

**STRATEGIES FOR COMBATING CORRUPTION: A CASE STUDY OF FOUR (4)  
ZIMBABWEAN PUBLIC SECONDARY SCHOOLS**

by

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### **STRATEGIES FOR COMBATING CORRUPTION: A CASE STUDY OF FOUR (4) ZIMBABWEAN PUBLIC SECONDARY SCHOOLS**

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references. references.

I further declare that I submitted the thesis to originality checking software.

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DATE

## DEDICATION

I dedicate this dissertation to my wives, Prisca and Vimbai. Thank you so much for the unwavering support, unconditional love and the encouragement during my doctoral studies. I also dedicate this dissertation to my late grandmother, Lianah Matongorere (nee Miriyoga), and my two uncles, Peter (*Baba Kuda*) and Joseph Matongorere (*Baba Florence*), for creating the intrinsic academic and intellectual motivation by unconditionally financing my secondary school education despite multiple responsibilities they were shouldering at the time. I thank you very much for this created a solid base for the birth and sustenance of my intellectual vision to pursue tertiary and university education.

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## ABSTRACT

*The aim of the study was to investigate participants' views on strategies for combating corruption in Zimbabwean public secondary schools with a view to promoting learner academic achievement.*

*The study was undertaken at four (4) selected public secondary schools in Harare Metropolitan Province in Zimbabwe. The study adopted the case study as the principal research design and it was informed by the interpretive paradigm; thus, qualitative research approaches were used. Non-probability and probability sampling techniques were adopted in site and participants' selection. A representative sample of fifty-four (54) participants was used from a target population of three-hundred and eighteen (318) participants. The study was informed by multiple theories. The study found that most of the participants perceived corruption as a major problem affecting the education of learners in most public secondary schools in Zimbabwe. It was found out that the adoption of a vibrant and robust anti-corruption strategy is the solution/panacea to solve this problem of rampant corrupt practices in educational institutions.*

*The introduction of anti-corruption education in public secondary schools was singled out to be the 'pivotal' strategy that policy makers should adopt to disseminate educative anti-corruption information to learners. It was further established that the 'Zero Tolerance to Corruption' policy employed by the Government of Zimbabwe should be strongly supported by a multi-agency response to effectively combat corruption within the education system to propel sustainable learner academic achievement.*

*The study findings further revealed that the public secondary schools lack the necessary anticipated formal anti-corruption education curriculum.*

*The study concludes that anti-corruption education and the adoption of multi-strategies play a central role in combating corruption. Therefore, there is need to strengthen the anti-corruption strategies and support mechanisms currently being employed in*

*Zimbabwe to successfully provide an environment that supports sustainable learner academic achievement.*

*In line with the above, the study recommends the introduction of a formal anti-corruption curriculum in Zimbabwean public secondary schools to combat corruption. In addition, the study recommends further research in this seemingly grey area to contribute to the knowledge body regarding instituting good corporate governance in public secondary schools in Zimbabwe.*

### **Key terms**

Corruption, combating, impact, experiences, perpetuating, academic achievement, disparities, corporate governance, strategies, anti-corruption.

## ABSTRAK

*Die doel van die studie was om deelnemers se menings oor strategieë te ondersoek vir die bestryding van korrupsie in Zimbabwiese openbare sekondêre skole met die oog om leerders se akademiese prestasie se bevorder.*

*Die studie is by vier (4) uitgesoekte openbare sekondêre skole in die Harare Metropolitaanse Provinsie in Zimbabwe onderneem. Die studie het die gevallestudie as die hoofnavorsingsontwerp geneem en dit is gevorm deur die vertolkende paradigma; kwalitatiewe navorsingsbenaderings is dus gebruik. Niewaarskynlikheid- en waarskynlikheidsteekproefnemings tegnieke is gebruik vir ligging en keuse van deelnemers. 'n Verteenwoordigende steekproef van vier-en-vyftig (54) deelnemers is gebruik uit 'n teikenpopulasie van drie-honderd-en-agtien (318) deelnemers. Die studie is gevorm deur verskeie teorieë. Die studie het bevind dat meeste van die deelnemers korrupsie as 'n groot probleem sien wat die onderrig van leerders in die meeste openbare sekondêre skole in Zimbabwe beïnvloed. Daar is bevind dat die gebruik van 'n dinamiese en robuuste teenkorrupsiestrategie die oplossing/kuur is om hierdie probleem van toenemende korrupsiepraktyke in opvoedkundige instellings op te los.*

*Die inleiding tot teenkorrupsie-onderrig in openbare sekondêre skole is uitgesonder as die vernaamste strategie wat beleidmakers moet aanvaar om opvoedkundige teenkorrupsie-inligting onder leerders te versprei. Daar is verder bevind dat die Zimbabwiese regering se 'Zero Tolerance to Corruption'-beleid sterk ondersteun moet word deur reaksie van verskeie agente om korrupsie in die onderwysstelsel doeltreffend te beveg om leerders se volhoubare akademiese prestasie aan te dryf.*

*Die studie se bevindings het verder getoon dat openbare sekondêre skole nie die noodsaaklike verwagte formele teenkorrupsie onderwyskurrikulum het nie.*

*Die studie het tot die gevolgtrekking gekom dat teenkorrupsie-onderrig en die gebruik van verskeie strategieë 'n sentrale rol speel om korrupsie te beveg. Teenkorrupsiestrategieë en ondersteuningsmeganismes wat tans in Zimbabwe gebruik word, moet dus versterk*

*word om 'n omgewing te skep wat volhoubare akademiese prestasie vir leerders ondersteun.*

*Ooreenkomstig hiermee, beveel die studie die bekendstelling van 'n formele teenkorrupsiekurrikulum in Zimbabwiese openbare sekondêre skole aan om korrupsie te beveg. Die studie beveel verdere navorsing in hierdie oënskynlike grys area aan om tot die kennis van goeie korporatiewe beheer in openbare sekondêre skole in Zimbabwe by te dra.*

### **Sleutel terme**

Korrupsie, bevegting, impak, ervaring, vernuwing, akademiese prestasie, ongelykhede, korporatiewe beheer, strategieë, teenkorrupsie.



## ISIFINYEZO ESISUKETHE UMONGO WOCWANINGO

*Inhloso yocwaningo ukuphenyisisa ngemibono yababambi-qhaza ngamasu okulwa nenkohlakalo kwezezimali ezikoleni zikahulumeni zamasekondari eZimbabwe ngombono wokuqhubela phambili ukuphumelela kwabafundi kwezemfundo.*

*Ucwaningo lwenziwe ezikoleni zamasekondari zikahulumeni ezingu 4 ezikhethwe endaweni yedolobhakazi leprovinsi, leHarare iHarare Metropolitan Province eZimbabwe. Ucwaningo lusebenzise i-case study njengedizayini enkulu yocwaningo, kanti futhi lwasekelwa ngulwazi ngenqubo ye-interpretive paradigm; ngakho-ke kusetshenziswe inkambiso ye-qualitative research kucwaningo. Kusetshenziswe amathekniki amasampuli e-non probability kanye ne-probability ezindaweni lapho okukhethwe khona ababambi-qhaza. Kusetshenziswe amasampuli angamashumi amahlanu nane (54) ababambi-qhaza, kwisibalo sethagethi yabantu abangamakhulu amathathu neshumi nesishagalombili (318). Ucwaningo lusekelwe ngamathiyori amaningana. Ucwaningo luthole ukuthi ababambi-qhaza babone inkohlakalo kwezezimali njengenkinga enkulu enomthelela kwimfundo yabafundi ezikoleni zikahulumeni zamasekondari eZimbabwe. Kutholakale ukuthi ukwamukelwa kwesu eliphambili nelinomdlandla lokulwa nenkohlakalo, yisixazululo/ikhambi lokuxazulula le nkinga yenkohlakalo kwezezimali kwizikhungo zemfundo.*

*Ukusungulwa kwenqubo yokulwa nenkohlakalo kwizikole zesecondari zemfundo kahulumeni yisu eliphambili abenzi bomgomo okumele balemukele ukusabalalisa kubafundi ulwazi lokufundisa nokulwa nenkohlakalo. Kuphinde futhi kwatholakala nokuthi umgomo wokungabekezeli neze inkohlakalo ngesaga esithi 'Zero Tolerance to Corruption' nguHulumeni weZimbabwe kumele usekelwe zikhungo ezehlukene ukuze kube nempumelelo ekulweni nenkohlakalo kwinqubo yemfundo, ukuze abafundi bakwazi ukuphumelela ezifundweni zabo.*

*Ucwaningo luveze nokuthi, izikole zesecondari azinayo ikharikhyulamu ehleliwe yokulwa nenkohlakalo kwimfundo.*

*Ucwaningo luphetha ngokuthi imfundo yokulwa nenkohlakalo kanye nokwamukelwa kwamasu amaningana kudlala indima ebalulekile ekulweni nenkohlakalo. Ngakho-ke, kunesidingo sokuqinisa amasu okulwa nenkohlakalo kanye nezindlela zokusekela ezisetshenziswa okwamanje eZimbabwe ukusekela ukuthi kube nesimo esisekela impumelelo yabafundi kwezemfundo.*

*Ngokuhambisana nokungenhla, ucwaningo luncoma ukuthi kusungulwe ikharikhyulamu ehleliwe yokulwa nenkohlakalo ezikoleni zamasekondari zikahulumeni eZimbabwe, ukulwa nenkohlakalo. Kanti futhi nangaphezu kwalokho, ucwaningo luncoma ukuthi kwenziwe olunye ucwaningo kulo mkhakha ongacacile kahle ukungezela ulwazi maqondana nenqubo yokuphatha kahle ezikoleni zikahulumeni zamasekondari eZimbabwe.*

## **AMATHEMU ABALULEKILE**

Corruption, combating, impact, experiences, perpetuating, academic achievement, disparities, corporate governance, strategies, anti-corruption.

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# CHAPTER 1

## INTRODUCTION AND ORIENTATION

### 1.1 INTRODUCTION

Corruption has been on the rise globally, across the public and private sectors. In that regard, corruption has increasingly become a global social problem, which has exerted some debilitating effects on society. The education sector has not been spared and corruption prevalence has had a negative effect on academic achievement of learners across public and private schools. However, the magnitude of the negative impact is not well documented since corruption is differently defined in various nations. In some countries, corruption is defined in a broad sense whereas in others it is not. In any of these cases, the impacts on academic achievement may differ. In addition, this makes the concept 'corruption' complicated, elusive and sophisticated in its form and manifestation. Anti-Corruption and Civil Rights Commission (ACRC) (2016) observes that various nations have a different lens for viewing the definition, nature, legislative criminalisation and impact of corruption. Thus, it gives rise to emergence of varied theoretical and conceptual explanations/perspectives on this concept.

To that end, the study intends to establish and understand the nexus between the combating of corruption in schools and subsequent enhancement of learner academic achievement. If it can be established that corruption has negative impacts, the study will explore the level and nature of the impact, thus examining the existing preventive mechanisms within schools to promote sound learner academic achievement. However, this topic is still poorly understood and under-examined as well as misinterpreted by scholars, researchers and educators for one reason or the other. Additionally, studies in corruption and education are scarce. This lack of attention may significantly short-change the outcomes of educational development initiatives across public schools. The researcher contends that knowing the dynamics around educational achievement and need to combat corruption will provide abundant benefits to nations. Organization for Economic Co-operation and Development (OECD) (2015) notes that corruption increases



some costs of education, consequently affecting quality of teaching and learning. Given this background, the focus of the study was on devising strategies for Zimbabwean public secondary schools in coming up with effective anti-corruption education programmes as part of a holistic approach for combating corruption in Zimbabwe.

## **1.2 BACKGROUND TO THE STUDY/CONTEXTUALISATION**

This section provides a background for the study guided by various sub-headings to put the study into proper context and to highlight various perspectives. Few studies on corruption in education have been conducted nationally, regionally, continentally and globally (Transparency International, 2013). Such studies have some bearing on the problem under investigation. Therefore, these studies are of paramount significance.

### **1.2.1 Meaning of corruption**

This section provides an understanding of the concept 'corruption'. Anti-Corruption and Civil Rights Commission(ACRC) (2015:2) notes that the term 'corruption' comes from the Latin roots, 'cor' meaning 'together' and 'rupt' meaning 'to be ruined'. Furthermore, the words '*corruptus*' meaning spoiled and '*corrumpere*' meaning 'to ruin or break into pieces' were developed and stand as roots for the term 'corruption'. UNODC (2008:23) defines corruption as the misuse of a public or private position for direct or indirect personal gain. Given that corruption manifests differently in different nations, it is therefore defined differently.

The Korean Law argues 'An act is corrupt when a public official of any kind misuses or abuses his/her position or authority to seek financial or non-financial gains for himself/herself or a third party, (ACRC annual report, 2015:10). Furthermore, corruption is categorised into many different types depending on its scale, method and sector of occurrence. This, however, in terms of scale, gives rise to what is termed grand corruption (higher level officials, political and power-related) and petty corruption (relatively small, frequently takes place daily, involves low and mid-level public officials). On the other

hand, the Organisation of Economic Cooperation and Development (OECD) (2014:17) defines corruption from the point of view of the method and sector of occurrence respectively. The method includes bribes (inducement in monetary transactions involving parties, misuse and abuse of position and authority), embezzlement (a person in charge of executing resources dishonestly misuses them), extortion (a person obtains gains through coercion or physical intimidation) and fraud (committing a financial crime by manipulating or distorting information, facts or specific knowledge using trickery).

In addition to the method, the Government of Mongolia (2016:2) notes that corruption can be perceived from the perspective of the sector of occurrence, thus corruption is public office, public interest and market-centred respectively.

This study adopts a broader and comprehensive definitional view of corruption as provided by the Zimbabwean Criminal Codification (Reform) Act [Chapter 9:23] which criminalises five major corrupt offences. These offences include bribery, falsification of documents, concealment of a transaction from a principal, concealment of a personal interest in a transaction from a principal and criminal abuse of power by a public officer. In addition, the Anti-Corruption Commission Act [Chapter 9: 22] further provides a basket of other corrupt offences, which include overseeing corrupt offences related to dangerous drugs excluding cannabis, and corrupt offences related to trading in precious stones and other controlled products such as grain. In the next chapters the details of the legislative framework exploring the legal definition of corruption in Zimbabwe will give consideration to this view. In this study, the term 'corruption' will be perceived in a broader scope that is not only confined to 'misappropriation of funds' by school authorities.

This section examined definitions of the term 'corruption' from the perspectives of different nations. The next section documents corruption in the world to provide a global perspective of the scourge.

### **1.2.2 Corruption in the world: Global perspective**

This section draws on literature that documents corruption in the world to provide a more comprehensive picture of the concept. Evidence from across the globe confirms that corruption disproportionately hurts the poor, hinders economic development, reduces the effectiveness of social services provision and diverts investment from infrastructure, institutions and social services (UNDP, 2008:5). It follows that corruption is a form of social injustice that cannot be ruled out from being able to causing some direct and indirect negative impacts on the quality of education across educational institutions. The ripple effects of corruption could see some schools losing material resources like building resources and disinfectants to use in cleaning ablution blocks, hence the outbreak of epidemic diseases. The impact of corruption on economic development and the well-being of individuals is disastrous across nations (UNDP, 2008:5). According to Anti-Corruption and Civil Rights Commission of Korea (ACRC) (2015:13) corruption has debilitating effects on vulnerable people in society including young learners.

According to Manyeruke (2015:3) China has developed a positive work ethic that has contributed towards nation building. The country's whole governance system does not tolerate corruption but instead everything is based on unique national 'positive work ethics' by employees. This is the case because public sector organisations have developed a 'zero tolerance to corruption' to the extent that the system has developed watertight mechanisms that mitigate against corruption. In addition, the Chinese work ethic is a clear indication that they are hardworking people who do not condone corruption. Furthermore, the Chinese have also developed a policy of happiness by reducing the gap between the rich and the poor by working on rural development and dealing with the conditions of workers. According to ACRC (2015:19) a significant number of surveys nationally, regionally and globally have been citing low pay levels of public and private sector employees as a key driver for corruption. Thus, the Chinese policy of happiness comes as a good prescription for that problem of corruption. Hence, Zimbabwe and Africa have a lot to learn from China. The Herald (2015:2) reports that the Chinese model of dealing with corruption is highly credited by international anti-corruption

practitioners for its ability to provide anti-corruption policies and strict rules and regulations with regards to corruption which are also capable of dealing with high profile figures.

A study in Romania by Borcan (2013:3) found that a unique government initiative to fight corruption had some positive effects. A national anti-corruption campaign was initiated including monitoring through CCTV cameras within exam centres and credible threats of punishment for teachers. He concluded that both monitoring and credible threats of punishment are effective means of decreasing corruption. A positive correlation of this was found since it was noted that by 2012 the average pass rate had almost halved, reaching 41.5%. The study revealed that students' ability becomes relatively more important when student corruption decreases. Borcan (2013) concluded that there is a positive correlation between the prevalence of corruption in schools and the subsequent quality of academic achievement.

Kenya Education Sector Integrity Study Report (2010:4) notes that the education sector is governed by too many laws that are not harmonised and consequently contradictory. The report recommends legal, institutional and administrative reforms requisite to plugging the gaping holes and opportunities for pilferage, mismanagement and embezzlement among other forms of malpractice and corruption. Later in the thesis, the researcher will investigate whether, in the Zimbabwean education sector, corruption has been caused by some discord in the policy frameworks that are in existence. The Kenyan Education Sector Integrity Study Report (2010) further revealed that infrastructural development processes in secondary and primary schools are shrouded in secrecy. The researcher will suggest that there is need for transparency since secrecy tends to encourage flouting of tender and procurement procedures, recruitment, promotion and transfer of teachers as well.

This section has tried to provide a global view/scope of corruption in the world. It has highlighted the trends in different nations. The next section deals with documented cases of corruption in government and health sectors particularly focusing on Zimbabwe.

### **1.2.3 Corruption in Zimbabwe: Sectoral analysis**

This section focuses on exploring documented cases of corruption in government and the health sectors given that Zimbabwe is no exception. The discussion shall draw on literature of documented cases of corruption in government and the health sectors. In a situational analysis on the impact of corruption on social services, the Government of Zimbabwe(GOZ) (2013:17-18) acknowledged that in the social sector health and education were also adversely affected. It was noted that corruption had caused the general populace to be exposed to diseases such as cholera and typhoid. In the education sector the same scourge has seen the quality of education being compromised as evidenced by the growing number of school dropouts and low pass rates in primary and secondary schools. This points to the fact that the ever rising and alarming incidences of corruption across other sectors in Zimbabwe have become a threat to sustainable national economic development.

Kajau (2015:9) states that a significant number of Zimbabwean citizens are crying foul whenever they go out seeking vital government services. The general allegations are that they are compelled to pay bribes for them before they can access services in government controlled institutions such as major referral health facilities, travel and transport agencies as well as schools.

Procurement is a pivotal area in as far as the overall administration of public resources is concerned. In a significant number of schools, corruption has manifested itself in the form of procurement fraud. This type of fraud is difficult to deal with because it involves multi-faceted players such as school administrators, parent representatives, contractors and suppliers of goods and services. Ndlovu (2015:1) substantiates this observation by arguing that there were strong public suspicions that a substantial number of principals and members of school development committees had appointed themselves procurement officers for the schools with the aim of abusing funds and resources. In addition, the principals would flout public procurement regulations thereby violating the virtues of good corporate governance.

In defining the parameters and magnitude of procurement fraud, Ncube (2015:5) argues procurement fraud is dishonestly obtaining an advantage, avoiding an obligation or causing a loss to public property during the procurement process by public servants, contractors or any other person involved in the procurement. The concept of regulating procurement transactions in public entities is critical. In Zimbabwe the processes are governed by the State Procurement Board (SPB). The board gets its constitutional mandate from the Procurement Act (Chapter 22:14). The State Procurement Board should supervise procurement proceedings conducted by procuring entities, to ensure proper compliance as stipulated by Procurement Act, 2 of 1999. School authorities undertake procuring processes hence they may end up defrauding institutions through overcharging or failing to declare some personal interests in some transaction. In extreme cases school authorities have intentionally overlooked the key variables of quality and quantity as they conduct procurement transactions. Ncube (2013:13) notes that in extreme case some school authorities have intentionally insisted on dealing with some briefcase firms which are not traceable by audit trails when procuring goods. Since principals may become active in procurement instead of delegating to accounts personnel, it would imply that the failure to separate administrative from functional duties by principals will provide some fertile territory for high incidences of corruption in schools. This will perpetuate procurement fraud; hence, schools will suffer through getting sub-standard resources.

Examination fraud is another offshoot of corrupt practices. In educational institutions, the academic achievement of learners is measured by public examinations. The Zimbabwe Schools Examinations Council (ZIMSEC) has the mandate to run the entire administration of national public examinations starting with Grade Seven (7), Ordinary Level (Form Four) and Advanced Level (Form Six) respectively. However, in the year 2014, there were some unforeseen circumstances which saw two main papers (Ordinary Level Mathematics and English) being re-set because of reported nationwide leakages. The above-mentioned leakages were reportedly caused by corruption, wherein some dishonest focal public officials responsible for the administration of national examinations would fraudently facilitate the leakage and sell off key examination papers for a fee (Herald, 2014:1).

Nationwide, the candidates had to re-write the two papers causing a disadvantage to other candidates who would have prepared for the cancelled papers through personal efforts. Therefore, the practice of leaking examination papers is perceived as a wrong doing resulting from corrupt tendencies and these must be eradicated at all cost.

Considering these circumstances, Daily News (2014:10) reports that some critics would argue that usually the second papers that were set after the leakages were more difficult and could not give candidates ample time to prepare for the eventuality, hence they would pass the examination with lower grades. This scenario negatively affects the students' academic achievement. Those with money to access the papers that were leaked and were not detected were likely to pass with flying colours hence the creation of academic disparities fueled by corrupt activities. Against this background, the learners whose parents and guardians are perpetrators of such types of corruption will be tempted to put little effort into studying hard, hoping to rely on exam papers that are corruptly secured through leakages. Based on documented cases of corruption in government run public institutions, this section has shown that corruption is a universal problem. The next section will focus on corruption in the education sector.

#### **1.2.4 Corruption in the education sector**

Given the right conditions such as high demand for scarce goods and services, corruption is inevitable and is found across sectors. To that end, this section will provide documented cases of corruption in the education sector. Corruption in Zimbabwe is not only found in government, but also in the education sector. In 2015, a countrywide audit conducted by the Ministry of Primary and Secondary Education in Zimbabwe established that authorities at school level have prejudiced schools by stealing millions in levy scams. The audit revealed that education, the jewel of Zimbabwe's crown, is under threat. A series of incriminating reports in 2015 indicated that corruption has hit several parts of the sector (Mashava, 2015:1). Against this background, it follows that corruption is prevalent in some schools. This requires urgent action to combat the social ill. In a related development, a survey by Kakore (2015:1) on Form 1 enrolment patterns has revealed an outcry by

parents over the cost of entrance tests. The parents had to criss-cross the country in search of Form 1 places each year. The practice of entrance exams exposed parents to corrupt activities since they were being fleeced of thousands by unscrupulous principals and school authorities. The Herald (2015:2) reports that schools sometimes conduct entrance tests for 5000 learners at a cost of US\$20 per learner when in fact they required only 100 learners. In addition, some parents may attend more than one school with their children writing the entrance tests. This may result some unenecassry loss of financial resources. One may surmise that in such situations, intentional abuse of power is likely to lead to high levels of corruption.

Coupled to the above matters have been the issue of abuse of authority and power and some malpractices by headmasters emanating from concealment of official transactions in the conduct of business. The parents', teachers' and students' perceptions on the impact of corruption in perpetuating academic achievement disparities are thus the central focus of this study.

Schools in Zimbabwe can be classified as either government schools or non-government schools as stipulated by Education Act 5 of 1987. Within these two broad classifications some schools are run by local councils while others are run by church institutions. With the recent mushrooming of schools in Zimbabwe, some private schools and colleges are now owned by individuals and these are not state institutions. Compared to state institutions, these private educational institutions experience diverse socio-economic environments. The realm of procurement in schools has been greatly affected by corruption. Other school authorities perpetuate corruption in several ways starting with the initial selection of suppliers. Ruzvidzo (2014: 6) acknowledges that the decision by the Ministry of Education in Zimbabwe to conduct school audits was received with mixed feelings as some headmasters started phoning suppliers since the ones they had before did not meet the standards of the ministry.

In an analysis of this prevailing situation, one is left with no option but to get an intrinsic motivation to advance scholarship in this seemingly grey area to establish the real root of



the problems and particularly the scope and magnitude with which corruption affects the smooth running of schools. Corruption is changing its face day and night, particularly in the education sector. One of the reasons is that people are not willing to take part in the fight as well as unearthing the scourge (OECD, 2015:17). Given this dynamic, it follows that the attitudes of people are very critical regarding the successful fight against corruption. According to Mkwati (2015:3) the Zimbabwe School Examinations Council (ZIMSEC) has warned of fake examination papers being circulated with incidents of candidates reportedly expressing shock on discovering that the papers they were being tested on were different from the ones they were sold on the streets. In addition, the practice of buying exam papers is usually associated with lazy and unprepared candidates who are inclined to obtain passes through illegitimate and corrupt means.

In bearing testimony to this, Niagara (2015:1) notes “security reports highlight an incident where candidates exclaimed that the question papers before them within the examination were not the correct ones, bearing further testimony of the existence of bogus question papers on the market”. Given this state of affairs in the country, one is inclined to ask what will be the next step taken by government. In Zimbabwe, schools are perceived as public institutions that are strategically established to assist in policy implementation (Constitution of Zimbabwe, 2013:96-97).

This section has discussed documented cases of corruption in the education sector. An attempt has been made to provide substantiating evidence/references. The next section will focus on measures to fight against corruption, generally and in the education sector specifically.

### **1.2.5 Measures to fight corruption**

Corruption has debilitating effects in society. Its effects in education have been widely documented, hence the need to fight against corruption. Various measures have been taken to bring sanity in society and in the education sector This section discusses how the Zimbabwe government has taken measures to fight corruption generally and then,

more specifically, in education. Given that corruption is rampant in Zimbabwean societies (in general), there is great need for policy and legislative interventions to combat the scourge. The Constitution of Zimbabwe (2013:24) has set founding values and principles that guide public officials in their day-to-day activities across sectors. In addition, the Government of Zimbabwe has also put in place the following laws: the Criminal Law (codification) and Reform Act Number 23 of 2004, Anti-Corruption Commission Act Number 13 of 2004, Prevention of Corruption Act Number 27 of 2001, Public Finance Management Act Number 11 of 2009 and the Procurement Act Number 2 of 1999. In chapter 2, the researcher will look at the legislation and various anti-corruption measures in more detail. Therefore, it follows that the enactment of the enabling legislation will go a long way in governing the conduct of school authorities to assist them in the collaborative fight against corruption.

Nemukuyu (2015:3) reports that the government in the year 2015 had taken the first legal step in the fight against corruption and abuse of office in parastatals and state entities by amending the Public Finance Management Act. It is against this background that such a commitment has a significant impact. The decision by the Ministry of Primary and Secondary Education to deploy hundreds of auditors to various schools across the country has rattled many school authorities as they were engaged in rampant looting and corruption. This resulted in principals and bursars being charged (Extra Reporter, 2015:3). Furthermore, this policy initiative had the backing of parliamentarians who were on the forefront, clearing all doubts associated with perceived lack of political will, given that corruption reports greatly require some degree of high confidentiality as well as the need to protect the identity of a complainant. It therefore stands to reason that, in the presence of a supporting legal framework, government will support the fight against corruption. The efforts by the Zimbabwean government to establish multi-agencies that are specifically mandated to combat corruption is an indicator of 'political will' to curb corruption. To that end, the Government of Zimbabwe has established the Zimbabwe Anti-Corruption Commission (ZACC), National Prosecution Authority (NPA) and the Judicial Service Commission (JSC) (Constitution of Zimbabwe, 2013:112-114). Against this background, these efforts are supported by various non-governmental/civil society

organisations such as Transparency International (TI) that are playing a watchdog role in exposing incidences of corruption across sectors.

This section has highlighted measures taken to fight corruption in general and in the education sector as well. It has been stressed that the fight against corruption deserves a multi-stakeholder engagement. The next section discusses the rationale for fighting corruption in education. It further highlights why the topic of corruption in education is such an important one to address.

### **1.2.6 Reasons for addressing corruption in education**

This section focuses on the reasons the topic of corruption in education is such an important one to address. This study focuses on exploring the various views of educators, parents and the learners on the role played by corruption in perpetuating the existing learner academic achievement disparities in various educational institutions in Zimbabwe. The study further interrogates and examines the nexus between the prevalence of corruption in schools and the subsequent influence on the academic achievement of learners. The fight against corruption is critical in educational institutions. First and foremost, the fight against corruption provides a level playing field for learners. Zimbabwe United Nations Development Assistance Framework (ZUNDAF) (2015:12) argues that the fight against corruption in schools is meant to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. In addition, addressing the topic of corruption in education strengthens public administration and governance structures within educational institutions, thus creating conditions that promote sustainable development. Furthermore, the fight against corruption enables educational institutions to effectively mobilise, manage and account for resources for quality service delivery.

The Association for Childhood Education International (2014:1) weighs in by noting that education is the major driver of personal and social development, therefore corruption in education guarantees an uncertain future for learners by denying them their dignity,

rewarding fraudulent achievement and normalising social injustice, thereby breeding mistrust in society. An education sector survey conducted by Transparency International (2013:21) revealed that the education sector was mostly affected by corruption as 80% of the respondents indicated that corruption in the education sector lowers the academic achievement of learners in several ways. Considering this, corruption in the education sector may result in learners failing to equitably access teaching and learning resources. In addition, the issue of pupil-textbook ratios may even worsen an already bad situation, especially when the corrupt procurement textbooks result in massive shortages in the schools. In real life situations, some schools and colleges in Zimbabwe have been alleged to be engaging in corrupt practices that include fake learning resources and enrolment statistics that have resulted in learners becoming overcrowded and unable to freely access learning materials. This has been happening in the background where teaching and learning resources have been poured into schools, but the situation on the ground seems to suggest that unlawful diversion and misappropriation of the resources in question has been the unwelcome culture. This thesis focuses on how corruption in education undermines the development and well-being of learners. For example, the ripple effects of corruption in education could see some schools losing material resources like disinfectants to use in cleaning ablution blocks hence causing an outbreak of epidemic diseases. Furthermore, it can be argued that the low pass rates in schools may be caused by the so-called abnormal pupil-textbook ratios as some officials have continued to either loot educational materials or divert them for personal gain.

According to Gumbo (2015:1) about 1800 schools (18%) that were audited by auditors from the Ministry of Primary and Secondary Education head office in Harare and those at provincial and district office levels were found to have been involved in massive doctoring of school financial records to try to conceal their shenanigans. Given these indications, it would follow that there is great need for the Zimbabwean government and other school responsible authorities to address the issue of corruption because it is associated with some real debilitating economic, social and psychological effects.

It is with the above views in mind that one notes that indeed there seem to be some political will on the government's side. There is a five-year (October 2013-December 2018) economic blueprint, the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET) with the fight against corruption as a key priority. In pursuit of the central Key Result Area (KRA) on public sector accountability and transparency, the government has also set priorities to enhance the teaching and learning processes in schools as well as setting cluster outcomes and outputs such as "zero tolerance to corruption" (Government of Zimbabwe, 2013:126). Nevertheless, despite the differences that exist among Zimbabwean schools in general, the Government of Zimbabwe has also made a constitutional commitment to providing education on a non-discriminatory and inclusive basis.

This section has focused on the reasons the topic of corruption in education is such an important one to address. The next sections provide a brief formulation of the problem and the aims of the thesis, including the research question.

### **1.3 PROBLEM STATEMENT**

There are many schools in Zimbabwean urban and rural areas. There are widespread allegations that some of the schools are massively negatively impacted by the incidences of corruption perpetrated by school authorities, teachers and parents who connive to defraud schools which result in a negative effect on learners' academic achievement. Dokora (2016) states that corruption levels in the education sector have escalated because of concealment of business transactions that usually occur because of connivance between school authorities and suppliers of educational resources and services. An audit carried out at some primary school in Chitungwiza town by the Zimbabwean government in 2011 exposed the fact that the then acting headmaster, former treasurer and bursar connived to swindle the school of about \$39 000. The three purportedly inflated the school's development and stationery expenses to pocket the difference after paying the actual costs. In another incident in 2013, a bursar at in a high density school in Harare allegedly helped herself to \$40 000 after she elected to hold on

to the school's development funds which she was supposed to bank. (Tapfumaneyi, 2013:2). In a related incident, Agere (2015:3) notes that at some former group A High School in the low density area in the capital city, the former bursar was together with his assistant sentenced to 15 years imprisonment after they were convicted of stealing over \$20 000 from the school coffers in 2014.

Given that situation, the corrupt activities confirm the assumptions of the game theory which posits that in any corrupt transactions there are key players; the briber, bribee and the intermediaries who usually engage in a cost benefit analysis before they connive to perpetrate the acts of corruption. Due to the advent of advanced technology, a significant number of secondary schools have lost resources through high tech cyber related corrupt offences. The perpetrators will use technology to manipulate the systems, hence corruption incidences within schools have continued to be elusive, complicated and sophisticated so as to be difficult to detect. This has a ripple effect on the learners' academic achievement since unnecessary and artificial shortages will eventually arise. In some extreme cases, the pupil-book ratio may also increase in the event of corruption involving embezzlement of funds meant for textbooks. The implication in this existing scenario is that the existence of academic achievement disparities in schools is closely related to the perpetual prevalence of acts of corruption.

It is imperative, therefore, that the role of relevant stakeholders in the fight against corruption be strengthened in the education sector to ensure sustainable and improved learner performance in Zimbabwean secondary schools. This will be a welcome relief to people in society who have become hapless victims of corruption in the education sector. This has raised questions as to whether or not it is necessary to invest hard to earn resources in improving the conditions of living of the affected learners. The negative impact of corruption in the education sector and in the entire development of the country has been a major issue for debate as this has had detrimental effects on various teaching and learning projects and programmes.

## **1.4 RESEARCH AIMS AND RESEARCH QUESTIONS**

### **1.4.1 Research aim**

The purpose of the study was to investigate and explore how corruption in education can be combatted to *enhance academic achievement in the education of learners in four (4) public secondary schools in the Harare metropolitan province of Zimbabwe.*

### **1.4.2 Research questions**

#### **1.4.2.1 Main research question**

The study's primary (main) research question was formulated as follows:

***How can corruption be combatted to enhance academic achievement in Zimbabwean public secondary schools?***

#### **1.4.2.2 Sub-research questions**

Researchers rely on asking questions that may help to answer and provide possible solutions to the research problem being studied. Thus, the secondary (sub) research questions addressed by this study were as follows:

- What are the major factors that influence corruption prevalence in Zimbabwean public secondary schools?
- What is the nature of corruptive practices in secondary schools in Zimbabwe?
- What is the importance and benefit of fighting corruption in Zimbabwean public secondary schools?
- What are the challenges/constraints associated with the fight against corruption in Zimbabwean public secondary schools?

- How can corruption affect learners' academic achievement in Zimbabwean public secondary schools?

This section has explored the nature of the problem under investigation as well as providing the major research question of the study. The purpose and sub-research questions have also been highlighted. The next section focuses on the rationale and motivation for undertaking the study.

## **1.5 MOTIVATION FOR THE STUDY**

Various factors have motivated this study. The most significant reason is linked to my profession. I have been involved in the fight against corruption for the past nine (9) years and over the years I have developed a personal interest in and passion for contributing to the existing body of knowledge. I also received some motivation from the fact that I intend to develop a strategy for corruption prevention in schools, particularly benchmarking the strategy with the best practices. This interest can be attributed to the fact that I happen to be the Head of Department - Public Education, Research and Publicity of a Zimbabwean national anti-corruption agency, hence the need to move with current and conventional trends of research enquiry.

In addition, I have had an opportunity to investigate and deal with cases of the escalation of incidences of corruption among various public and private sectors in Zimbabwe and the negative effects in education sector thereof. The ways of instituting and implementing good corporate governance in public secondary schools is left to the school authorities and its related governing bodies. Therefore, creating and sustaining corruption free schools is one of the principals' most demanding task.

