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THE ANTI-CORRUPTION INITIATIVES AND THE PERFORMANCE OF PROF. ONYEJI'S ADMINISTRATION IN ENUGU STATE UNIVERSITY (ESUT)

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ABSTRACT

Corruption is not peculiar to Nigeria alone, it is a global challenge, it is a phenomenon that affects all countries, and it exists in any country, at any time and under different forms of government. The main objectives of the study are to examine the anti-corruption initiatives and the performance of ESUT during Prof. Onyeji's administration. Specifically the study is designed to: assess the extent introduction of ICT by Onyeji's Administration helped in fishing out unauthorized admission of students in Enugu State University of Science and Technology (ESUT); examine the extent introduction of ICT by Onyeji's Administration helped in regulating and improving of student's results in Enugu state university of science and technology (ESUT), The study adopted a descriptive method of research design. 115 questionnaires were administered. The study proposed that: Introduction of ICT by Onyeji's Administration will help in fishing out unauthorized admission of students in Enugu state university of science and technology (ESUT), and Introduction of ICT by Onyeji's Administration will help in regulating and improving of student's results in Enugu state university of science and technology (ESUT) and the study concluded that the anti-corruption initiatives introduced by Professor Onyeji's administration have really helped in Enugu State University of Science and Technology (ESUT) till date by Introducing ICT initiative to combat corruption from the grassroot of the institution. Recommendation of the Study are: ICT should be introduced to fish out unauthorized admission of students in Enugu State University of Science and Technology (ESUT), and ICT will be of help if introduced, in regulating and improving of student's results in Enugu State University of Science and Technology (ESUT).

INTRODUCTION

Science and technology is a prerequisite for national and economic development. In a climate of significant national and global economic restructuring, it is critically important that the nation's work force attain and maintain a state of technological and scientific know-how that will enable it to thrive in the global economy. To ensure this it is imperative that the potential of all sectors of the population be fully developed by building and encouraging science and technology education.

Science and Technology education refers to education which emphasizes a purposeful study of science and its application to the social and economic life of a nation. Both Science and Technology have basic knowledge, skills, attitudes and values that are necessary for development (Kerr, 2009). The response of Africa's to the development of Science and Technology has traditionally been through the introduction of science curriculum and; technical/vocational education curriculum in the national education system (Kerr, 2009). The primary and secondary levels of education have often been responsible for laying the foundations in Science and Technology and provide opportunities for awareness creation and exploration, while higher education institutions have been responsible for training and producing middle and higher level scientific and technological manpower for national development and this is the reason behind the establishment of University of Science and Technology by Nigeria government.

University of Science and Technology are specialized tertiary institutions established to equip individuals with the scientific and technological knowledge to meet the manpower needed for national development. As Science and technology has obviously become an integral part of the world's culture and any country that overlooks this importance runs at its own peril. There is no aspect of man's life that is not influenced by Science and Technology directly or indirectly (Kerr, 2009).

Enugu State University of Science and Technology is the first University of Science and Technology to be established in South East Geopolitical Zone of Nigeria. Established in 1981, Enugu State University of Science and Technology is a non-profit public higher education institution located in the urban

setting of the medium-sized city of Enugu. Enugu State University of Science and Technology (ESUTECH) offer courses and programs leading to officially recognized higher education degrees such as bachelor degrees in several areas of study. The University was conceived with the aim to establish an institution that must be closely related to society, its industry and above all, serve as a catalyst in the technological advancement of the people, hence the University's motto remains, "Technology for Service".

However, corruption in educational system particularly Enugu state university of science technology (ESUT), had crippled the achievement of the objective for establishment of Institution to equip individuals with the science and technology knowledge necessary to bring about the desired programmatic national and economic development of our nation.

Before the coming of professor Onyeji as the vice chancellor (VC) of ESUT, Enugu state university of science and technology (ESUT) faces a lot of corruption challenges, like nepotism/cronyism, delay of worker salaries, lack of accurate accountability, ghost workers, absenteeism of workers to their duties and still collecting salary, fake admission into the institution without registration numbers, writing of exams no results for long time before result will be released, fake results, unkept school environment, embezzlement of funds un-accounted for, and above all, ESUT not meeting up to academic calendar. And these have led to poor performances both academically and nonacademic and also, ESUT painted a bad image among other universities rating in Nigeria, even internationally.

