

Phenomenon of Corrupt Practices: Admission Racketeering by Staff in Public Tertiary Institutions in Lagos, Nigeria

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Abstract

Globally, corrupt practices seem to be a complex phenomenon which occurs in all civilizations. Examples are acts of behaviour by staff in public tertiary educational institutions who engage in illegal acts for personal benefit while rendering or receiving services. The purpose of this study is to find out the phenomenon of corrupt practices by staff in public tertiary educational institutions in Lagos State, Nigeria, and it necessitated this study. The population for this study comprises all staff of the public tertiary educational institutions in Lagos State Nigeria, both Federal and State tertiary educational institutions. This study adopted a descriptive survey design. Six hundred and seventy-six participants were stratified through the multistage random sampling procedure. The questionnaires was used to elicit information from the participants. The study revealed detection of admission racketeering and the study statistically shows that admissions are sometimes done in secrecy and arbitrarily with the high frequency of 276 (41.2%) strongly agreed by participants while 71 (10.8%) of the participants strongly disagreed and the mean score of ($\bar{x}=3.10$) was obtained, however, given false hope or promised admission on the spot 310 (45.9%), 81 (11.9%) both strongly agreed and disagreed respectively and the mean score was ($\bar{x}=3.40$). Also, applicants not eligible for admissions are unduly charged a variety of fees 294 (43.7%), 73 (10.5%) the mean score was ($\bar{x}=3.18$). Sometimes, there is collusion between the applicant and the grader, in order of being admitted. 296 (43.8%), 57 (8.4 %) with the mean score of ($\bar{x} = 1.63$) for strongly agreed and disagreed by the participants also collection of gratification by admission officers sometimes occurs with frequency of 260 (38.5%), 130 (19.2%) with the score of ($\bar{x} = 2.8$) for strongly agreed and disagreed by the participants followed by some administrators, who are not contented with their salaries demand for gratification during admission exercise with frequency of 244 (36.2%), 99 (14.6%) with the mean score of ($\bar{x} = 2.98$) for strongly agreed and strongly disagreed respectively while the least frequency of the study also revealed the sales of admission positions by admission officer[s] to students whose cut-off scores do not qualify them for admission shows the frequency of 140 (20.7%), 177 (26.2%) with a mean score of ($\bar{x} = 2.50$) strongly agreed and disagreed by the participants. The study concluded that corrupt practices in public tertiary educational institution in Lagos State, Nigeria is worrisome and corrupt practices in public tertiary educational institutions is a multidimensional and complex phenomenon. In view of the destructive nature of the menace of this practice, recommendations were provided

Keywords: phenomenon, corrupt practices, admission, racketeering

Introduction

Globally, corrupt practices seem to be a complex phenomenon which occurs in all civilizations. In this study, corrupt practices are acts of behaviour by staff in public tertiary educational institutions who engage in illegal acts for personal benefit while rendering or receiving services. It is believed that the root of corrupt practices is deep in political system or structure and its effects on development vary. Some believed that it is a common practice by both adults and the young one because it is found in every aspect of human life. Corrupt practices are deviant behaviour that is considered a violation to formal laws. Deviance is a behaviour that violates social norms and arouses negative social reactions. A functionalist analysis of deviance begins with society as a whole. It looks for the source of deviance in the nature of society rather than in the individual (Haralambo & Holborn, 2008). Deviance breaks social norms and values; it appears that deviance is a threat to order and should therefore be seen as a threat to society. Deviant behaviour is a corrupt practices are evident at all levels of the society from the low-level civil servant who will bog you down in bureaucracy unless you pay him/her a bribe and public educational tertiary institution is not left out as a result of corrupt practices. Some students resort to deviant behaviour when they are unable to withstand academic integrities (Babatunde, 2016).