Corruption has become a major problem affecting the education sector in Zimbabwe and not much literature or research has been undertaken nationally yet other learners are becoming victims each day. In extreme cases, some school development committees/associations have been dissolved and some members of civil service have



been brought before boards of inquiry on allegations of corruption. This, however, justifies the great need to pursue research in this area.

Within the education sector, rampant corruption can be attributable to lack of knowledge on what constitutes corruption. This is evidenced by a significant number of heads of education institutions who are being dismissed from service while others are brought before the courts of law on corruption allegations. This calls for the urgent need to interrogate the scope of what activities constitute corruption as well as the need to explore all the legal parameters of corruption in the education sector.

Furthermore, the nature of my work is that I have noticed that there has been perpetual government, media and public allegations of gross abuse of public offices in schools, and lack of accountability and transparency in the manner in which issues related to financial transactions are being handled (Auditor General's Report, 2014:17). The issue of tendering and bidding processes, enrolment, recruitment and examination administration has ever remained a possible fertile ground for corrupt activities, hence the need for a formal research to get the 'real facts' and propose collaborative strategies to fight corruption. In extreme cases other school heads have been brought before the Administration Courts in Zimbabwe for failing to observe laid down tender procedures while procuring consumables and other assets for the school.

As a member of the anti-corruption agency management team, I believe that I will be more effective by not spending most our time dealing with reactive measures but researching measures to anticipate and combat corruption before it takes place. I find our role is researching the nature and causes of corruption and advising the Government of Zimbabwe on comprehensive strategies for combating corruption. Therefore it is logical that studying reasons as to why incidences of corruption in secondary schools are increasing need to be explored is within the need to explore the nature of corruption so as to come up with empirical data rather than hearsay. It is thus important for the anti-corruption agencies to find effective ways to manage and prevent occurrences of corrupt activities in Zimbabwe public secondary schools.

By and large, pursuing research in this area will provide opportunities to devise some strategies to combat corruption in the education sector given the current state of affairs on the ground. While this study focused on corruption in the education sector, it is thereby acknowledged that the results of this study were not at all aiming to be a conclusive discourse on corruption prevention but complemented the existing anti-corruption measures to curb the incidences of corruption in schools.

This section has outlined the researcher's motivation for wanting to undertake this study. The next section will explore the benefits of the study to various stakeholders, groups of individuals, individuals and institutions respectively.

## **1.6 CONTRIBUTION OF THE RESEARCH**

This study is expected to bring a myriad of benefits to the nation at large and especially to my own career. It comes against a background of the high prevalence of corruption in nearly every sector in Zimbabwe. Much has been studied with regard to the issue of corruption and its devastating effects. However, the researchers have not adequately addressed the issue of magnitude of corruption and the coping strategies being adopted to curb corruption, particularly within the education sector. This study sought to bridge the gap by bringing to light new information on the role of corruption in perpetuating learner socio-economic and academic achievement disparities among various students in the school system. The literature that is available on the issue of prevalence of corruption in schools is basically journalistic information, which is information from the media hence it is important to carry out this research which will bring in new information.

Secondly, the study is expected to inform the policy makers on the evolving collateral damage caused by economic sanctions. Zimbabwe as a developing country is under economic sanctions and its education sector has not been spared. One of the cumulative effects of operating under a sanctions environment is scarcity of enough financial resources which has seen the state failing to provide high quality education services. This seem to have created a fertile environment for corruption to take deep root. The study will

assist, therefore, by bringing in empirically anchored research findings on the nature and extent of corruption in high schools as well as proffering possible mitigatory and coping strategies that are generalisation-free. The study is thus expected to generate vital new information which will give in-depth understanding and detailed description of the educators' and learners' challenges, perceptions and coping strategies to effectively deal with corruption. The research study is expected to motivate other researchers to continue researching in this seemingly ever evolving grey area, thereby creating a knowledge bank on corruption in the education sector in general and high schools in particular.

The Government of Zimbabwe in general is expected to benefit from the findings of this study in that it would be able to have an informed understanding of the challenge and be able to enact correct user-friendly legislation that would effectively aid in fighting corruption in the education sector. Furthermore, the Government will be informed by some recommendations of this study to continue to support other subsidiary and public oversight institutions that fight corruption.

The civil society is another likely beneficiary of the research findings. The fight against corruption remains a shared enterprise; hence the findings of this study will in some way inspire the non-governmental organisations (NGOs) operating in Zimbabwe with empirical data to use in developing strategies to join the government in fighting corruption in the education sector. On another dimension, this study can act as the basis upon which the NGOs can also develop or initiate further research to establish the manifestations, determinants and effects of corruption in educational institutions.

The private sector which provides goods and services for the schools is also likely to benefit from the findings of this study. Corrupt behaviour by individuals from this sector has the potential to prejudice organisations to the extent of millions of dollars. The empirical research findings will help the sector to develop some sector specific strategies that can be adopted to combat corruption. The study findings will enlighten administrators across educational institutions on the various manifestations of corruption, particularly in the education sector.

The study findings are also likely to come out as an eye-opener to several Zimbabwean citizens. They will have an opportunity to acquire comprehensive and deep knowledge on facts surrounding the concept of corruption in the education sector, particularly its manifestations and impact on sustainable development of individuals, families, the schools and the economy.

Through the findings of this study, other researchers may also get motivated to continue to advance scholarship in this seemingly grey area. Thus, to other researchers, the study findings will act as a knowledge spring board upon which they will form a basis and threshold for further research.

This section has explored the significance of the study to different sectors of society . The identified sectors tend to be the key beneficiaries of this study. The next section presents the theoretical framework that informs the study.

## **1.7 THEORETICAL FRAMEWORK**

This section presents the overview of the theoretical framework that was used in informing the detailed review of literature in the next chapter. As such, the comprehensive review of the theoretical framework is going to be undertaken in chapters that follow. Kombo and Tromp (2009:56) define a theoretical framework as:

*'a collection of interrelated ideas based on theories. It is a reasoned set of propositions which are derived from and supported by data or evidence. A theoretical framework accounts for or explains phenomena. It attempts to clarify why things are the way they are based on theories. A theoretical framework is general set of assumptions about the nature of phenomena'.*

Based on this definitional view of theoretical framework, it follows that the subject under study (corruption) requires novel solutions to be addressed, hence the need for multiple theories to adequately explain the determinants, manifestations and strategies to combat corruption. To that end, Kombo and Tromp (2009:57) maintain that the use of multiple

theories provides an opportunity for one theory to bridge the limitations of another. The key theories to be used in this study are the strain theory, the game theory, principal-agent theory, 'spoon' theory, symbolic interactionism theory and developmental theories respectively. It cannot be over emphasised that all the named theories are of paramount significance in this study.

The fundamental assumptions of these theories have some direct and indirect links to the dynamics associated with the subject under study. It must be stressed from the onset that depending on the concept under analysis, constant reference to specific theories shall be made particularly on fundamental assumptions that converge with the subject/research problem under study. The factors that contribute to lower academic achievement among learners in schools are varied.

This section has outlined the theoretical framework that underpins the study. The next section presents research methodology, methods to be used, data presentation and interpretation procedures and how the researcher ensured compliance with ethical standards of research.

## **1.8 RESEARCH DESIGN AND METHODOLOGY**

Grinnell and Unrau (2011) define research as a problem-driven enterprise. Therefore, it follows that a research enquiry aims to provides solutions and answers to problems. Thus, in this study the focus is on addressing the problem of corruption in the education sector. Therefore, for the purposes of this study several approaches will be adopted.

According to Kothari (2014:31) research design is a conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. It follows that the central role of research design is to minimise the chance of drawing incorrect causal inferences from data. The study uses the phenomenological case study research design. The case study method involves an in-depth, longitudinal examination of a case and it provides a systematic way of looking at

events, collecting data, analysing information and reporting the results (Zainal, 2007). Yin (2010) further notes that the case study research method is an empirical inquiry that analyses a contemporary phenomenon within its real-life scenario, when the demarcation between phenomenon and context lacks clarity, and in which multiple sources of evidence are used. Therefore, a total of four (4) public secondary schools were to be used in this study.

### **1.8.1 The literature study**

Literature study involves the reading of selected text, such as a novel, short story, or poem and basically writing a paper about it. Sometimes it deals with only one piece of literature, but it can also deal with two or more. Empirical research is research that is done through experimentation and observation. It is more 'hands on' and scientific in nature (eNotes.com, 2016: 1). Against this background, this study adopts a literature study to provide insights into what other scholars, experts and researchers have researched before and documented regarding combating corruption to enhance academic achievement in schools. In this regard, journal articles, books media clippings, papers presented at conferences, internet data, and worldwide website material are the basis of the theoretical foundation for this study.

### **1.8.2 The empirical investigation**

According to Adler University (2010) empirical investigation refers to research conducted and conclusions reached by means of observation and documentation. Therefore, empirical investigation entails that the researcher would visit the field to observe how participants behave in a 'natural setting'. The study is founded on the interpretive paradigm. Australian Bureau of Statistics (ABS) (2015:34) defines a paradigm as 'a model or framework for observation and understanding which shapes both what we see and how we see it'. Considering the problem under investigation, it follows that a paradigm provides an in-depth basis for the interpretation and subsequent exploration of a given concept. Christensen and Johnson (2009:83) advance the idea that a paradigm is 'a

perspective about the research held by a community of researchers based on a set of shared assumptions, concepts, values and practices.’ In addition, this brings an element of shared and interconnected assumptions and views in justifying the existence of a given phenomenon.

This study uses the qualitative research design as the key approach. In understanding the empirical investigation, the researcher uses a qualitative research method as the approach gives a clear understanding of the participants’ views and experiences and captures participants’ perceptions as they occur naturally (Wiersma and Jurs, 2009:232). In addition, the qualitative approach allows the researcher to gather information and rich data through face-to-face interviews with principals, teachers, parents and learners with a lengthy and deep involvement in the natural settings which includes the selected four(4) public secondary schools in Harare Education district/circuit. Qualitative research refers to the research which deals with people’s real words and meanings and is statistics-free, (Miles and Huberman, 2010). Qualitative research can be credited for its ability to provide data that is rich and contextual in detail (Patton, 2007:25).

### **1.8.3 Sampling, site selection and selection of participants**

The study makes use of both probability and non-probability sampling techniques on selecting the site and participants for the study. Various sampling techniques are adopted depending on the stage at which the process of sampling is to take place. The researcher used the purposeful sampling technique because it requires access to key informants in the field who can help with identifying information-rich cases for study (Suri, 2011:66). The samples were drawn from three (3) Harare education districts/circuits in Harare Metropolitan Province of Zimbabwe and four (4) public secondary schools (the sites) were selected. The entire metropolitan province has a total of seventy-two (72) secondary schools that are in 10 education district/circuits.

The participants consisted of the principals (individual perspective), parents (focus group discussion), learners (focus group discussion) and teachers (individual perspective). Prior

arrangements were made with the school head/principal of each secondary school and permission was sought from learners, teachers, parents before the sites were visited and interviews conducted. The four (4) public secondary schools were selected using the purposive/convenience sampling technique. Purposive sampling is appropriate to select unique cases that are especially informative (Neuman, 2010:222). In addition, the selection of heads of schools was based on purposive sampling, since the participants held exclusive positions of authority and in this case only one head of school (principal) represented one school, unlike teachers who were from more than one at each school.

In this study, the choice of urban secondary schools does not imply that rural secondary schools are not prone to corruption. The researcher was motivated by empirical findings from other studies which suggested that corruption prevalence was more rampant in urban schools than in rural schools. There is overwhelming evidence pointing to a positive correlation between rampant corruption incidences and the level of urbanization and technological advancement of an area (Organization Economic Cooperation and Development (OECD), 2016: 33), Transparency International (TI), 2016:56). Given that urban secondary schools are in developed areas, the researcher conveniently targeted them with the belief that they will provide more insights regarding the scope, scale and complexity of the problem under investigation. Thus, the researcher argues that a future study targeting rural secondary schools remains an imperative.

#### **1.8.4 Data collection methods**

This study used four (4) main data collection/gathering instruments during the research. These were interviews, focus group discussions, document analysis and observations.

##### **1.8.4.1 Interviews**

The researcher used a semi-structured interview style compiling the questions that were to be asked beforehand (Creswell, 2013:160). Additionally, questions based on the



literature study, focusing on corruption and academic achievement, were included in the interview schedule/topic guide.

#### **1.8.4.2 Focus group discussions**

Shumba and Kaziboni (2009:46-50) maintain that the focus group discussion is a new approach/technique in which some discussion schedules are used to interview 5 to 10 respondents simultaneously. The researcher personally conducted face-to-face focus group discussions with learners and parents drawn from the four (4) public secondary schools to get their group perceptions.

#### **1.8.4.3 Document analysis**

In this study documentary analysis procedures were quite important. This included the analysis of critical policy documents that govern the transactions in schools to establish whether school authorities have knowledge of the relevant policy and legislative frameworks that provide mechanisms for combating corruption. Leedy (2012) refers to 'documentary analysis as a detailed and systematic examination of documents on a particular organization'. In this regard, documents that were analysed included school journals, annual reports, financial and resources management policies, and strategic plans for the selected schools. Existing previous internal and external audit reports and other relevant school information books were also used in the data gathering process.

#### **1.8.4.4 Observation**

The researcher used observation as a data gathering instrument. As such he took field notes as he closely observed participants' expressions and noted them down without interpreting or influencing them in anyway. In addition, observations enabled the researcher to gather first-hand information and to establish a deeper understanding by looking out for non-verbal body language and facial expressions of participants to accurately interpret data (Faculty of Education UKZN, 2010:74). Observation was used

to complement interviews to enhance the quality of evidence available to the researcher. The study almost made use of passive observation by watching activities from the background, conducting informal interviews and writing field notes.

## **1.9 DATA ANALYSIS AND INTERPRETATION**

In this study, the researcher intended to present the findings in thematic form after categorising the major emerging themes from selective coding. Chenail (2012:2480) postulates that qualitative data analysis as a form of knowledge management is a matter of managing analytical processes to transform data into information and information into knowledge and knowledge into wisdom. It involves a systematic process of coding, categorizing and interpreting data to provide explanations of a single phenomenon, which in this instance is the effect of corruption prevalence and academic achievement in secondary schools. Additionally, the researcher organised collected data into categories and sub categories and adopted the technique of comparing and contrasting gathered data during the data analysis process (Faculty of Education UKZN, 2010:116). Real words from respondents were provided as substantiating data before giving meaning to the data. The reporting of major findings adopted the principles of thick description of data (Marshall and Rossman, 2010). Thus, the presentation is wholly descriptive. In this regard, the researcher transcribed and coded obtained data into categories from the interviews conducted with principals, parents, teachers and learners respectively.

## **1.10 ETHICAL STANDARDS OF RESEARCH**

In this study, ethics as moral principles influencing day-to-day conduct of individuals are of paramount significance. Christensen and Johnson (2009:102) state that 'ethics are principles and guidelines that help people uphold the things that are of value to them. In this instance, research ethics can therefore guide the researcher in conducting ethical studies. In undertaking this study, the researcher adhered to the list of procedures outlined below:

- The researcher requested consent from the Ministry of Primary and Secondary Education (MPSE) to conduct research in four (4) selected public secondary schools.
- The researcher then approached the school principals and the governing school development committees and associations of the four (4) selected public secondary schools. In addition, where possible, the interviews were conducted after hours to avoid interfering with the normal business of the school. Participants were informed that personal information was not be released to anyone.
- Upon obtaining approval from the MPSE and school principals' informed written consent was requested. The selected participants voluntarily signed the consent forms prior to their engagement in the study. The purpose of the study was explained to the participants and they were assured of the fact that the gathered data was only to be used for the purposes of the study. Participants were also assured that their identities were not be exposed to anyone and that their participation was to remain anonymous. The participants were also informed that their participation was voluntary and that they were free to withdraw anytime they deemed necessary.
- The researcher also informed the participants that a tape recorder was to be used to record the interviews but only with their permission.
- Lastly, a schedule with dates and times was set by the researcher, i.e. participant involvement occurred after consent was obtained from them. It is therefore envisaged that these steps were able to provide mechanisms which were to ensure that ethical standards were not violated in any way.

This section has looked at the overview of the research design, research methodology, data presentation and analysis procedures. It has presented the mechanisms of ensuring ethical standards of the research. The next section presents the delimitations of the study.

## **1.11 DEMARCATION [DELIMITATION] OF THE FIELD STUDY**

In terms of guidelines, the study was geographically confined to four (4) public secondary schools in Harare Metropolitan Province in Zimbabwe. The thrust of the study was on corruption where secondary school officials, parents, the learners (corrupt agents) who buy stolen exam papers and their relevant close stakeholders were the units of analysis on the determinants, manifestation and the effects of corruption on learners' academic achievement. The time frame was confined to the period March 2015 to May 2018.

As such, this research study used the qualitative research method and hence the results and findings obtained were expected to be representative and generalisable, too, to other public secondary schools not directly studied. Both males and females constituted the respondents in this study.

The study of corruption is broad. Conceptually, this study was confined to the study of corruption with emphasis on the prevalence and incidences of cases in public secondary schools and the subsequent effect in perpetuating learner academic achievement disparities. Discourse on corruption, ethics, morality, trust, values and governance as presented in the literature review was used as sources of information to explore, describe and explicate corruption in educational institutions.

This section has outlined the delimitations of the study, highlighting the geographical, methodological, conceptual, and time/periodic and gender delimits respectively. The next section provides an overview of the entire organisation of the study through outlining the key chapters to be used.

## **1.12 CHAPTER DEMARCATION**

The study is divided into seven chapters:

**Chapter 1** of the study provides a general introduction to the entire study. It includes the background and rationale of the study. Secondly, it highlights the motivation, significance

of the study and an explanation of the research problem. Thirdly, it explores the research questions, the purpose of the study and research objectives. Finally, it gives a clarification of concepts and describes the scope of the study, data sources and methods of data collection and methods of data analysis.

**Chapter 2** of the study provides the detailed review of related literature including a conceptual framework of the study. It describes and explains the meaning of corruption, its determinants, manifestations and effects in detail. Overall chapter 2 presents a detailed review of related literature guided by themes formulated from the key research questions.

**Chapter 3** of the study provides a theoretical framework/perspective of the study. It describes and explains the key/fundamental assumptions/tenets of the multiple theories that are used in the study. It also reviews the relevant principal theories related to perceptions on the impact of corruption on learner academic achievement. Overall chapter 3 presents a detailed critique of the selected theories and explores their relevance in the Zimbabwean context.

**Chapter 4** gives attention to the research design and methodology of the study. The research design and methodology detail the research approaches, population under study, the sample and sampling procedures, research instruments and data collection methods that are used.

**Chapter 5** focuses on data presentation, analysis, interpretation and discussion. In this chapter, data collected on perceptions of the impact of corruption in perpetuating learner academic achievement disparities is presented for discussion, evaluation and analysis.

**Chapter 6** provides a synthesis of the study through a summary of the research findings. The findings are discussed in relation to the relevant theoretical framework. Research objectives are used as guides in evaluating the findings and the drawing of conclusions.

**Chapter 7** provides the conclusions and recommendations of the entire study. The recommendations are made for possible future research arising from this thesis.

The next section provides the factors that constrain the effective undertaking of the study and how they can be addressed. These limitations are considered as potential limitations whose magnitude of impact will be determined at the end of the study.

### **1.13 LIMITATIONS OF THE STUDY**

As highlighted in the preceding sections, this research study generated data that can be used to develop robust and vibrant strategies for combating corruption for Zimbabwean public secondary schools to enhance learner academic achievement. However, as is customary with any other studies of this nature, the present study had some limitations. The first limitation was that the study was conducted at four public secondary schools located in the same geographic region, that is in the Harare urban region in Zimbabwe. Continued research studies need to be conducted in other public and private secondary schools from other geographic regions of the country to unpack the broader picture so as to understand the perspectives of different participants on the rationale for combating corruption in Zimbabwean secondary schools.

The second limitation was that some participants were suspicious about the researcher, particularly failing to separate his professional occupation linked to the Zimbabwe Anti-Corruption Commission (ZACC) and the academic and scholarly research. It emerged from the comments by participants after the interviews that they were always 'afraid', suspicious and hesitant to interact with officers from ZACC because of its constitutional investigative role in the country; therefore, they would associate anyone from that organisation as an 'investigator' as opposed to a researcher. To that end, gaining entry was not a problem but the takeoff discussion was punctuated with some waves of suspicion as to whether it was an intelligence gathering exercise in disguise or a scholarly exercise. However, in all the cases participants were morally persuaded and became active and willing to open up. In dealing with focus groups, the limitation included the

tendency by certain participants to dominate the research process. Thus, the data collected through this method may be biased towards those who dominate. In this case the researcher made efforts to harmonize the discussion to accommodate socially acquired opinions.

The third limitation was that the study was undertaken during normal teaching/learning days characterised by packed timetabled activities. The issue of time constraints on the part of participants came as a limitation, but the school administrators went out of their way to sacrifice other time available for school co-curricular activities (sports) to accommodate the researcher for the data collection process.

This section has highlighted the limitations that constrained the successful conducting of this research study. As such, the mechanisms to counter the possible limitations were provided. The next section provides the contextual definitions of key terms /concepts to provide clarity for the readers.

#### **1.14 CONCEPT CLARIFICATION [DEFINITION OF TERMS/CONCEPTS]**

Terms that are used throughout the study and form its basis are clarified and are to be understood in the manner they are defined herein:

##### **1.14.1 Corruption**

Corruption cannot be defined to universal satisfaction. As such there is no one-size-fits-all definition of what constitutes corruption. According to the United Nations Office on Drugs and Crime (UNODC) (2008:23) the term 'corruption' originated from a Latin word '*corruptus*' (spoiled) and '*corrumpere*' (to ruin or break into pieces). To that end, UNODC (2008:23) defines corruption as the misuse of a public or private position for direct or indirect personal gain.

In making an inquiry on the impact of corruption on creating academic achievement disparities, several definitional views on what constitutes corruption are invoked. Corruption in public entities is in the following forms of unethical practices although they are not exhaustive: fraud, graft, nepotism, favouritism, abuse of power, ghosting, conflict of interests, bid-rigging, insider trading, embezzlement, bribery and extortion (Matsheza and Kunaka, 2011:14).

Therefore, corruption in this study constitutes all the activities perceived as improprieties that are undertaken by secondary school educators and service providers while abusing their official positions to pursue some private gains, at the same time disadvantaging the learners. For the purposes of this study, *corruption* is perceived to mean any act that involves the use of public office for private gain and shall include such acts like bribery, serious forgery, fraud, embezzlement, and other related economic crimes.

#### **1.14.2 Impact**

Impact means ‘a marked influence or effect of something’ (United Nations Development Programme (UNDP), 2011:18).

For the purposes of this study, *impact* means both positive (if any) and negative effects posed by corruption on education.

#### **1.14.3 Experiences**

An experience means an encounter related to the effects and impacts of something (United Nations Office on Drug and Crime (UNODC), 2012:33).

For the purposes of this study, *experiences* refer to the actual, factual or the existing in act and the overall situation in which corruption affects the well-being of the learners, teachers and parents in general. This includes the comprehensive circumstances that



may impact on their attitudes, opinions, generalizations, perceptions and ways of interacting because of the negative effects of corruption.

#### **1.14.4 Perpetuating**

Perpetuating means causing a great rise or occurrence of corruption (Transparency International (TI), 2015:32).

For the purposes of this study, the term refers to the act of promoting, influencing or causing to rise or the increased prevalence of a given phenomenon. In this instance, it follows that it involves the high prevalence of corruption in schools.

#### **1.14.5 Academic achievement**

Soanes and Stevenson (2010:239) define academic achievement as 'the accomplishment relating to education and scholarship'.

In this study, *academic achievement* encompasses learners' performance or attainment in teaching and learning encounters, that is the entire school work within the classroom and outside the classroom for which the school takes responsibility. In addition, this includes attainments that are measured through pass or fail grades as well as the level of capability and incompetence in executing a given learning task.

#### **1.14.6 Disparities**

A disparity means a great difference, imbalance or inequality caused by corruption on learners in a school system (Organization Economic Cooperation and Development (OECD), 2016: 43).

For the purposes of this study *disparities* are the inequities or inequalities in academic attainment resulting from differences in access to teaching and learning resources amongst the learners.

### **1.14.7 Corporate governance**

Ideally, corporate governance is associated with a set of systems, principles and processes by which an organisation is governed (Ncube, 2015:9).

In this context, *corporate governance* implies the systems, principles, processes and procedures that are used by the education sector to put in place strategies for combating corruption. Thus, emphasis is on 'good' corporate governance.

### **1.14.8 Strategies**

A strategy refers to 'means to an end' or a technique use for combating corruption (Zimbabwe Anti-Corruption Commission (ZACC), 2016:11).

In this context strategies are plans of action to achieve set targets, procedures or methods designed as anti-corruption blueprints for educational institutions.

### **1.14.9 Anti-corruption**

Anti-corruption refers to all efforts meant or designed to oppose, eradicate or prevent acts or incidences of corruption (ACRC and UNDP, 2015:37).

This section has explained the key terms that are being used throughout the whole study. The next section is the conclusion of the chapter.

## **1.15 CONCLUSION**

This chapter has provided the background to the research and the significance of the study. The description of the problem statement, research questions, research aims and objectives and the research methodology that comprise the research paradigm and the research methods were discussed. The data gathering instruments which include interviews, focus group discussions, documents analysis and observations have been

highlighted in the chapter. Furthermore, the chapter has also made a deliberate attempt to clarify the key concepts as well as specifying the study delimitations while highlighting the major drawbacks and possible ways of overcoming them. Finally, an overview of the organisation of the entire research study chapters was given to ensure a logical flow of the entire report. The focus of the following chapter will be to provide a detailed review of literature guided by the key research questions set in this chapter.

## CHAPTER 2: LITERATURE REVIEW

### 2.1 INTRODUCTION

The previous chapter put the study into perspective particularly by providing the introductory framework of the entire study. Principally, it has highlighted the key research questions, scope and background of the study.

In this chapter the researcher reviews scholarly literature related to corruption prevalence and prevention respectively. This review is done to come up with a comprehensive argument that will enable the researcher to make an in-depth inquiry into the matter under investigation. For the purposes of this research, combating corruption is considered the appropriate intervention that will enhance or facilitate the effective teaching and learning in schools and consequently resulting in the promotion of learner academic achievement. Scholars such as Mavhima (2015:2) have attributed learner academic achievement to the effective eradication of corruption in schools. Such claims have been confirmed by studies conducted in Namibia which revealed that the fight against corruption in the education sector is at the core of a successful teaching and learning programme (Government of Namibia, 2014:7). The successful attainment of Sustainable Development Goals as defined by the United Nations is strongly dependent on the successful combating of corruption across nations (UNDP, 2015:6).

Fighting corruption remains a major impediment to human development by fueling inequalities and undermining the effort to fair access to socio-economic services and attendant human rights, public services and viable economic activity. Without effectively curbing corruption, efforts to eradicate poverty, more equal and fair societies remain a mirage. In Zimbabwe, the fight against corruption is a key priority expressed in the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) Public Administration and Governance Cluster and the 2015 State of the Nation Address (SONA) 10 Point Plan (Government of Zimbabwe, 2015:4). It is from this background that the researcher argues for the collective multi-stakeholder engagement to combat

corruption in the education sector to enhance sustainable learner academic achievement. Studies by UNDP (2009:5) have suggested that across the globe corruption hurts the poor disproportionately, hinders economic development, reduces social services and diverts investment in infrastructure, institutions and social services. The ever-rising prevalence of corruption has both a controversial and disturbing historical background across educational institutions. For Zimbabwe, this history can be best understood at three critical levels, namely the global view, third world view (Africa) and the Zimbabwean context respectively. The question that remains unanswered at all levels is: are issues in anti-corruption valuable or detrimental to learners? Corruption is a problem that continues to plague developed and developing nations worldwide (Haung, 2009:1). It follows that the impacts of corruption are evidenced across the globe (UNDP, 2011:15). Therefore, this chapter reviews related literature that focuses on some experiences of teachers and learners in various teaching and learning environments regarding their exposure and vulnerability to corruption.

In some countries education consumes an estimated 30% of national budget, creating a potential wide avenue for corruption (Transparency International, 2011:27). Because of that, the prevalence of corruption in the education sector may thus be attributed to this crucial fact. Hallak and Poison (2011:16) in a six-year study of more than 60 countries found that corruption in the education sector is present in countries ranging from those with poorly governed, low-paid staff to affluent western democracies. Against this background, it can be concluded that corruption is a universal social problem. In exploring the magnitude, the levels and the potential incidences of corruption, Haung (2009:3) further advances that corruption in the educational sector can occur at several levels: at the policy level, the ministry or departmental level and the school or administrative level. Additionally, the allocation of adequate teaching and learning resources is important; hence corruption may lead to diversion of such resources to personal use by the perpetrators.

This section has provided the introductory framework of the chapter. It has briefly defined the topic under study. The next section explores the meaning of the term 'corruption' from

the perspectives of various academics and scholars. The section further provides a more elaborate conceptual framework for the study to set the conceptual scope in which the topic under study can be best located.

## **2.2 CONCEPTUALIZING CORRUPTION**

Within Zimbabwean schools, corruption has been identified as a major social problem which has had a negative impact on educational achievement (Dokora, 2016). However, corruption definitions vary from nation to nation and from institution to institution. For the International Monetary Fund (IMF) (2016:7) defining corruption in a comprehensive way is difficult "... both because corrupt behaviour varies and because it is generally concealed from the public view". However, a few definitional views of corruption have been selected to frame how corruption is perceived. Chimbanga (2013:2) provides a common view of corruption as the abuse of entrusted power for private gain. The view further highlights that it is wrong doing on the part of an authority through means that are illegitimate, immoral or incompatible with ethical standards; and it hurts everyone who depends on the integrity of people in positions of authority. Based on this definitional view it follows that corruption ruins systems through the destruction of moral values that hold a society together.

Bracking (2009:5-6) explains that corruption can also be classified as low level (petty) or high level (grand). Petty corruption refers to small acts, or rent-taking actions by public officials. Bribery, influencing and receiving gifts are sometimes seen as different forms of petty corruption. Grand corruption can also be referred to as endemic corruption. In this instance, whether grand or petty corruption, schools are likely to experience some problems that may negatively impact on academic achievement. This happens because, in Zimbabwe, schools are usually supported by resources that come from the so-called 'public purse'. In conceptualising corruption, Gumbo (2015:4) argues that corruption is also synonymous with perversion, depravation, debasement, debauchery and ruin. In addition, corruption has an element of treachery, which brings about the decay and

decomposition of the virtues and moral principles of a society resulting in the lack of faith and trust in both public and private institutions.

In view of schools, the learners and parents and some teachers may end up losing trust with the entire institution as the culture of corruption may eventually destroy all values attached to transparency and hardworking. Therefore, corruption in schools has some corrosive effects that could hamper academic achievement of learners. The World Bank (2009:3) defines corruption as abuse of public office for private gain. From another angle, Transparency International (2013:2) perceives corruption as the misuse of entrusted power for private gain. The European Union (2009:3) further defines corruption as the abuse of power for private gain. It is therefore necessary to explore the definitional views of the terms 'monopoly', 'discretion', 'power' and 'accountability' to establish the conceptual linkages. The Zimbabwe Anti-Corruption Commission (2016:10) defines accountability as answerability and enforcement while transparency is referred to as openness in the clear disclosure of information and rules. Therefore, it follows that these concepts are interwoven, interrelated and interlinked when dealing with an anti-corruption drive discourse. Power is the degree and extent to which a person's will can be imposed on another person with or without the consent of that individual (Haralambos and Holborn, 2010).

Political corruption has been identified as one of the greatest threats to good governance, especially in many dictatorships and nascent democracies, which involves the use of power by politicians and government officials for illegitimate purposes. (Government of Lebanon, 2015:8). Mutondoro and Ncube (2013:10) maintain that the prevalence of corruption in society is closely linked to the extent to which power is abused in pursuing monopolistic motives. In addition, this power may lead to excessive use of discretion and consequently result in overlooking principles of accountability and transparency.

The Pakistanian Government has summarised forms of corruption as: bribery, embezzlement, theft, fraud, extortion, abuse of discretion, favouritism, nepotism, exploiting conflicting interests and improper political contributions. In Korean Law, an act

is corrupt when a public official of any kind misuses or abuses his/her position or authority to seek financial or non-financial gains for himself/herself or a third party (Anti-Corruption & Civil Rights Commission (ACRC). Additionally, the ACRC (2015) argues corruption is categorised into three main categorisations depending on its: scale (grand & petty): method (bribery, embezzlement, extortion & fraud) and sector of occurrence (public office, public interest & market centred corruption).

To define corruption, Borges, Mattoso and Santos (2015:6) in a Brazilian study provide an equation which states that corruption = (is equal to) monopoly + (plus) discretion – (minus) accountability x (multiplied by) impunity. The concept 'impunity' refers to some inadequacies that may arise because of a weakened policy or legislative framework as well as a less-coordinated anti-corruption drive, which may lead to some opportunities for engaging in corruption activities (Borges et al., 2015).