The arrival of Professor Onyeji as the vice chancellor (VC) of ESUT, 2011 to 2015, was indeed a rescue of the Institution from the shackle of corruption which had invariably undermined the institution's overall performance, as Professor Onyeji introduced several systems of anti-corruption initiatives to fight the corruption system in ESUT. On the arrival of professor Onyeji's administration, from 2011 to 2015, a drastic move was initiated to comb these corrupt practices that were order of the day in ESUT. It is based on the foregoing background that the researchers wish to examine the anti-corruption initiative on the performance of Enugu state university of science and technology (ESUT) under

the period of Onyeji's administration from 2011 to 2015. The specific objectives include; to assess the extent introduction of ICT by Onyeji's Administration helped in fishing unauthorized admission of student in Enugu state university of science and technology (ESUT) from 2011 – 2015, to examine the extent introduction of ICT by Onyeji's Administration helped in regulating and improving of student's results in Enugu state university of science and technology (ESUT) from 2011 – 2015.

Review of Related Literature

ICT and its Impact on Admission in Universities

Information and Communication Technologies (ICT) is a general term used to describe information technology (IT) (such as computer hardware and software) and telecommunications (including the internet, mobile and landline phones). Education ICT refers to all the technology such as computer, Internet, mobile phones, Videos, content management systems, learning management systems such as Moodle and network used to handle teaching, learning and day to day management of educational institution. Globally, ICT changes the society dynamically. It is influencing all sectors of life including education sector. In the early days, computer is used in an instructional capacity, effectively playing the role of the teacher transferring knowledge to an individual. Nowadays, more collaborative, interactive and online elements is involved.

Over the years, ICT stands out by their rapid evolution and revolution, continuously changing the modes of engagement with them. A long-time infusion of computers, and more recently ICT, has demonstrated effective impacts on teaching, learning, research and administrative purposes by lecturers, staff and management team. It provides students and teachers with more opportunities in adapting learning, teaching and managing the individual needs. It enables students to work together and to receive quicker feedback from instructors in a classroom setting and outside of the classroom to maintain interaction with classmates and access to external educational resources. It assists school administrators in improving the functional effectiveness of school system. In general, it provides newer and more effective ways of mitigating some of the challenges being faced by the educational system of a nation (Ahsan, Shuvankar, and Mostafa 2017, Barineme

2015, António and Delfina 2014, Subrata K. D., Sobhan M. A., 2008).

ICT and its impact on Fake Results in Nigeria Universities

When appropriately applied, e-administration can effectively ensure the well-being of a university for improved and effective education and administration service delivery, conforming to regulations as per the university statutes and acts. Good deployment and sustainability of ICT in educational institution requires staff and students to be computer literate. The ICT-centre is responsible for the smooth running and management of the ICT facilities. Countries must establish the right policy interventions, resource investments, appropriate networks (partnerships) and enabling environment for the application of ICT for Education to thrive. This work will serve as an excellent guide to stakeholders, University administrators and the foundation for establishing a viable and sustainable ICT inspired learning and resource management. A successful implementation of ICT enabled University administration will deliver information services 24 by 7 that strengthens University's drive towards effective administration, increased transparency, and better management of resources.

ICT and its impact on Nepotism/Cronyism in Nigeria Universities

Tertiary education is the education given after secondary education in colleges of education, polytechnics, mono-technics, universities and other institutions offering correspondence courses (FRN, 2004). According to the document, the goals of tertiary education encompass the development of relevant high level manpower, development of intellectual capability of individuals and acquisition of physical and intellectual skills. Others are to promote and encourage scholarship as well as community service. Tertiary educational institutions pursue these goals through teaching, research, generation and dissemination of knowledge which they achieve through a variety of programmes such as certificate, diploma, undergraduate and postgraduate courses. Specifically, university education contributes to the production of high level manpower in diverse professional callings as dictated by national development requirements. The goals of university education also focus on inculcation of community

spirit in the students through projects and action research. The practice of tertiary education in Nigeria so far has not met the expectations of the above goals and objectives due to a number of factors such as limited infrastructure, poor funding, poor staffing, poor record keeping and socio-political interferences.

ICT and its impact on Embezzlement of Funds Uncountable for in Nigeria Universities

This necessitated the agitation and clamour for a true higher institution of university status and the setting up of the Commissions of Higher Education in West Africa in 1943. There was the Elliot Commission which was to report on the organization and facilities of the existing centres of higher education in British West Africa and to make recommendations regarding future university development in that area. Then, there came the Asquith Commission which wrote the minority report out of the Elliot Commission Report. Following political independence in 1960, government noted the nonindigenous status of the existing University College, Ibadan (UCI) and started setting up what can be called indigenous higher educational institutions. This started with the establishment of the University of Nigeria at Nsukka in 1960. In 1962, there came the University of Lagos, Akoka, Ahmadu Bello University, Zaria and the University of Ife (now Obafemi Awolowo University, Ile – Ife) and others (Amadi, 2011). As at 2011, there were 36 federal, 37 state and 45 private universities in Nigeria making 118 away from the three indigenous universities in 1963.