In this study, corrupt practices are an act of behaviour by staff in public educational tertiary institutions who engage an illegal act for personal benefit while rendering or receiving services. This practice finds its ways into the social and moral lives of a people through “fraud, embezzlement and misappropriation of public funds, inflation of contracts, sexual harassment, bribery and others” (Ene, Arikpo, Jeffery & Albert, 2013). It also refers to those behaviour or actions that work towards breaking certain social codes of conduct or laid down administrative procedure. It seems this is becoming a culture in Nigeria society and in other parts of the world. The phenomenon of corrupt practices is a serious problem and there are no public educational tertiary institutions in Nigeria today that is completely free from this menace. Hence, racketeering is the process or situation whereby someone or group of persons’ demand for money and promise to give admission seekers a provisional admission by pay certain amount of money as agreed upon. Therefore, the academic strength of admission seeker to be admitted for a course of study in any public tertiary educational institutions matters a lot in order to maintain quality. As a policy, admission into public educational tertiary institutions programmes in Nigeria

requires the candidate scoring the stipulated cut-off mark at the Joint Admissions and Matriculation Board (JAMB) examination which is the Nigerian body that handles examinations for admission into Colleges, Polytechnics, Universities (Adenike, 2020). This paper hinge on the concept of admission racketeering as form of corrupt practices in public educational tertiary institutions in Lagos State, Nigeria.

Statement of the Problem

One of the greatest threats to public tertiary educational institutions is corrupt practices and its challenges remain a major destructive issue facing Nigeria educational system, although this phenomenon has become a problem that has eating deep into ethic of the public tertiary educational institutions in the country. Some of the corrupt practices that are well practiced in tertiary educational institutions include sorting, sexual harassment, and admission racketeering among other. Corrupt practices are considered a widespread phenomenon and it is one of the greatest obstacles preventing Nigeria from achieving great potential. The Joint Admission Matriculation Board (JAMB) on admission requirements, applicants must meet the following criteria: (i) 5 credit passes in the Senior Secondary Certificate Examination in relevant subjects, including English and mathematics for all students; and (ii) score the minimum required points for the desired course of study in the JAMB exam. The cut-off marks for admission vary by institution, depending on the competitive nature of the desired course of study and the special consideration given to residents of the immediate locality and to educationally disadvantaged students (Asein & Lawal, 2007 as cited in Kanyip, 2013). It is noticeable that most times high profile connection are the ones that are highly favoured for admission.

Conceptual Clarification

The phenomena of corrupt practices

Corrupt practices are social phenomenon with serious threat to public educational tertiary institutions in Nigeria. It is a violation of general procedure for carrying out a duty or maintaining social, administrative order. Osoba (1996) referenced in Eghosa (2019) who described corrupt practices as “a form of anti-social behaviour by an individual or social group which confers unjust or fraudulent benefits on its perpetrators, he further said that it is an inconsistent with the established legal norms and prevailing moral ethos of the land and is likely to subvert or diminish the capacity of the legitimate authorities to pro-

vide fully for the material and spiritual wellbeing of all members of society in a just and equitable manner.”

Racketeering

Racketeering is a situation during which someone or group of persons’ demand money through an illegal means to carry out his or her duty employ for. Adenike (2020) defines racketeering is as a process whereby a person or persons demand money through unscrupulous and illegal means to perform an action. **While** admission racketeering refers to as an illegal way that admission seekers pay money to a certain set of people as an agent for staff/admission officer to help them gain admission into tertiary educational institutions.

Purpose of the Study

This study aims to:

- i. Examine detection of admission racketeering
- ii. Examine the major player of admission racketeering in public tertiary institutions in Lagos State, Nigeria.

Research Questions

This study aimed at addressing the following research questions:

- i. How does one detect admission racketeering?
- ii. Who are the major players of admission racketeering in public tertiary institutions in Lagos State Nigeria?