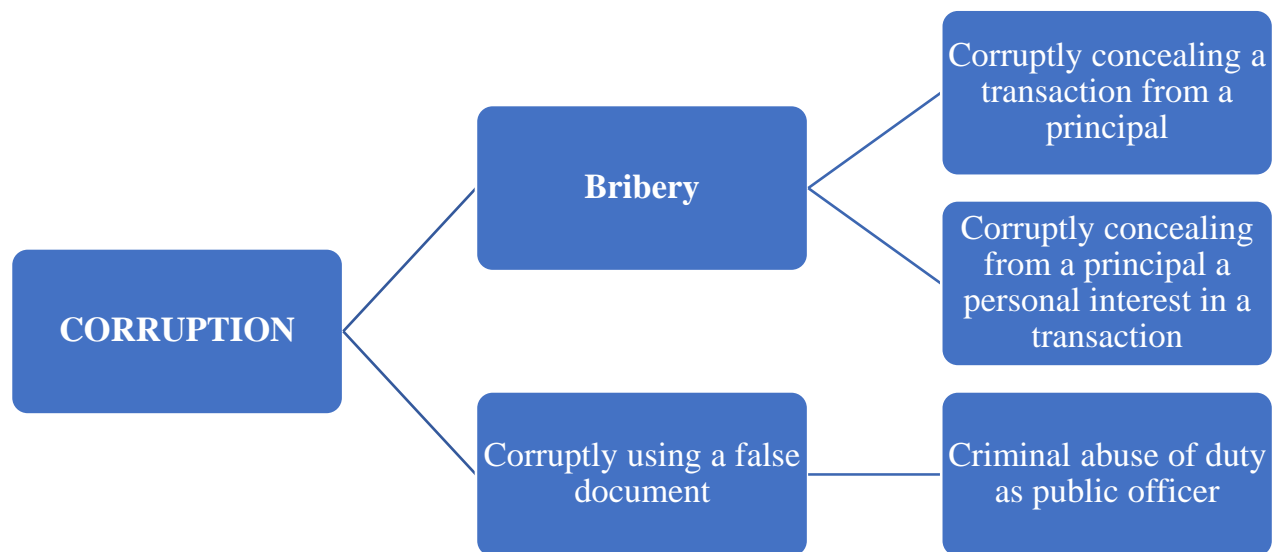
In Zimbabwe the definition of corruption is put forward by the Criminal Law (Codification and Reform) Act [Chapter 9:23]; Section 170 -174 as:

- *Section 170: Bribery – accepting, soliciting, obtaining any gift or consideration as an inducement or reward for doing or omitting to do, or having done or omitted to do any act in relation to his/her principal's affairs or business*
- *Section 171. Corruptly using a false document. - Knowing that the document contains a false statement or realizing that there is a risk or possibility that it may do so and intending using the document to deceive his /her principal.*
- *Section 172. Corruptly hiding a transaction from a principal. -having carried out any transaction in connection with his/her principal's affairs or business, fails to disclose to the principal the full nature of the transaction, intending to deceive.*
- *Section 173. Corruptly hiding from a principal, a personal interest in a transaction – carrying out any transaction in connection with his /her principal' affairs or business without disclosing to the principal that he/she holds a personal interest in the subject of the transaction.*



- *Section 174. Criminal abuse of duty as public officer. - omits to do anything which it is his duty as a public officer to do; for the purpose of showing favour or disfavour to any person.*

This model is contextually selected for this study because it integrates the key elements of the ACRC's (2015) and Borges et al.'s (2015:10) models respectively. This model is governed by the comprehensive and broad definition of corruption in Zimbabwe. The diagram that follows gives a summarized model:



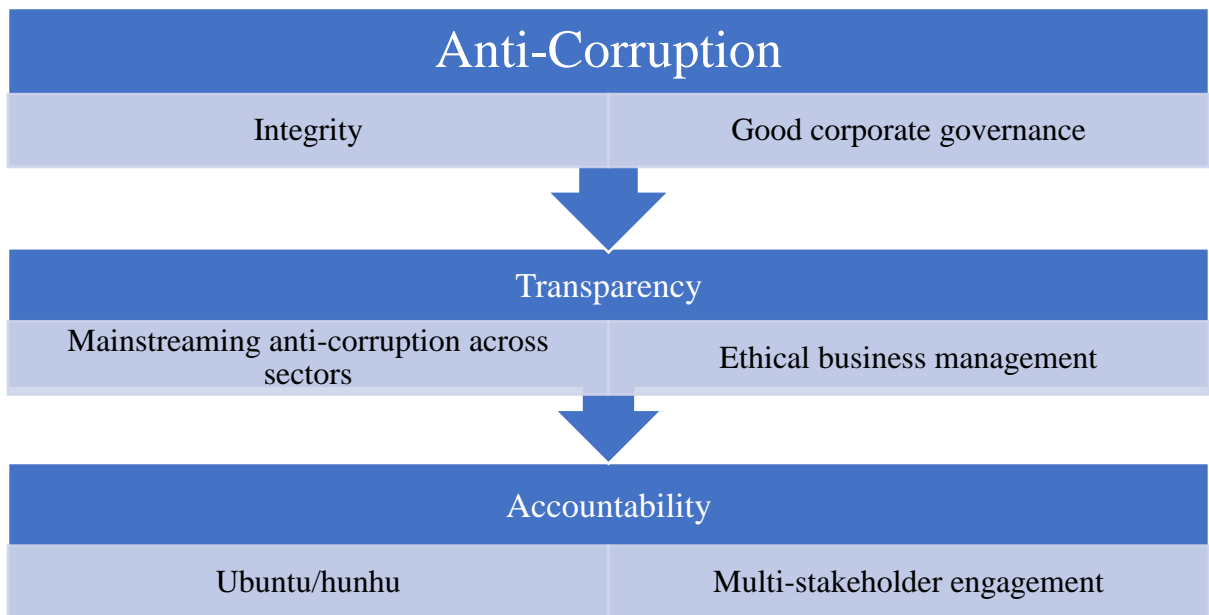
**Figure 2.1: Zimbabwean legislative framework model**

Source : Researcher's own creativity notes

In Zimbabwe, it is a norm that academic achievement is measured through performance in examinations. This educational output is, however, achieved after various inputs into the educational process. The inputs into the educational production process include the learners, the teachers, the parents, the teaching and learning environment and resources such as books and supporting infrastructure (Haralambos and Holborn, 2010). Thus, the academic output in this case denoted by performance is a function of the interplay of these educational inputs. If the teaching and learning environment is not supportive or is

seemingly hostile, then the output (performance) should be good and consequently vice versa.

The Organization for Economic Cooperation and Development (OECD) (2016) concludes that there is a close relationship between sound academic achievement in schools and the subsequent adequate supply of teaching and learning resources. Given that linkage, in some schools a lot of valuable resources are lost through corrupt tendencies, hence there is a negative effect on academic achievement. In support, the International Monetary Fund (IMF) (2016) maintains that young people may have weaker incentives to invest in education in corrupt countries/environments if career success depends largely on who you know, rather than what you know.



**Figure 2.2: Linkages of key anti-corruption concepts**

Source: Zimbabwe Anti-Corruption Commission (ZACC), 2016.

According to IMF (2016) ensuring transparency and accountability standards and compliance to ethical and good corporate governance principles are the key virtues and

core components of an effective anti-corruption policy. Therefore, there exists a golden thread between the concepts. It follows that the opposite of the proposed virtues or an attempt to overlook or violate the principles would result in incidences of corruption in schools.

This section has discussed the various definitional views of the term 'corruption'. Several terms/concepts have been covered, particularly those that are connected to the concept 'corruption'. The next section discusses the major factors that cause the prevalence of corruption.

### **2.3 MAJOR FACTORS THAT INFLUENCE THE PREVALENCE OF CORRUPTION**

According to Azfar (2010), Klitgaard proposed a formula on the causes of corruption which may be broken down as follows: Corruption = (is equal to) monopoly + (plus) discretion - (minus) accountability. Although others may perceive discretion as a virtue, in this situation arbitrary discretion is perceived as a major cause of corruption in education institutions (Bertram et al., 2010). Corruption in the education sector has been fueled by the fact that the decisions perceived to have some significant consequences for people's lives are made by 'gatekeepers' who control decisions at each of these levels: district education officers, headmasters and teachers (Chapman,2010). Therefore, arbitrary discretion may cause corruption, and this may result in a weak monitoring and accounting system within the affected educational institutions.

Williams and Soreide (2014) are of the view that corruption in the education sector is caused by multiple factors which are both internal and external. Additionally, Hallak and Poison (2010) provides a detailed analysis of the causal factors.

### 2.3.1 Factors that influence corruption in the education sector

**Table 1: Factors that influence corruption in the education sector**

<p><b>INTERNAL FACTORS</b></p> <ul style="list-style-type: none"> <li>• No culture of transparency</li> <li>• Monopoly and discretionary power</li> <li>• Biased decision making</li> <li>• Low management capacity</li> <li>• Weak accounting systems</li> <li>• Lack of supervision and control</li> <li>• Poor public information of the users of the system.</li> </ul>	<p><b>CORRUPTION IN EDUCATION</b></p>	<p><b>EXTERNAL FACTORS</b></p> <ul style="list-style-type: none"> <li>• Incentive problems in politics</li> <li>• Low salaries in the public sector</li> <li>• Decline of ethical values</li> <li>• Manipulating budgets</li> <li>• Lack of external audits</li> <li>• Poor judiciary</li> <li>• Education as a 'gatekeeper' to labour markets</li> <li>• No right to information</li> </ul>
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*Source: Adapted from Hallak and Poison (2010)*

The Marxian theory explains the determinants of corruption in the context of differential positions of authority (Ritzer, 2009). This implies that the school principals may engage in corrupt activities through abusing their power/office since they are privileged to make administrative decisions at school level. Mandaza (2009:3) notes that within educational institutions the quest for power and wealth is expressed sometimes in open corruption and nepotism. Therefore, teachers may manifest corrupt activities in the form of favouritism, which in turn may have de-motivating effects on those learners who stand as victims. On the other hand, in the education sector lecturers and teachers were said to be selling examination papers to students in return for money or sex (Mutondoro, 2014:2). Thus, lack of transparency in these decision making processes may eventually lead to excessive use of discretionary powers, say in procurement of teaching materials. In exploring the determinants of corruption in urban councils, Gweru (2015:1) attributed the prevalence to mismanagement of finances in which councils prioritise incomes more

than service but end up blaming inadequate resources. Thus, in such instances corruption in schools may be as a result of financial mismanagement on the part of school managers who may pursue corrupt motives/objectives to further selfish gains. According to a study on causes of mega and petty corruption by Transparency International (2013:16); respondents indicated that a lack of accountability (31.68%), low salaries (16.54%), monopoly of power (16.43%), discretionary power (12.61%), lack of transparency (9.97%), power of influential people (4.59%), red tape (4.28%) and other causes (4.9%) were among the key drivers of corruption. Therefore, an analysis of the causes may point to the fact that the issue of power is quite predominant. In a school system, abuse or misuse of discretionary powers may cause one to overlook principles of accountability, hence flouting the governing institutional and policy framework. The results of such actions may lead to occurrence of corrupt practices. Furthermore, bureaucratic processes or red tape in conducting school business such as recruitment/enrolment of students and staff and procurement of goods and services may be artificially created to cause unnecessary delays which are a result of power held by school principals. This situation may violate transparency and may end up tempting principals and teachers to extort for bribes.

Similarly, the Transparency International Zimbabwe (2016: 10) argues:

*“Despite the existence of these laws, Zimbabwe was ranked 154 out of 176 countries in the global transparency international corruption perception index of 2016. Zimbabwe had a score of 22 out of 100. This statistic should be dismaying to any policy maker in Zimbabwe. This low ranking indicates that the legal framework is somehow failing to address corruption meaningfully”.*

On the other hand, corruption in schools has largely been caused by the incapacitation of institutions mandated to fight corruption. TIZ (2015:55) states that “... the Zimbabwe Anti-Corruption Commission (ZACC), which should provide a more thorough and robust mechanism for dealing with institutionalised corruption in the public sector, is a paper tiger. It has limited powers, is understaffed and underfunded”. Therefore, this situation would imply that some schools will lack vital public education and anti-corruption

measures/mechanisms to institute school-based corruption preventive initiatives. In addition, the ZACC has the constitutional mandate to conduct public education in schools as well as to mainstream anti-corruption issues into the main school curriculum (Government of Zimbabwe, 2013). In support of this view, Zvavahera and Ndoda (2014:4) maintain that corruption is caused by the continued lack of implementation and the total disregard of the existence of relevant anti-corruption legislation by the relative authorities. A survey commissioned by TIZ has revealed that society believes that the level of corruption has increased significantly over the past two years as the economy continues to shrink (Langa, 2015:2). Therefore, corruption prevalence in schools may be attributed to the shrinking of the economy. Additionally, in Zimbabwe, during the 2007-8 economic down turn, several teachers and lecturers started engaging in some moonlighting activities, a situation in which they could engage in other forms of employment without the consent of their employers (Langa, 2015:3). This created a fertile environment in which they were open to temptations to deviate from their professional ethics for survival. In such situations being involved in corrupt activities like being paid for awarding undeserved grades, leaking test and examination papers as well as soliciting for sexual favours from students could not be ruled out.

### **2.3.1.1 Nature of common corrupt practices in the education sector**

Ugaz (2016:2) concurs that 'in too many nations, citizens do not receive their most basic needs and go to bed hungry every night because of corruption, while the powerful and corrupt enjoy lavish lifestyles with impunity.' Given this situation, it affirms the prevalence and devastating effects of corruption across sectors. Chr. Michelsen Institute (CMI) (2009:3) maintains that corruption takes various forms, some of which are not obvious. Therefore, in providing an analysis of the broad overview of corruption across nations it is critical to have a general comprehensive understanding of the various manifestations. CMI (2009:3) points out that corruption practices in the education sector include the following:

- *Illegal charges levied on children's school admission forms which are supposed to be free.*
- *'Auctioning' out vacant school places to the highest bidder.*
- *Children from certain communities favoured for admission, while others are subjected to extra payments.*
- *Good grades and exam passes obtained through bribes to teachers and public officials, the prices are often well known, and candidates can be expected to pay up-front.*
- *Examination results only released upon payment of certain fees.*
- *Eliminating the results of failing exams by (re-)introducing students under false names.*
- *Embezzlement of funds intended for teaching materials, school buildings, etc.*
- *Below standard academic material ordered as a result of buyers receiving manufacturers' bribes, instructors' copyrights, etc.*
- *Schools monopolising the provision of meals and uniforms, resulting in low quality goods sold at unreasonably high prices.*
- *Private tutoring outside school hours given to paying pupils, reducing teachers' motivation in ordinary classes, and reserving compulsory topics for the private sessions to the detriment of pupils who do not or cannot pay.*
- *School property used for private commercial purposes.*
- *Students getting involved in unpaid labour for the benefit of the staff.*
- *Staff exploiting and abusing pupils in many ways (physically, sexually, etc.).*
- *Teacher recruitment and postings influenced by bribes or sexual favours.*
- *Exam questions sold in advance.*
- *'Ghost teachers' - salaries withdrawn for members of staff who are no longer (or never were) employed for various reasons (including having passed away).*
- *This affects de facto student-teacher ratios, and prevents unemployed teachers from taking vacant positions.*
- *High fake absenteeism with severe effects on de facto student-teacher ratios.*

- *Academic qualifications and permits for teaching obtained on false grounds via corrupt means.*
- *Inflated student numbers (including numbers of special needs pupils) quoted to obtain better funding.*
- *Bribes to auditors for not disclosing the misuse of funds.*
- *Embezzlement of funds raised by local NGOs and parents' organizations.*
- *Politicians allocating resources to strategically located schools to gain support, especially during election times.*

Against this background, corruption in schools manifests in various forms with negative impacts on learner academic achievement .

This section has discussed the major factors that cause the prevalence of corruption in society in general and has further specified the broad nature of common corrupt practices. Reference has further been given to the education sector. It emerged that there are multiple causes of corruption. The next section discusses the prevalence of corruption in other countries to make a comparison of the trends.

## **2.4 UNDERSTANDING CORRUPTION IN OTHER COUNTRIES**

In this section, case studies/experiences from different continents are going to be reviewed. The aim is to explore various manifestations of corruption in various nations to understand the nature of the corrupt activities regarding similarities and differences within the Zimbabwean context. Ruzindana, Langseth and Gakwandi (2010) state that to tackle corruption governments will have to address both its manifestations and its roots causes. Therefore, within schools it is imperative for school officials to be more knowledgeable about the dynamics of corruption. The 1<sup>st</sup> world countries, the Southern Africa countries, the Asian countries, the East and West African countries and the European countries have been selected in this study to get some understanding of the various manifestations of corruption in other countries and on other continents. This brief review will assist in



providing the collective best practical experiences on the prevalence of corruption in the education sector.

#### **2.4.1 The United States of America (USA) case**

In the United States of America (USA), corruption has been documented around education. There has been a cardinal admission that the USA is corrupt. Marron (2010:1), in a study to establish the Corruption Perception Index (CPI) of developed countries, found out that the USA has more public-sector corruption than any other developed nations. In an American study, Jacob and Levitt (2009:6) concluded that cheating occurs in 3% to 5% of elementary school classrooms in Chicago public schools. Therefore, cheating is a form of corrupt practice which may be prejudiced towards other learners, hence one's grades and scores are 'artificially' generated in terms of performance. Consequently, other learners may eventually copy or envy that practice and fail to work hard and pass on merit. Thus, the practice may develop a 'culture of laziness'. In the game theory of corruption, the bribee and the briber are key players (Bayer 2013). Therefore, the transactions between these key players may result in corruption which costs the school to the extent of propelling academic achievement disparities at school. The nations that were perceived to be less corrupt are Australia, Canada, Ireland, New Zealand and the United Kingdom among others. In this respect, it follows that the education sector in the USA is also viewed as a public-sector entity. The adverse effects of corruption in education have been reported in the USA. According to Bobb (2015:1) an exploding culture of corruption imperils public education in the United States. Lack of discipline in financial affairs and thievery are misdirecting and depleting resources that are critical for the nation's children to secure the skills and tools they'll need to become solid citizens and global competitors. Bobb (2015:1) further notes that these issues have been ignored by many education reformers. Corruption has been reported in the examination process as well as changing test scores for candidates for the teachers to receive incentives and bonuses.

In the USA and Mexico, there are perceptions that students buy term papers and admission essays online. Similarly, it is reported that in Georgia admissions, courses, grades and diplomas are for sale in high profile higher institutions (Bobb, 2015:1). Admissions officers offer expensive private lessons (Chronicle of Higher Education, 2014:20). The New York Times (2015:5) reports that a Brooklyn high school principal covered up a widespread effort to inflate grades on the Regents Exams in Social Studies in 2002 and 2003. Given this situation, it follows that incidences of corruption are a common phenomenon in the American education sector.

#### **2.4.2 The Zimbabwean case**

The Global Corruption Report (2014:12) notes that other forms of unethical education practices include misappropriation of funds in the provision of free primary education, teacher absenteeism and the corruption risk of a growing private tutoring industry in some nations. This is not a new phenomenon in Zimbabwe as several misappropriations of funds by school administrators are daily reported in both the print and electronic media. Corruption in education is not only confined to the primary or secondary school level. According to Labi (2013:1) corruption in higher education is nothing new, probably existing since the first college opened its doors. But as more people around the world seek better grades there is evidence that bribes for grades, admissions fraud, and other corrupt practices are on the rise. It can be argued that when policy makers in the education sector turn a deaf ear to issues of good corporate governance, it follows that learners' academic achievements are likely to be heavily compromised. In any case, the resultant grading may portray a different cognitive development of the candidate in question; hence the competence level may fail to match with the test score, since it will be an 'induced score' emanating from corrupt tendencies.

In Zimbabwe, teachers as public servants are expected to execute their mandate without any form of extortion from students or their parents. It is the government's responsibility to pay teachers. (Public Service Code SI I of 2000). On the contrary, the trend in some schools may present the scenario where many teachers/classroom practitioners are

opening some home-based tutorial classes to offer extra lessons. In a way it can be argued that some corrupt motives can be alleged through this practice as some teachers may deliberately abuse the normal timetabled lessons by failing to cover much ground with the aim of getting cash through extra lessons where the real stuff is covered. In the hope of thoroughly preparing children for examinations parents will end up victims to this perceived institutionalised corruption.

### **2.4.3 The Chinese and Indonesian cases**

Incidences of corrupt practices in the education sector have been documented in various Asian nations (ACRC, 2016:3). In Chinese universities, incidences of corrupt practices have been reported in admissions procedures, the examinations process and the allocation of scholarships. One positive outcome of a recent plagiarism scandal is the design of a code of conduct for students and professors by Beijing University (Chronicle News, 2012:14). The attempt by Beijing University to design a code of conduct for students and professors is worth noting as this can stand as a strategy to combat corruption. The researcher argues that leakages and examination scandals are a threat to the integrity of the education system as some of its consequences are learners who passively engage in day-to-day learning encounters in the classroom, hoping to get or receive targeted examination preparation. In addition, this may result in distinct academic achievement disparities that are not naturally accounted for. In a study conducted and reported by the Global Corruption Report (2014:13), it was established that 48% of the respondents indicated that the education system of China was highly corrupt.

The Association for Childhood Education International (2014:1) advances that in countries such as Indonesia public spending on education exceeds more than a quarter of the total public expenditure; hence the amount of money involved for financing education makes education a high-stakes endeavour. In Asian countries, the need to come up with anti-corruption strategies in education has been explored by several oversight bodies and anti-corruption agencies. The Global Corruption Report (2014:10) highlights innovative anti-corruption solutions which include developing codes of conduct

for teachers who violate principles of ethical behaviour in the classroom. Various forms of corrupt activities have been documented across nations. Corruption manifests in various forms.

#### **2.4.4 The Indian case**

Hindustan Times (2012:17) reports that in a survey conducted by Transparency International in India it was revealed that the education sector is heavily affected by corruption, being at least the third most corrupt public service. The study proposed the preparation of citizens' charters for improving public servants' accountability. It follows that the preparation of citizens' charters is instrumental in prescribing the expected codes and ethical responsibilities within the education sector. In another view, the acknowledgement of the high prevalence of corruption within the education sector may also call for the need to establish the related negative effects corruption may have on learners' achievement.

According to Coughlan (2013:1) an Asian study by Transparency International (anti-corruption campaigners) revealed that about one in six students had to pay a bribe for education services. Furthermore, the study noted that in Asia parents were made to pay a fee for a school place that should be free. The Times of India (2012:3) reports that police managed to thwart yet another attempt to cheat in a government competitive examination with the aid of cell phones. The students, who were to receive the answers, had paid as high as Rs 6 lakh each (more than US\$10 dollars). What was shocking was that the people involved in the crime included the school's principal and a Delhi police constable posted with the third battalion of Delhi Armed Police. Upon interrogation, the accused revealed that their entry into the school was facilitated by Dahiya, a physical education teacher. Therefore, the networks involved confirm the dynamics postulated by Bayer (2013) in the game theory of corruption.

In this respect, the perceptions are quite evident of the prevalence of corruption across nations, thus the universal potential effects on learners across nations.

#### **2.4.5 The Cameroon, Ghana and Kenya cases**

In Cameroon and Ghana, it has been reported that teachers must bribe their way into teacher training colleges. Some then collect their salaries and do not actually teach. When they do, they demand bribes for students to pass exams. The “Textbook racket” is also a common practice (Prague Conference News, 2014:12). In some cases, the abuse of power may deny the students the opportunity to utilise their time at school. In addition, these disturbances may end up targeting other groups of learners to the extent of creating unnecessary disparities. Some students in upper classes may be used for teachers’ errands outside the expectations of the formal curriculum. According to the Chronicle of Higher Education (2012:2) people from the Kenyan Ministry of Education participate in selling and buying fake diplomas. In light of the prevailing circumstances, it follows that one is likely to deceive the employer hence possible engagements are likely to occur based on fake qualificates.

The researcher argues that the major question that arises is: to what extent are those teachers with fake diplomas going to effectively teach pupils or how are they going to relate to the pupils in a manner deemed appropriate by the curriculum that is responsible for churning out such diplomas under lawful circumstances? Against this background, these circumstances may have a bearing on learner academic achievement since the teachers with fake diplomas are likely to experiment and deliver concepts on a trial and error basis.

However, the issue of competence in service delivery will ever remain a cause for concern; hence the direct or indirect impact on learner academic achievement since the general assumption by parents is that the teachers in schools are the competent professionals with earned qualifications in effective interaction with their children. The report submits that in Kenya there are thousands of ‘shadow schools’ without any real students, but drawing public funding to pay ‘ghost teachers’. It was found that in Kenya ‘leakages’ in the funding of schools had the equivalent value of losing more than eleven (11) million textbooks (Government of Kenya, 2012:21).

#### **2.4.6 The Ukraine and Eastern Europe cases**

The News Agency Prima (2013:31) reports that in Ukraine, at the request of the Committee on Science and Education, several higher education institutions have been charged for forcing students to attend political meetings in exchange for promises to passing examinations. Those students who agree or consent to the various forms of abuse are likely to be rated higher than those who refuse. In any of the cases, the artificial disparities are likely to be noticed. According to BBC News (2013), in Eastern Europe bribes were also paid to gain an advantage in university admissions. Against this background, one is likely to underscore the fact that those students whose parents fail to afford the so-called 'facilitation fees' are always disadvantaged as they will receive third class treatment that negatively impacts on their achievement in general. In a related report on corruption in education by BBC News (2013) it was noted that corruption has done severe damage to the education system. Against this background, it follows that the education sector across nations has been manipulated by perpetrators of corruption.

This section has looked at the prevalence of corruption across nations in the global village. The next section explores the lessons learnt from the reviewed specific cases.

#### **2.4.7 Lessons learnt from these case studies**

From considerations of various cases, the researcher argues that there are similarities regarding the manifestation of corruption in other countries compared to Zimbabwe. From all the reviewed case, the emerging theme is that corruption is a universal, complex and global social phenomenon, Swift (2012:2) views corruption from the angle of its universalistic inclination; as such he is of the belief that the royal throne cannot be upheld without corruption, because that positive, confident and restive temper which is virtue infused into man is a perpetual clog to public business. Therefore, in all the cases it has emerged that corruption as a problem has had a history that dates back centuries. The problem of corruption has been with us for centuries and one cannot help but lament the

course of history if one is attuned to the evils of corruption (UNDP, 2011:15). Across the globe, various nations have undergone various experiences.

The major difference that exists is that Zimbabwe has criminalised only five corruption offences while in other nations the definition of corruption is broad. As the OECD (2013a: 117) puts it: 'although, at a conceptual level, corruption is easy to define... corruption is a multi-layered phenomenon that may not always lend itself to neat definitions.' In another view, the vulnerability of the education sector to incidences of corruption may seem alike. Amann, Berenbeim, Tan, Kleinhempel, Lewis, Nieffer, Stachowicz-Stanusch and Tripathi (2015:12) state that corruption is a global phenomenon that exists in a variety of forms. Its mutating forms often make it difficult to identify. Additionally, Voliotis (2011) laments that corruption can be either at the individual or the collective level, depending on who benefits from the act. Therefore, it can be inferred that corruption in the education sector may be perpetrated by an individual or group motive with a view to benefit even though the intention can be successfully fulfilled or not.

The previous section has reviewed cases of corruption focusing on countries around the world in general. An attempt to expose the lessons learnt has been made to judge the relevance in the Zimbabwean context. The next section further looks at corruption trends around the globe informed by empirical research by Transparency International.

## **2.5 CORRUPTION IN OTHER COUNTRIES: TRANSPARENCY INTERNATIONAL PERSPECTIVE**

This section tries to explore the nature of corruption and the combating strategies in various nations that have been ranked using the Corruption Perception Index (CPI) by Transparency International. The researcher contends that this dimension is critical as it provides a scholarly analogy that is informed by empirical findings from thirty (30) nations that have been selected purposively. The previous section placed more emphasis on corruption trends in general, hence the need to critically and specifically examine the trends in these nations that have been scientifically and globally assessed. This section

provides an analysis of the Transparency International (TI) Corruption Perception Index (CPI) rankings for the period 2014 and 2016 to establish the trends and consistency in rankings. According to Hallak and Poisson (2011:38), the magnitude of corruption is usually estimated by the way in which it is perceived. The Corruption Perceptions Index (CPI) published annually since 1995 by Transparency International thus measures the degree to which corruption is perceived to exist among public officials and politicians; it reflects the perception of business people, academics and risk analysts (both residents and non-residents). The countries close to 100 are considered 'highly clean' and those close to zero 'highly corrupt'.











The rationale for the review is to look at the corruption initiatives in the top-ten ranked countries, middle-ten ranked countries and the bottom-ten ranked countries respectively. The researcher has adopted a purposive sampling of the various countries since the inclination of the study is wholly qualitative. Englander (2012:21) illustrates that the focus in qualitative and specifically phenomenological research is not on 'how many' or 'how often' but on whether selected participants have the required experience to generate useful data for the study. The researcher aims to establish the co-relation between the rankings and the efforts being carried out on the ground. TI rankings are widely perceived to be the standard measurement of levels of corruption globally.

### **2.5.1 Top-ten ranked corruption-free countries**

The figure that follows presents the ranking of top-ten world countries regarding the incidences and levels of corruption in each nation for the period 2014-2016.



**Table 2: Top-ten ranked countries**

		2016	2015	2014
Rank	Country or Territory	Score	Score	Score
1	 Denmark	90	91	92
1	 New Zealand	90	88	91
3	 Finland	89	90	89
4	 Sweden	88	89	87
5	 Switzerland	86	86	86
6	 Norway	85	87	86
7	 Singapore	84	85	84
8	 Netherlands	83	87	83
9	 Canada	82	83	81
10	 Germany	81	81	79

*Source: Transparency International (TI), 2016 Corruption Perception Index (CPI)*

### 2.5.2 Strategies for combating corruption in the top-ten ranked countries

The table shows the top-ten ranked countries that are perceived to be highly clean. Therefore, this section aims to review literature related to efforts that are meant to combat corruption in the education sector in these highly ranked corrupt clean countries.

Corruption activities can be found at all levels of the education service delivery chain, from school planning and management, to student admissions and examinations as well as to teacher management and professional conduct (Anti-Corruption Helpdesk, 2012:1). In this regard, the thrust of this study is on combating corruption to enhance learner academic achievement in public secondary schools. Corruption in the education sector can be defined as “the systematic utilisation of public office for private gain, whose impact is significant on the availability and quality of educational goods and services, and, therefore on access, quality or equity in education” (Hallak and Poisson, 2011:29).

In Netherlands, the Dutch government has proposed a host of strategies to combat corruption which includes the provision of knowledge of recent developments relating to corruption, knowledge of current legislation on corruption, exposing public officials to anti-corruption training and anti-corruption education and publicity through local media and international knowledge institutes (Ramaekers, 2010:8). Similarly, in Ireland many strategies were proposed which include public education, research and capacity building programmes that complement these initiatives. Transparency International (Ireland), 2014:1) note that these strategies and programmes address both the supply and demand elements of corruption, stress the need for multi-agency response, and promote multi-sectoral participation. They are mutually supportive and dependent, thus a holistic approach to combating corruption is essential if any one initiative is to succeed.

Therefore, the considerations by the Dutch government to use more specialised training courses on anti-corruption measures may in a way enable public schools to build institutional competencies in fighting against corruption. According to Chene (2011:1) New Zealand, Finland, Denmark and Sweden have been consistently ranked at the top of the Corruption Perceptions Index and are perceived to be the least corrupt of all the countries surveyed. This has been attributed to strong commitment to law enforcement, public participation and transparency mechanisms such as disclosure of information. It has also been acknowledged that Denmark, Finland, New Zealand and Sweden all have high GDP per capita, low inequality rates, literacy rates close to 100%, and prioritize

human right issues (e.g. access to education, gender equality and freedom of information).











Chene (2011:1) further highlights that Sweden allows citizens to assess how their government and institutions are managing public funds through disclosure of budget information and this is reflected through the Open Budget Index (OBI). Similarly, Denmark obliges ministers to monthly publish information on their spending travel and gifts. It has been strongly noted that in these nations the legal framework criminalises a wide range of corruption-related abuses and there exists an independent and efficient judiciary system. In Norway, the Norwegian Penal Code's main emphasis in order to counter corruption applies to both public and private sectors and has helped the nation to fight corruption effectively in the education sector (Norwegian Agency for Development Cooperation (NORAD), 2015:1). Corruption in the education sector plays a role creating a dangerous barrier to high-quality education and social and economic development. It tampers with the academic benefits of educational institutions and may even lead to the reputational collapse of a country's entire education system (Transparency International Global Corruption Report, 2015:1).

Against this background, it can be noted that these top-four ranked nations have some common characteristics in pursuing anti-corruption initiatives that are meant to combat corruption. Therefore, these national integrity systems will develop a positive attitude towards behaviors of shunning corruption. It can be further observed that public servants' disclosure of information is critical in the development of a code of conduct that will complement efforts to combat corruption in the education sector of these nations. Targetting corrupt tendencies in the educational sector can potentially mitigate some of the root causes of fragility and restore citizens' trust in the government's capacity to deliver public services (Anti-Corruption Helpdesk, 2012:1).

### 2.5.3 Middle-ten ranked countries

The figure that follows presents the ranking of the middle-ten world countries regarding the incidences and levels of corruption in each nation for the period 2014-2016.

**Table 3: Middle-ten ranked countries**

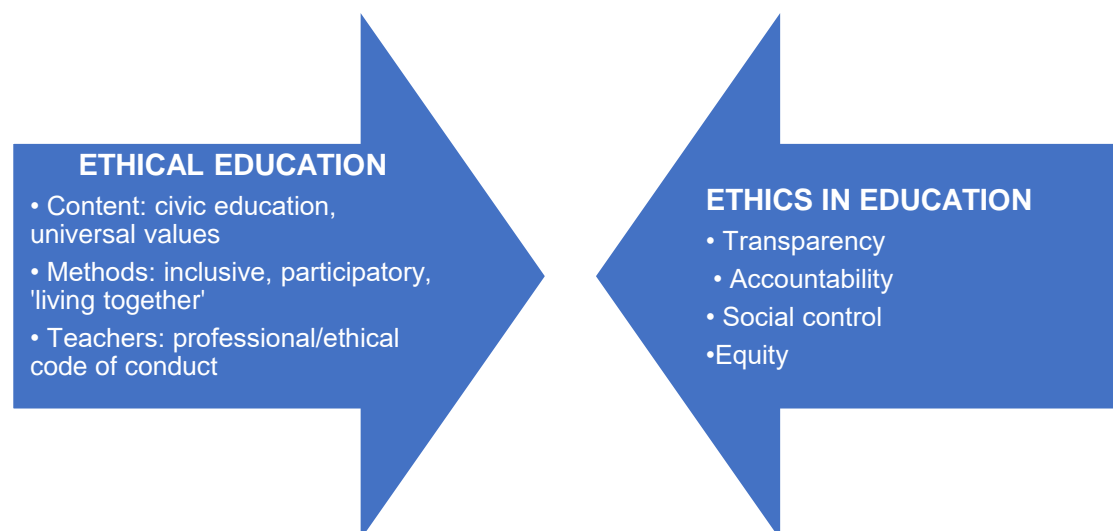
		2016	2015	2014
Rank	Country or Territory	Score	Score	Score
79	 Belarus	40	32	31
79	 Brazil	40	38	43
79	 China	40	37	36
79	 India	40	38	38
83	 Albania	39	36	33
83	 Bosnia and Herzegovina	39	38	39
83	 Jamaica	39	41	38
83	 Lesotho	39	44	49
87	 Mongolia	38	39	39
87	 Panama	38	39	37

*Source: Transparency International (TI), 2016 Corruption Perception Index (CPI)*

## 2.5.4 Strategies for combating corruption in the middle-ten ranked countries

It was found out that in most nations, including Mongolia, Panama, India, Brazil, China, Lesotho and Albania, the major strategy for combating corruption in education was centred around the incorporation of ethics in the curriculum (Government of Mongolia, 2016, Government of Brazil, 2014, Government of India, 2014, Government of Panama, 2014, Government of Lesotho, 2014).

The figure that follows presents the detailed scope regarding the nature of education being adapted in these nations to combat corruption.



**Figure 2.3: Ethical education/ethics in education**

*Source: Hallak and Poisson, 2010:33*



Given the above variables, it is imperative to note that the content in schools, methods and teachers (ethical education) are very central in furthering the goal of combating corruption to enhance academic achievement. In the other view, the mainstreaming of anti-corruption education into the formal curriculum through key attributes of transparency, accountability, social control and equity (ethics in education) is very important. Rayhanul-Islam (2016:1) points out that education is a basic human right and a driver of personal, social and economic development, the key to a better future that provides the essential tools that people need to sustain their livelihoods, live with dignity

and contribute to the society. Therefore, through ethical and ethics education the potential to instil hope in our secondary school learners and encourage a spirit of common and shared responsibility to fight corruption is highly promoted. Rayhanul-Islam (2016:1) concurred that by working hard in assisting students to internalize values and principles such as dignity, integrity, liberty, equality and non-discrimination, participation, accountability and transparency, education can play a vital role in anti-corruption efforts and it is therefore crucial that they are reflected in curricula, in textbooks and in practice. In understanding the dynamics surrounding the combating of corruption to enhance academic achievement in education, it is therefore critical to understand the interplay between two related concepts: ethical education and ethics in education. Hallak and Poisson (2011:33) maintain that there is a relationship between ethics in education and ethical education. They further note that in a corrupt environment education cannot successfully promote ethical values and behaviours. They propose the creation of a favourable environment for the teaching of ethics and values to ensure integrity and limit unethical behaviour within the educational sector. The Global Corruption Report (2016:1) maintains that there is no simple remedy for tackling corruption in the education sector, but all leaders and staff throughout the education system, from the various ministries of education to the local institutions, need to commit themselves to the highest ethical standards and declare zero tolerance to corruption.

### **2.5.5 Bottom-ten ranked countries**

The figure that follows presents the ranking of the bottom-ten world countries regarding the incidences and levels of corruption in each nation for the period 2014-2016.

**Table 4: Bottom-ten ranked countries**

		2016	2015	2014
Rank	Country or Territory	Score	Score	Score
166	 Venezuela	17	17	19
168	 Guinea-Bissau	16	17	19
169	 Afghanistan	15	11	12
170	 Libya	14	16	18
170	 Sudan	14	12	11
170	 Yemen	14	18	19
173	 Syria	13	18	20
174	 North Korea	12	8	8
175	 South Sudan	11	15	15
176	 Somalia	10	8	8

*Source: Transparency International (TI), 2016 Corruption Perception Index (CPI)*

### **2.5.6 Strategies for combating corruption in the bottom-ten ranked countries**

It has been found out that in many bottom-ten countries corruption levels are very high and this is caused by several variables such as poor corporate governance principles (Transparency International, 2012:6). In some nations such as Somalia, South Sudan,

North Korea and Afghanistan political instability and persistent wars and civil unrest have been a major cause of rampant corruption since the emerging social injustices can precipitate corrupt practices (Global Corruption Report,2016:4).