Theoretical Framework

Principal-Agent Theory

The Principal-Agent theory was propounded by Stephen Ross and BarayMitnick in the year 1970. The basic assumptions of this theory are that certain organizational relationships as a tension between the principal who demands a service and the agent who provides the service delivery. The problem is how the workers can manage the self-interest of those government officials who empowered them to act on their behalf so that it will be aligned with the organizational goals. The workers who have been employed to provide a good service will tend to use their superior knowledge to change the benefits in their own direction, this point to the failure and inadequacies of public sector performance overtime

and the problems lying squarely on corrupt practices. Another strongly held position is that, there are tensions between accountability and performance due to incapability of public sector effectiveness.

Anti-corruption is curtailed corruption by establishing rules driven government that can be very strong to control the internal power and leaves little room for discretion by public officials. In principal-agent theory, it is conceded that transparency, accountability and compliance create cost in terms of time and financial resources and that anti-corruption programme is effective only if its cost do not exceed the costs caused by corrupt behavior itself (Elster, 1989: 268).

Empirical Review

Awotomilusi et al., (2023) research on the Examination of the Effect of Information and Communication Technology (ICT) on Public Fund Management of Ekiti State, Nigeria. The extent to which Information and communication technology (ICT) has been effectively utilized in the management of public funds remains a subject of inquiry and exploration. This study sought to explore the influence of ICT on the management of public funds in public institutions located in Ekiti State, Nigeria. Specifically, the study examined the effects of data collection management (DCM), information security management (ISM), and digital communication infrastructure (DCI) on public funds management. To gather the necessary data, a survey research design was employed, and primary data was collected. The target respondents included government officials, financial officers, ICT professionals, and civil society representatives. To ensure the inclusion of individuals with expertise and knowledge in the subject matter, a purposive sampling technique was utilized to distribute questionnaires. A total of 425 questionnaires were distributed to various public institutions, resulting in 358 completed responses. The research instrument's reliability was assessed using the Cronbach Alpha test, which yielded an average score of 80%. Descriptive statistics and regression analysis were employed to analyze the collected data. The findings of the study revealed a significant positive effect between data collection management, information security management, and digital communication infrastructure with public funds management in public institutions. Consequently, the study

concluded that ICT plays a vital role in enhancing the management of public funds in Ekiti State, Nigeria. Effective practices in data collection management, information security management, and digital communication infrastructure were found to positively influence public funds management. As a recommendation, the study suggests that public institutions in Ekiti State prioritize the enhancement of their data collection management practices to improve their fund management processes.

Stephen, and Chika, (2020) examine restructuring Nigerian tertiary (university) education for better performance. This study assesses the goals of university level of education, namely, development of high level manpower, scholarship and community service, and found that universities have not been able to achieve close to average. Problems range from social, political, financial as well as personnel issues. Specifically, they include problems of infrastructure, funding, staffing, record management and external interferences. Results include low quality outputs, poor state of infrastructure, poor international competitiveness, and hence the search for strategies to reconstruct and restructure rebuild the system to respond favourably to novel challenges of development. To redeem the system, the study prescribes that student and staff personnel needs be taken as priorities from henceforth. Also, international collaboration for students and staff exchanges, and expansion of access to qualified candidates, among others, beprioritised.

Methodology

Presentation of Data

Distribution and Return of Questionnaire

Table 4.1: Questionnaire Distribution and Response Rate

Options	Number of Questionnaire Distributed	Number of Questionnaire Returned	% of Returned Questionnaire	Number of Valid Questionnaire	% valid Questionnaire
Senior Staff	91	91	75.83	89	74.17
Junior Staff	29	29	24.17	26	21.67
Total	120	120	100	115	95.84

The study adopted a descriptive method of research design, specifically survey design involving the method of collection of data, analysis and interpretation of data with a view to anti-corruption initiatives and the performance of ESUT on the arrival Onyeji's administration. Management faculty is used in the study to represent the entire ESUT, because from the researcher field survey, it shows that management faculty is the largest faculty in ESUT, with 8 departments. The study used all the staff of each department as the population of the study, which amount to 172, this were achieved by going to each department in the faculty to collect the data. A sample of 120 respondents was sampled using Taro Yamani's sampling technique. The instruments used for investigation include questionnaire, personal Interview and telephone conversations. Copies of questionnaire were issued to all different departments of management faculty in ESUT. The questionnaires were administered personally by the researcher to respondents. To ascertain the validity of instrument, the questionnaire was given to experts in research fields to test the correlation of the questionnaire to the study. The result showed a positive relationship between the study and the questions.