Theoretical Framework

In sociological study, theory is needful because it forms an essential part of sociological findings and the purpose for this is to utilize it, in other to explain changes that took place as result of corrupt practices in public tertiary institutions in Nigeria. Social exchange theory goes back to Homans (1961) and Rusbult (1983). Sociologist George Homans published a work “Social Behaviour as Exchange.” He defined social exchange theory as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons. SET is a perspective in sociology, with a reference to social behaviour as a result of individual or group of individuals engage in interaction or relationship to meet their basic need, it takes place in an interpersonal, small group, and organisations. Exchange theory is among the most influential conceptual paradigms for understanding workplace behaviour. Exchanges are interpersonal social behaviour taking place on a daily basis with a wide range of actors most often involving in a group of two people that can be refer to as dyad.

Dyad according to Omokhodion and Dosunmu (2002) is the smallest possible group, consisting of two people. It means exchange can take place between two or more people in an organisation or any institutions we find ourselves, therefore, a corrupt relation is conceptualised as an ongoing relational tie involving two or more people - A and B who exchange valued resources or goods that are not their own. There by at least one of them misuses “entrusted power for private gain” (Transparency International, 2008). In the corrupt society, exchange the agents receive from the corruptor as a reward, money or other valuable resources (like bribes), the exchange relationship with a briber causes the agent to violate formal and informal rules. It means offering money or other rewards, the corrupter succeeds in obtaining from the agent favourable decisions, reserved information and protection (Della Porta & Vannucci, 2012 cited in Alberto, 2015). This social exchange theory is relevant to this study because it is actionable to the behaviour some people who engaged themselves in corrupt practices in public tertiary institutions through negotiation when relationship or interaction is taking place between parties. The following questions need to be ask to examine our daily lives:

- i. How do we go about making decisions about what we are willing to give up (time, freedom, money) in order to gain something (love, services, goods)?
- ii. What factors influence our decisions to pursue, sustain, or terminate a relationship? etc.

Literature Review

Awojide (2016) posited that Nigeria's educational system has been degraded due to corruption among other critical factors. This showed that the admission criteria and process in the public tertiary institutions in Nigeria is not fair enough. Adenike (2020) believed that the process of admission is not transparent, neither is it adequately structured. The system favours certain class of Nigerians who can buy their way through admission racketeering. The admission processing in almost public tertiary institutions in Nigeria today is not transparent enough due to racketeering. Kingsley (2021) added that admission into most of the public tertiary institutions such as universities, colleges of education and polytechnics and others in Nigeria has degenerated into cash and carry fraudulent system devoid of fairness, where it goes to the highest bidder Therefore, selling of admission process has become a noticeable corrupt practices of admission process in public educational tertiary institutions in Nigeria, and this to infer that money for admission process is a dishonest or fraudulent act, in academic, it is a way of swindling for monetary gain or their benefits. It is be-

lieved that parents, academic, non-academic staff and students are major players in this menace and the process has mar the public educational tertiary institutions and affected the quality of graduates produced by public educational tertiary institutions, as a matter of fact, admission process should be based on merit. Adenike (2020) state that the academic ability of candidates to be admitted for a course of study in the university matters a lot for quality to be maintained.

Amini and Ogbuagwu (2017) added that some administrators, lecturers and non-teaching staff are not contented with their emoluments hence they cut corners to enrich themselves. They are so greedy and not disciplined. Such means of enriching themselves include resulting to admission racketeering. Lack of contentment has also turned some students, parents, top university officials and even government officials to racketeers. Money for admission process has become normal way of secure admission in public tertiary institutions in Nigeria. The parents, school administrators, students, an agent is among other are all major players in these corrupt practices.