Chapman (2010:2) notes that:

*“In pre-civil war Liberia, the process of replacing teachers who had died, or left teaching was highly complex and corrupt. New teachers had to source for at least 29 official signatures to get on the payroll. As a remedy, headmasters were allowed to appoint temporary substitutes who could cash the pay cheques of the teachers they replaced. Principals quickly noticed that they could cash these pay cheques and keep the money without appointing new staff. Protracted incidences of “ghost teachers” were observed, and when district and central officials realised this, instead of trying to eliminate the practice they demanded a cut of the proceeds.”*

Given this situation it follows that the conditions in the country are pro-corruption and the options for combating strategies are limited as compared to nations where peace and tranquility are prevailing. To this end, traditional annual assessments are made in these nations by Transparency International (TI) in the form of integrity assessment surveys to seek ways of combating corruption (ACRC, 2016:7). Transparency International (2014:5) reports that a National Integrity System (NIS) is the sum total of the laws, institutions and practices in a country that addresses accountability and integrity of government and other public-sector institutions, hence they offer a systematic, comprehensive, and coherent approach to assessing existing programmes and statutory controls on corruption. They also can encourage countries to use it as the basis for national plans and to identify areas for further reform. TI (2014) further notes that NIS Country Studies have been used to assess over 70 countries so far, including Uganda, Tanzania, Zambia and Mozambique. Therefore, NIS combating corruption in different nations has been made possible through the engagement of inter-dependent pillars founded on society’s values and public awareness, including not only the legislature, the executive and the judiciary but also “watchdog” agencies, the media, and citizen organisations such as churches and NGOs in the fight against corruption. To that end, these studies may provide structures and



systems that act as a vehicle for investigating or exposing specific cases of corruption in the public domain and education sector.

In many African countries, successful stories have been documented through regional initiatives to combat corruption. The African Peer Review Mechanism (APRM) was designed in collaboration with the New Partnership for Africa's Development (NEPAD) and adopted by the African Union (AU) in July 2002. Its aim is to promote good governance throughout the continent through placing responsibility for reform with African governments and civil society. The purpose of the APRM is "to identify the country's priorities and the time-bound and costed steps needed to address the weaknesses, including capacity shortages" which have prevented progress in addressing corruption and waste (Transparency International (2014:6). Against this background, this motivates peer nations to share anti-corruption information.

Devitt (2014:6) further reports that as of May 2005, 23 of the AU's 53-member states had signed the APRM memorandum of understanding. They are Algeria, Angola, Benin, Burkina Faso, Cameroon, Republic of Congo, Egypt, Ethiopia, Gabon, Ghana, Kenya, Lesotho, Malawi, Mali, Mauritius, Mozambique, Nigeria, Rwanda, Senegal, Sierra Leone, South Africa, Tanzania, and Uganda. Four countries are currently in the process of peer review: these are Ghana, Kenya, Mauritius and Rwanda. Therefore, the efforts to combat corruption within African states are thus invigorated and re-animated by such a positive gesture wherein over twenty states accede to an MoU and collectively engage in the fight against corruption.

This section has discussed the various strategies that are used in bottom-ten ranked countries. It has been noted that there are commendable efforts regarding the need to combat corruption in these countries. The next section discusses the successful practices in combating corruption around the globe.

## **2.6 GLOBAL SUCCESSFUL PRACTICES IN COMBATING CORRUPTION**

This section discusses various successful practices that have been used in combating corruption in different countries across the globe. Given that literature has been reviewed pertaining to top, middle and bottom-ten ranked countries on the Transparency International CPI from 2014-2016, it is therefore necessary to provide the success stories that have been recorded globally particularly on combating corruption. It can be noted that such practices have a positive impact on enhancing learner academic achievement in various educational institutions. In some countries, the handling of community generated funds for the local schools is highly susceptible to corruption (World Bank, 2010). Thus, transparency and accountability is critical in schools.

### **2.6.1 Student admissions and financial management**

The Government of Rwanda (2014:64) held the headmaster accountable for the use of the funds and it was made a policy directive to disclose information about fiscal flows to the public. In this regard, this strategy would promote multi-stakeholder approach in the fight against corruption. Chapman (2012:13) highlights that in Azerbaijan successful practices in reducing rampant corruption in admissions in higher education were documented. It is reported that in Azerbaijan the Government took control of admissions away from colleges or universities and regulated it through a newly created State Student Admissions Committee.

Therefore, this initiative has been widely credited with significantly reducing corruption in university admissions. In Africa, the Ugandan government conducted an audit of actual enrolments and funding flows in schools. The funds received by the schools were compared to the amounts dispersed by central government plus the amounts collected from fees assessed at the local level. The audit discovered major leakages of money. It was established that only 13% of funds allocated for non-salary items such as textbooks and supplies reached the schools.

To promote transparency and fix the problem, all fund transfers to district education offices were published in the newspapers and broadcast on radio. Every primary school was required to provide a public notice of all cash inflows of funds to the them. Results were impressive. Within three years, 90% of non-salary funds provided by the central government were reaching the schools. Against this background, it can be noted that auditing is an effective strategy for combating corruption in the education sector based on the benefits that were generated because of the intervention. In other jurisdictions, corruption manifests in different forms.

### **2.6.2 Strengthening transparency and accountability**

In Russia, Donald (n.d.) outlines that schools often solicit funds from learners' guardians each year allegedly to enhance educational programmes, repair/maintain school buildings, and obtain equipment and supplies. Technically, such requests are not legal. Parents typically comply fearing indirect retribution toward their students. There is little or no feedback to parents on how these out-of-budget funds are used or managed on a school-by-school basis. Donald (n.d.) further notes that efforts to combat corruption in this regard were evidenced under small grants to NGOs in Samara and Tomsk in Russia in 2002. To that effect, an activity was adopted in order to evaluate parental attitudes and to work with school districts to make the planning and expenditure of these budgets more transparent and generate more parent participation in the budgeting process. Because of extensive lobbying with school administrations, the out of budget funds in several schools are now open and transparently administered, and parents are getting involved in how the monies should be spent (Management Systems International, 2002). Therefore, openness and transparency in dealing with school resources are at the core of effective combating of corruption in the education sector.

### **2.6.3 Increased information transparency**

Government of Gambia (2011:2) reports that the introduction of an education management information system in Gambia helped reduce the role of favouritism in

teacher assignments. The EMIS provided an objective means of tracking and ranking teachers by seniority, language abilities, subject specialization, and other factors that were supposed to be used in assigning teachers to schools. Information availability made it difficult for the deployment of teachers using such factors as family connections, personal friendships, or other forms of personal influence. Therefore, efforts for combating corruption vary depending on the manifestations in various nations.

#### **2.6.4 Parental involvement in public school management**

World Bank (2010:4) points out that in Indonesia funds in public schools are often allocated with minimum corruption due to the involvement of the parent association in deciding how these funds are to be used and in monitoring to ensure that the funds reach their intended destination. It is further reported that at the beginning of the school year, representatives of the parent association meet with school officials to establish a plan for how community generated funds will be used. In doing so, the school officials provide detailed accounting of expenditures to the parent association during the year. Against this background, it can be noted that this system provides an opportunity for school officials to be as highly transparent as possible in all transactions and related expenditures. Therefore, the community further attaches considerable importance and pride to the success of this mechanism, thereby inculcating positive attitudes towards 'zero tolerance' of corruption.

This section has highlighted the success stories documented in other nations on combating corruption in the context of empirical research by TI. The next section offers a critique of the CPI rankings.

#### **2.6.5 Overall critique /analysis of Corruption Perception Index(CPI) rankings**

This section tries to provide an overall critique of the literature reviewed that mainly focused on Corruption Perception Index rankings by TI. The rationale of the critique is to provide a balanced assessment while exposing the possible constraints to the success

stories highlighted. In appraising the CPI, Heywood (2016:1) notes that CPI is a good measurement because it provides the first systematic attempt to compare 'perceived levels of corruption, as determined by expert assessments and opinion surveys' across countries. Generally, it can be argued that the CPI rankings may seem to have a bias towards perceptions as opposed to the true facts on the ground. The general assessment of the rankings may point to the fact that the positions/ranks of nations have not changed since 2014. Rose (2016:1) argues 'also of note is that the index has not changed in any meaningful way since it was first launched'.

Therefore, this may raise questions on the consistency pattern across the five-six-year period, since what only changes are the scores, either by two or one point upwards or downwards as is shown in the statistical tables shown. According to Rani (2016:1) public perceptions of corruption may not reflect the reality on the ground. The most popular cadence of corruption is Transparency International's Corruption Perception Index (CPI), but this exponent has numerous detractors. One of the CPI's key principles is that it measures *perceptions* of corruption. This means that increasing cognizance about corruption (an important part of fighting it), risks elevating the problem and thus causing countries to slide down the rankings.

Respondents to CPI surveys are overwhelmingly country 'experts' (usually based outside the country in question) and business executives; their view of corruption, unsurprisingly, tends to focus on bribery (and bribe-takers). In reality corruption involves a lot more than just paying bribes, and the CPI struggles to distinguish not just between types of corruption, but also their impact and severity (Heywood, 2016:2).

Against this background, one would question the objectivity of the CPI .. The general trend may seem to suggest a rigid nature and conservative characteristic in the manner nations are ranked. On the other view, the strategies and efforts made by different nations to combat corruption in the education sector may seem to be overshadowed by the global CPI rankings.

Heywood (2016:2) provides the bad and ugly side of CPI and maintains that:

*“the CPI is open to criticism on several grounds: definition problems, perception bias, false accuracy, an erroneous statistical model, and a failure to capture long-term trends. Notably, perceptions do not necessarily reflect reality: in fact, there is no shortage of evidence that, in relation to corruption at least, there is often a striking mismatch between perception and experience”.*

This section has presented a detailed analysis of corruption in thirty sampled nations guided by studies by Transparency international. Furthermore, success stories on combating corruption have been highlighted in that context. The next section presents the nature of corruptive policies and practices.

## **2.7 NATURE OF CORRUPTIVE POLICIES AND PRACTICES**

In this section, literature related to the nature of corruptive policies in the education sector are reviewed. The main thrust of the section is to define the term 'policy', explore characteristics of corruptive policies as well as to examine the effects of a corruptive policy. For the purposes of this study, a special focus is to be made on exploring characteristics of a corruptive financial policy, recruitment and selection policy, promotion and grading policy, examination policy, procurement policy, assets disposal policy and the anti-corruption/corporate governance policy and communication/collaboration policy respectively. Against this background, the researcher argues that these policies are relevant as they form the core policies in the education sector, which personnel may temper with to further corrupt motives.

Policies are critical in regulating the conduct of personnel in schools. A policy is a deliberate system of principles that guide decisions and achieve rational outcomes. A policy can be defined as a statement of intent, and is adopted as a procedure or protocol (University of Sydney, 2015). The researcher argues that a policy is a pragmatic guide which will act as a referral code of conduct in the fight against corruption.

### **2.7.1 Defining corruptive policies**

A corruptive policy is defined as one that promotes the occurrence of corruption and consequently creates opportunities for incidences and prevalence of corrupt offences. In addition, corruptive policies have the deliberate intention to overlook the inclusion of corruption prevention mechanisms in its content and substance, thereby technically giving room for practicing and instituting ideals of bad corporate governance (UNDP, 2011; Mauro, 2011; Katharina, 2010). The researcher contends that corruptive policies have certain characteristics that deviate from the dictates of so-called 'best practices' and principles of good corporate governance.

In the education sector, corruption manifests in a variety of forms and in some instances it has been because of corruptive policies and practices. According to Jacob and Levitt (2009:6) corruption occurs among many groups of actors from policy makers at the government level to providers of education at the school level, such as teachers and principals. To that end, corruption has no boundaries as it presents itself in some form of 'cancerous' nature. Additionally, the range of corrupt activities in the education sector may vary from country to country depending on the nature of policies in that given environment. In Zimbabwe, corrupt practices in the educational sphere may include bribes, illegal 'facilitation' fees for admissions and examinations, examination frauds, preferential promotions and placements for teachers (Transparency International, 2013).

### **2.7.2 Characteristics of corruptive policies**

Corruptive policies are punctuated by several complex characteristics. A summary description of the major characteristics of corrupt policies is given in the table that follows:

Table 5: Characteristics of corruptive policies

TYPE OF POLICY	MAIN CHARACTERISTICS
Procurement policy	<ul style="list-style-type: none"> <li>➤ Lack of the necessary expertise (in the fields of planning, evaluation of tenders.</li> <li>➤ Inadequate legal procedures that do not comply with international standards for rational and fair competitive bidding and contract awarding.</li> <li>➤ Weak anti-corruption legislation and guidelines and ineffectual internal and external supervisory, control and complaints mechanisms.</li> </ul>
Financial policy	<ul style="list-style-type: none"> <li>➤ Absence of a comprehensive financial policy with checks and balances for internal control mechanisms.</li> <li>➤ A lack of transparency and accountability in financial management.</li> <li>➤ Procedures are often opaque and thus difficult to monitor.</li> <li>➤ Financial watchdogs are not independent and documentation and reporting requirements inadequate.</li> </ul>
Recruitment and selection & admission/enrolment policy	<ul style="list-style-type: none"> <li>➤ The admission and selection process is opaque and is not subject to any systematic (internal or external) control.</li> <li>➤ Inadequate accountability is expected of the decision-makers</li> </ul>
Promotion and grading policy	<ul style="list-style-type: none"> <li>➤ Certificates are not checked for authenticity by institutions and employers.</li> <li>➤ Promotion criteria not based on merit.</li> <li>➤ Promotion and re-grading regulated by variables such as patronage and nepotism and no counter measures in the set provisions.</li> </ul>



TYPE OF POLICY	MAIN CHARACTERISTICS
Examination policy	<ul style="list-style-type: none"> <li>➤ Fraud-free examinations systems and the conducting of fair examination does not exist</li> <li>➤ The lack of an inspectorate.</li> <li>➤ There seem to be low transparency in the certification of results achieved, without any verifiable criteria and without the involvement of any control body.</li> <li>➤ Examination procedures are not uniform or are inadequately regulated.</li> <li>➤ Examination requirements, conditions and assessment criteria are not adequately documented, if at all.</li> </ul>
Assets disposal policy	<ul style="list-style-type: none"> <li>➤ A lack of transparency in public administration and of supervisory and control systems.</li> <li>➤ Policy disposes institutional assets to internal clients without provisions for conducting boards of surveys.</li> </ul>
Anti - corruption/corporate governance policy	<ul style="list-style-type: none"> <li>➤ Weak legislation and guidelines that fail to address corruption properly.</li> <li>➤ The failure to enforce anti-corruption legislation and guidelines.</li> </ul>
Communication/collaboration policy	<ul style="list-style-type: none"> <li>➤ Lack of a systems development framework with legal regulations drawn up to prevent corruption in the education system and provide for appropriate sanctions.</li> <li>➤ Lack of transparent (administrative) structures with clearly defined competencies and responsibilities and rational decision-making processes.</li> <li>➤ Lack of procedural development framework with simplified, uniform, transparent administrative procedures with clearly defined responsibilities within institutions</li> </ul>

*Source: Katharina (2010) pp 6-26, Preventing Corruption in the Education System: A Practical Guide.*

### **2.7.3 Corrupt practices in procurement**

Corruption is also evident in procurement as the tendering process is manipulated for personal gains (Chizu, 2012:12). Rent seeking activities, such as bribery, theft, extortion, misappropriation, embezzlement, cronyism and conflict of interest are also prevalent in educational institutions (Zimbabwe Anti-Corruption Commission, 2011). Against this background, the issue of tendering and bidding processes, enrolment, recruitment and examination administration has ever remained possible fertile grounds for corrupt activities, hence the need for a formal research to establish the nature of corruptive policies and practices in schools.

### **2.7.4 Corrupt practices in financial transactions**

In presenting the dynamics related to the manifestation of corruption in schools, various angles of under dealings have been noted. Mavhima (2015:2) argues ‘the most common was the abuse of School Development Committee (SDC) funds and the typical problem was in the receipting process where different amounts are written in the top copy and the carbon copy. Typically, the top copy, because it’s going to the person who is paying the money, reflects the correct amount but the bottom copy reflects a smaller amount, the difference is then misappropriated’. Given that situation, it follows that the intentional deceiving of the principal becomes evident. In schools, corruption can manifest as bureaucratic corruption which involves ‘embezzlement (the conversion of public resources for personal use) and ‘kickback’ which is popularly known in West Africa as ‘chop’ which is an official’s share of misappropriated funds (Chimbganda, 2013:2). The Global Corruption Report (2014:12) notes that other forms of unethical education practices include misappropriation of funds in the provision of free primary education, teacher absenteeism and the corruption risk of a growing private tutoring industry in some nations.

### **2.7.5 Corrupt practices in governance**

Good government is also seen as an essential condition toward the wider goal of good governance. Described as the ‘use of political authority and the exercise of control over society and the management of its resources for social and economic development’, good governance encompasses the ‘nature of functioning of a state’s institutional and structural arrangements, decision making processes, policy formulation, implementation capacity, information flows, effectiveness of leadership, and the nature of leadership between the rulers and the ruled (Serageldin and Landel-Mills, 2010:3). Therefore, corrupt practices within the education sector may arise because of violation of principles of good corporate governance.

The Auditor General’s report on State Enterprises and Parastatals in Zimbabwe (2012:10) notes that there are numerous cases of improperly constituted boards of directors and board committees. In this respect, it follows that in school systems the composition of School Development Committees (SDCs) and School Development Associations (SDAs) may also be a fertile ground for corruption. In most cases other people are elected onto such committees on the strength that they are vocal at meetings. Therefore, such an attribute may not have a direct link to the issues of financial management hence schools will suffer. Larcker and Tayan (2011:10) point out that the board of directors and the board of committees have a dual mandate of advisory and oversight. In a school/college system it follows that if due recognition of professional qualities is not given this may create avenues for mismanagement and poor coordination, hence the high prevalence of corruption in the education sector. Corruption and lack of transparency and accountability are largely because of lack of sufficient conditions and measures/mechanisms for regulation and enforcement of corporate governance rules (Auditor General Report, 2012).

### **2.7.6 Corrupt practices in information management**

The prevalence of corruption in schools has been associated with the control of information which is considered power or potential power. Some teachers have obtained confidential information fraudulently from the central office to use against the principals or to further personal corrupt motives. The Herald (2010:2) reports that a college lecturer at a higher education teachers' college was alleged to have stolen the principal's official stamp and designed his own stamp to issue final exam results for those who had not fully paid fees. Therefore, it would imply that students may pay bribes as 'a facilitation fee' to enable them to secure places for their final deployment. It can be argued that such corruptive practices have always put those without bribes at a disadvantage, hence principles of meritocracy are thus violated. Bribes were said to be the most common form of corruption with 77,4% of Zimbabweans said to have indicated they had been asked to pay a bribe in the past two years (Transparency International, 2014:16).

### **2.7.7 Effects of corruptive policies and practices**

Corruptive policies have various effects on the overall administration of schools. Corruptive policies create vast opportunities and weak points that may be exploited by the perpetrators of corruption (Katharina, 2010; UNDP, 2011). Additionally, corruption in its nature is associated with detrimental effects, which include a negative impact on learner academic achievement, destroying rules and values of meritocracy as well as stifling development. Student dropout rates, for instance, were five times higher in countries with high levels of corruption than in countries with little or no corruption (Rose-Ackerman, 2009:31). Thus, the dropouts will occur because of material and financial deprivations. Corruption affecting education budgets may not be detected because monitoring systems in many countries are poor and a huge amount of resources are disbursed through complex administrative layers (Transparency International, 2013:4). It can be noted that the systems in schools are not water-tight, hence perpetrators find opportunities within them. Additionally, the fact that a ¼ of school equipment never reaches a school in Burkina Faso (26% of didactic materials and 35% of specific materials

such as chalk, paper, rulers and glue in 2010-11) has a detrimental impact on the learning process (Oubda, 2013). Spector and Bloomfield (2010) maintain that the real damage to a society occurs when entire generations of the youth are educated to believe that personal success occurs not through academic excellence and very hard work, but through fraud, favouritism, and bribery. Therefore, it can be argued that corruption is meddling in all personal efforts by learners, thus the intrinsic motivation to achieve is lowered indirectly.

This section has explored the nature of corrupt policies, their characteristics and effects on various educational institutions across the globe. The next section will explore the meaning of academic achievement.

## **2.8 CONCEPTUALISING ACADEMIC ACHIEVEMENT**

There are various views regarding academic achievement. Soanes and Stevenson (2010:239) define academic achievement as 'the accomplishment relating to education and scholarship'. Therefore, in this study academic achievement encompasses learners' performance or attainment in teaching and learning encounters, that is the entire school work both within the classroom and outside the classroom for which the school takes responsibility. In addition, academic achievement includes accomplishments in sporting activities and other co-curricular activities and disciplines that take place under the auspices/guidance of the school. Therefore, it includes attainments that are measured through pass or fail grades as well as the level of capability and incompetence in executing a given learning task.

In addition, educational performance or academic achievement is viewed as the result of education or the level to which learners, teachers or institutions have achieved their academic goals. Therefore, academic achievement is viewed as a shared enterprise among the learners, teachers and the institution too. In relation to the subject under investigation, the researcher argues that the definitional view of the term 'academic

achievement' is relevant in that the problem of corruption is being investigated using the teachers, learners and the school as focal points.

According to Walberg's (2011) theory of educational productivity, there are many key variables that affect student outcomes; namely: student ability/prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school (McGrew, 2016:1). Therefore, Walberg's (2011)'s model is relevant in examining the aspect of academic achievement. The researcher argues that corruption may affect the quality of teaching and learning processes in the classroom particularly when access to resources is denied. Against this background, in this study academic achievement is perceived as a measurement in relation to what the learner attains at the end of the secondary school course/programme. Additionally, academic achievement is regarded as an accomplishment of medium or long-term objective of education.

### **2.8.1 Academic achievement: Theoretical explanation**

In trying to put the study into perspective, this section reviews the theory of achievement. The researcher uses Martin Ford's motivational systems theory (MST). This theory is a direct offspring or subset of Sigmund Freud's theory. In this framework, the individual is focused on as a unit of analysis, but embeds the individual in the social, biological and environmental contexts that are crucial to development. MST strives to illustrate the development of the whole person-in-context, in much the same way a biologist might describe an individual plant and its relation to its immediate ecological niche, as well as the larger ecosystems in which it resides (Pintrich & Schunk, 2009). Ford proposed a simple mathematical formula that attempts to represent all these factors in one model. The formula for effective person-in-context functioning is:

Achievement = (Motivation x Skill) x Responsive Environment  
Biological Structure

The above formula assumes that actual “competence and achievement are the results of a skillful, motivated and biologically capable person interacting with a responsive environment” (Ford, 2012:70).

Therefore, the researcher in this study is concerned about the responsive environment. It can be argued that the school environment is critical and its responsiveness in this context would imply that it must be a ‘corruption-free’ environment to enhance academic achievement. Responsive environment components include students’ collaboration with their peers, willingness to seek help, equitable access to education and opportunities and the ability to manage and regulate their time and study environment (Campbell, 2009:16). The person must have the cooperation of a responsive environment that will facilitate progress towards the goal (Ford, 2012). This model is intended to dispense a comprehensive theory of motivation and proposes that actual achievement and competence are the results of a motivated, skillful, and biologically capable person interacting within a responsive environment (Campbell, 2009:12).

This section has tried to define ‘academic achievement’ as well as putting the concept into proper theoretical perspective. The next section goes further to establish the possible link that exists between corruption and academic achievement in schools.

### **2.8.2 Corruption and academic achievement in schools**

In this section, literature pertaining to the link/nexus between corruption and its impact on academic achievement is reviewed. The major thrust of the discussion is to examine the possible linkages and the degree of influence on the education of learners in secondary schools. Hallak and Poison (2011) are of the view that corruption in the education sector take many forms and may occur at national, sub-national and institutional levels, thus it is defined as ‘the systematic utilisation of public post or office for private benefits whose impact is significant on access, quality, or equity in education. Against this backdrop, it is from this premise that the researcher attempts to establish the link between corruption and academic achievement in schools. Therefore, the researcher argues that schools are

meant to promote students' overall academic achievement; hence corruption is a possible threat to this overall goal. Rafomoyo (2015:3) remarks that it is a very good decision for government to start deploying auditors in schools for it is a good show of corporate governance that can be applauded because it will improve the quality of education.

Gupta, Davoodi and Alonso-Terme (2011:3) point out that high levels of corruption worsen income inequality and poverty. Consequently, to register significant academic achievement in schools there is always a great need to fight corruption and promote sustainable provision of quality education. 'At least 50 O level learners from a Gweru college were unable to enrol for their November ZIMSEC exams following the arrest of the college's principal on allegations of embezzling their registration fees' (News Day, 2015:2). In addition, the Ministry of Education officials said the college could have been operating illegally as they suspected it was not registered. As such, this may de-motivate the learners who are affected, consequently resulting in a negative impact on academic achievement.

In Sierra Leone a study by the Centre for Economic and Social Policy Analysis (2009) revealed that the education sector accounts for almost 20% of total government expenditure. The study noted that a public expenditure tracking survey (PETS) conducted in 2005 found that 27% of learning and teaching materials do not reach schools. That country's Ministry of Education estimates that about 30% of teachers on the government's payroll are so-called ghost teachers. Household surveys further established the impact of petty corruption on families. It emerged that, although it is government policy to provide textbooks free of charge, over 37% of households claim they have had to pay for them; 67% of parents were also required to pay an average of Le 1500 (approx. EUR 0.30) to receive exam results.

Against this background, the embezzlement of school resources may have a negative effect on learners, for example the pupil/textbook ratio may unnecessarily increase because of artificial shortages caused by corruption. Therefore, this may have an impact



on academic achievement since learners' access to textbooks would be restricted because of the scramble for the few textbooks.

In documenting the link between corruption and academic achievement, Katharina (2010:11) maintains that it can be safely assumed that corrupt practices have a negative impact on the quantity, quality and efficiency of educational services and thus also on learning results. Additionally, it is argued that corruption hinders fair access to education and consequently robs individuals of the chance of professional and personal development. This, according to Katharina (2010:13), may result in learners breaking off their schooling prematurely and/or that the scope and quality of their education will be limited.

Therefore, the impact of corruption on the education of learners can be noted directly and indirectly too. The researcher argues that when the personal development of the learner is disturbed, it may also imply that the potential achievement is backtracked. UNDP (2011:16) concluded that in the educational sector increased procurement, staff employment and deployment as well as additional demands on any systems for oversight increase the risks of corrupt practices. In this regard, it follows that sub-standard material can be procured and embezzled too because of corruption. According to Chirorodziva (2015:9) hardly a month goes by without hearing an accusation of abuse of school resources or a case in the courts of a headmaster, school bursar/or school development association chairperson being charged for embezzling funds. Additionally, incompetent personnel can also be hired. These factors may have an indirect impact on the academic achievement.

World Development Report (2009:23) advances that up to 45% of all teachers in Ethiopia miss one day a week, while 10% miss three or more days work a week. Therefore, the scale of teacher absence may imply that the learners' contact hours with the teachers is negatively affected, hence time to revise may be limited. Corrupt practices in the education system undermine an education geared to ethical values, and shatters confidence in the quality of the education system. When learners become familiar with

corrupt practices and see that personal success depends not on performance but on bribery and fraud, unethical patterns of behaviour are passed on to new generations and become more widespread (UNDP, 2011; Katharina, 2010; Hallak and Poisson, 2010).

There is great need to implement the anti-corruption initiatives globally to realize positive results in combating corruption in the education sector. Chr. Michelsen Institute (CMI) (2009:4) highlights that corruption in the education sector causes a high drop-out rate, which increases at high levels of poverty, low quality teaching, leading to poor achievement. The World Bank's Voices of the Poor survey (2010:2) argues "Public school teachers in Pakistan demand payment for each child in the form of 'tuition'. If parents do not meet these payments ... the teachers were reported to have a tendency of beating the students or submit failing grades."

On the other hand, CMI (2009:4) further reports that in the late 1990s it was reported from the Philippines that, despite significant public expenditure on text-books, only 16% of children received them. Education supplies were lost to payoffs, under-deliveries, and overpricing. Unsurprisingly, the textbooks were on sale at local markets. According to Chapman (2010:3), in 2001 25 million secondary level schoolchildren in Bangladesh started the school year without textbooks. When the textbooks were finally delivered, they were full of errors, yet they had to be purchased by pupils at a higher price than previously announced. A report card survey carried out by Transparency International Bangladesh (2010:1) revealed that students had to pay an additional Tk 670 million (approximately US\$ 12 million) due to the textbook crisis.

An analysis of sexually related violence in Botswana (2001) revealed that 67% of girls reported sexual harassment by teachers. Eleven percent (11%) of the girls surveyed seriously considered dropping out of school due to harassment (even though Botswana provides 10 years of free education) and 10% consented to sexual relations for fear of reprisals on grades and performance records. It follows that such corrupt practices have a negative impact on learner academic achievement in general. In seeking plausible solutions, the Education International Draft Resolution on the Role of Education in

Combating Mismanagement and Corruption, proposed by the Executive Board (2004:2), considers that “a precondition for successfully combating corrupt practices among teaching staff, head teachers and education workers in general is the provision of adequate salaries enabling all education personnel to make a decent living from their regular work”.

This can be achieved through a genuine social dialogue involving teachers, parents and unions. To that end, such remuneration may motivate teaching staff to uphold professionalism and make them shun corruption. thereby indirectly enhancing learner academic achievement.

### **2.8.3 Corruption, academic achievement and United Nations policies**

The United Nations has developed various policies that guide in pursuing global developmental initiatives. In this section, special reference is going to be made to the Education for All (EFA), Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) respectively. An attempt to explore the impact of corruption will be made with a view to ascertaining the level at which academic achievement is affected. According to UNDP (2011:14) corruption hinders efforts to achieve Education for All (EFA) goals and the education based Millennium Development Goals (MDGs) by diverting resources away from investments in infrastructure and institutions and distorting incentives for quality service delivery. The UNDP (2011:15) has stated two Education for All (EFA) goals (goal 3 and 6) related to this study as:

Goal 3: Guarantee that all academic needs of all young and adult learners are met through equitable access to appropriate learning and life-skills programmes.

Goal 6: Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy and numeracy and essential life skills.

From considerations of the stated goals, the researcher argues that corruption is a possible threat to the ideals and fundamental principles espoused in each goal. Additionally, corruption may negatively affect equitable access through manifestations of favouritism, bribery and nepotism. In the same vein, quality access and excellence in service provision can also be threatened by corruption.

Additionally, UNDP (2016:10) reports that the Millennium Development Goals (MDGs) targeting education were set so as to 'achieve universal primary education' (goal 2) and to 'create a global partnership for development' (goal 8). Based on the subject under study, the researcher argues that the MDG goals are relevant. Through corruption in schools the education of learners is negatively impacted, since it is believed that education and development are closely linked. In pursuit of attainment of Sustainable Development Goals (SDGs) which are a UN initiative for transforming the world, the UN (2016:1) reports that the SDG Goal 4 targets: 'ensuring inclusive and quality education for all and promoting lifelong learning'. Therefore, the researcher argues that corruption is a threat to all efforts meant to achieve the inclusivity drive as well as a threat to the attainment of quality education.

OHCHR (2016:2) concurs that the corrupt activities create discrimination in accessing public services in favour of those able to influence the authorities to act in their personal interest, including by offering bribes. In addition, the economically and politically disadvantaged suffer disproportionately from the consequences of corruption, because they are particularly dependent on public goods and services. Against this background, education is a basic social service needed by all learners in promoting lifelong learning. Lifelong learning is defined as knowledge acquired during primary, secondary and tertiary education (Asongu and Nwachukwu, 2015:2288).

This section has tried to establish the possible link that exists between corruption and academic achievement in schools. It has further provided cases to justify this link. The next section explores other factors that have a bearing on academic achievement apart from corruption.

## 2.9 OTHER FACTORS THAT IMPACT ON LEARNERS' EDUCATION

Although this study is centred on corruption as a principal variable that impacts on learner academic achievement, it does not mean that it is the sole factor. There are several other host variables, hence from the researcher's perspective some of the factors are somehow directly or indirectly connected to corruption in one way or the other. The gender-related theories have insisted that the differential treatments among girls and boys have been at the core of causing under achievement in schools. Thus, Meena (2009:13) submits that gender inequalities are reinforced by custom. In the other view, the symbolic interactionism theory submits that academic achievement can also be explained through relative and subjective interpretations. There is a plethora of factors that negatively or positively impact on academic achievement of learners. Early pregnancy and marriage continues to be a factor that contributes to girls leaving school. More young women (24.5%) aged 15-19 years compared to 1.7% of young women aged 20-24 years have had at least one child before age 18. (UNICEF, 2010:35). Therefore, the vulnerability of girls has led to their perceived low achievement in schools.

Studies by Gordon (2009:38) revealed that parents have negative attitudes towards the girl child's education. She further observed that they view boys as more able than girls. Instead of fighting this discrimination, teachers abuse their power to reinforce these stereotypes. Sadker and Sadker (2010:2-3) in their research on the experiences of boys and girls in school found that teachers offered boys more academic assistance than girls. In this respect it follows that these differential treatments resulting from classroom practice have impacted on academic achievement. Sadker and Sadker (2010:2-3) coined this practice 'failing at fairness' implying that gender bias has a negative impact on academic achievement of learners in a school setting.

According to a study by Obanya (2009) on educational systems in Mozambique, Burkina Faso, Swaziland and Ethiopia, girls in Swaziland are still subject to the negative influences on girls' education which are at work in other countries of Africa. Thus, poverty, pockets of resistance to western education (and particularly negative attitudes to

schooling for girls), gender stereotyping in the choice of careers and areas of study, and unwanted pregnancies, are still stark realities in the country. These factors contribute to lower academic achievement, non-enrolment, drop-out, irregular attendance, grade repetition, and poor performance among girls compared to boys. It can be inferred on one hand that causes of academic achievement can be relatively interpreted (symbolic interpretation) while on the other hand the symbolic interpretation can be best explained from the perspective of marxist or feminist scholars as well.

Hartmann in Kournay, Sterba and Tong (2012:344) argues:

*“Marxism is a theory of the development of class society, of the accumulation process in capitalist societies, of the reproduction of class dominance, and of the development of contradictions and class struggle”.*

Therefore, Marxism focuses on differential power relations within society, consequently leading to division between the ‘haves’ and ‘have nots’. To that end, the marxist view focuses on the unequal distribution of wealth in society. It follows that all classes in society are vulnerable to some form of mistreatment based on superiority complexes that are attached to certain groups of people. Based on this situation some learners may also be vulnerable because of poverty. At one extreme, it can be argued that the poverty may also arise through deprivations that are linked to corrupt tendencies, abuse of power and greediness. Society is characterized by class divisions thus the vulnerability of the working-class child will present him/her with challenges that may lead him/her to fail to access the so-called high valued knowledge, hence low academic achievement among students.

This section has highlighted other factors that impact on learners’ education other than corruption. The next section provides a detailed review of the aims and goals for combating corruption to enhance learner academic achievement.

## **2.10 THE GOALS AND AIMS OF COMBATING CORRUPTION**

This section outlines the goals and aims of combating corruption in various organisations, institutions and society at large. The Modern Didactics Centre (2010:20) defines corruption prevention means detection and elimination of the causes and conditions of corruption through the development and implementation of a system of appropriate measures as well as deterrence of persons from the commission of crimes of corruption. Therefore, in this study, corruption prevention is interchangeable with combating corruption.

The Anti-Corruption Commission of Bangladesh (2015:1) has set the following goals and aims for successful combating of corruption:

- Combating corruption through punitive action
- Pre-empting corruption through systems review
- Preventing corruption through education and advocacy
- Designing operating mechanisms and providing human resource support and good internal governance.

In another dimension, the Modern Didactics Centre (2010:18) notes that the major goal of anti-corruption education is to build values and develop capacities necessary to form the civic position of pupils against promotion of intolerance towards corruption. Therefore, in this study the researcher argues that the goals and aims of combating corruption should enhance the demonstration of corruption fighting possibilities among teachers, parents and learners as well as strengthen their capacity to prevent corruption in schools.