Presentation of Data and Analysis

In this chapter, data generated were presented, analyzed and interpreted. However, it commenced with the distribution and return of the instrument of data collected.

Source: Field Survey, December, 2023

Table 4.1 shows the 120 copies of questionnaires distributed, and were still returned back with 100%, while 115 copies of the questionnaire representing 95.84% are only valid copies for the study due to mis-handling. The valid copies are used for rest of the analysis of this work.

Data Relating to Research Questions

Table 4.4: Distribution of Responses, what is the extent introduction of ICT by Onyeji's Administration helped in fishing unauthorized admission of students in Enugu state university of science and technology (ESUT) from 2011 – 2015?

Options	Great Extent	%	None	%	Little Extent	%	Total
Senior Staff	60	52.17	5	4.35	20	17.39	85
Junior Staff	20	17.39	5	4.35	5	4.35	30
Total	80	69.56	10	8.70	25	21.74	115

Source: Field Survey, December, 2023

From table 4.4, 60 respondents represents 52.17% for great extent, 5 respondents representing 4.35% for none, 20 respondents represents 17.39% for little extent are all for Senior Staff. While 20 respondents represent 17.39% for great extent, 5 respondent represents 4.35% for none and 5 respondents' represents 4.35% for little extent, all of this is for Junior Staff.

Test of Hypotheses

The hypotheses were tested using the chi-square statistical tool, which is given as;

$$x^2 = \sum \frac{(o - e)^2}{e}$$

Where: x^2 = chi – square

o = observed frequency

e = expected frequency

Σ = summation sign

Operational Assumptions

Level of significance $5\% = 0.05$

Degree of freedom (df) = $(r - 1)(c - 1)$

Where: r = Number of rows

c = Number of columns

$df = (2 - 1)(3 - 1)$

$1 \times 2 = 2$

Critical value or table value = 5.991

Hypothesis I

H_0 : Introduction of ICT by Onyeji's Administration will not helped in fishing unauthorized admission of students in Enugu state university of science and technology (ESUT) from 2011 – 2015.

Table 4.4 was used for testing hypothesis One

Options	Great Extent	%	None	%	Little Extent	%	Total
Senior Staff	60	52.17	5	4.35	20	17.39	85
Junior Staff	20	17.39	5	4.35	5	4.35	30
Total	80	69.56	10	8.70	25	21.74	115

Chi-Square Table

O	E	(o - e)	$(o - e)^2$	$\frac{(o - e)^2}{e}$
80	38.33	41.67	1736.39	45.30
10	38.33	-28.33	802.59	20.94
25	38.33	-13.33	177.69	4.64
115				70.88

Table value = 5.991; Calculated value = 70.88

Decision: Since the calculated value (70.88) is greater than the table value (5.991), the H_0 (null hypothesis) is rejected, while the H_1 (alternative hypothesis) is accepted. This means Introduction of ICT by Onyeji's Administration will helped in fishing unauthorized admission of students in Enugu state university of science and technology (ESUT) from 2011 – 2015.

Discussion of Findings

The discussions of findings are as follows:

- This is in line with data analysis above that Introduction of ICT by Onyeji's Administration will helped in fishing unauthorized admission of students

in Enugu state university of science and technology (ESUT) from 2011 – 2015.

ii. this were revealed in the hypotheses analysis above, that H_0 : Introduction of ICT by Onyeji's Administration will helped in regulating and improving of student's results in Enugu state university of science and technology (ESUT) from 2011 – 2015.

Conclusion

The study concluded that the anti-corruption initiative introduced by Professor Onyeji's administration have really helped in Enugu State University of Science and Technology (ESUT) till date by Introducing ICT initiative to combat corruption from the grass root of the institution.

Recommendations

Recommendations of the Study are as follows:

1. ICT should be introduce to fish out unauthorized admission of students in Enugu state university of science and technology (ESUT),
2. ICT will be of help if introduce, to regulating and improving of student's results in Enugu state university of science and technology (ESUT).

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