Methodology

The study adopted a descriptive survey design. This design was considered appropriate because, it enables the researcher to generate data through the standardized collection procedures based on the research instrument and well defined study concepts and related variables. (Madumere, 2012 cited in Akanni, 2021). Quantitative method of data collection was the used for the study. The population for this study comprises all staff and students of the public tertiary institutions in Lagos State, Nigeria, both the Federal and State tertiary institutions i.e Universities, Polytechnics and Colleges of Education. A multistage sampling procedure were used in carrying out this study and stratified procedure were used in select public tertiary institutions in Lagos State public tertiary institutions. Six public tertiary institutions were selected for this study. This was further narrowed down to two universities, two Polytechnics and two college of education were randomly selected across the public tertiary Institutions in Lagos State, Nigeria. Instrumentation: the questionnaire was used for collecting necessary data for the study with the titled: *Corrupt Practices Questionnaire (CPQ)* were developed to elicit information from participants. This was self-designed instrument aimed at determining the likely factors or causes that can suggest behavioural change among students, academician and non-academic staff in public tertiary institutions in Lagos State, Nigeria as a result of corrupt practices. A questionnaire was designed for staff and students as participants which include the academia, non-academia and students, in order to obtain information from them. Section A, sought for information on the demo-

graphic data of participants, while section B and C, sought for information on the study with a four-point rating scale and following options Strongly Agreed (SA), Agreed (A) Strongly Disagreed (SD) Disagreed (D)

The validity of the instrument was carried out through the specialist in measurement and evaluation and it was critically examined the instrument in terms of relevance or appropriate of the content and clarity of the statement on the suitability of the instrument.

The reliability instrument was determined through the response from the participants. Participants were given the instrument after seeking their understanding of the subject matter. The response was collated thereafter. Procedure for data analysis: This study adopted the quantitative approaches for data analysis and the data was analysed using descriptive statistical tool comprising frequencies, percentage and the mean score. In accordance with the principle of research ethical considerations, all research participants were duly informed about the purpose of this study before the commencement of the study. Anonymity and confidentiality of all research participants were highly maintained and the protection of their privacy was ensured.

Data Analysis and Interpretation of Results

- **Question 1:** How does one detect admission racketeering?

In answering this question, items 1,2,3,4,5,6,7 and 8 of section A and items 1, 2,3 and 4 of the instruments in section B

Table 1: Detection of admission racketeering

Section A

	Items	SA	%	A	%	SD	%	D	%	\bar{X}
1.	Admissions are sometimes done in secrecy and arbitrarily.	276	41.2	259	38.3	71	10.8	70	9.7	3.10
2.	Applicants are sometimes given false hope or promised admission on the spot.	310	45.9	235	32.9	81	11.9	50	9.3	3.40
3.	Applicants not eligible for admissions are unduly charged a variety of fees. 294	43.7	259	38.4	73	10.5	50	74	3.18	

	Items	SA	%	A	%	SD	%	D	%	\bar{X}
4.	Applicants use fake documents or credentials to gain admission.	254	37.5	249	36.8	56	8.2	112	17.5	2.95
5.	Admission/recruitment of students for money sometimes occurs.		304	44.9		203	30.0	91	22.9	78
6.	Applicants are charged by some staff/students for the falsification of documents that will qualify them for admission.	228	38.0	233	34.4	116	17.1	99	10.5	2.87
7.	Falsification of data files and result sheets sometimes occurs.	233	34.4	249	37.3	111	16.4	83	11.9	2.93
8.	Sometime, distortion in the application criteria takes place.	213	31.5	249	37.3	116	17.5	98	13.7	2.85

Section B

	Items	SA	%	A	%	SD	%	D	%	\bar{X}
1.	Children/wards from homes of the low-class parents are not favoured in admission exercise.	264	39.0	218	32.4	122	18.0	72	10.6	2.99
2.	The system in this institution favours certain class of citizens who can buy their way through admission racketeering	213	31.5	233	34.4	149	22.0	81	12.1	2.86
3.	The lower-class parents experience a lot of frustration in order to raise money for their children to get admission.	269	40.1	264	39.0	66	9.7	77	11.2	3.07

	Items	SA	%	A	%	SD	%	D	%	\bar{X}
4.	Most times high-profile connections are highly favoured for admission in public tertiary institutions	335	49.5	238	35.2	68	9.7	55	5.6	3.29
	Mean	266.1		240.8		93.3		75.8		3.10