Against this background, it follows that schools require setting up such viable structures and targets to fight corruption. This will in a way provide a corruption-free environment particularly through enabling systems.

This section has provided a detailed review of the aims and goals for combating corruption to enhance learner academic achievement. The next section reviews various country cases in respect of collective mechanisms that are being employed in combating corruption.

## **2.11 COMBATING CORRUPTION IN PRACTICE**

In this section, case studies from different countries are going to be reviewed. The aim is to explore different strategies that are used in various nations in an attempt combat corruption in various sectors, the education sector included. Katharina (2010:10) notes that measures to prevent corruption in the education sector aim to improve the quantity, quality and efficiency of education and to ameliorate access to the education system, thus underpinning the sustainability of education reforms. Bangladesh, Hong Kong, Botswana and Poland have been selected in this study on the basis that they will provide the best practical lessons for combating corruption in the education sector in Zimbabwe public secondary schools.

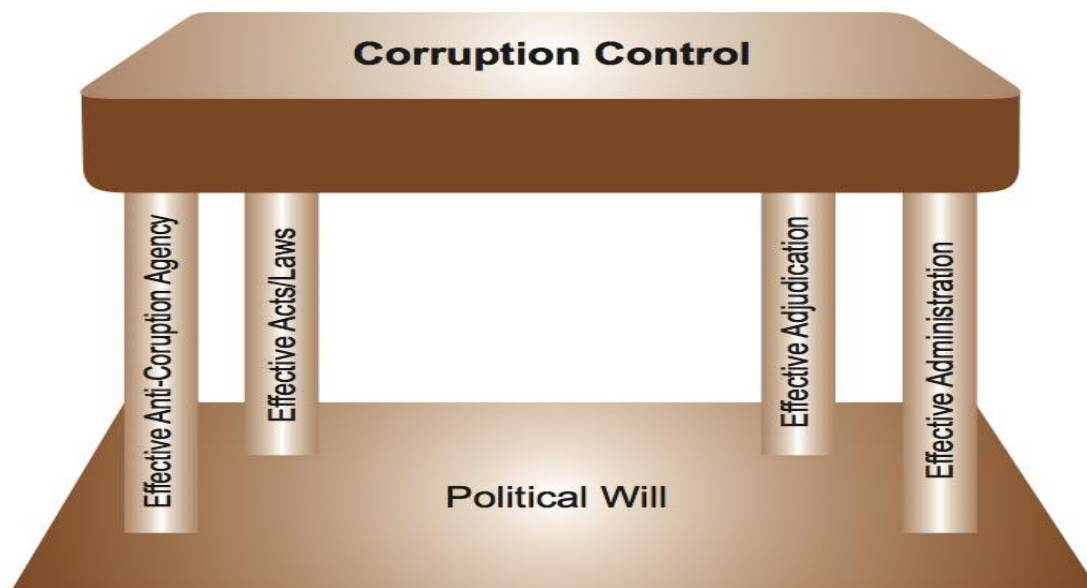
### **2.11.1 The Bangladesh case**

The combating of corruption is an integral aspect in any given nation. As such this section reviews the experiences on combating corruption in Bangladesh. The researcher argues that these experiences have a bearing on the subject under investigation. The Bangladesh is credited for having a robust anti-corruption strategy. According to Anti-Corruption Commission (ACC) of Bangladesh (2015:1) the anti-corruption drive is meant to create a strong anti-corruption culture that permeates throughout the whole society to relentlessly combat, control, suppress and prevent corruption. Therefore, various strategic objectives have been set to achieve this drive. Therefore, the major focus of the drive may seem to be inclined towards the prevention of corruption. The researcher argues that proactive mechanisms have an advantage over reactive mechanisms. As such, prevention is a proactive mechanism. Fighting corruption is not just law enforcement. Rather it is a reappraisal of the way we think and the way we act. No anti-



corruption drive can succeed or survive without active support or participation of the people (ACC, 2015:2).

Related to these initiatives, Anti-Corruption Commission of Bangladesh (2015:1) has proposed a framework for combating corruption as follows:



The four-legged table of corruption control

**Figure 2.4: Bangladesh model of corruption control**

*Source: ACC of Bangladesh, (2015:1)*

The researcher argues that this table-approach mechanism is credited for its ability to incorporate the essential key elements which are a necessity in the fight against corruption. This corroborates well with findings by Transparency International (2013) that political will and commitment is at the core of a successful anti-corruption drive in any given nation. Under the Bangladesh anti-corruption drive, political will forms the sound base or grounding for any possible initiatives. In educational institutions these mechanisms are thus useful, necessary and effective if academic achievement is to be

improved for the better. The inclusion of the legislative framework also makes it a very good approach.

In combating corruption, the Anti-Corruption Commission of Bangladesh (2015:4) is governed by and uses the following preventive vigilance framework:

- Corruption prevention committees constituted by voluntary and honest and active people are used.
- Public education programmes inspired by corruption prevention and education principles are in place.
- Integrity units for anti-corruption platforms for the youth are set up.
- Promotional activities which include placing advertisements and public hearings on anti-corruption issues are always undertaken.
- Publications are used to prevent corruption through igniting a sense of ethics among people.
- Observance of International Anti-Corruption Day, 9 December of every year and Corruption Prevention week March 26-April 1 every year.
- Presentation of activities of the prevention wing so that different initiatives of the prevention wing of the Anti-Corruption Commission are made public and promote civic engagement.

Based on the topic under study, it is critical to focus on the broad anti-corruption strategy of Bangladesh which is relevant to Zimbabwe. Zimbabwean secondary schools' efforts to combat corruption to enhance academic achievement may derive a benefit from the Bangladesh experience.

### **2.11.2 The Hong Kong case**

In this section, the researcher analyses the Hong Kong model of combating corruption. This model is considered one of the best in providing anti-corruption mechanisms. Doig and Riely (2012: 52) note that corruption had once been a serious problem in Hong Kong.

According to Kwok Man-wai (2016:1) Hong Kong was one of the most corrupt nations in the 1960s and 1970s. Thus corruption was regarded as a 'way of life'. It existed from 'womb to tomb'. Corruption in the public sector, education included, was well organised and syndicated and the scale of corruption of open corruption high. After the establishment of the independent Commission Against Corruption (ICAC), within five (5) years all the overt syndicated corruption was eradicated and now Hong Kong is regarded as one of the most corruption-free societies in the world.

With the advent of a robust anti-corruption strategy, it is reported that the incidences of corruption have dramatically decreased. Hong Kong's anti-corruption model is premised on a three-pronged attack strategy which focuses on investigation, prevention and education (De Spevile, 2010:21). Against this background it follows that this strategy may also involve the use of schools in disseminating anti-corruption information. Therefore, mass media and public education campaigns are perceived as core in the Hong Kong model since they enlist collective support in combating corruption. The researcher argues that in view of the topic under study, the Hong Kong model becomes relevant in providing an effective prevention, deterrence and education strategy in the fight against corruption.

Additionally, this is buttressed by effective legal and anti-corruption laws which are supported by partnerships regulated by relevant review mechanisms. This implies that once the school environment is corruption free, then the teaching and learning transactions will also be supported. Additionally, the Hong Kong model is credited for its ability to make use of competent staff. The independent Commission Against Corruption (ICAC) is well resourced and uses seconded staff and expatriate staff and has an intensive training programme punctuated by an excellent education programme (Doig and Riely (2012: 53). Against this background, it follows that Hong Kong as a nation has a political commitment to combat corruption across sectors. Kwok Man-wai (2016:1) concludes that the most significant factor in fighting corruption is 'political will' in Hong Kong. He further argues that there is clearly top political will to eradicate corruption, which enables the ICAC to be a truly independent agency.

### **2.11.3 The Botswana case**

In this section, the researcher reviews the various anti-corruption initiatives that are being undertaken by Botswana. Doig and Riely (2012: 50) postulate that Botswana has been feted as an example of a country with relatively low and manageable levels of corruption in a continent not noted for generally high levels of public integrity. Therefore, this may imply that even the levels of corruption in schools are low. This being the case, it is imperative to establish the reasons behind low prevalence of corruption in Botswana. Frimpong (2010:14) maintains that in Botswana the government established a Directorate of Corruption and Economic Crime (DCEC) in 1994, which has reported annually to parliament. These developments reflect a political commitment to tackle corruption with evidence of the commitment seen in the number of cases investigated by the DCEC, the number of cases put to the courts and the number of convictions. Related to the success of the Botswana anti-corruption drive is the development by DCEC of a three-pronged attack with a focus upon investigation and prosecution, public education and prevention (Doig and Riely, 2012: 51).

Against this background, the researcher argues that political will is at the core of the success of Botswana's efforts to combat corruption. It can also be concluded that Botswana's efforts are related to Hong Kong experiences. To that end, as an African nation and indeed a neighbour to Zimbabwe, these efforts are relevant to the Zimbabwean context.

### **2.11.4 The Poland case**

In this section, the researcher looks at experiences in Poland. Poland developed an anti-corruption strategy which was aimed at combating corruption across sectors. For the purposes of this study attention is given to the education sector. The Minister of Education, under a proposed agreement from 2003 between the Government of the Polish Republic and the Government of the United States of America, carried out cycle training for professionals with training institutions and teachers (Government of Poland

2015:16). This strategy is effective in providing teachers with skills to detect and prevent corruption. Additionally, this theoretical and practical knowledge in the field of diagnosis, prevention and combating corruption is vital in public life and the students' everyday life respectively. Thus, the partnership of the Polish government and the US government can be perceived as a significant stride in combating corruption. In addition, as part of the annual contract between the Ministry of National Education and the President of Poland, a television programme was developed in 2003. This culminated in a multimedia package devoted to the phenomena of corruption that was preventive and precautionary in nature (Government of Poland, 2015:17).

One important area that was addressed by the Polish government was the area of civic education and dissemination of information; hence anti-corruption efforts were more effective through the involvement of civil society. Therefore, the role of education cannot be undervalued in combating corruption. By mid-2003, the Minister of National Education and Sport and the ministers supervising all educational institutions were by law compelled to implement anti-corruption issues in the general education core curriculum (Government of Poland, 2015:16). Therefore, these measures and strategies are also relevant if adopted in the Zimbabwean context, considering the efforts needed to combat corruption to enhance academic achievement. In one way or the other the researcher argues that these efforts may indirectly or directly promote the development of good ethical principles among learners and the level of compliance to school rules will also increase. These attributes have a strong bearing in shaping the learners' behaviour in school. In this case, the researcher argues that honest and law-abiding learners may not experience disciplinary challenges, hence they are likely to receive maximum attention and help from the teachers, consequently aiding to improved academic achievement and vice versa.

### **2.11.5 The South Korean case**

In 1999, the Presidential Special Committee on anti-corruption of the Republic of Korea developed the basic framework of the integrity assessment to overcome the limits of existing corruption diagnosis systems (UNDP and ACRC, 2015:6). Integrity Assessment

is defined from the perspective of public service users and the level of integrity is defined as the degree to which a public official carries out his or her duties transparently and without committing an act of corruption (ACRC and UNDP, 2015:16). In the education sector, parents and other stakeholders such as booksellers who conduct business with school officials are used to assess the level of integrity of educational institutions. Thus, it can be noted that this initiative is critical within educational institutions. As this provides or leads to the creation of an environment where each school is motivated to voluntarily carry out anti-corruption activities through the disclosure of integrity assessment results to the public, thus increasing transparency.

The Integrity Assessment (IA) is credited for its ability to strengthen objectivity in survey results by limiting the subjects to those citizens and public officials who actually experienced the works of the public organisation concerned as well as stakeholders and experts who have an interest in those organisations (ACRC Annual Report, 2015:16). Related to the measurement of corruption are some other models such as the corruption public official disciplinary index which reflects the statistics on corruption cases that occur at target organisations. Additionally, the policy customer evaluation (PCE) can be introduced to assess the overall operation of the target organisation including policy decision making process. Therefore, in the view of the schools, policy customers include experts and stakeholders who have an interest in the school system, including school parents. In addition, UNDP and ACRC (2015:11) propose the corruption risk index which is produced by gathering media coverage of corruption scandals related to target organisations.

This is an ideal way of dealing with corruption cases much as renowned British physicist Lord Kelvin said, if you cannot measure it, you can't improve it (UNDP and ACRC, 2015:6). Therefore, it follows that faced with corruption problems in schools, one cannot successfully deal with them without an in-depth diagnosis of the level and risk of corruption in those institutions. For schools to come up with anti-corruption prevention policies there is great need to adopt principles of integrity assessment. The identification of the corruption-prone areas within the school system is somehow imperative.

TI (2015:4) proposed a CPI diagnosis system. It can be observed that one of the drawbacks of this system is that it is flawed with subjective interpretations. UNDP and ACRC (2015:6) maintain that CPI as a diagnosis system is carried out on many unspecified individuals based on their perception of corruption rather than experience of corruption. This, however, is the background that has led to the adoption of user-friendly and objective corruption assessment models.

#### **2.11.6 Lessons learnt from these case studies**

The cases examined may seem to provide comprehensive mechanisms that may assist the education sector in efforts to combat corruption to enhance academic achievement. One of the practical lessons that emerge is that corruption is a threat to sustainable teaching and learning processes. Pagati (2009:1) further laments that corruption exerts heavy economic costs, distorts the operation of free markets, slows down economic development and destroys the ability of institutions and bureaucracies to deliver the services that society may expect. The role of schools in combating corruption cannot be over emphasised given the existing circumstances. In the researcher's assessment the Hong Kong, South Korean and Bangladesh cases are pertinent in that they resemble the 'best practices' which are comprehensive in nature and have checks and balances to ensure their effectiveness on the ground. Similarly, the Botswana experiences are also pertinent because of the afro-centric grounding which by no means illustrates an African initiative. In contrast, other mechanisms may demand resources which might be hard to come by. The fight against corruption in Zimbabwe is constrained by lack of financial resources (ZACC, 2016:15).

Therefore, it is imperative for the education sector to adopt the corruption combating mechanisms that are used across the globe. Such an undertaking will therefore assist in the collective fight against corruption. Despite the shortages of the resources and other related weaknesses, the case studies are, however, relevant.

This section has discussed the best practices in combating corruption around the world. It has been noted that Hong Kong, South Korea, Bangladesh, Poland and Botswana anti-corruption models are among the best examples. The next section discusses the socio-political context of combating corruption.

## **2.12 THE SOCIAL AND POLITICAL CONTEXT OF COMBATING CORRUPTION**

In this section, the researcher examines corruption prevention programmes developed in different socio-political environments. An attempt would be made to ascertain the feasibility of these corruption combating mechanisms as well as determine their suitability and subsequent linkages to varied existing socio-political environments. Rock (2009:34) notes that the content of corruption changes across different social and cultural contexts, and practices considered corrupt in some contexts might be considered as proper and legitimate in others. The various corruption combating programmes have different assumptions, goals and orientation.

Corruption patterns vary from society to society and over time (Doig and Riely, 2012:45). Additionally, they argue that reform strategies should take account of widely differing economic, legal and political contexts since effective anti-corruption strategies need to be tailored to the social environment in which corruption occurs. In Zimbabwe, the analysis of the present socio-political stability in schools is also critical, since it has been noted that corruption thrives in the prevailing environmental contexts. Corruption alters its character in response to changing socio-economic, cultural and political factors. As these factors affect corruption, so does corruption affect them (Werner, 2011:638).

Wemp (2012:1) argues that conflict creates an environment where corruption and organised criminal activity can prosper to the extent that they become impediments to conflict resolution and post-conflict rehabilitation. Perpetrators are sometimes parasites of conflict, while in other cases a symbiotic relationship develops between political and criminal elements. When this happens, crime, corruption, political aims, and ethnic extremism can become an explosive cocktail. Therefore, it is critical to consider an



analysis of the socio-political context when devising corruption prevention programmes. There is substantive evidence, both qualitative and quantitative, of the prevalence of corruption in conflict-affected countries, which tend to cluster in the bottom of corruption indices such as Transparency International's Corruption Perceptions Index, and the World Bank's Governance Indicators (Zaum, 2016:1).

### **2.12.1 Combating corruption in regions of inter-ethnicity**

In this section the researcher reviews the situation and experiences in Ecuador, Afghanistan and South Sudan in respect of combating corruption in regions affected by political instability. According to Doig and Riely (2012:51) the pernicious effects of corruption in Ecuador had threatened the very stability of its democracy. Additionally, they maintain that corruption was tied to some of the state's political dramas such as the uprising of the Ecuadorian people against the regime of Abadala Bucaram in February 1997. It is further reported that in Ecuador, social service provision was negatively impacted because of corruption. Therefore, corruption prevalence is connected to peace and tranquility in a nation. Thus, combating corruption in schools is dependent on the overall existence of a peaceful teaching and learning environment. Zaum (2016:1) notes that corruption has become an increasingly salient issue in war to peace transitions for the populations of war-torn countries. In addition, war-torn states are recognized as highly susceptible to corruption. Their administrative and judicial institutions are weak, and they lack the capacity to monitor and enforce rules against corruption.

Because of war, Afghan corruption extremely and drastically escalated to alarming levels. The corruption was more prevalent in various sectors and an abominable scale of corruption was recorded in the police, judiciary, and the administration (Delesgues and Torabi, 2010:23). South Sudan faces massive developmental challenges, currently ranking near the bottom of the Human Development Index with nearly 90% of the population illiterate, 75% of the population has no access to health services, and 30% do not have access to clean drinking water. Beyond the current developmental challenges, the international community must constructively engage with South Sudan to promote

good governance, economic development and security sector reform to achieve sustainable peace (South Sudan Backgrounder, 2016:4). Against this background, the researcher argues that corruption levels thrive well in regions of political disturbances.

### **2.12.2 Combating corruption in regions of experienced tranquility**

In this section, the researcher reviews the anti-corruption initiatives in Austria and Russia. The two nations fall within the region of experienced tranquility. The UN is built on three main pillars of international peace and security, human rights and development. As a result, the General Assembly on the Rule of Law at the International and National Levels on 24 September 2012 entered a Political Declaration by consensus. Article 25. of the declaration states that:

*“We are sure of the fact that the negative role of corruption, which impedes economic development and growth, takes away public confidence, legitimacy and transparency and hinders the making of fair and effective laws, as well as their enforcement, adjudication, and administration therefore highlights the significance of the rule of law as an essential element in addressing and preventing corruption, including through strengthening cooperation among States concerning criminal matters”.*

Therefore, fighting corruption in a region of peace and tranquility is not as difficult as in regions that are experiencing ethnic conflicts. According to the United Nations (2015:12), there is peace and stability in Austria, hence the combined effort by UNODC to implement anti-corruption initiatives. The UN Chronicle (2012:1) posits that together with UNODC, Austria promoted the idea of establishing an international anti-corruption academy. An institution of that nature was created in Austria by the Agreement on the establishment of the International Anti-Corruption Academy (IACA) in September 2010. Since then, the number of countries and international organisations constituting the IACA's overall constituency has increased from 36 to 61. In a short space of time, the IACA has managed to become operative and to offer training programmes, seminars and workshops. By the end of 2012, IACA started offering a two-year course for the world's first Master in Anti-

Corruption Studies. Against this background, it follows that the socio-political context within a nation is an important ingredient for the effective combating of corruption.

Furthermore, the United Nations' involvement and subsequent investment signifies the political stability in Austria. Austria is credited for setting up IACA which by now stands to be a pioneering institution that aims to overcome current shortcomings in knowledge and practice in the field of anti-corruption. It assumes the role of an independent centre of excellence in the field of education, training, anti-corruption, networking and cooperation, as well as academic research (UN, 2012:2). In Russia, because of peace and tranquility, the President has set up various Presidential councils and commissions. In particular, the Council for Countering Corruption was established. The Council's main roles include: the drafting of proposals for the President meant for the implementation of the country's anti-corruption policy; the harmonization of efforts of the regional and federal executive authorities and local self-government bodies in carrying out state anti-corruption policy; and overseeing implementation of the National Anti-Corruption Plan (Government of Russia, 2016:3). Against this background, the researcher argues that this initiative is critical in combating corruption. Thus, the initiative reflects a supportive socio-political environment.

### **2.12.3 Lessons learnt from the case studies**

From a consideration of these specific country experiences, it is possible to argue that there is a relationship between the prevalence of corruption in schools and the subsequent existence of peace. Therefore, the combating of corruption depends on the environment in which the teachers are also operating. Thus, Doig and Riely (2012:54) conclude that an anti-corruption strategy must be designed with the understanding that specific causes, occasions and appropriate corrective measures are directly related to a country's individual experiences. Drawing lessons from the experiences reviewed, the researcher argues that the experiences are relevant in the Zimbabwean context. Given the existing circumstances, it can be noted that combating corruption is governed by the surrounding socio-political contexts of the day.

This section has discussed the socio-political context of combating corruption. It has been noted that the combating corruption is dependent on the level of peace and stability in each nation. Furthermore, the incidences and prevalence of corruption may be affected by the level of peace and stability. The next section discusses the implementation of various corruption prevention programmes by schools and parents.

## **2.13 IMPLEMENTATION OF CORRUPTION PREVENTION PROGRAMMES**

In this section, various implementations of corruption prevention programmes will be discussed. The main thrust is to examine the role of schools and parents in combating corruption. The researcher argues that schools and parents are dependent on each other, and should always share a mutual relationship in this regard. Musaazi (2009) argues that the school is for the community and the community is for the school. In that context, there is need for a combined effort in devising corruption prevention mechanisms. On the other hand, this endeavour may be constrained by lack of a shared vision with regard to the need to combat corruption. Iraqis know that corruption is ravaging their country but believe it is immutable because it has become a way of life for them (Saleh, 2014:64).

Therefore, the biggest barrier in implementation may arise through failing to comprehend the ideal combating strategies. Additionally, Ruzindana et al. (2010:25) say 'like all wars, the fight against corruption will be hard and protracted'. Given this situation, it can be noted that in most cases combating corruption is hindered by the culture of condoning corruption by the general public. This calls for the need to change attitudes and perceptions to bring parents and teachers to a common corruption prevention implementation strategy. To that end, case studies on implementation of corruption prevention programmes in Tanzania and Cameroon will be reviewed later in this section.

### **2.13.1 Role of schools in combating corruption**

In this section, the researcher reviews literature that is linked to exposing the role of schools in combating corruption. In the same vein the rationale for combating corruption

will also be highlighted. There is vast evidence across the globe that corruption is a problem in schools. Therefore, the rationale for exploring the role of schools in combating corruption cannot be over emphasised. Studies in Bulgaria by Dimitrova (2015:1) have revealed that in 2003 education was identified by the Corruption Monitoring System of Coalition 2000 as a corruption-susceptible area, as was illustrated by the drastic increase in the number of articles in the media on corruption cases in the higher and secondary education institutions.

University professors and school teachers were also persistently rated by the general public in the top-five most corrupt professions in Bulgaria. Therefore, the grouping targetted anti-corruption education in both secondary schools and universities as one of the most pertinent areas to work in at the time. The UN Convention against Corruption (UNCAC) recognizes the need for public education in its mandatory Article 13 on “Participation of society”. Given that the international convention recognizes the role of education in combating corruption, it is therefore imperative to uphold the mandatory provision and accord schools their rightful place in this regard.

Parsons (2009) defines schools as factories that produce human personalities. According to Modern Didactics Centre, (2010:18) anti-corruption education could be both formal and informal. Therefore, anti-corruption education in schools (formal) can be put into the main curriculum and be also included in other civic campaigns and community activities (informal). Against this background, schools are expected to mould learners and further inculcate the moral and ethical standards that may make the learners fit into the global society. The researcher argues that, through exposing learners to anti-corruption strategies, society will tend to benefit much. “We believe children at a tender age have the potential to fight corruption that is plaguing our society” (Prevention and Combating of Corruption Bureau (PCCB), 2014:2).

According to Transparency International (2014:2) anti-corruption associations in schools have been instrumental in addressing graft in 24 countries across the world, including Chile, Italy, Pakistan and Thailand. Additionally, in Cambodia, the Transparency

International chapter organised a youth camp in 2013 to raise awareness about the effect of corruption on politics and economic development. Therefore, these initiatives may eventually have an impact in combating corruption in the education sector, thereby assisting learners to achieve their educational goals. Literacy and participation in matters of public service will be the single most crucial aspect in fighting corruption (Saleh, 2014:66). Similarly, UNDP (2011:41) advances that in some human rights-based approaches anti-corruption education provides a social basis for rights holders to claim their education rights and demand accountability and transparency from government and other stakeholders.

Therefore, the schools have a pivotal role to create an environment that promotes and supports anti-corruption initiatives. One of the fundamental strategies which schools must consider in this regard is a deliberate effort to strengthen engagement of the community in the fight against corruption. UNDP (2009) maintains that the devolution of power to parents and communities to run schools has reduced corruption. Additionally, it is reported that in El Salvador a pilot project established that a close parental control of schools had an impact on detecting and preventing corrupt behaviour. Schools can also become resourceful and devise other anti-corruption initiatives within their settings.

UNDP (2009) notes that better information technology (IT) administration can reduce corruption in student records and access to schools. In this regard, it can be noted that through use of software in IT, there are minimal chances of manipulating the system to corruptly falsify information. Van Nuland and Khandelwal (2010) suggest that schools have a role in developing a code of conduct for educational personnel to assist in combating corruption, thereby contributing to improving professional behaviour and performance. In this respect, the code of conduct will be used to regulate and govern the behaviour of learners, teachers, parents and principals respectively.

In justifying the role of the school, Bedoume (2015:3) posits that the school, as a mirror of the society, is the point of departure to address directly or indirectly all those areas in which corruption is rampant, such as the school itself, the public service, transport, law

and public order, justice, sports, and public health. Similarly, the Modern Didactics Centre, (2010:19) concludes that the ultimate result is to mould a personality who is aware of the threats posed by corruption to the public well-being and state security, intolerant toward the manifestation of corruption and able and seeking to eliminate corruption.

### **2.13.2 The Tanzania case**

According to the Prevention and Combating of Corruption Bureau (PCCB) (2016:1) the Government of the United Republic of Tanzania introduced the National Anti-Corruption Strategy and Action Plan (NACSAP). This is a government's blue-print for implementing the National Anti-Corruption Policy of 'zero tolerance' to corruption. The programme aims at helping to set up, organise, and mainstream a sustainable mechanism and responses against corruption. The NACSAP also aims at strengthening and instituting good governance, transparency, accountability, integrity, efficiency and improved public service delivery. In terms of engagement, it further encourages strategic partnerships between the Anti-Corruption bodies of the National Government, the private sector, civil society, media and Development Partners (DP) in combating corruption and enhancing good governance in Tanzania.

Against this background, the researcher argues that the national plan provides a strong foundation for the effective combating of corruption in the education sector through raising public awareness of anti-corruption and related strategies. It is reported that in Tanzania, anti-corruption studies are introduced and taught from primary school level. According to PCCB (2014:1), 3,949 anti-corruption clubs with 266,300 members had been formed in primary and secondary schools in Tanzania by August 2013. Reporting on the impact of anti-corruption initiatives in schools, Makoye (2014:1) argues;

*“At Mtendeni Primary School in Dar esSalaam, pupils often dodge classes because they find the lessons boring. But ever since the school introduced an anti-corruption club, no one wants to skip out. Every Friday pupils gather at the school's assembly hall to showcase their skills in singing, drama, storytelling and satirical art, all part of the club's activities that are aimed at teaching moral decency”.*

Therefore, schools have a role to mainstream anti-corruption studies into the main curriculum to contribute meaningfully to the overall discipline of learners. Independent Commission against Corruption (ICAC) (2015:12) maintains that anti-corruption education leads to a greater self-discipline and awareness of the rights and duties of citizens. Anti-corruption clubs are formed as student associations with the mission to sensitise pupils and teachers alike, to raise awareness and empower them to tackle the ills of corruption. Bad behaviour such as coming to school late, dressing indecently, abusing others, fighting, stealing, cheating in examinations or bribing teachers to get higher grades are discouraged (PCCB, 2014:1). Given these initiatives, the researcher argues that the behaviours that are discouraged may have a negative impact on academic achievement of learners. For example, cheating in examinations is likely to develop a sense of laxity among students. They will not work hard based on belief that they will use money to buy leaked exam scripts.

### **2.13.3 The Cameroon case**

In this section, literature related to anti-corruption initiatives in Cameroon are reviewed in justifying the role of schools in combating corruption. This initiative is popularly known as 'Fight Against Corruption Through Schools (FACTS)' and is intended to inculcate moral values (honesty, equity, equality, justice, integrity, etc.) to the young ones on the understanding that the impact of this endeavour will be felt in daily life tomorrow (Bedoume, 2015:1). It is further reported that the FACTS project designed a programme called "Education for Integrity", with didactic materials which include a teachers' guide, and a pupil/student manual that have been produced to render it operational. Bedoume (2015:1) concludes that 'Education for Integrity' draws inspiration from the environment to promote positive alternatives to corrupt behaviour. Therefore, the use of multiple anti-corruption strategies in schools will provide an opportunity for the mechanisms to complement each other. Since corruption is a complex social phenomenon, it also requires complex approaches to prevent corruption (The Federal Bureau of Anti-Corruption (BAK), 2012:1).



The researcher argues that the 'FACT' initiative has a philosophical backing which is premised on the view that early learning experiences have a lasting memory. To Bedoume (2015), the FACT initiative is in line with the popular African proverb stating that it is easy to bend a tree while it is still young. He is of the view that it is believed in Cameroon that children are the main target for any viable and sustainable initiative geared towards eradicating corruption in the society because adults can more easily guide their actions. The Cameroon FACT initiative is credited for the creation of integrity zones in the participating schools, raising awareness in parents through the signing of integrity pacts, anti-corruption curriculum design, training of trainers and field project animators, and monitoring and evaluation of project activities (Bodoume, 2015).

Therefore, it is imperative to note that the engagement of school community stakeholders such as parents, teaching staff, and the administration are targeted for participation. This therefore is an indication of the principle of inclusivity in combating corruption. According to Bedoume (2015:7) the evaluation of the Cameroon's FACT initiative in schools to measure its effectiveness has documented that a host of outcomes were recorded which include:

- Increased capacity of children to distinguish corrupt actions or behaviors from positive, ethical actions.
- Considerable decrease in the rate of cheating in exams.
- Examples of the sensitization of parents by their children.
- Reduction in the embezzlement of school fees by head teachers and teaching staff.
- Observation of the culture of denunciation both at school and in the community.
- Increased rate of declaration of lost and found objects in school.
- Conception and production of didactic material in a complex social area.

Against this background, the researcher argues that initiatives by schools are at the core of a successful programme to combat corruption to create the school environment which

is corruption-free, thereby supporting teaching and learning encounters which are favourable to the attainment of improved academic achievement.

This section has explored the role of schools in combating corruption. Specific reference has been made to the role of schools in Tanzania and Cameroon. The next section discusses the role of parents in combating corruption.

## **2.14 ROLE OF PARENTS IN COMBATING CORRUPTION**

The community is a very important stakeholder in the fight against corruption. As such the parents across societies have a crucial role to play in this regard. One strategy of fighting corruption is centred on whistle blowing. Ju Kyung-hee (2016:2) maintains that internal whistle blowing is the easiest and most effective way of combating corruption. In UK the Public Interest Disclosure Act 1998, the Whistle-blower Protection Act 2004 in Japan and in the US the False Claim Act 1986 and the Whistle-blower Protection Act 1989 are the notable pieces of legislation that promote whistle blowing. Against this background it follows that within schools teachers and parents must have the motivation to engage in whistle blowing activities. Ju Kyung-hee (2016:3) underscores the need to focus on public interest whistle blowing, which aims at reporting acts of corruption that violate public interest in education, public health, safety, environment, consumer interest and fair competition.

In schools many public interests are violated by corruption, where principles of fair competition are eroded eventually leading to differences in academic achievement. In turn parents as internal clients should develop positive attitudes towards whistle blowing and the laws must be permissive to create an environment that rewards and protects whistle-blowers. In exploring this strategy, subjects of whistle blowing should not be confined to employees only but anyone who feels school 'X' or 'Y' is engaging in corrupt activities. However, the use of inside employees may pose some safety constraints if the perpetrators are suspicious or have an idea or clue. According to Saleh (2014:68) whistle blowers in Iraq bear the brunt as there are no protection rules available for them. Those

with information regarding corruption in high government places fear death if they divulge it.

This section has explored the role of parents in combating corruption. Parents have been regarded as the bedrock upon which all initiatives to fight corruption should rely on. The next section discuss the measures that can be used in combating corruption.

#### **2.14.1 Measures to fight corruption**

This section tries to explore the various measures/mechanisms/strategies that are used to combat corruption to enhance academic achievement of learners in schools. For the purposes of this study, different measures are to be discussed. The key measures include but are not limited to the mainstreaming of anti-corruption studies and programmes, engaging and strengthening collaborations with civil society organisations (CSOs), improving accountability by strengthening transparency, investigations of alleged cases of corruption and prosecution of perpetrators. Undertaking asset recovery and life audits among public and private officials and upholding ethical values through enforcement of a defined 'Code of Conduct' are also some of the key measures. The use of a multi-stakeholder/multi-agency approach, conducting periodic and regular systems audits and reviews, and strengthening the use of protocols and conventions are also key measures/mechanisms that can be employed.

#### **2.14.2 Mainstreaming anti-corruption studies and programmes**

The researcher argues that world over mainstreaming of anti-corruption programmes is associated with positive results that may assist in fighting corruption. Commenting on the guiding framework of the mainstreaming principle, Amann, Berenbeim, Tan, Kleinhempel, Lewis, Nieffer, Stanchowicz-Stanuschand and Tripathi (2015:28) note that mainstreaming management education is based on a curricular design oriented toward learning outcomes that are defined by different stakeholder groups. The mainstreaming of anti-corruption and integrity education and programmes into the formal curriculum from early

childhood development, primary, secondary, college to university level is also a vital and powerful strategy in combating corruption (Katharina, 2010).

Annan in UNODC (2015:2) argues one way to combat corruption is to 'reach out to a younger generation and drive home the message in a hard-hitting manner. This is not a choice. It's an imperative. We educate them that corruption and bribery are poison. We use that word. Then they take a pledge, sign a banner and go home and tell their parents'. Ethics education is important in the fight to control corruption. When awareness about ethics and corruption is imparted to young people at school level, there is a better chance of producing people who grow up respecting their offices (Ruzindana et al., 2010).

Given that situation, it can be noted that making pledges is one of the mechanisms that is applicable in combating corruption among the young people as it repeatedly inculcates a culture of commitment towards the fight against corruption. Thus, such a strategy is likely to 'catch the learners young' hence early learning may build some permanent mastery. Related to the issue of pledges is the idea of mainstreaming anti-corruption studies in the formal education curriculum. Zimbabwe Anti-Corruption Commission (ZACC, 2012:4) came up with this initiative and influenced the Zimbabwean school curriculum through the mainstreaming of anti-corruption studies in the civic education syllabus at both secondary and primary school levels. In this respect, it follows that the major aspects revolve around the pledge that inculcates preventative measures. In the proposals by ZACC, it has been noted that the emphasis is on ZACC's credo 'refuse, resist, reject and report corruption'. By emphasising this, students in schools will appreciate the need to meaningfully contribute in the fight against corruption.

In Ghana, an effective strategy was reported in the fight against corruption called the Ghana Integrity Initiative (GII). According to Kwafo in UNODC (2014:3) the GII used the grant to educate, train, sensitise and build the capacity of 30 small and medium enterprises in the western region of Ghana. It is reported that because of this sensitisation the Regional Chamber of Commerce has indicated its intent to launch an anti-corruption

desk in the chamber. Against this background, it can be observed that training and sensitisation on anti-corruption issues can raise some awareness and assist in behaviour change and modification of attitudes.

Therefore, it follows that such training may equip secondary school teachers so that they are able to devise amicable ways of fighting corruption. The Government of Pakistan (2015:22) has developed a host of strategies to combat corruption. Chief among them is introducing anti-corruption themes in the national education curriculum, detection, investigation, educating society, prosecution, recovery of state money and other assets misappropriated through corruption and misuse of authority, and speedy disposal of corruption cases. Therefore, in schools these strategies are critical because the speedy disposal of corruption cases will act as a preventive vigilance measure.

