus there is a significant difference in their views.164 teaching and 195 non-teaching staff representing 80% and 89% respectively perceived the corruption influence adherence to school plant construction specification

Ho₃: there is no significant difference between the perception of teaching and no teaching staff on the influence of corruption on management of finance or school plant construction in tertiary educational in Kebbi State

The hypotheses was tested and presented in table 6

Table 6: Contingency table on influence of corruption on management of finance for school plant construction in tertiary educational institutions in Kebbi State

Participations	SA	A	D	SD	Total	df	X² cal	Decision
Teaching staff	77 (82)	87 (81)	12(12)	24 (25)	200			
						3	93.262	Significant
Non -Teaching	97(92)	98(104)	4(4)	1(10)	200			
Total	**174**	**185**	**16**	**25**	**400**			

Table 6 indicates that the calculated Chi-square value of 3 9.260 is greater than the table value of 7.85 at 05 level of significance implying a rejection of hypothesis three. Thus there is significant difference between teaching and non-teaching staff perception of the influence of corruption on management of finances for school plantconstruction. In specific terms, 158 teachers and 195 non teachers representing 79% and 97% respectively perceived that corruption influence the management of finances for school plant construction.

VI.DISCUSSION

Base on the finding in hypothesis one, both teaching and non-teaching staff indicated that corruption influenced school construction right from the planning stage. This confirms the ofCastaldi, (2017) who maintained that the planning of school location is marred by massive corruption, unhealthy political maneuvering and personal interest of those in authority. This results in constructing schools in the wrong locations. No matter how well a school is constructed a wrong location can negatively affect teaching and learning. The finding also agrees with Fielding (2018) and Edward (2012) who posited that high level of corruption at the planning stage makes it difficult to assemble a competent team of experts who are to be engaged in executing school plant construction projects.

The finding on the second hypothesis indicates that corruption influences the extent of adherence to schoolplant construction code and specifications, which provides the rules, regulations, policies, ethics and legal framework for ensuring high quality of school plant construction This finding tallies with Arora and Binda (2014) stated that lack of adherence to building specifications, stems from corrupt practices which makes room for the use of poor quality construction materials and lack of adherence to construction blue prints and educational specifications. It also concord with the view of Sani (2007) and Anikweze (20l4) who held that corruption influences supervisors of construction projects and site managers to overlook deficiencies and wrong practices that violate school plant construction specification and destroy the standard and quality of school plant construction.

The finding on the third hypothesis indicates that corruption influences the management of finances earmarked for school plant construction. This finding is in line with the position of Earthman and Lemaster (2016) who maintained that corruption is responsible for gross mismanagement of finances and lack of accountability in the use of public funds. In addition it reinforces the viewed of Jeffry and Lackney (2016) who pointed out that corruption makes it virtually impossible to promptlypunish all cases of gross mismanagement and criminal that of

Finances meant school plant construction.

VII.CONCLUSION

Based on the findings of this study, it is clear that corruption influences school plant construction at the planning stage when decisions are taken on critical issues of school location and employment of competent and qualified construction team. It was also apparent that corruption influences the extent of compliance to construction code, which results in use of substandard building materials, non-compliance to educational specifications, poor workmanship and poor supervision of construction activities. It was also clear that corruption adversely affect the management of finances meant for school plant construction in tertiary educational institutions in Kebbi State

Recommendations

The following recommendations are hereby tendered:

1. Planning of school plant construction should be done by a committee made up of people of high moral integrity rather than leaving vital decisions on school location and selection of construction team to be done by an individual no matter his position in the management of tertiary educational institution in Kebbi State.
2. There should be strict adherence to building code and construction specifications by providing public enlightenment on construction policies as well as establishing mechanisms of impartial enforcement and strict compliance to buildings specifications in construction of buildings and other structures in tertiary educational institutions in Kebbi State

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