Interpretation of Results

Table 1 was drawn from detection of admission racketeering and it was revealed that admissions are sometimes done in secrecy and arbitrarily 276 (41.2%) strongly agreed by participants while 71 (10.8%) of the participants are strongly disagreed and the mean score of ($\bar{x}=3.10$) was obtained, however, given false hope or promised admission on the spot 310 (45.9%), 81 (11.9%) both strongly agreed and disagreed respectively and the mean score was ($\bar{x}=3.40$). Also, applicants not eligible for admissions are unduly charged a variety of fees 294 (43.7%), 73 (10.5%) the mean score was ($\bar{x}=3.18$), the use of fake documents or credentials to gain admission by applicants and statistic shown of 254 (37.5%) 112 (17.5%) of the participants are strongly agreed and disagreed with the mean score of ($\bar{x}=2.95$), in the same Table 6, it revealed that admission/recruitment of students for money with frequency of 304 (44.9%), 91 (22.9%) with the mean score of ($\bar{x}=3.08$), applicants recharged by some staff/students for the falsification of documents that will qualify them for admission 228 (38.0%), 116 (17.1%) with a mean score of ($\bar{x}=2.87$) strongly agreed and strongly disagreed. Also, falsification of data files and result sheets sometimes occurs 233 (34.4%), 111 (16.4%) the mean score was ($\bar{x}=2.93$), sometime, distortion in the application criteria takes place 213 (31.5%), 116 (17.5%) ($\bar{x}=2.85$). In addition, section B of Table 6 shown that most times high-profile connections are highly favoured for admission in public tertiary institutions 335 (49.5%), 68 (9.7%) the mean score was ($\bar{x}=3.29$) and the lower-class parents experience a lot of frustration in order to raise money for their children to get admission 269 (40.1%) 77 (11.2%) with a mean score of ($\bar{x}=3.07$) were strongly agreed, strongly disagreed and disagreed respectively.

- **Question 2:** Who are the major players of admission racketeering in public tertiary institutions in Lagos State Nigeria?

In answering this question, items 9, 10, 11, 12, 13, 14 and 15 of the players of admission racketeering in public tertiary institutions in Lagos State Nigeria,

Table 2: Players of admission racketeering in pubic tertiary institutions in Lagos

Section A

	Items	SA	%	A	%	SD	%	D	%	\bar{X}
9.	Collection of gratification by admission officers sometimes occur.	260	38.5	208	30.8	78	11.5	30	19.2	2.8
10.	Some administrators, who are not contented with their salaries demand for gratification during admission exercise.	244	36.2	255	37.7	99	4.6	78	11.5	2.98
11.	Sometimes, parents intimidate graders/ scorers during admission exercise by giving gratification to the graders/scorers	239	35.4	312	46.2	68	10.0	57	8.4	3.10
12.	Sometimes, graders/ scorers intimidate parents during admission exercise in order to seek rewards applicants' parents.	208	30.8	286	42.3	68	10.0	114	16.9	2.86
13.	Sometimes, there is collusion between the applicant and the grader, in order of being admitted.	296	43.8	281	41.6	42	6.2	57	8.4	1.63
14.	Sales of admission positions to students whose cut-off scores do not qualify them for admission.	140	20.7	234	34.6	125	18.5	177	26.2	2.50
15.	Some lecturers/non-lecturer demand for gratification during admission exercise.	229	33.9	260	38.5	99	14.6	88	13.0	2.93
	Mean	230.9		262.3		82.7		100.1		2.70