A study by Christensen, Johnson, and Turner(2009) reported that 84% of MBA programmes at the top-ranked business schools in the world (according to the Financial Times ranking) have an ethics component in the curriculum, either as an independent class or combined with sustainability components. In order to complement mainstreaming initiatives, the United Nations Global Compact proposed an initiative called the Principles for Responsible Management Education (PRME) to help institutes of higher learning structure management and business programmes with a view to combating corruption. The initiative (PRME) is founded on six (6) principles, namely purpose, values, method, research, partnership and dialogue (Amann, Berenbeim, Tan, Kleinhempel, Lewis, Nieffer, Stanchowicz-Stanuschand Tripathi, 2015).

Therefore, it can be observed that the collective participation of various stakeholders in this initiative will provide an opportunity to devise collective strategies (through dialogue and partnerships) to combat corruption in institutions of higher learning. Additionally, this strategy has some benefits in that learners are exposed to anti-corruption initiatives in a more formalized setting.

It can therefore be argued that when mainstreaming there is a great need to match the content included in formal programmes with the real-life experiences. Improving public sector ethics, the development of a robust culture of institutional governance and the introduction of an anti-corruption legislation are all necessary parts of a unified regime of an anti-corruption approach based on law, as well as institutional and administrative arrangements (McKoy, 2010).

### **2.14.3 Engaging with civil society organizations (CSO's)**

The fight against corruption in the education sector has been necessitated by an important role played by CSO's in countering corrupt practices. In a Bangladesh subdistrict, community and audit groups used budget tracking to reveal that the state and quality of buildings did not reflect a stated expenditure of US 146 per school for infrastructure development (Global Campaign for Education, 2014:23). UNODC (2014:6) further proposes strengthening stronger partnerships with civil society organisations. In this respect through partnerships schools can try to co-ordinate the activities related to the fight against corruption. This may involve engaging in some combined awareness campaigns and conducting open dialogue sessions to share information.

In a school system this can be exploited further when teachers bring in resource persons to the school and even put learners in some clubs whose thematic areas of focus are crafted towards the collective eradication of corruption. The Indian strategy for fighting against corruption is founded on their belief of preventive vigilance. In this approach, creation of awareness is a top priority. This involves eliminating/minimizing discretion in decision making and lay down objective criteria for decisions, minimizing physical interface in public dealing departments and maximizing use of online platforms (Government of India, 2015).

In this regard, it can be noted that such strategies can be adopted in the education sector to encourage school officials to use online methods for seeking or apply for places in schools and colleges to reduce chances where officials in a college will extort for bribes.

Non-governmental organisations (NGOs) are considered crucial in combating corruption. Spector (2010) proposes what he terms 'NGOization of service delivery' and maintains that NGO-led anti-corruption strategies in the education sector have yielded positive results and produced successful institutional reform, behaviour change and heightened awareness). According to Aceron (2012), in 2001 a Government watch, a civil society organisation, started to review public sector performance in text book delivery and exposed and disclosed multiple forms of corrupt offences.

#### **2.14.4 Improving accountability by strengthening transparency**

The Government of Zimbabwe (2015:13) proposes some measures/mechanisms where processes and criteria in decision making and timelines for delivery of services are laid down and made public. In this respect, it follows that once all the processes are transparent, the public has the power to question any mishap. In a college or school system it entails that all the processes will be laid down in the standard operating procedures as well as incorporating the fundamentals in the schools' clients' charters. To operationalise this strategy, systems reviews and audits have been conducted in some private and public organisations (schools included) to establish the level of compliance with laid down procedures.

Corruption in organisations may occur because of some traditional malpractices that usually are associated with resistance to change. In most cases, some principals have resisted adopting some contemporary measures of curbing corruption, mainly on the principle and rigid philosophy that 'we have always done it this way'. To counter such conservative beliefs and further meaningfully participate in the fight against corruption, Maguchu (2015:2) proposed the identification of sensitive posts in organisations and rotational transfer policy for holding such posts. In a school situation, it follows that once one principal is transferred, he or she should acquit himself through hand over and takeover ceremonies. Additionally, if the process is made a policy issue, principals may become cautious knowing that one day they will be asked to account for their actions.

In other public service providing organisations like hospitals, bribes may be charged for one to get preferential treatment or to be served first. One of the strategies for combating corruption from an Indian perspective is the adherence to the principle of 'first come first served' in disposing service requests (Government of India, 2015:9). Furthermore, it is recommended that there is need to keep a list of 'officers of doubtful integrity' and 'agreed lists of public servants' whose conduct needs to be watched closely.

Against this backdrop, it follows that such information may assist supervisors in the education sector as they interact with principals, education officials and teachers respectively. It would imply that the occurrence of corrupt activities would not come as a form of surprise but something with a background; hence people would be able to fight the scourge. Around procurement, rampant corruption has been reported across institutions. To that end, to combat corruption, Zimbabwe Anti-Corruption Commission (2012: 13) has suggested the adoption of guiding principles for public procurement which include an advertising tender process, provision of generic specifications, evaluation of the process by a committee, using neither lax nor stringent eligibility criteria, desisting from a post tender negotiation with bidders and the use of an integrity pact for high valued tenders.

Against this background, it follows that in schools and colleges there is need to set up evaluation committees when it comes to the issuing of tenders and contracts. Furthermore, this will ensure transparency, equity and fairness in dealing with people, hence reducing the chances to offer bribes and kickbacks. World Bank (2014:12) advances that corporate governance provides the structure for defining, implementing and monitoring a company's goals and objectives and for ensuring accountability to appropriate stakeholders. Based on this, it follows that in educational institutions there is a great need for checks and balances so that systems for the prevention of corruption are put in place as well as strengthening the existing ones. As an anti-corruption weapon, corporate governance weakens the scope for directors and corporate employees to engage in self-dealing and/or corrupt practices (Hontz and Shkolnikov, 2009:32).



Therefore, within the education sector there is need to adopt reforms for transparency and accountability. This would entail employee training on identifying corruption and how to act on it. Furthermore, there is also need for public disclosure of schools and colleges' activities and deals as well as insisting on transparent recruitment procedures and practices. In November 2010, the Government of National Unity (GNU) launched a 'Corporate Governance Framework (CGF) which sought to address corporate governance deficiencies, with a view to lay bedrock for better performance, transparency, openness and accountability (Corporate Governance Framework (CGF), 2010:8). Spector (2010) observes that accountability and transparency can also be improved through the application of information technology. However, the application of information technology in education can reduce arbitrary discretion and lack of transparency in procurement transactions, but cannot be a sole solution since a group may also connive to commit an offence.

#### **2.14.5 Investigations and prosecution of perpetrators**

In complementing preventive vigilance measures/mechanisms the Government of Zimbabwe (2015:13) proposes some punitive vigilance measures/mechanisms which are a combination of unleashing investigations and recommending prosecution with a view to incarcerating the perpetrators of corruption. In this context, several education officials have been arraigned before the Zimbabwean courts facing allegations of misappropriation. In addition, it can be noted that the lengthy sentences that were given to those convicted have always acted as a deterrent strategy to would-be perpetrators. Furthermore, the idea of confiscation of the proceeds of corruption is also a deterrent measure which can stand to embarrass the perpetrator hence sending a clear message to the would-be perpetrators in future.

Similarly, the Government of Greece (2015:8) has proposed some harsher disciplinary procedures and measures which even include dismissals for civil servants who corruptly violate the disciplinary law. In support of deterrent vigilance strategies in the fight against corruption, Mangwengwende (2015:2) declares that "we must demand return of the looted

funds and jail terms for those who looted our funds at Zimbabwe Broadcasting Corporation” (ZBC), Zimbabwe Football Association (ZIFA), and Public Service Medical Aid Society (PSMAS). He further argues that people should not fold hands while the country is being looted with impunity.

Reporting corruption is also an effective strategy. The Republic of Azerbaijan (2015:17) launched a hotline special easy-to-access toll free ‘161 hotlines’ on March 3, 2011 which aimed at receiving directly the complaints of the citizens on corruption offences. Statistics on reported complaints received through the hotline indicated that in the education sector 106 appeals were recorded. Some nations have used the ‘name and shame’ approach as a strategy. The Arab Republic of Egypt (2015:14) reports that the Minister of Agriculture was arrested for taking bribes (some gifts – real estate request) to help businessmen illegally acquire state land with the influence of a middleman. Therefore, such a measure is clear testimony of the country’s effort to eradicate corruption at the top political level.

The Government of Zimbabwe (2015:15) notes that ‘in executing our mandate we have always been accused of only targeting the small fish leaving out powerful people in society who are linked to corruption. However, in rolling out its mandate, Zimbabwe Anti-Corruption Commission (ZACC) is not guided by the perception of big or small fish. ZACC goes after any grand corruption which is not the preserve of a special class of people in society’. Therefore, the non-discrimination approach will enhance the effective fight against corruption.

#### **2.14.6 Assets recovery and life audits**

UNODC and World Bank (2014:3) have proposed an innovation to the global fight against corruption, offering fact-based analysis and proposals on the strategy and methods to recover corrupt assets. Therefore, such collaborations may increase the capability of those working on asset recovery through hands-on training. Based on this it follows that with such partnerships and institutional capacity building initiatives there are high chances

that citizens will desist from committing corruption cases for fear of embarrassment. Thus, combating corruption in schools may rely on enforcement and deterrent strategies as well. For the effective fight against corruption in schools cluster school dialogues are thus perceived as an effective strategy to pursue the ideals of the aforementioned initiatives.

In this situation teachers will have an opportunity to cross pollinate ideas and learn from other people's experiences. This strategy syncs well with the provisions of Chapter V of the UN Convention against corruption (2005) which stipulates that 'The return of assets is a fundamental principle of this convention and states parties shall afford one another the widest measure of cooperation and assistance in this regard.' Lifestyle audits of school officials is one mechanism that can be employed (Zimbabwe Anti-Corruption Commission, 2013:3). In addition, under this initiative, the mandated anti-corruption agency may through the powers given to it embark on life audits of the public officers who include teachers to establish if they are living within their means. Furthermore, such initiatives may dovetail the assets declaration strategy to track and make the teachers as public officials able to account for their wealth and other related acquisitions.

#### **2.14.7 Upholding values through enforcement of a defined code of conduct**

There is a need to come up with anti-corruption strategies in education which are centred around upholding of ethical values and principles of '*ubuntu*'/'*hunhu*'. According to Makuvaza (2010:21) the philosophy of '*ubuntuism/hunhuism*' gives the citizen the onus of protecting his/her own country through active engagement and full participation in national issues. Holtzhausen (2009:154) states that ethical values of integrity, accountability and equity must be part of the values of public sector officials since they occupy positions of a strategic nature in society. The Zimbabwe Anti-Corruption Commission (2014:13) maintains that as individuals we need to uphold values of honesty, trustworthiness, integrity and fair play and to discourage greediness and avarice. At family and society level, we need to pass on to our children the virtues of integrity, hard work and trust; and to impress upon them that no matter how strong the sweet scent of corruption can be, it always leads to self-destruction.

Against this background, it can be concluded that corruption fighting is more of a national duty, so to speak, hence the need for schools to consider such proposed integrity development initiatives. The Global Corruption Report (2014:10) highlights innovative anti-corruption solutions which include developing codes of conduct for teachers which promote ethical behaviour in the classroom. In this situation, such codes may be viewed as effective tools for improving behaviour and further reducing incidences of corrupt behaviours. The Global Corruption Report (2015:12) proposes teacher preparation programmes and training that include consideration of their professional and ethical responsibilities which may strengthen teachers' capacity to take a lead in opposing corruption. Therefore, when teachers receive training on anti-corruption issues, the chances are that learner academic achievement in schools will be enhanced.

Haug (2009:1) suggested the need for continued and collective efforts to control corruption. The greatest cost of corruption in the education sector is the denial of young people reaching their full potential and becoming positive, contributing citizens to their communities and society (Association for Childhood Education International, 2014:1). In this respect the need for a collaborative engagement in schools to fight corruption cannot be overstated. Kajau (2015:9) argues, 'Let's work together as a society to stamp out corruption and restore the culture of good corporate governance in the way we execute our duties everyday'.

Therefore, there is need for sector specific strategies that emphasise moral uprightness to combat corruption. Furthermore, in China rampant corruption has been reported in admissions procedures, the setting of exams and the allocation of scholarships in Chinese universities. One positive outcome of a recent plagiarism scandal is the design of a code of conduct for students and professors by Beijing University. Similarly, it is reported that in Georgia admissions, courses, grades and diplomas are for sale in high profile higher institutions. Admissions officers offer expensive private lessons (Chronicle of Higher Education, 2014:20). The attempt by the Beijing University to design a code of conduct for students and professors is worth noting as this can stand as a strategy to combat corruption. Leakages and exam scandals are a threat to the integrity of the

education system since learners will passively engage in day-to-day learning encounters in the classroom hoping to get or receive targeted examination preparation. This results in distinct academic achievement disparities that are not *naturally* accounted for.

#### **2.14.8 The use of a multi-stakeholder/multi-agency approach**

Combating corruption within the education sector deserves a collective engagement of all relevant stakeholders. This battle should not be left to the government alone; neither should citizens perceive it as the sole responsibility of anti-corruption agencies (ZACC, 2016). The effectiveness of anti-corruption programmes is influenced strongly by the availability of resources, public support for reform, and good policy design (Spector, 2010). Therefore, in the education sector multi-stakeholder engagement is required to increase enforcement, public awareness and accountability strategies. The role of the media in the fight against corruption is pivotal. Both the print and electronic media can unearth cases of corruption or even educate the nation so that preventive measures are adopted.

The Republic of Sudan (2015:10) argues that the role of media and increasingly social media (WhatsApp, Twitter, etc.) cannot be underestimated as a means of control and transparency as they focus on many important cases that greatly concern the public and influence public opinion and further act as a form of whistle blowing. In a study conducted by Transparency International (2014:16), it was established that the media was singled out as a powerful force in fighting corruption. It was further established that 17% of respondents indicated they would prefer to report corruption to the media. It further emerged that the role of media had become pivotal and instrumental in exposing grand political corruption cases. Ruzindana et al. (2010) postulate that in Uganda one strategy used is investigative journalism. Therefore, the media is used as a pillar to combat corruption in the education sector and society at large.

Based on this, it follows that publicizing corruption cases and sentences given to convicted persons is also an important strategy to use in the fight against corruption. To

complement and augment these strategies, the Government of Ghana (2015:46) proposes the establishment of public service integrity programmes, sensitisation, ethics training, integrity awards, integrity week, national ethics advisory committees and widening the definition of corruption as key strategies in the fight against corruption. Keynan-Markovitz (2015: 10) notes that the establishment of an inter-ministerial team to fight foreign bribery in the Republic of Israel has been a positive development in the fight against corruption. In this respect, it follows that ideas from a different ministry may assist another, hence the cross pollination of measures/mechanisms and strategies as well as participating in some peer review measures/mechanisms. To counter the effects associated with the lack of information which may lead to corruption, Kaufann (2012:20) proposes increased flow of timely and reliable economic, social and political information which is accessible to relevant stakeholders. This mechanism then ensures that everyone in a school or college system is apprised of pertinent issues happening, thus openness will exist. Community involvement in the management process is also critical in combating corruption in the education sector.

#### **2.14.9 Conducting periodic and regular systems audits and reviews**

Systems reviews and audits may be used to combat corruption in schools. Through such audits, school officials will appreciate the need to account for their actions. A collective strategy is put in place for adopting checks and balances that are supported by best practices. The audits can also unearth some incidences of corruption that may not be merely detected. A study conducted in Brazil by Ferraz and Finan (2009:17) on the impact of special audit programmes in municipalities revealed that the release of audit outcomes had a significant impact on incumbents' electoral performance. Notably it was reported that in municipalities where two violations were reported, the audit policy reduced the incumbent's likelihood of re-election by 17% compared to the re-election in the control group. Thus, the voting populace is not only concerned with corruption but, once armed with knowledge, they update their prior beliefs and punish corrupt politicians at the polls.

Against this backdrop, the researcher argues that in the education sector such strategies can still be applicable so that the relevant stakeholders are informed as they elect the representatives to sit in school development committees/associations.

However, the only challenges that occur are that the principals are not elected although they may be at the core of conniving processes with members of these committees. Against this backdrop, it follows that the named strategies are founded on the philosophy of 'developing a sense of ownership and responsibility' in the fight against corruption. Spector (2010) proposes Public Expenditure Tracking Surveys (PETS) to monitor public expenditures in education down the chain from the central government, to the provincial government, to the district government, to the sub district government all the way to delivery points. In this regard, this provides an opportunity to monitor the percentages of leakage of public funds as well as to plug potential loopholes in procurement transactions.

Williams and Soreide (2014) report that in Indonesia communities' involvement in the School Improvement Grants Programme (SIGP) through multi-sectoral communities at school and district levels yielded positive results in combating corruption. On the other hand, it can be argued that communities may not always operate as expected; therefore, prevention of corruption in schools should rest on the policy initiatives adopted by the key stakeholders. Karim (2010) concludes that an empowered citizenry is the mainstay of a country's national integrity system. Additionally, Bertram et al. (2010:174) postulate that public awareness of the nature of corruption, public access to information and public acceptance that corruption is a problem that can be effectively addressed; all are essential to transforming existing social tolerance or apathy into a strong public demand for integrity in governance.

The relevance of systems audits and reviews in combating corruption have been discussed. It has been noted that a review of the processes is critical as it assists in plugging potential loopholes. The next section discusses the measures related to regional and global anti-corruption initiatives.

## **2.15 PROTOCOLS AND CONVENTIONS AS MEASURES/MECHANISMS**

Various protocols and conventions have been signed and ratified in a deliberate effort to combat corruption regionally and globally. According to the Organization of Economic Cooperation and Development (OECD) (2015) conventions and protocols have a bearing in terms of lessening the negative impact of corruption on development, consequently resulting in improved quality of education in schools. Furthermore, the protocols and conventions have noted the serious magnitude of corruption as well as its destabilizing effects across the globe. These conventions have put the fight against corruption to the political forefront by setting legally binding standards and principles. In addition, the signatory states can be held to account in the context of fostering domestic action and international cooperation needed to tackle many facets of corruption. To that end, the United Nations Convention against Corruption (UNCAC) was adopted on 31 October 2003 and came into force in December 2005. As of December 2011 UNCAC had 154 signatory countries.

The SADC protocol against corruption was adopted by the SADC heads of state and government at their August 2001 summit held in Malawi and was signed by all 14 SADC member states. It became operational in July 2005. The SADC protocol provides the development of anti-corruption measures/mechanisms, cooperation in the fight against corruption and opportunities for harmonisation of anti-corruption legislation (OECD, 2016). The African Union convention on preventing and combating corruption was adopted in Maputo on 11 July 2003 to fight rampant political corruption on the continent. This represents the region's accord on what African states should do in the areas of criminalisation, prevention, asset recovery and international cooperation. As of 2014 the Treaty had been ratified by 35 states (African Union Convention on Preventing and Combating Corruption, 2014). Therefore, the protocol and conventions provide collective and collaborative regional best practices, preventive and enforcement measures/mechanisms that are anchored on the spirit of political will to combat corruption as expressed by signatory nations.



The UN convention against corruption/crime was signed in Harare in February 2004 and ratified in March 2007; the UN convention against transnational organised crime was also signed in Harare in December 2000 (The National Integrity Systems Report (2009:329). To that effect, the convention may have a positive impact in the subsequent fight against corruption in the education sector. Furthermore, such policy initiatives are pivotal in providing checks and balances within the education sector to combat the prevalence of corruption. The law is always supreme and regulates the conduct of citizens in each nation. To that effect, the fight against corruption hinges on the key strategy of enactment of enabling legislature. In 1977, the Foreign Corrupt Practices Act (FCPA) was enacted as a basis for lobbying the international community. In October 1996, the World Bank President James Wolfensohn undertook a campaign against corruption (Alford 2012:54). It follows that such legislative initiatives are pivotal in the fight against corruption. In Zimbabwe, some initiatives at both policy and legislative levels have also been put in place.

The measures/mechanisms and strategies for combating corruption have been explored in the previous section. Therefore, the next section provides the overall critique/analysis of the measures/mechanisms for fighting corruption.

## **2.16 CRITIQUE/ANALYSIS: MEASURES FOR COMBATING CORRUPTION**

Hallak and Poison (2011) propose three (3) strategic axes to reduce corruption opportunities in education, namely setting transparent regulatory systems, strengthening management capacities and promoting enhanced ownership of management processes by users. Based on this submission, most educational institutions may tend to overlook these key aspects, hence the high prevalence of corruption. In other jurisdictions, the aspects of localising some decisions have also contributed immensely. Localisation of decisions and procedures can also contribute to opening new opportunities for corrupt practices at intermediate and school level (Levacic and Downes, 2009). The issue of setting up systems and procedures that fight corruption has also been a cause for concern

within the education sector. To that end, some efforts to combat corruption have been constrained by cultural, political, economic and social factors.

At one extreme, lack of a shared vision with regard to the need to fight corruption has been a major hindrance. In other circumstances, the regulatory policies may also lack some strict and consistent enforcement despite their existence. Therefore, ignorance and negligence may come as a threat to the effective combating of corruption in the education sector. Poisson (2013) maintains that difficulties in collecting reliable and up to date data on the state of the education sector clearly enable grabbing opportunities in Indonesia (school reconstruction), Sierra Leone (ghost teachers) and in the Philippines (textbook industry). In some cases, the combating of corruption is dependent on the nature of leadership. This may include the top political and school leadership. It may follow that when the leadership has a positive attitude, consequently effective combating corruption would be enhanced.

Chapman (2010) postulates that honest leadership can be a powerful force in reducing corruption. Conversely, when top leadership is corrupt, they lack the moral platform to demand honesty in others. Bertram, Spector and Dininio (2010) maintain as well that when the political will to fight corruption resides in leadership, the initiatives are more likely to be effective. The strengthening of transparency and accountability is always critical in all the efforts to combat corruption. However, school officials may deliberately conceal transactions and crucial information. According to the Government of Sudan (2015:5) corruption is a world phenomenon that thrives in societies where there is a deficit of certain conditions like 'information deficit'. Thus, it can be observed that when information is hidden, chances are high that lack of transparency occurs in some transactions conducted in schools. In addition, in a school system some principals may hide crucial information so that their conduct of business is not interrogated.

Despite efforts to combat corruption, the legal and operational environments may become a hindrance toward effective fighting against corruption. Based on this, it can be argued that the legal framework in any given nation can either promote or prohibit occurrences

of corruption. In an environment where people can report freely and receive protection, it follows that the active participation in the fight against corruption is guaranteed. Ayamadoo (2015:8) observes that in Ghana the whistle-blower Act, 2006 (Act 720) protects persons who make disclosures in good faith and the manner prescribed by the law. Accordingly, anonymous disclosures are not protected. It further provides physical protection, and guarantees immunity from civil and criminal proceedings. Against this background, it may imply that the absence of such legislative measures/mechanisms influence the rise of incidences in schools, since there is no motivation for those who report.

Based on this, it can be observed that attitudinal constraints are also potential ingredients in fueling corruption levels in educational institutions. This confirms assertions by Mavhima (2015:3) that some colleges are operating illegally since they are not registered. In addition, these institutions evade accountability, to the extent that they may not have a centre for official exams. Instead, candidates are ferried from one point to the other during national examination time. Given this situation, it becomes difficult to account for the failure rate since variables related to educational inputs and outputs are controlled at different points. On the other hand, upon seeking places for children one can still find some 'annual high pass rates' displayed on notice boards of official examination centres to lure potential clients. Based on this, this nature of corruptive practice is associated with challenges in the measurement of academic achievement. In this respect, it follows that the occurrence of corruption is showing symptoms revealing that corruption is highly institutionalized on the basis that it has spread to the supervisor failing to investigate.

To that end, a question will be posed: 'who will guard the guard?' The Gleaner (2013:7) states that earlier this week an official in the Jericho school district on Long Island was charged with official misconduct, accused of providing his son, a student at John Glenn High School in the Elwood district, with answers to the Regents exam in global history. Proponents of this theory raise critical questions such as 'who makes the law?', 'who gets arrested?'. Under these circumstances it follows that one may further pose another question in relation to the subject under investigation: 'who defines corruption?' Given

the existing antagonisms in society, as put forward by conflict theory, it may follow that this may arise as a principal constraint in the fight against society, as different classes in society may fail to agree on the corruption causal factors, effects and ideal preventive measures.

Mangudhla (2015:1) is of the view that research by local independent think-tank Econometer Capital Global (Econometer) suggests that the government has no genuine interest in tackling corruption, but uses public platforms such as the party's congress to denounce graft for political expediency. In Zimbabwe, after the passing of the new constitution in 2013, it was noted that about 400 acts of parliament needed re-alignment with the new constitution (Ministry of Justice, 2015:12). To that end, these acts included the Anti-Corruption Commission Act [Chapter 9:22] whose provisions were no longer in sync with the constitution, hence loopholes can be created consequently resulting in unnecessary acquittals for those accused of committing corruption.

Mannan (2015:5) further advances that in the Republic of Sudan constitutional impunities impeded the work of the presidential-sanctioned measures/mechanisms that targeted the fight against corruption to the extent that in 2013 some committees were dissolved. Ayamadoo (2015:34) highlights that the fight against corruption is constrained by acceptance of corruption or high tolerance, public cynicism and apathy toward the fight, limited awareness of the linkage between human rights and corruption, weak political will to dispassionately pursue anti-corruption measures, and weak co-ordination and collaboration among anti-corruption agencies.

According to OECD (2014:15) the fight against corruption is not easy. It has never been, and never will it be, mainly because corruption takes place secretly and involves two parties that mutually agree to commit the crime. On the other hand, it can be noted that corruption is somehow a complicated and elusive phenomenon hence the difficulty in dealing with the scourge. Thomas Jefferson, one of the founders of American democracy, once said: 'experience has shown that even under the best forms of government those entrusted with power will, in time, and by slow operations, get perverted into corruption'.

Therefore, participation in the fight against corruption and the adoption of the right attitude has been a major drawback in the war against corruption.

This section has provided the overall critique/analysis of the measures/mechanisms for fighting corruption. The next section provides a conclusion which sums up the entire literature review process.

## **2.17 CONCLUSION OF LITERATURE REVIEW**

The chapter has highlighted that successful combating of corruption is a prerequisite in augmenting all efforts meant to promote learner academic achievement. The chapter has helped in identifying complementing strategies that may help educational institutions in combating corruption. Preliminary sections of the chapter have tried to explore the meanings of the key concepts used in this study. The review showed agreement among scholars that the effective combating of corruption has a positive impact in promoting learner academic achievement. In this regard, there is great need for schools to collectively join hands in fighting corruption. It becomes apparent that if there is lack of a shared vision in this regard, learner academic achievement will be negatively impacted. In this chapter the researcher further examined the constraints associated with the fight against corruption in the education sector. It is against this background that the researcher perceives that public secondary schools are confronted with a high prevalence of corruption as a major challenge, which in turn may negatively affect the teaching and learning encounters. The next chapter (chapter 3) will discuss the theoretical framework that informs the entire research study.

## **CHAPTER 3**

### **THEORETICAL PERSPECTIVES ON CORRUPTION PREVALENCE AND PREVENTION**

#### **3.1 INTRODUCTION**

In chapter 2, the researcher reviewed literature on combating corruption to enhance learner academic achievement. The aim of the review was to provide a theoretical foundation for the study. Theoretical perspectives are critical in a study of this nature. Theories are defined as sets of ideas that argue in a certain direction to justify the existence of a given phenomenon (Oxford Advanced Learner's Dictionary of Current English, 2010). In this respect, the theories to be used in informing this discussion are inclined to development issues as well as socially related matters with a bearing on corruption.

Fataar (2016:1) defines a theory as a lynchpin around which a doctoral thesis revolves. In reviewing literature for this study, several theories are going to be explored. The motivation to triangulate on theoretical frameworks comes from the fact that the key assumptions of these theories make a significant contribution to the problem under discussion. Broadly this study focuses on the problem of corruption, hence the fundamental assumptions of these theories will be distilled to address this problem. Furthermore, the specific focus of this investigation targets how corruption can be combatted to enhance academic achievement in the education of learners in four (4) public secondary schools in the Harare metropolitan province of Zimbabwe.

As such, in reviewing the selected theories in this section, specific attention is drawn to addressing this critical angle/dimension at all cost. It must be emphasised though that the selection of these named theories does not render those left out 'useless'. In this chapter, therefore the researcher presents and discusses seven (7) theories that provide relevant guidance to the study. The argument for using multi-theories would provide an opportunity for one theory to bridge the possible weaknesses of the other. This complementary effect

is critical in providing a substantiated review of the literature, hence the use of one theory falls short of addressing novel aspects related to combating corruption. A detailed discussion of the selected theories is presented in the sections that follow.

## **3.2 THE GAME THEORY**

The game theory is credited for providing a plausible explanation on manifestations and dynamics of corruption. In tracing the interactions between people in society in the context of corruption, many explanations have been offered. Sadedin (2015:5) asserts “In order to detect corruption, we need to understand why it arises in the first place, thus we need the game theory. A game is a stylised scenario in which each player receives a payoff determined by the strategies chosen by all players.”

### **3.2.1 Key principles of the game theory**

According to Bayer (2013:36) the game theory of corruption submits that corruption is a kind of transaction between the briber and bribee who do not know each other perfectly. The game theory makes use of intermediaries (middlemen). The intermediaries usually use their respectively longer term and more trust based on relationships to decrease detection risk. By reducing the likelihood of corruption detection, the intermediaries serve corrupt transactions. Furthermore, in return for their service the intermediaries get commission. Against this background, it follows that in the education sector corruption is a social and ethical problem which has both a demand and a supply side.

Given this situation, it follows that in a secondary school set up, the briber and the bribee usually engage in a ‘game’ where they express their personal interests in pursuit of private gains and this has a negative effect on teaching and learning processes.

Luyan and Lianja (2011:105) maintain that in most cases the briber often wants to obtain benefits which far outweigh the cost of the bribe paid. Therefore, in this general bribery pattern, schools and colleges have been prejudiced by the key players (briber and bribee)

as they engage in corrupt transactions. It is also imperative to note that in engaging in this game some cost benefit analysis is undertaken by the key players; hence in some cases it may determine the amount or level of bribe to be paid. This amount may rise due to the moral cost or risk cost involved. Thus, it can be highlighted that the amount of bribe paid to secure a form to get a place for one's child may not be the same compared to that paid to have access to a leaked examination paper. Thus, the game theory provides a plausible analysis of the actual engagement of a corruption case.

### **3.2.2 Critique of the game theory**

According to Jacobs (2015:2) a major limitation of the theory reflected in literature is that not always would corruption manifest in a styled game. In other jurisdictions, the commission of a corrupt offence may just occur between two people in a more secretive manner. Therefore, the researcher argues that the theory's over emphasis on intermediaries has received a backlash from other academics. The game theory may seem to overlook the existence of other socio-economic and political contexts and place more emphasis on the briber, the bribee and the intermediaries (Jacobs, 2015).

### **3.2.3 Relevance of the game theory to the Zimbabwean context**

The researcher argues that the game theory is relevant to the Zimbabwean context and that it can be successfully utilized. It can be argued that in most cases corruption activities in schools are caused by involvement of several perpetrators, who in other jurisdictions are a kind of a network (game). In terms of the use of intermediaries, it has been revealed in various sources that in some schools there was connivance among principals, teachers and some intermediaries from representatives of suppliers particularly on corruption involving procurement (Transparency International, 2015:6). Chirorodziva (2015:9) advances that 'hardly a month goes by without hearing an accusation of syndicates in abuse of school resources or a case in the courts of a school head, school bursar/or school development association chairperson being charged for embezzling funds'.



Zimbabwe is a nation that is experiencing the prevalence of corruption in the education sector. The Herald (2015:7) reports that 'in a related corruption case in schools, in 2015 a bursar at Karoi junior school in Zimbabwe, was charged for allegedly embezzling the school of more than \$39 000 using United Nations official receipt books to swindle the school'. Given this situation, it can be noted that the perpetrator devised a way in which he tried to get a reputable board or institution to legitimize his corrupt practices. This is usually the case with perpetrators of corruption in schools who may make deliberate efforts to convince the victims. In view of the topic under study, it can be concluded that corrupt practices in some secondary schools manifest in line with the fundamental assumptions put forward by the game theory. This happens through the alleged networks of the briber, bribee and the middlemen respectively.

#### **3.2.4 Utilization of the game theory in analysing data/findings**

Based on the foregoing, the game theory was used to analyse the data/findings. Attention focused on establishing the extent to which the interactions in public schools' aid corrupt practices. The key assumptions of the game theory provide that intermediaries, bribes and bribers are key players in causing the prevalence of corruption. Therefore, the game theory was used to expose and build an informed interpretation based on the interaction networks. The role played by teachers, parents, principals and learners, as given by participants in devising strategies for combating corruption, were interrogated based on the key principles of the game theory.

This section has discussed the game theory. It has been noted that corruption practices within the secondary schools are largely influenced by the networking between the briber and the middlemen. Evidence and related cases in Zimbabwean schools have been offered to support and substantiate the theoretical assumptions of the game theory. The next section discusses the strain theory.

### 3.3 THE STRAIN THEORY

In this section, the researcher discusses the strain theory. According to Crossman (2017:2) the strain theory was developed by Robert K. Merton as an extension of the functionalist theory to establish the determinants associated with the prevalence of corruption in society. Webster's dictionary (2014) defined strain (as a verb) as to be exposed to stress or tension; to cause a change of form or size in (a body) by application of external force. According to "*strain theory*," people feel strained when they are exposed to cultural goals that they are unable to obtain because they do not have access to culturally approved means of achieving those goals (Merton, 2011:10). Additionally, the goals may include the need by individuals to amass wealth in society as well as getting access to education and other services. Thus, when denied legitimate access to such goals, some people seek access through deviant means which may breed and perpetuate corruption. Margaret Beare (2009:12) has used Merton's strain theory to explain the involvement of Canadian Mohawks in the organised crime of smuggling in the early 1990s. It has been reported that because of high unemployment and lack of legitimate opportunities in most first nations communities, deviance has become an attractive option, and smuggling has become a means of achieving the goal of financial success (Beare, 2009:13).

The functionalist theory maintains that society has basic needs which must be fulfilled to have order and stability (Ritzer, 2009). In this regard it follows that the issue of corruption comes because of some form of competition for basic needs in society. In this context education is a basic need. Issues like good service delivery are provided to the public by public entities; however, public officials within these institutions may create bottlenecks to further corruptive tendencies. The failure by other pupils to get the so-called ideal education services would result in some form of disorder and in some cases a chaotic situation would arise. The section's main thrust is on the possible merits and shortcomings of the theory and its relevance to Zimbabwean context. The strain theory is credited for providing a plausible explanation of determinants of corruption in society. Johnson (2015:5) notes that, according to Robert Merton, anomie is the state of

lawlessness or normlessness which may negatively impact on the provision of education because of corrupt tendencies. Thus, the concept anomie is useful in understanding the survival dynamics in a web of competitive practices resulting in corrupt behaviours in a school setting.

According to Durkheim (2017:3) the high prevalence of disorder and chaos may imply that there are some who fail to observe the ideals of Durkheim's (a theorist/functionalist) essential similarities. The concept of anomie is viewed as a barometer in societal relations to measure the extent to which people aim to uphold collective consciousness for the betterment of livelihoods. In an anomic situation everyone pursues his/her own needs and high chances are that mechanisms to curb social ills like corruption could be overlooked. Under normal circumstances, the corruption crisis strains people, hence others begin to develop varying coping strategies. Thus, ethical values that are centred on ideals of good corporate governance would not be cherished. This may lead to the dysfunctionality of the entire system.

When rules related to resource usage in the era of corruption crisis lose their value, activities are likely to be less coordinated, hence the stigma attached to high productivity, and sound and positive societal relations will be weakened. In addition, when citizens are caught in this web of chaos punctuated by lawlessness, there is a tendency for an individual or a group to dissociate themselves from the society in question. This habit will be trying to send signals to the outside communities.

### **3.3.1 Key principles of the strain theory**

Merton (2011:3) developed the structural strain theory as an extension of the functionalist perspective on deviance. This theory traces the origins of deviance to the tensions that are caused by the gap between cultural goals and the means people have available to achieve those goals. In this instance corruption is a form of deviance. Societies are characterised by both culture and social structure. Culture establishes goals for people in society while social structure provides (or fails to provide) the means for people to achieve

those goals (Merton 2011:4). This, however, is the basis of what Merton terms 'anomie' or 'a state of lawlessness'. The strain theory rests on the assumption that social structures within society may pressure citizens to deviate from norms and values (Anderson and Taylor, 2010:13). In this regard it follows that school as a structure may in a way cause the prevalence of corruption to escalate.

According to Merton (2011), in a well integrated society, members utilize commonly accepted and appropriate means to achieve the goals that society establishes. Thus, the goals and the ways with which to achieve them in the society are in balance. According to Merton, the problem with this type of society is that the legitimate means for achieving material success are not uniformly distributed (Anderson and Taylor, 2010:23). It follows that members of the society from wealthier backgrounds have considerably more access to legitimate means than those who are economically disadvantaged. Consequently, strain or anomie is created and produces certain 'modes of adaptation', or (simply put) coping strategies, that the disadvantaged use to deal with the pressures that are brought to bear on them. The researcher argues that some corruption crises results when other people fail to afford or have access to the so-called basic social services like education, health and food, hence the option to resort to other forms of survival such as corrupt tendencies.

### **3.3.2 Critique of the strain theory**

A major limitation of the theory reflected in literature is that the theory has its roots in the functionalist perspective. Perry and Perry (2010) argue that functionalists are intellectual descendants of the classical conservative view. Therefore, it is from this angle that the strain theory receives a scholarly backlash from the neo-marxists and marxists scholars. In that respect, it offers an illusion that society sets equal opportunities for success. The marxist scholars provide a critique on the understanding that the strain theory overlooks differential power relations caused by exploitation and class struggles which in turn may cause differential academic achievement amongst learners (Bourdieu, 2009; Anderson and Taylor, 2010; Ritzer, 2010).

### **3.3.3 Relevance of the strain theory to the Zimbabwean context**

The researcher argues that the strain theory is relevant to the Zimbabwean context and that it can be successfully utilized. It can be argued that, in most cases, corruption activities in schools are caused by competition among people, teachers and principals included. Coughlan (2013: 2) concluded that corrupt activities in an education system is a serious blight that affects the quality and availability of universities and schools around the world. In this instance, corruption leads to some strain on the availability of public utilities and infrastructure. In terms of the strain caused on available resources, it has been revealed in various literature that in some schools selfish attitudes will emerge among principals and teachers to the extent of accelerating the prevalence of corruption. Mhlanga (2017:1) notes that in Zimbabwean public entities corruption has become a survival strategy that is caused by competition, hardships and greediness.

Against this background, Zimbabwe is a nation which is experiencing incidences of prevalent corruption in the education sector particularly arising from competition for scarce resources. For the purposes of this study, the researcher argues that this competition may motivate the perpetrators. The researcher therefore argues that the strain theory is relevant in Zimbabwe, particularly in explaining the perpetration of corrupt offences by lower class individuals. Additionally, frustration that exists of goal blockage may drive or motivate individuals to become corrupt. Therefore, commission of corrupt offences within schools may be the result of teachers pursuing monetary gains, obtaining status or a symbol of alleviating frustration as well as fighting or revenging the source of goal blockage and other related emotions. In view of this study, the researcher contends that competition for scarce resources is a major cause of corruption in public secondary schools. Thus, it is therefore imperative to address the issue of scarce resources to reduce the issue of high prevalence of corruption. Osipian (2012:22) notes that corruption in education eats away social cohesion, and negatively affects access, quality, and equity because students learn not only their subject matter, but also pervasive ways and practices of corruption.

Therefore, corrupt practices in public secondary schools will result in some extreme 'strain' among teachers, learners and relevant stakeholders. On the same note, Transparency International (2015:1) concurs that 'the cost of corruption is high. Stolen resources from the education budgets mean overcrowded and crumbling schools, or no schools at all. The effect is restricted access to and poor quality of education and a social acceptance of corruption through a corrupted education system'.

An analysis of the various corrupt transactions in the Zimbabwean context affirms the strain theory. Mudzingwa (2014:1) presents a case study entitled *Chaos High School: A case study of corruption as a dummy to explore the real problems of corruption*. Mudzingwa (2014:1) writes:

*"School funds are abused left, right and centre and core educational and extra-curricular activities were stopped long back because funds meant for the activities are abused by a few powerful individuals such as the sports master, senior mistress, deputy head and heads of departments who form the core of the school's governance system. When complaints from society about the corrupt tendencies at the school get louder, a few prefects are sacrificed through suspensions or very rarely, expulsions. At times, to "pacify"*

society, particularly parents who make the loudest noise because it is their money being abused, teachers are relocated to other portfolios as a way of "dealing" with corrupt practices at the school. Who is to blame for the rot at Chaos High School? Of course, it is the head; the buck stops with him/her. It would be naïve to assume that the head would not be aware of the goings on at the school. And worse still, to assume that the leader is so morally upright that one day he will deal with the rot at the school. Either the head would be turning a blind eye to the rot or he may have no means of dealing with it. The small fry (the prefects in this case) are sacrificed".

In view of the topic under investigation, the researcher contends that conflict arises between the schools' cultural goals and means of achieving them. Therefore, the strategies for combating corruption will not be seriously considered because of the strain that exists in trying to solve the problem. To this end, the strain theory provides the

researcher with the opportunity to interrogate the existing combating strategies based on the case study reviewed.

#### **3.3.4 Utilization of the strain theory in analysing data/findings**

The researcher used the strain theory mainly for the analysis of data. Considering that corrupt practices in various institutions may arise because of scramble for resources, it would follow that the assumptions of the strain theory should be used in trying to understand the degree of competition and the nature of competition within the public schools that has a bearing on causing corruption. The researcher thus interrogated the various motives of potential perpetrators in the context of a broad framework of competition for basic resources needed for human survival. In coming up with strategies for combating corruption, the researcher used the strain theory in devising some coping strategies that address any potential threats of competition that may cause corrupt incidences of corruption. In doing so, the factors that can ameliorate the 'unnecessary competition' to reduce the prevalence of corruption were at the centre stage of the data analysis procedure.

This section has presented the strain theory and has tried to explore its relevance in the Zimbabwean context. The next section presents the symbolic interactionism theory.

### **3.4 THE SYMBOLIC INTERACTIONISM THEORY**

In this section the researcher discusses the symbolic interactionism theory. Crossman (2017:1) notes that symbolic interactionism theory was developed by George Herbert Mead to establish the face-to-face micro interactions that are associated with the prevalence of corruption in society as well as the explanation offered to related behaviours thereof. The theory was further modified by Herbert Blumer. The phrase "symbolic interactionism" has been adopted as a label for a relatively distinctive approach to the study of human life and human conduct (Blumer, 2009). This point of view considers

human beings to be actively shaping their environment, rather than as entities who are acted upon by society (Charon, 2014; Herman and Reynolds, 2014).

The section's main thrust is on the possible merits and shortcomings of the theory and its relevance to the Zimbabwean context. The symbolic interactionism is credited for providing a plausible explanation of the meanings generated because of interpreting corrupt and non-corrupt behaviours in society. The rationale for resting on this theory is that the study of teachers and students' perceptions is largely in the context of day-to-day, face-to-face interactions. As such, the meanings attached to differential academic achievement are relative and would be best understood from the perspective of the beholder.

Herbert Blumer (2009:13) illustrated three basic premises of this viewpoint:

- Humans react toward objects or things based on the meanings they ascribe to those things.
- The meaning of such objects is created from, or comes out of, the social interaction that one has with others and the society.
- These meanings are acted upon, and changed through, an interpretative process used by the person in dealing with the things he/she encounters.

Against this background, it follows that incidences of corruption can be relatively interpreted. Additionally, language of corruptive behaviours can be developed to the extent that group perpetrators may develop their 'taken as shared meanings' which may conceal corrupt behaviours and conduct. Human beings do not feel their environment directly; instead, human beings define the situation they are in. An environment may exist, but it is our definition of it that is important. The definition is not simply randomly evolved; instead, it results from ongoing social interaction and thinking, (Blumer, 2009:12). Corruption under Zimbabwean law is categorised and defined as a white-collar crime (ZACC, 2013:15). White collar crime is defined by Sutherland (2009:9) as any 'crime committed by a person of a respectable and high social status during his/her occupation'.



To that end, successive discussions will use the two terms (corruption and crime) interchangeably.

The researcher argues that theories that explain the origin of crime are therefore useful in this context. For the purposes of this study the Differential Association theory and Labelling theory are going to be used as key theoretical perspectives under symbolic interactionism. According to symbolic interactionists, deviance is learned in the same way as conformity through interaction with others (Anderson and Taylor, 2010). Therefore, incidences of corruption are also a result of deviance and can be learnt. Edwin Sutherland (1939) developed a theory called 'Differential Association' more than a half century ago to explain how people learn deviance through social interaction. Differential Association theory views individuals as having a higher tenacity to diverge from norms of the society when they frequently associate with persons who favour deviance over conformity (Ritzer, 2010).

According to Fleming and Zyglidopolous (2009), such a process perspective has been invoked to explain why persons not considered to be corrupt or criminal might decide to engage in corrupt activities or networks. Additionally, the perspective is further invoked to understand the kinds of ethical reflections (or lack of these) that lie behind corrupt activities. Labelling theory suggests that deviants are those people who have been successfully labelled as such by others. Labelling is part of the social control process related to the power and status of those persons who do the labelling and those persons being labelled (Becker 2013).

Similarly, Haralambos and Holborn (2010) maintain that those who are labelled may develop a self-fulfilling prophecy, a condition of accepting the label and behaving accordingly. Against this background, society may label individuals negatively or positively. To that end, both labels may have an impact on the prevalence of incidences of corruption in society. Those who are labelled corrupt may accept the label and become perpetrators of corruption based on the label. Consequently, positive labelling may reinforce compliance. According to Howard Becker (2013) a "*moral entrepreneur*" is

person who makes use of his/her own viewpoints of wrong or to create rules and label others as deviant so moral entrepreneurs are people or groups who take an active role in trying to have behaviors defined as deviant.

### **3.4.1 Key principles of the symbolic interactionism theory**

One of the key principles of the symbolic interactionism theory is that a human being is always active and interacting (Mead in Brinkerhoff and White, 2010:17). In addition, language is regarded as a key aspect in negotiating subjective meanings in society. In this regard, it follows that some symbols and gestures are used when people interact. In society, through interactions, individuals label each other making the 'labelled' fit in label. The labelled may tend to behave in accordance with the label thus ensuring a self-fulfilling prophecy (Becker in Hargedon, 2009:35). In view of the perceptions on the impact of corruption on academic achievement, it follows that the meanings which arise during the process of interactions may in one way or the other have subjective explanation to the teachers and students. Corruption increases the cost and lowers quality of education services (Gupta, Davoodi and Tiongson, 2009:3). In some cases, the interactions may influence the way the teachers and students behave.

The students may also view learner socio-economic and academic disparities from the perspective of their peer groups. It is not a surprise that the education sector is a target for corrupt officials (U4 Anti-Corruption Resource Centre, 2009:12). Some parents have also paid bribes in schools to corrupt teachers to offer their children extra help at the expense of those underprivileged students. In some instances, this happens in the eyes of other students. Incidences of corruption have been recorded when some students pay bribes to get higher marks or grades in certain subjects or even to be rewarded prizes. The researcher argues that in any case high levels of favouritism may result in teachers giving more attention to the learners from a sound economic background. Some children in schools are also vulnerable because of poverty. Society is characterised by class divisions thus the vulnerability of the working-class child will present him/her with

challenges that may lead him/her to fail to access the so-called high valued knowledge. Hence the low academic achievement among students.

### **3.4.2 Critique of the symbolic interactionism theory**

A critique of symbolic interactionism theory can be offered through a review of the conflict theory. While symbolic interactionists insist on learning of corrupt tendencies, the conflict theory argues that individuals commit acts of corruption to fight the oppressive system.

Ritzer (2010:15) notes that Karl Marx was of the view that institutions (such as law, politics, and education) make up superstructures in society that legitimise the class structure and maintain the capitalists' superior position in it. Crime is an expression of the individual's struggle against the unjust social conditions and inequality produced by capitalism. According to Quinney (2010), people with economic and political power define any behaviour that threatens their own interests as criminal. The powerful use the law to control those who are without power. Conflict theorists suggest that poor humans get involved in street crimes in order to survive; they see themselves not affording the necessary essentials such as clothing, shelter, food and health care.

Thus, some crime represents a rational response by the poor to the unequal distribution of resources in society. Further, living in poverty may lead to violent crime and victimization of the poor by the poor (Haralambos and Holborn, 2010; Ritzer, 2010; Kirby et al., 2009). Therefore, it may follow that individuals may perpetuate corruption as a collective response to fight the adverse effects of poverty in society or institutions or organisations.

### **3.4.3 Relevance to the Zimbabwean context**

The researcher argues that the symbolic interactionism theory is relevant to the Zimbabwean context and that it can be successfully utilised. It can be argued that in most cases corruption activities in schools are caused by shared meanings and values.

Jamaica Observer (2016:1) argues 'Corruption is a multi-dimensional scourge on society. These extraordinary cultural scourges result from learnt activities inculcated through 'education' in life experiences.' In view of the topic under investigation, it stands to reason that socialisation of learners is very important. Learners may learn corrupt practices because of interacting and copying corrupt behaviours.

A cultural Zimbabwean study by Transparency International (2016:3) revealed that the prevalence of corruption in various institutions has been precipitated by cultural beliefs that are shared by society. Proverbs were cited as causal factors to corrupt practices, for example the 'Shona' saying '*mbudzi inodya payakasungirirwa*' translated as 'a goat feeds around and closer to its immediate further beddings'. One may conclude that in some instances, this saying is misplaced and is abused by officials as an excuse to 'looting' resources at workplace. Thus, Transparency International (2016) concluded that interaction from cultural beliefs motivates learners and teachers to engage in corrupt practices in schools. The idea of corruption usually can arise to fulfil the interests of a group of people.

To that end, Transparency International (2015:5) advances that strong kinship ties and ethnic ties have been a major cause of corruption. In Zimbabwe, there is a Shona/vernacular saying/proverb which says '*chawawana idya nehama mutorwa anokanganwa*' literally meaning when you get an opportunity to get something to consume, it is wise to share with your close relatives and cronies, since its alleged that those you are not related to can easily forget you. Thus, it is imperative to note that some causes of corruption emanate from the cultural values and beliefs that are shared to become some forms of consensus.

Based on this line of argument, it follows that there is need for solutions to address the problem. This study focuses on ways of combating corruption to enhance academic achievement in public secondary schools, hence the need to re-socialize the learners to desist from these cultural beliefs that promote corrupt tendencies since children are the change agents and are the next generation. In other jurisdictions, people have a tendency

of glorifying ill-gotten wealth and negatively labelling the 'honest' as lazy people. In terms of the use of labels in society, it has been revealed in various literature that in some schools perpetrators emerge because of socialisation and interaction with potential intermediaries. Jamaica Observer (2016:2) argues 'corruption is very complex and extremely dynamic and can become controversial based on belief systems and traditional practices that manifest themselves in various ways'.

Considering the foregoing, the researcher contends that Zimbabwe is a nation that is experiencing incidences of prevalence of corruption in the education sector and in this context the assumptions of the symbolic interactionism theory are relevant. The researcher therefore argues that the symbolic interactionism provides a comprehensive understanding of how people relate and perceive the incidences of corruption in their societies. Considering combating corruption in schools, the theory provides opportunities for mapping the way forward. Jamaica Observer (2016:3) concludes that 'the narrative and conversations to change the corrupt culture must begin with the masses - not only as sound bites, but rather as a comprehensive and strategically targeted communication response in words and actions with supporting facilitation which must be embedded in a guided culture. Therefore, it is critical to adopt some anti-corruption strategies in public secondary schools that make a deliberate effort to address the prevalence of corruption through the avenues that are linked to socialization through interactions and cultural belief systems.

Drawing lessons from the symbolic interactionism theory's key assumptions, the researcher is of the view that to understand how corruption manifest there is need to appreciate the societal values and meanings attached to the scourge.

#### **3.4.4 Utilization of the symbolic interactionism theory in analysing data/findings**

In the analysis of the data/findings, the symbolic interactionism theory was central in providing plausible understanding of meanings attached to corruption. The relative and subjective responses provided by participants were analysed in the context of the key

assumptions of the theory. Thus, this helped the researcher to best appreciate and interpreted the responses divergently. The multiple meanings derived from various corrupt practices were attested against symbolic interactionism for the researcher to make informed conclusions. Therefore, in using the symbolic interactionism assumptions, the researcher came up with multiple strategies for combating corruption that in turn addressed the multiple causal factors as put forward by the symbolic interactionism theory.

The language codes and belief systems that teachers, learners, principals and parents may associate with corrupt practices vary from one public institution to another. Thus, the theory allowed the researcher to build and develop an informed understanding of the gathered data and make meaning out of it in different ways. This implies that both teachers and learners were viewed as 'active participants' and potential perpetrators of corrupt practices. This confirms the principles of symbolic interactionism which state that corrupt behaviors can be learnt through socialization (Sutherland, 2009).

This section has discussed the symbolic interactionism theory. It has been noted that largely the theory is underpinned on the cultural interactions in society. Thus, the relevance of the theory has been explored considering the topic under study. The next section discusses the principal-agent theory.

### **3.5 THE PRINCIPAL-AGENT THEORY**

This section's main thrust is on the possible merits and shortcomings of the theory and its relevance to the Zimbabwean context. The principal-agent theory evolved in the 1970s from the combined disciplines of institutional theory and economics. There is some contention as to who originated the theory, with theorists Stephen Ross and Barry Mitnick claiming its authorship (Mitnick, 2009:12).

The theory was developed to establish the superior-subordinate relationships and interactions that are associated with the prevalence of corruption in society as well as the

explanation offered to related behaviours thereof. It is credited for providing a plausible explanation for interpreting corrupt and non-corrupt behaviours between the superiors and their subordinates in schools and society at large. The principal-agent theory is credited for its attempt to offer circumstances surrounding the prevalence of corruption. Stephenson (2015:2) concurs that a principal-agent problem is a situation in which one or more actors (organisations, individuals or what have you) - the *agents* - are entrusted with authority to act on behalf of some other individual, group, or cause, which terms of this theory is referred to as the *principal*.

### **3.5.1 Key principles of the principal-agent theory**

According to Mitnick (2011), one of the key principles of the principal-agent theory is that depending on the context, the principal might be some specific identifiable actor or set of actors (like the shareholders of a corporation, or a bureaucratic supervisor). In addition, the *principal* might be characterised as *society*. Therefore, certain agents (like political leaders and public servants) are supposed to act in the best interests of the community. However, the principal(s) often cannot perfectly monitor and control the agents, which creates the risk that an agent may act in his/her/its own interest, rather than that of the principal(s). Against this background, it follows that in schools and colleges the theory is applicable since, in some cases, corruption is sophisticated and elusive. As already mentioned, in Zimbabwe corruptly disguising a transaction and personal interest from a principal are both criminalised corrupt offences as stipulated by the Criminal (codification and reform) Act [Chapter 9:23]; Section 170 -174.

The researcher therefore argues that in Zimbabwe this is clear testimony that there are high incidences where principals are deceived by agents. Similarly, the U4 Anti-Corruption Centre (2015:1) advances that corruption is a principal-agent problem. It further takes note of the fact that the principal-agent theory highlights the role of individuals' calculations about whether to engage in or oppose corruption; the influence of transparency, monitoring, and sanctions on those computations; and the technical challenges involved in the sanctioning and monitoring of corrupt tendencies. Thus, the

element of ‘calculations by individuals’ may be likened to the principle of ‘cost benefit analysis’ in the game theory.

Corruption is clearly a principal-agent problem. The commonly adopted definition of corruption – *the abuse of power entrusted in someone for private gain* – makes this conclusively clear, as the idea of “entrusted power” implies an agency relationship, and “abuse” implies that the agent is acting in ways that are not in the principal’s interests. Therefore, adopting a principal-agent framework in-order to understand more about corruption is not only appropriate, but probably essential, and the insights derived from the principal-agent theory more generally have a great deal of relevance to the study and the practice of anti-corruption (Stephenson, 2015:2).

### **3.5.2 Critique of the principal-agent theory**

The researcher argues that one of the limitations of the theory, is the theory’s emphasis on principals and their agents. To that end, the other generality of citizens is not included; hence it targets a specific category of people. The theory may seem to fail to account for other determinants of corruption ‘outside the principal-agent relationship’ (Jacobs, 2015:12). Additionally, it is argued that there are multiple causes of corruption including the environmental temptations and role played by intermediaries. The researcher argues that, while corruption is always a principal-agent problem, not all such problems necessarily involve corruption.

### **3.5.3 Relevance of the principal-agent to the Zimbabwean context**

The researcher argues that the principal-agent theory is relevant to the Zimbabwean context and that it can be successfully utilized. It can be argued that in schools, corruption may occur because of the collusion between the principal of a given school and his/her subordinates. The collusion may come when the concerned parties have some evil intentions to share the proceeds of the corrupt activity. In other jurisdictions principals and

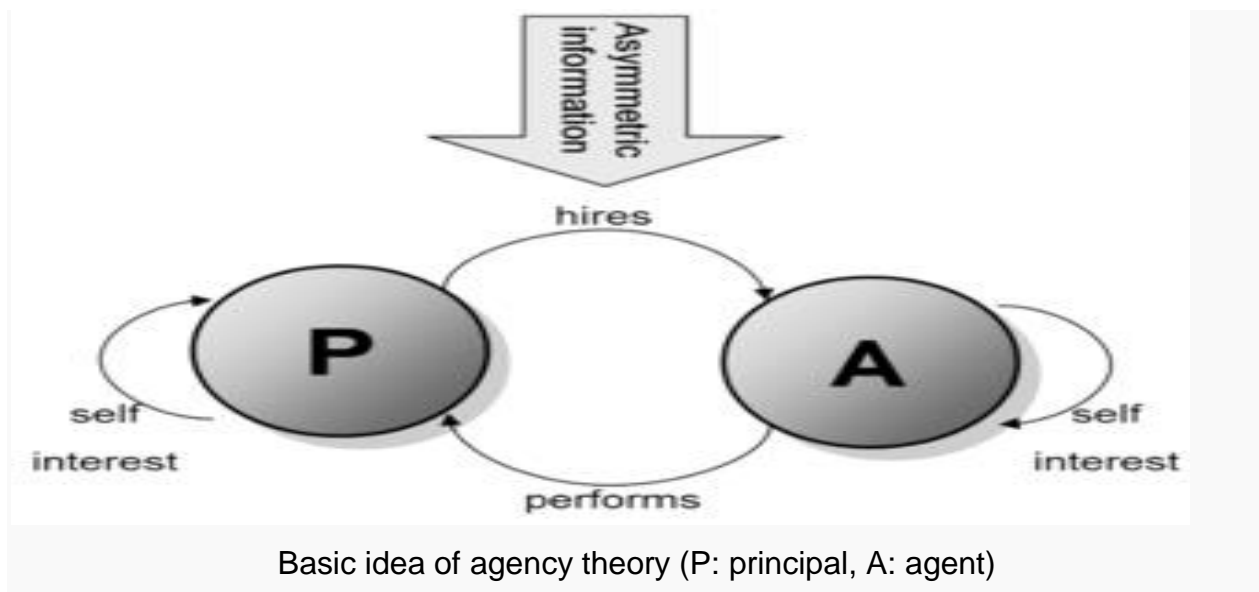


their deputies may develop a syndicate that will be involved in concealing transactions thereby defrauding the schools.

In Zimbabwe, The Standard, (2013:1) reports that ‘a headmaster at secondary school, his deputy, and their colleague, also a headmaster at another secondary school in Mutoko, were accused of facilitating the writing of a June Ordinary Level Mathematics examination paper for a female candidate in her absence’. In terms of the existence of corruptive relationships between the principal and the subordinate, it has been revealed in various literature that in some schools officials are responsible for perpetrating corruption as co-accomplices.

Chimhete (2013:3) notes that in Zimbabwe, ‘corruption involving teachers, school development associations (SDAs) and ministry officials has rocked the education sector, seriously compromising the quality of the country’s once revered education system’.

The diagram that follows further illustrates the principal-agent networks.



**Figure 3.1: Principal-agent networks.**

Source: Mitnick, 2011:3

The above illustration shows the manifestation dynamics that are punctuated by conflicting self-interest. These self-interests will culminate in selfish tendencies which then motivate principals and their agents to become greedy. The resultant effects are incidences of corruption within a given setting. In the USA, the Department of State Bureau of Democracy, human rights and labour noted “there was an exponential growth during the year 2012 in corruption and bribery complaints against public officials, particularly divisional secretariats, police personnel and school principals” (UNESCO, 2014:7).

Zimbabwe is a nation that is experiencing incidences of the prevalence of corruption in the education sector where some administrators and their deputies are arraigned before courts of law and charged for corrupt cases ranging from embezzlement, fraud and theft of school resources, hence the relevance of the principal-agent theory. The researcher therefore argues that the principal-agent theory provides a deeper interpretation of corruption that exists between professional teachers in a school system, the potential corruptive relations, and the nature and dynamics of the incidences of corruption. Drawing lessons from the theory’s key assumptions, the researcher is of the view that to understand how corruption occurs in a school system, one considers the principal/agent interactions and relationships. Considering this study, the researcher contends that principals and agents may engage in procurement fraud to pursue personal gains. Dakah (2013:6) advances that flouting of procurement procedures, inflating invoices and quotations, use of separate receipt books and under-banking are also some of the main sins committed by school authorities. Against this background, it follows that all these corrupt activities are meant to conceal some transactions hence the elements of intentional defrauding of organisations cannot be overruled.

The idea of inflating invoices has a hidden motive of pocketing the difference between the inflated figure and the actual figure charged for a given item or service rendered. In real life situations, some school authorities and their subordinates have fraudulently benefited from kick-backs to award tenders while some award their own companies supplying contracts at inflated rates and prices. This study focuses on combating corruption to

enhance academic achievement in secondary schools. As such considering the principal-agent theory, it follows that there is need to establish anti-corruption strategies and systems that discourage collusion and promote transparency in transactions that are conducted in public secondary schools. Khan (2009:232) maintains that a sound anti-corruption policy is one of the most important components of good governance. It is imperative that schools should have this policy to regulate the conduct of public officials within these institutions.

In proposing strategies to combat corruption, Chirorodziva (2015:9) argues 'it is high time a mechanism be put in place to ensure that we stop the looting of school funds by those given the mandate to handle fees and levies at different schools.' It follows that instituting ideal mechanisms will act as a safety value for preventing the incidences of corruption in schools. School audits have been singled out as a viable strategy.

#### **3.5.4 Utilization of the principal-agent theory in analysing data/findings.**

The principal-agent theory was used in analysing the data gathered from the participants. The major area of focus was to establish how corruption is manifesting in the context of collusion in transactions. Thus, the data gathered pertaining to the relationships between the subordinate (teachers) and the superiors (principals) within the school setting was interpreted in the context of this theory. Corruption, from the point of view of the principal-agent theory, manifests through connivance and collusion. It follows that the researcher utilized the theory in proposing viable strategies for combating corruption. The aspect of social distance between the subordinate and superior will be a major aspect of concern as the researcher interprets and analyses data.

This section has discussed the principal-agent theory and its relevance in the Zimbabwean context. The discussion has shown that principals and their subordinates may collude to pursue corrupt practices. The need to combat corruption within the principal-agent context has been explored. The next section discusses the development theory.

## **3.6 THE DEVELOPMENT THEORY**

In this section, the researcher discusses the development theory with a focus on the 'modernisation theory and the dependency/underdevelopment theory'. The modernisation theory can be adopted to illustrate the process of development within societies. It denotes a model of progressive transition from a 'pre-modern' or traditional society, to a 'modern' society. The theory is credited for providing a plausible explanation for interpreting corrupt and non-corrupt behaviours as well as factors that trigger the prevalence/occurrence of corrupt activities in both developing and developed nations. The theory evolved from the findings by Max Weber (1864-1920), a German sociologist, which created the backbone of the modernisation paradigm developed by the Harvard sociologist, Talcott Parsons (1902-1979). These theories were developed to offer explanations of the various development trends in both developed and developing nations.

In this regard, the modernisation theory and the underdevelopment theory provide opposing views on manifestation of 'development'. To that end, these views have some bearing in making scholars appreciate reasons for differences in development. The section's main thrust is on the possible merits and shortcomings of the theory and its relevance to Zimbabwean context.

### **3.6.1 Key principles of the development theory**

The macro impact of corruption on education of a given nation can thus be explained by using principles of the modernisation and underdevelopment theory because of their developmental focus. The modernisation theory takes its roots from the functionalist perspective. It assumes that to develop the third world countries (TWCs) *must look west* and copy western models of development (Preston, 2012:45). In this view, modernisation theorists regard development as an evolutionary and gradual process. As observed by Sanderson (2011:32), the modernisation theorists argue that in TWCs there is lack of development caused by internal deficiencies such as the lack of proper values linked to

the high prevalence of corruption resulting from a weak institutional and legal framework. This becomes an important issue in society. To the modernisation theory, education is an important aspect in diffusing some Western values that are compatible with development. As such, the issue of provision of education is now being affected by corruption, hence the need for preventive mechanisms to effectively curb the social ill.

Hoogvelt (2009:89) is of the view that this theory takes its roots from the marxist theory. In this regard, it can be argued that the theory assumes that the underdevelopment of the TWCs is because of socio-economic conditions that were caused by the first world countries (FWCs) due to colonialism. In this regard, it follows that the conditions have created a new form of neo-colonialism which emanates because of the dependency aspect. Thus, TWCs will now depend on the FWCs for the entire development to succeed. In view of the issue of prevalence of corruption, the underdevelopment theorists regard this aspect as an explanation of the consequences of relations between the dominant and dependent states. It may come as testimony of the dynamic interactions between the two sets of states (dependent and dominant).

Hoogvelt (2009:13) maintains that the emphasis on lack of development as put forward by modernisation theory is a polite way for the theorist to put on a mask that camouflages capitalism. The issue of prevalence of corruption must be perceived differently and as an elitist related behaviour. Gunder Frank (2015:35) argues that the historical research demonstrates that contemporary underdevelopment is in large part continuing economic and other relations between the satellite underdeveloped and the now developed metropolitan countries. Against this background, one would note that in a school situation corruption robs the poor and the concept of unequal power relations and rigid division of resources may perpetuate the scourge.

### **3.6.2 Critique of the development theory**

A major limitation of the theory reflected in literature is that dependency theory submits that its proponents believe that national interest can only be satisfied by addressing the

needs of the poor within society rather than through the satisfaction of corporate and government needs (Ghanaian Chronicle, 2009:2). The modernisation theory advocates believe that only the societies from the West are truthfully modern and proclaim that other societies are primitive or unevolved by comparison. The modernisation theorists believe that unmodernized societies are inferior even if they have similar living standards as western societies. Adversaries of the theory argue that modernity is independent of culture and can be adapted to any society (Andre Gunder Frank, 1929-2005).

In this regard, it would imply that TWCs are not competent enough to develop effective anti-corruption mechanisms or develop educational and preventive frameworks that assist in combating corruption. Therefore, the theory is criticised for ignoring external factors that may cause lack of development. Thus, the adoption of anti-corruption strategies is given a Western-centric bias with theorists overlooking or undermining the role of TWCs in proposing so-called 'best practices' in the fight against corruption. It can be concluded that in view of this theory it follows that corruption in developing nations is 'justified' and the blame is levelled on the FWCs.

A critique was offered by Somalia watch (2009:1) who argue that:

*"The late Walter Rodney wrote a book entitled 'How Europe Underdeveloped Africa'. This is no longer tenable. Realistically speaking, the biggest offenders in the destruction of Africa are Africans themselves through corruption. Major corruption in African officialdom continues to cause degenerative underdevelopment. To prove this, it is reported that officials in the tiny Luxembourg froze eight bank accounts totaling 600 million UD dollars belonging to super corrupt Sani Abacha of Nigeria".*

Based on the above argument, it follows that corruption is singled out or regarded as a threat to development as opposed to *socio-economic conditions*, as dependency exponents would argue.

### **3.6.3 Relevance of the development theory to the Zimbabwean context**

The researcher argues that development theory is relevant to the Zimbabwean context and that it can be successfully utilised. It can be argued that in schools corruption may occur because of differential power relations among teachers and the principal of the school in question. Therefore, the relations that exist between the superior and subordinate are critical. The impact of socio-economic conditions within a given school cannot be underestimated, as some perpetrators may engage in corrupt activities to fight poverty.

A lot of debates have been raised with regard the general causes of corruption in society. Poverty has been cited as a determinant of corrupt practices. A Zimbabwean study by Muchenje and Bondai (2009:13) of the coping strategies that were adopted by teachers during the period of economic hardships and rapid economic and social change, revealed some elements of corruption. It emerged that teachers resorted to what was termed 'a classroom tuckshop phenomenon'. This was a situation where they could bring items such as exercise books, sweets and pens to the classroom and 'force' pupils to buy them at exorbitant prices. This situation tended to exploit pupils as those who bought or procured items from the teacher's basket would receive some favours and preferential treatments.

Against this background, the development theory may provide plausible explanation regarding causes of corrupt practices in public secondary schools. Consequently, learners' exposure to such differential treatments has significant bearing on their academic achievement. In other jurisdictions the occurrence of incidences of corruption are because of lack of a coherent system that can provide watertight measures to curb corruption. From a modernization theory point of view, TWCs are confronted by internal deficiencies that cause lack of development (Sanderson, 2011:56). Therefore, it stands to reason that the internal deficiencies may include a lack of a shared vision within the school system on whether to fight corruption or not. These differences in perception and the possibilities of a failure of systems are not a new phenomenon in most Zimbabwean

schools. Khan (2009:232) observes that corruption is caused by communal bound ambivalence towards legitimacy of government organisations, relationships favouring those in control with power and a weak institutional framework. In terms of the adoption and subsequent copying of *Western values* that are compatible with development, it may seem that Zimbabwe is now adopting some best practices in corporate governance. Transparency International (2012:9) in their perceptive study found that 80% of the respondents were of the view that in developing nations most anti-corruption agencies are not effective and are controlled by politicians. In contrast, it can be disputed that not only the West is good in instituting principles of good governance as proposed by the modernization theory.

In Zimbabwe, some best practices are being copied from Asian nations such as Hong Kong. Zimbabwe is a nation which is experiencing incidences of prevalence of corruption in the education sector through school administrators' failure to set up systems that can provide some regulatory mechanisms to combat corruption. The researcher therefore argues that the development theory provides a balanced interpretation of the corruption that exists in both developed and developing nations. Drawing lessons from the development theory key assumptions, the researcher is of the view that to understand how corruption occurs in a school system, one considers the general and overall conditions prevailing in the entire nation. Wolfensohn (2010:138) reiterates that corruption can be used to divert scarce resources from the poor to the rich, distort public expenditures, increase the cost of running business, and deter foreign investors.

#### **3.6.4 Utilization of the development theory in analysing data/findings**

The development theory deals with the social and economic trends that may have a bearing in causing corruption prevalence. As such, the researcher used the theory in the analysis of findings/data. The knowledge of the theory provided the researcher with the ability and competence to gauge the extent to which globalization and other modernity issues are influencing the prevalence of corrupt practices in public schools. Thus, in the analysis of data emphasis was put on the socio-economic and political variables that were



identified by participants as factors that precipitate prevalence of corruption. Therefore, the theory informed the researcher as he analysed data/findings to propose some strategies and recommendations for combating corruption within the various socio-economic contexts in the public schools.

This section has discussed the development theory. It has tried to explore the relevance of the theory in the Zimbabwean context. The next section discusses the South Korean 'spoon' theory.