Interpretation of Results

Table 2 shows the players of admission racketeering in public tertiary institutions in Lagos state Nigeria the highest frequency of sometimes, there is collusion between the applicant and the grader, in order of being admitted. 296 (43.8%), 57 (8.4 %) with the mean score of (\bar{x} =1.63) for strongly agreed and disagreed by the participants also collection of gratification by admission officers sometimes occurs with frequency of 260 (38.5%), 130 (19.2%) with the score of (\bar{x} =2.8) for strongly agreed and disagreed by the participants followed by some administrators, who are not contented with their salaries demand for gratification during admission exercise with frequency of 244 (36.2%), 99 (14.6%) with the mean score of (\bar{x} = 2.98) for strongly agreed and strongly disagreed respectively while the least frequency of the Table 7 revealed the sales of admission positions by admission officer[s] to students whose cut-off scores do not qualify them for admission shows the frequency of 140 (20.7%), 177 (26.2%) with a mean score of (\bar{x} =2.50) strongly agreed and disagreed by the participants.

Discussion of findings

Research question one on how does one detect admission racketeering, revealed that admissions are sometimes done in secrecy and arbitrarily 276 (41.2%) strongly agreed by participants while 71 (10.8%) of the participants strongly disagreed and the mean score of (\bar{x} = 3.10) was obtained, however, given false hope or promised admission on the spot 310 (45.9%), 81 (11.9%) both strongly agreed and disagreed respectively and the mean score was (\bar{x} = 3.40). Also, applicants not eligible for admissions are unduly charged a variety of fees 294 (43.7%), 73 (10.5%) the mean score was (\bar{x} = 3.18), the use of fake documents or credentials to gain admission by applicants with a statistic show of 254 (37.5%), 112 (17.5%) of the participants strongly agreed and disagreed with the mean score of (\bar{x} =2.95), in the same Table 1, it was revealed that admission/recruitment of students for money with frequency of 304 (44.9%), 91 (22.9%) with the mean score of (\bar{x} =3.08), applicants recharged by some staff/students for falsification of documents that will qualify them for admission 228 (38.0%), 116 (17.1%) with a mean score of (\bar{x} = 2.87) strongly agreed and strongly disagreed. Also, falsification of data files and result sheets sometimes occur at 233 (34.4%), 111 (16.4%) respectively, the mean score was (\bar{x} =2.93), sometimes, distortion in the application criteria takes place 213 (31.5%), 116 (17.5%) (\bar{x} =2.85), among other.

Adenike (2020) said that money for admission process has become an obvious perversion of the “admissioneering” process in Nigerian universities. The government, parents, lecturers, school administrators and students are all major players in this ignoble act. The process has blemished the public education-

al tertiary institutions and how it affected the quality of graduates produced by these educational tertiary institutions. Awojide (2016) as cited in Adenike (2020) she was of the opinion that Nigeria's educational system has been degraded due to corruption among other critical factors. He argued that the modality of admission criteria and process in the Nigeria higher education sector is a farce (that is mockery). The process of admission is not transparent; neither is it adequately structured. The system favours certain class of Nigerians who can buy their way through admission racketeering.

In relation to research question two on who are the major players of admission racketeering in public tertiary institutions in Lagos State Nigeria. Table 2 revealed the finding on the major players of admission racketeering in public tertiary institutions in Lagos state Nigeria with the highest frequency of sometimes, there is collusion between the applicant and the grader, in order of being admitted. 296 (43.8%), 57 (8.4 %) with the mean score of ($\bar{x} = 1.63$) for strongly agreed and disagreed by the participants also collection of gratification by admission officers sometimes occurs with frequency of 260 (38.5%), 130 (19.2%) with the score of ($\bar{x} = 2.8$) for strongly agreed and disagreed by the participants followed by some administrators, who are not contented with their salaries demand for gratification during admission exercise with frequency of 244 (36.2%), 99 (14.6%) with the mean score of ($\bar{x} = 2.98$) for strongly agreed and strongly disagreed respectively while the least frequency of the Table 7 revealed the sales of admission positions by admission officer[s] to students whose cut-off scores do not qualify them for admission shows the frequency of 140 (20.7%), 177 (26.2%) with a mean score of ($\bar{x} = 2.50$) strongly agreed and disagreed by the participants.

Adenike (2020) pointed out that the government, parents, lecturers, non-teaching staff, school administrators and students are all (directly or indirectly) major players in the despicable act of admission racketeering which seems to have blemished public tertiary institutions in Nigeria. Amini and Ogbuagwu (2017) believed that lack of contentment has also turned some students, parents, top university officials and even government officials to racketeers.

Effects of Corrupt Practices on Admission Seekers Applicants

Some follow effects of corrupt practices are likely to take place during admission processes:

- i. Some admission seeker's failure to know their ability.
- ii. Degradation or perversion of admission process by admission officers.
- iii. Lack of competencies necessary for self-reliance among admission seekers.
- iv. Lack of contentment,

- v. Many admission officers in public educational tertiary institutions have invented different immoral means of extorting money from the admission seekers.
- vi. Many applicants become emotionally depressed when they have failed to gain admission.
- vii. Socioeconomic hardship has deprived many qualified candidates of the opportunity to attend university because they cannot even afford to pay admission officers or their agents to secure admission.
- viii. Some admission officers, who are not contented with their salaries demand for gratification during admission exercise.

Implications of Admission Racketeering by staff in Public Educational Tertiary Institutions in Lagos State, Nigeria

The following may serve as an implication which includes:

- i. Admission racketeering can lower the morale of some qualified applicants or admission seeker and allows mediocre to gain admission.
- ii. Admission racketeering is propagating a culture of corruption that is, it sends a wrong message to students that corruption pays and that one can use an unjust means to get to the top.
- iii. It gives room or wrong signals to declining in standard of education.
- iv. It promotes moral bankruptcy among staff who are employed to reconstruct the mind of admission seeker positively, who are to be leaders of tomorrow.
- v. Parents, agents and admission officers' participation in secrecy and arbitrary of admission process gives room for corrupt practices.

Conclusion

Admission racketeering in public tertiary educational institutions in Nigeria is worrisome. Public tertiary educational institutions in Nigeria should position against the following such as greed, indiscipline, inadequate supervision of admission processes, secrecy and arbitrariness of admission process among other. Staff welfare service should be well discussed at management level of any public tertiary educational institutions to enable staff stand against poverty and economic hardship that may get them indulge in admission racketeering. Also, all stakeholders in the academia must work hard to prevent corrupt practices in all the public tertiary educational institutions in Nigeria. Corrupt practices in public tertiary educational institutions are multidimensional and complex phenomenon. This paper only examined one form of corrupt practices among others, which admission officers (staff) in indulge in it. More studies are re-

quired to unravel phenomenon of corrupt practices among staff as well as the school management of public tertiary educational institutions.

Recommendations

To produce well-adjusted students that will function and fit into the society in which he/she find himself to be more active and self-fulfilling, admission racketeering should be curb and the following recommendations were provided for policy and practice to curtail admission racketeering:

1. Admission processes should be more transparent in order to kick against admission racketeering. This will help the public educational tertiary institutions to admit the best brains who can cope with the academic stress.
2. Through seminar for staff and students, there should be emphasis on moral values as well as ethical behavioural standards in order to promote academic and family values which used to be the pride of any nation.
3. The welfare of staff in public educational tertiary institutions should be improved.
4. Any group of people or individual confirmed to have indulging in admission racketeering should face penalty under the law of the Federal Republic of Nigeria.
5. Seminars from time to time should be organised for the staff and parents/guardian to educate them on the negative effects of admission racketeering as a form of corrupt practices in the tertiary institutions.
6. To reduce admission pressure, public educational tertiary institutions that have large numbers of admission seekers should introduce evening programs to consider more candidates for degree programmes.
7. To promote equal access to public educational tertiary institutions in Nigeria, the quota system should be carefully reviewed to enable applicants to gain admission based on their performance in JAMB, their O'level result, and tertiary institutions admission requirements.

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