### **3.7 THE SOUTH KOREAN 'SPOON' THEORY**

In this section the researcher discusses the South Korean 'spoon' theory with a focus on social class categorisations of learners and the effect on their academic achievement thereof. This theory was developed by South Korean scholars at the National University with a view to provide an explanation of how individuals are ranked in society (Korean Times, 2016:2). It is credited with providing a plausible explanation for interpreting differing levels of achievement in schools and in society at large (Kang Hyun-Kyung, 2016:5). Therefore, in this context the theory was selected to assist in explaining the differential learner academic achievements that may exist among secondary school learners. The section's main thrust is on the possible merits and shortcomings of the theory and its relevance to the Zimbabwean context.

#### **3.7.1 Key principles of the 'spoon' theory**

The theory categorises people according to the amount of inherited wealth they have, with the diamond 'spoon' being the highest stratum, followed by the gold, silver, bronze and mud 'spoons'. According to the theory, those born with diamond 'spoons' in their mouths are the nations 0,1% richest people (Kang Hyun-Kyung, 2016:5). Against this background, it follows that education remains the only gateway to success. Kwak Geum-joo (2016:5) affirms this view by saying, "We Koreans like to rank people based on their academic accomplishments or their university rankings." To that end, in view of the

subject under study, the realm of education has been under threat by corruption. The major question that remains unaddressed is to what extent will the current education try to address the existing social inequalities. Some children may enjoy the life privileges because of ill-gotten wealth amassed by their parents because of corrupt practices. On the extreme end, some children are disadvantaged by prevalence of corrupt tendencies in society and in extreme cases are likely to inherit the 'cycle of poverty' from their parents. This calls for the need for mechanisms to ensure that clean wealth is amassed by people so that, as children inherit, they are not disadvantaged by events in the social structure. Zimbabwe Anti-Corruption Commission (ZACC) (2016) proposes asset seizure and forfeiture as a strategy to combat corruption. This however serves as a stop gap measure, that ill-gotten wealth and privileges are not transferable to next the generation. Therefore, the punitive measure may eventually perpetuate the positive attitude towards aiming for the upholding of the principles of meritocracy.

### **3.7.2 Critique of the 'spoon' theory**

Critics say concepts like 'fair competition' and 'merit-based society' are two conditions for poor people to succeed on their own. Success through education has gradually become forgotten (Kang Hyun-Kyung, 2016:5). ) In view of the fundamental principle of the 'spoon' theory that people are born into their social class and remain there all their lives, this calls for an urgent need to analyse the dynamics of corruption in society. In society some greedy people may accumulate wealth through shady business ethics and later chance their social ranking at the expense of other fellow citizens who live an honest life.

### **3.7.3 Relevance of the 'spoon' theory to the Zimbabwean context**

The researcher argues that the theory is relevant in Zimbabwe. It has been evident that social classes are found across Zimbabwean societies and these have differential access to means of production. According to Haralambos and Holborn (2010), social stratification is inevitable in society. To that end, a lot has been said on combating corruption and indeed proposing effective preventive strategies. However, not much has been done in

the education sector as 'innocent' learners are falling victims to corrupt practices in schools. According to Clooney (2016:4) the phrase '*24 hours news*' doesn't mean one gets *more news*, but it implies that one just gets the *same news more*.

Therefore, this saying/proverb holds much truth in that there has been more of intensified chorus on the fight against corruption than on adopting the pragmatic actions. Therefore, in Zimbabwe education had long been a key factor in socio-economic standings as it gives those who were born poor a chance to improve their wellbeing through hard work. The negative impact of corruption on education and educational achievement may imply that the merit-based principle is at stake. Today's education system may seem to fail to fulfil its mandate in this respect as corruption has infiltrated its main arms. In relation to the topic under investigation, the researcher contends that the status quo of various social classes among learners at school may further be maintained and retained by corruption. This happens when learners of higher socio-economic standing use their wealth to pay bribes and receive preferential treatment at school. In some cases, other variables such as religion and gender may also determine the social class of learners to the extent of resulting in some abuse of power by school officials in favouring some learners at the expense of others.

According to a study by Obanya (2009) of educational systems in Mozambique, Burkina Faso, Swaziland and Ethiopia, girls in Swaziland are still subject to the negative influences on girls' education, which are at work in other countries of Africa. Thus, lack of resources or poverty, pockets of resistance to western education (and particularly negative attitudes to schooling for girls), gender stereotyping in the choice of careers and areas of study, and unwanted pregnancies are still stark realities in the country. These factors contribute to lower academic achievement, non-enrolment, drop-out, irregular attendance, repetition, and poor performance among girls compared to boys. Similarly, corruption can manifest in abuse of power thereby enabling teachers to devise strategies that prohibit academic achievement based on sex differences.

Studies by Gordon (2009:38) revealed that parents have negative attitudes towards the girl child's education. She further observed that they view boys as more able than girls. Instead of fighting this discrimination, teachers abuse their power to reinforce these stereotypes. Sadker and Sadker (2010:2-3) in their research on the experiences of boys and girls in school found that teachers offered boys more academic assistance than girls. In this respect it follows that these differential treatments resulting from classroom interaction have impacted on academic achievement. Sadker and Sadker (2010:2-3) coined this practice 'failing at fairness' implying that gender bias has a negative impact on academic achievement of learners in a school setting. Against this background, it follows that differences in socio-economic and political status in society have a negative impact on learners' academic achievement based on the assumptions of the 'spoon' theory.

#### **3.7.4 Utilization of the 'spoon' theory in analysing data/findings**

The researcher used the 'spoon' theory in analysing the data/findings of the study. This implies that the status of the learner, home background, and social status were considered in informing the researcher's interpretation and analysis. Some corrupt practices in public schools manifest through theft motives and others through the learners' exposure to different corruptive environments at home, the levels of which may be advanced and complicated because of the nature and lifestyle at home and social class upbringing. Therefore, the analysis of corrupt practices' manifestations across selected institutions were informed by the fundamental principles of the theory. To this end, individual learners' knowledge of strategies for combating corruption were accepted based on their home background differences.

This section has discussed the South Korean 'spoon' theory and its relevance to the Zimbabwean context. It was noted that the 'spoon' theory is premised on the differences in socio-economic class rankings in society which in turn affect learner academic achievement. The next section presents the overall summary of the entire theoretical framework chapter.

### 3.8 CHAPTER SUMMARY

This chapter has discussed seven (7) major theories, namely, the game theory, strain theory, symbolic Interactionism, principal-agent theory, modernisation theory, underdevelopment theory and the 'spoon' theory respectively. The researcher argues that the use of various theories in this study provides a plausible and comprehensive analysis of the manifestations, determinants and dynamics of corruption. Therefore, the review has also exposed the similarities and differences in theoretical arguments offered in respect of the issues under investigation. In this regard, the triangulation of various theories has also provided an opportunity for other theories to bridge the weaknesses and possible gaps that may arise in failing to account for the subject under investigation.

The theories were purposively selected to provide a strong theoretical foundation for this study. The game theory has been selected for its attempt to explain corruption prevalence in a stylized game, while the principal-agent theory has a bearing on corruption in bureaucratic institutions. The strain theory has highlighted the effect of competition in society and in educational institutions and how this causes the prevalence of corruption. The symbolic interactionism theory has tried to explore the corruption dynamics that occur in micro-interaction networks in society. The development theory has provided explanations on causal factors of corrupt practices outlining the circumstances and corruption dynamics within developing nations and developed nations. The South Korean 'spoon' theory has provided an explanation of causal factors of corruption based on existing socio-economic and political classes in society and how this impacts on learner academic achievement in public secondary schools in Zimbabwe.

The next chapter discusses the methodology employed by the study, which among other issues, includes the paradigm, research design and data gathering tools used. The discussion in the next chapter takes off from describing the research design, explaining the research paradigm (interpretive) and the research methodology (qualitative) chosen for this study and the rationale thereof. The population and sample for this study will be specified in the next chapter. The chapter also highlights the choice of the research

instruments including semi-structured interviews, focus group interviews and documentary analysis procedures. The data collection and data presentation procedures are going to be discussed in detail. The steps for ensuring ethical considerations will be outlined as well as measures for ensuring credibility and trustworthiness of findings in this study.

The next chapter will comprehensively justify the rationale for various sub-headings highlighted as key sections and will end with a chapter summary providing a summation of key issues covered in the chapter.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

In the previous chapter, the researcher presented the key theories that were used in informing the study. It was shown that a sound theoretical framework provides a firm foundation and base upon which academic and scholarly analysis would rest on. Thus, multiple theories were used to inform the study, which included the game theory, the principal-agent theory, the symbolic interactionism theory, the development theory, the 'spoon' theory and the strain theory respectively. In doing so the researcher had the contention that the perceived weaknesses of each theory were addressed by the strengths of other complementary theories. Therefore, this chapter presents a detailed description of the research methodology that was implemented in this research study.

Kothari (2014:7) defines research methodology as a method to systematically solve the research problem. Additionally, it involves the various logical steps that are generally adopted by a researcher in studying his/her research problem. To this end, the researcher contends that it is critical for him to know the research methodology as well as the supporting research methods and techniques. Kothari (2014:7) further defines research methods/techniques as all those methods/techniques that are used to conduct research or the methods the researchers use in performing research operations.

In this regard, this chapter explores all the methods and techniques which were used by the researcher while studying his research problem. The chapter also highlights the methods and procedures that were used in gathering data. Thus, the structure of the study is outlined, and the justifications are provided thereof. The steps that were taken in selecting the participants for the study are described. The chapter makes a deliberate attempt to describe comprehensively the sources and nature of data. The data collection methods used in this study as well as exploring the justifications behind the selection of research methods/techniques will be done as well. The key issues related to ethical

considerations, dependability and trustworthiness of data are further explored in detail. The chapter will also explore the data analysis procedures employed in this study.

## **4.2 RESEARCH DESIGN**

Kothari (2014:31) defines research design as a conceptual structure within which research is organised. It embodies the layout for the collection, measurement and analysis of data. Therefore, the purpose of a research design is to indicate what type of design was undertaken to provide acceptable answers to the research problem and sub-problems. Clarke and Dawson (2010) say a research design is the “science of planning procedures for conducting studies to get the most valid findings”. In another view, Charles (2012) defines a research design as a strategy of the research. In this regard, it follows that a research design provides a strategic programme by which the researcher is guided in his/her attempts to analyse and interpret the observed facts. Therefore, a research design constitutes a plan that is followed by the researcher and may include certain critical issues like who will be studied, and the procedures to be employed. To that end, this study adopted the case study approach as the principal research design in gathering data for analysis.

### **4.2.1 The case study**

The case study method utilises an extensive, longitudinal examination of a case and it provides an organised way of analysing events, gathering data, evaluating information and reporting the results (Zainal, 2007). A case study is an in-depth investigation into a social phenomenon. (Aldridge and Levine, 2010). Furthermore, Yin (2010) advances the idea that the case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clear; and in which multiple sources of evidence are used. Therefore, the case study may be perceived as the analysis and subsequent development of detailed and intensive knowledge about a single case or small number of related cases. This approach also has a considerable chance to generate answers to



questions starting with “why”, “what” and “how” and is used to carry out an in-depth study of the situation (Robson, 2013).

According to Saunders, Lewis and Thornhill (2013), this strategy enriches the understanding of the context of research and the processes being enacted. Robson (2013) adds that this study allows several data collection methods to be used such as questionnaires, interviews, observations and documentary analysis. Chisaka and Vakalisa (2010) maintain that the case study strategy has the chief advantage of being applicable to both qualitative and quantitative research paradigms. However, in this study more emphasis is placed on qualitative research involving four (4) public secondary schools in the Harare Metropolitan province of Zimbabwe.

Case studies give the researcher an opportunity to contextually study a given situation. Additionally, it can be argued that a case study offers the researcher an opportunity to view issues from both the perspective of an insider (emic perspective) as well as an outsider (etic perspective). A case study involves a great deal of investigating issues and thus it is a laborious and time consuming activity (Leedy, 2012). Against this background, when one ‘goes native’, he/she is likely to become part of the group; hence one gets an in-depth understanding of the experiences under study.

The research method has obvious pitfalls a researcher has to avoid. The informants may become suspicious and may end up behaving artificially only ‘to please’ the researcher. Secondly, ‘going native’ in a research may result in the researcher losing objectivity and be consumed by subjective reporting which may influence the outcome (Frankel and Wallen 2010). This means that data gathered may end up being the researcher’s subjective and personal opinions.

In overcoming these shortcomings , the researcher engaged the principle of prolonged stay, following recommendations by Best and Khan (2013) and Lincoln and Guba (2010) to remain objective by recording observations as unobtrusively as possible. This however enabled him to have a deeper insight into the phenomenological relationships as well as

participants' perceptions on combating corruption to enhance academic achievement in general. Following recommendations by Nyawaranda (2009), in this study the researcher became a key research instrument, making direct observations on the sites of study. This also provided him with an opportunity to use direct experiential knowledge particularly through day-to-day interactions with general citizenry. Aldridge and Levine (2010) support this approach by indicating that a case study is a strategy involving close examination of the social setting under study in contrast to the survey or experiment. Miles and Huberman (2009) state that a case study approach allows for a detailed analysis of a unit singled out for study. In this regard, the delicate and controversial nature of corruption issues definitely required such an approach that gave the researcher a chance to carry out a contextual analogy.

This section has described in detail the research design for this study. It has been elaborated that the case study is the principal research design adopted. The merits for using the case study have been explored. The next section presents the research paradigm and the rationale for using it.

### **4.3 RESEARCH PARADIGMS**

#### **4.3.1 Understanding the interpretive and positivist paradigms**

According to Nieuwenhuis (2009:48), 'a paradigm serves as the lens or organizing principles by which reality is interpreted and refers to the four research paradigms; positivism, post-positivism, constructivism and critical theory.' According to Raddon (2016:11) there are two main research paradigms, namely positivism and interpretivism. Positivism is inclined to natural sciences, and focusses on explaining and is objective, value-free and deals with universal principles and facts. On the other hand, interpretivism is inclined to social sciences, and focusses on understanding rather than explaining. Furthermore, interpretivism is rather subjective, with historically and culturally rooted interpretations and deals with individual interpretations, meanings, motivations and values of social actors (Raddon, 2016:11).

Robert Wood Johnson Foundation (2010:1) notes that interpretivist views have different origins in different disciplines. In addition, it is argued that the interpretivist paradigm has developed as a critique of positivism. Nighet (2016:1) states that positivists are of the belief that reality is separate from the person who observes it whereas interpretivists believe that reality and the individual who observe cannot be separated. Furthermore, positivists strive to construct knowledge of a reality that prevails beyond the human intuition whereas interpretivists recognise that the knowledge they build reflects their particular goals (Nighet, 2016:1). According to Saunders, Lewis and Thornhill (2015), the interpretivist approach maintains that reality is intersubjectively constructed based on meanings and understandings on social and experiential levels. Additionally, the approach believes that humans cannot be differentiated from their knowledge implying there is a clear link between the researcher and the research subject(s).

#### **4.3.2 The interpretive paradigm: Role and utilisation/application in this study**

In this study, the researcher uses the interpretive paradigm as the principal paradigm and frame of reference. In the interpretive paradigm, the crucial purposes of researchers are to get 'insight' and 'in-depth' information (Thanh and Thanh, 2015:26).

Based on this belief, it follows that in this study the researcher visits the participants in their natural settings to understand their experiences and perspectives on anti-corruption strategies at their disposal in various public secondary schools. Interpretivists' positions are founded on the theoretical belief that reality is socially constructed and fluid. Thus, what we know is agreed upon within social settings, cultural settings and relationships with other people (Lincoln and Guba, 2010). In summing up the fundamental methodology that underpins the interpretive paradigm, Robert Wood Johnson Foundation (2010:1) states that the interpretive approaches rely heavily on naturalistic methods with an inclination to the use of qualitative methods.

Therefore, this study is aimed at understanding the nature of corrupt practices in public secondary schools and the causes of the prevalence of these practices considering

strategies available for combating corruption. Nighet (2016:1) maintains that interpretive research is a product of interpretations, interventions and individual decisions, where the researchers try to understand the phenomenon by accessing the meanings that the participant assigns to them. In striking the link between the interpretive paradigm and qualitative research, Thanh and Thanh (2015:27) state that there is a tight connection between the interpretivist paradigm and qualitative methodology as the one is a methodological approach and the other one is a means of collecting data.

### **4.3.3 Benefits of using the interpretive paradigm**

The use of the interpretive paradigm is associated with several advantages. In this study the researcher uses the paradigm and qualitative methods in seeking experiences and perceptions of principals, teachers and learners regarding strategies for combating corruption. Raddon (2016:6) argues that in interpretivism the researcher assumes the role of a detective and this enables one to be alive to changes which occur, thus providing greater opportunity for effectively taking ownership of the research process. According to Willis (2010), interpretivism constantly tries to understand a context, and the core belief is that reality is socially constructed. As a result, the rationale for using this paradigm in this study is motivated by various merits associated with the paradigm. Black (2011:14) argues that because of the adoption of interpretivism, qualitative research areas such as cross-cultural differences in organisations, issues of ethics and leadership can be studied to a great level of depth. Additionally, Prabash (2012) posits the idea that primary data generated via interpretivism might be associated with a high level of validity because in studies it tends to be trustworthy and honest.

Against this background, it follows that the trustworthiness of this data is to be enhanced using several data collection tools. Hudson and Ozanne (2010:5) believe that the researcher and his informants are interdependent and mutually interactive. Additionally, the interpretivist researcher enters the field with some sort of prior insight into the research context. Chong (2010) notes that interpretive researchers assume that access to reality (socially constructed or given) is only as a result of social manifestations such as

consciousness, language, instruments and shared meanings. In view of the sensitive nature of issues pertaining to corruption, it follows that the interpretive paradigm provides the opportunity to understand the inner happenings within the secondary school settings. In addition, the researcher would be able to make multiple interpretations based on its insights.

Prabash (2012:1) highlights that the researcher keeps an eye on new knowledge throughout the study and lets it grow with the assistance of informants. In justifying the rationale for using the interpretive paradigm, Hudson and Ozanne (2010:6) maintain that the use of such an emergent and collaborative approach is consistent with the interpretivist belief that humans can adapt, and that no one can gain prior knowledge of time and context bound social realities. Given this situation, the researcher in this study is also a key instrument in taking heed of Neuman's (2010) view that the goal of interpretivist research is to understand and interpret the meanings in human behaviour rather than to generalize and predict causes and effects. According to Howell (2012) the interpretivist approach observes that it is important for the researcher as a social actor to appreciate differences between people. To this end, the study of corruption does not require generalisations since the subject is sensitive and has some incriminating effects on the alleged perpetrators. Prabash (2012:2) concurs that for interpretivist researchers it is imperative to evaluate meanings, reasons, motives and other subjective experiences which are time and context bound. The knowledge acquired in this discipline is socially constructed rather than objectively determined (Carson, Gilmore, Perry and Gronhaug, 2010:5). Furthermore, Black (2011) contends that the interpretive paradigm generates subjective information which are receptive to capturing meanings in human interaction and make sense of what is perceived as reality.

#### **4.3.4 Limitations associated with using the interpretive paradigm**

There are several limitations associated with the use of the interpretive paradigm. Thus, the main disadvantage related to this is its subjective nature and the wide room for bias on behalf of the researcher. Because of this subjectivism and bias, the primary data

generated in interpretivist studies cannot be generalised since it is heavily impacted by personal viewpoints and values. Consequently, all these factors undermine the trustworthiness and representativeness of the data to a certain extent (Prabash, 2012; Black, 2011; Hudson and Ozanne, 2010). The position of interpretivism with regard to ontology and epistemology is that interpretivists are of the view that reality is multiple and relative (Hudson and Ozanne, 2010). Thus, in view of this study, it follows that there are several causal factors of corruption in public secondary schools. It stands to reason that there is need to devise multiple strategies for combating the scourge. This requires in-depth knowledge of the causal factors.

Lincoln and Guba (2010) explain that these complex realities also relate to other systems in order to establish meanings, which make it even more difficult to interpret in terms of fixed realities (Neuman, 2010). Against this background, this study uses multiple data gathering tools such as semi-structured interviews, focus group interviews and documentary analysis procedures. These instruments generate subjective data through the researcher's physical interaction with participants. According to Pruzan (2016) the interpretivist approach is based on a naturalistic approach of data collection such as interviews, observations and secondary data. Thus, in this study the documentary analysis procedure falls under secondary data and observations and interviews are primary data sources respectively. Researchers believe that the interpretivist/constructivist paradigm predominantly uses qualitative methods (Nind & Todd, 2011). Expounding the use of the qualitative in the interpretive paradigm, McQueen (2012:17) states that interpretivist researchers seek methods that enable them to understand in depth the relationship of human beings to their environment and the part those people play in creating the social fabric of which they are a part.

Against this background, the researcher was of the view that the use of semi-structured face-to-face interviews with curriculum planners, parents, principals, teachers and learners in public secondary schools would provide the opportunity to understand how they are on a daily basis dealing with the problem of corruption. It thus follows that in educational research, if a scholar seeks to expose the understandings and experiences

of a group of students or teachers, qualitative methods are likely to be the best-suited methods (Thanh and Thanh, 2015:26).

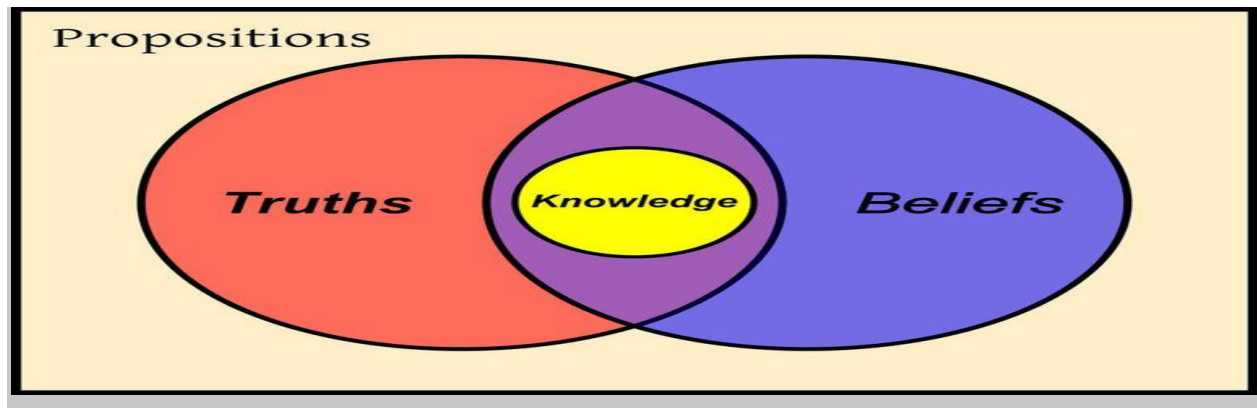
This section has discussed the interpretive paradigm. It has shown that in this study the paradigm was used in conjunction with qualitative methods. The strengths and weaknesses of the paradigm have been highlighted. The next section discusses the fundamental beliefs/assumptions underpinning the interpretive paradigm, namely; epistemology, ontology and axiology. and show their relevance to this study.

#### **4.3.5 Interpretive paradigm assumptions**

The interpretive paradigm places emphasis on both experience and interpretation. This paradigm is informed by philosophical assumptions about three (3) things, namely ontology, epistemology and axiology respectively. The next section presents in detail these three interlinked philosophical assumptions.

##### **4.3.5.1 Epistemology**

Epistemology is the investigation into the nature of knowledge itself. This study focuses on our means for acquiring knowledge and how we can differentiate between truth and falsehood (Cline, 2017:1). Epistemology can be defined as the relationship between the researcher and the reality or how this reality is captured or known (Carson et al., 2011). Therefore, epistemology is viewed as the philosophy of truths, knowledge and beliefs as reflected by the diagrammatic representation that follows.



**Figure 4.1: Principles of epistemology**

Adapted Szczepan1990, 12:59, 23 July 2006 (UTC)

In view of the problem under investigation, it follows that the researcher investigated the 'truths' about happenings in public secondary schools in as far as efforts to combat corruption is concerned. In addition, the participants' knowledge of corrupt practices and the possible combating strategies was also of great concern considering other circumstances. The beliefs are also central in determining the prevalence of corrupt practices. Transparency International (2016) highlights that the Shona cultural beliefs have been at the centre stage in promoting the prevalence of corrupt practices through proverbs, idioms and other sayings. Additionally, it has been further argued that this has motivated selfishness and monopoly.

In line with epistemological propositions the researcher in this study is guided by Cline's (2017:2) recommendations in asking questions. This includes questions such as: "What can we know about nature of corrupt practices in public secondary schools?", "How then can we know about corruption existence?" and "Why do we know some common corrupt practices, but not others?". In addition, questions such as "How then do we acquire some anti-corruption knowledge and is this possible?" and "Why do people believe that the fight against corruption in public secondary schools is 'difficult'?" can be further asked (Cline, 2017:2).



Considering the nature of this study, it can be argued that there was a need to interrogate the principles that 'epistemologically' drove the researcher in seeking answers to the key research questions. To that end, relevant theories were to be used to address this critical assumption. The epistemological assumptions (*ways of knowing*) of this study are primarily governed by multiple theories that include symbolic interactionism, strain theory, development theory, principal-agent theory, the 'spoon' theory and the game theory. These theories have been explored in detail in the previous chapter. Principally, the corrupt transactions within the public secondary schools are centred on the briber and the bribe and in extreme cases a third party is involved. Based on the epistemological assumptions, the game theory of corruption provides that corruption prevalence is more of a stylized game with various actors (briber, bribe and intermediaries) all of whom make a cost benefit analysis of their actions (Bayer, 2013).

Against this background, it can be noted that the epistemological assumptions provide a more informed way of viewing and interpreting and interrogating the issues related to dynamics of corruption practices in secondary schools.

#### **4.3.5.2 Ontology**

Ontology is the nature of reality (Hudson and Ozanne, 2010). It is a system of belief that reflects an interpretation of an individual about what constitutes a fact. Pruzan (2016) maintains that ontology is associated with a central question of whether social entities need to be perceived as objective or subjective. Thus, in this study the social entities are to be perceived subjectively based on the research methods that are used. In addition, it is further argued that the identification of ontology at the beginning of the research process is critically significant as it determines the choice of the research design.

The ontological assumptions (*nature of reality/theory of existence*) governing this study are that corruption prevalence in schools is because of several reasons which require counter-corruption mechanisms. In relation to this study, the reality is that corruption is increasingly becoming a social problem in public secondary schools. Transparency

International (2015:10) notes that corruption in schools has become a universal phenomenon that requires collective solutions. Sivakumar (2014) advances that corruption is a universal phenomenon. Therefore, in terms of 'theory of existence', this study believes that there are key actors that are required for the corrupt transactions to take place. The briber and the bribe are the 'culprits' in perpetration of corrupt practices (Zimbabwe anti-Corruption Commission, 2016:6).

With reference to this study, multiple reasons are cited for the high prevalence of corruption in schools. Therefore, corruption in public secondary schools arises due to several reasons. On elaborating the reasons for the prevalence and nature of corruption in schools, Myint (2009:6) maintains that the following are components of potential corruption: bribery, extortion, fraud, embezzlement, nepotism, cronyism, appropriation of public funds and property for personal gain and influence peddling. To that end, in schools, principals and teachers may abuse and misuse school resources, including vehicles for their personal errands, that are not lawfully sanctioned by relevant policy. In a nutshell, this assumption provides a plausible explanation of the nature of corruption and how it manifests in schools.

Based on the ontological position in this study, the researcher contends that some corrupt practices are socially constructed through socialisation and their interpretations are subjective and relative. The adoption of a wide range of prospects in interpretivism usually results in a more complex understanding of the situation (Klein and Meyers, 2010; Morehouse, 2011). In addition, corrupt practices in public secondary schools may change with time and the extent to which technology improves or advances. Given this situation, there are multiple causes of corrupt practices in public secondary schools. On the other hand, there exist multiple anti-corruption strategies at the public secondary schools' disposal.

#### 4.3.5.3 Axiology

Axiology considers the essence of value and captures the value question of what is intrinsically worthwhile. The third exceptional attribute of the axiology research paradigm exposes the "values of being, about what human states are to be valued simply because of what they are" (Heron & Reason, 2011:287). Values in research are very critical as well as the belief systems of participants. Haralambos and Holborn (2010) define values as general guidelines or those issues that society perceives as 'worth thriving for'. A study by U4 (2016:13) has shown that studies on corruption issues are perceived to be sensitive and life threatening. Against this background, it follows that in conducting a study of this nature in public secondary schools the researcher abides by ethical considerations that are declared in the approved ethical clearance application.

The axiological assumptions (*value and belief systems*) of this study are to be addressed through adherence to ethical standards, observance, respect and upholding of participants' dignity and integrity. Ethical issues in research need to be observed since they arise during all phases of the research process (Redwood, 2008:123). The study involves participants responding to questions on combating corruption to enhance academic achievement. The researcher acknowledges the fact that the subject 'corruption' is perceived to be sensitive. This study's main thrust is on measures to combat corruption, hence in reality the idea of counter-strategies is usually well received. Therefore, it is anticipated that no risks are foreseen.

The study questions have been structured in such a way that there are no direct accusations and neither are there instances involving 'naming and shaming' of people. By and large, this study sought pro-active measures as opposed to reactive measures, which may be associated with potential harm or injury to personalities. The problem of corruption has also been widely and openly discussed in Zimbabwe and the current Zimbabwe agenda for socio-economic transformation (ZIMASSET) (2013-2018) economic blueprint has provided and advocated for 'zero-tolerance' to corruption through a multi-stakeholder approach. For this reason, bringing this area into mainstream

research may not present or subject participants to any harm as anti-corruption education is being perceived as a topical and universal development agenda priority in Zimbabwe. In view of this study, measures have been put in place to address all issues that may violate the values and belief systems of participants. When an injury occurs because of participation in a research study, it is called a *research related injury* and these are sometimes inevitable (Munshi and Thatee, 2016:1). Therefore, in case of any violation the researcher advises the supervisor, and seeks guidance, engages the harmed or injured participants through their representative institutions, apologizes and counsels and formally writes to the injured /harmed participants.

Compensation is defined as ‘the act or process of making amends for something’ or ‘something, typically money, awarded to someone in recognition of loss, suffering or injury’ (Munshi and Thatee, 2016:1). Therefore, if any form of compensation is prescribed at an agreed rate, the researcher honours it without fail. Research participants who are physically injured as a result of taking part in a research are provided with financial or other assistance to compensate them equitably for any temporary or permanent impairment or disability, according to the guidelines. In case of death, their dependents are entitled to material compensation (ICMR guidelines, 2016).

This section has presented the philosophical assumptions underpinning the interpretive paradigm. The relevance to the problem under investigation has been explored. The next section presents the research methods employed in this study.

#### **4.4 RESEARCH METHODS: QUALITATIVE**

Creswell (2013:11) describes research methods or strategies as ‘types of qualitative, quantitative and mixed methods, designs or models that provide specific direction for procedures in a research design.’ This study used qualitative research as the basic approach. Qualitative research can be credited for its ability to provide data that is rich and contextual in detail (Patton, 2007:25). For this empirical investigation, the researcher used a qualitative research method as the approach gave a clear understanding of the

participants' views and experiences and captured participants' perceptions as they occurred naturally (Wiersma and Jurs, 2009:232). Patton and Cochran (2010:2) maintain that qualitative research is characterised by its aims, which relate to understanding some aspect of social life and its methods, which - in general - generate words, rather than numbers, as data for analysis.

Chisaka (2010) argues that qualitative research refers to sound research based on field observations analysed without statistics. In this respect, an evaluation of strategies to combat corruption requires direct observations. Additionally, some structured, unstructured and semi-structured interviewing on the natural field settings are also necessary. Similarly, Nyawaranda (2009) states that qualitative research seeks in-depth insights rather than statistical analysis. To that end, oral interviews, focused group discussions, observations and documentary analysis constitute the greater part of the inquiry, meant to seek in-depth insights. On the other hand, they view quantitative methods as characterised by the need to measure something, such as the percentage of people with a characteristic.

According to Einstein (2017) the basis of choice on qualitative research as opposed to quantitative stems from his assertion that 'not everything that can be counted counts and not everything that counts can be counted.' In view of the subject of prevalence of corruption, it follows that some instances like 'a frowning face' on the part of the respondent upon asked a sensitive question cannot be expressed as a percentage index but would link well with qualitative interpretations. However, criticisms have been offered in respect of qualitative research. Qualitative research samples are small and not necessarily representative of the broader population; hence it can be difficult to know how far one can generalize the results. Furthermore, the findings are perceived as lacking rigour. It is also argued that it is difficult to tell how far the findings are biased by the researcher's own opinions (Frankel and Wallen, 2010).

In addressing the potential barriers in this study, the researcher adopted some strategies and mechanisms. Miles and Huberman (2010) describe qualitative research as 'sexy' in

nature. Thus, the researcher contends that a prolonged stay at the site of a study is one mechanism that may help in making the researcher accustomed to participants in view of the 'perceived' sensitive nature of the topic of corruption. To this end, the researcher made physical visits to the selected research sites to get access to and make direct contact with prospective study participants in preparation for data collection. The researcher also held preliminary meetings with prospective participants at least two weeks before data collection.

Kothari (2014:5), concurs that the qualitative approach to research is concerned with subjective analysis of opinions, behaviour and attitudes. Research in that context is associated with the researcher's insights and impressions. Thus, at that point, the researcher hoped to build trust with participants as well as taking the time to make sure the research participants completed consent forms. Therefore, the participants were studied in their natural settings (four secondary schools) for the researcher to obtain/gather first-hand information and give room for direct observations too.

This section has presented the research methods used in this study. It was shown that qualitative research was the main research method employed. The next section presents the population, sample and participant selection of the study.

## **4.5 POPULATION , SAMPLE AND PARTICIPANT SELECTION**

### **4.5.1 Population**

Cooper and Schindler (2013) observe that the population element is the subject on which the measurement is being taken by the researcher for research purposes. Moonie (2010) defines population as the entire group of persons having the same characteristics that are of interest to the researcher. Ringrose (2009) postulates the fact that population denotes all the potential participants from which the sample is drawn. This study was comprised of a population of three hundred and eighteen (318) potential participants who

were mainly drawn from four (4) secondary public schools, including principals, teachers, parents, learners and curriculum advisors.

The idea of a 'sample' is linked to that of a 'population'. Population refers to all the cases while a sample is a selection from the population.

#### **4.5.2 Sample**

Best and Khan (2013) define a sample as a small proportion of a population selected for observation and analysis. In this study, the researcher made use of a representative sample. The total sample comprised fifty-four (54) participants. These included both women and men selected from four (4) secondary public schools. Sampling is an important aspect of life in general and in enquiry. Smith (2015) contends that sampling is closely linked to external validity or generalizability of the findings in a study, the extent to which what has been found in a situation at a time applies more generally. Patton and Cochran (2010:9) submit that it is critical to select your sample in a systematic way to make sure that the community/users/external actors see it as a credible and indicative sample. Therefore, the samples in qualitative research are usually purposive in nature.

#### **4.5.3 Participant selection**

Fischer (2005: xvi) points out the need to select appropriate participants as this helps in achieving the soundness and credibility of the research study. It follows that to produce credible results, the researcher needs to select participants who will provide useful information for the study (McComack, 2010:77). For the purposes of this research, four (4) secondary school principals, eight senior teachers (two from each school), eight (8) parents (two from each school), and thirty-two (32) final year secondary school learners were selected as participants from the four public secondary schools in the Harare urban district in Zimbabwe. Two (2) curriculum planners/officers were selected from the Curriculum Development Unit (CDU) of the Department of Education. This means that a

total of fifty-four participants took part in the study. There was equal gender representation in the sample.

However, the number of participants and research sites in this study was consistent with principles of qualitative research in general and phenomenological research in particular, which allows for small and purposively selected samples considered appropriate and “useful in answering the questions raised by the researcher” (Best and Kahn, 2013:249). Englander (2012:21) illustrates that the focus in qualitative and specifically phenomenological research is not on ‘how many’ or ‘how often’ but on whether selected participants have the required experience to generate useful data for the study. The selection of the key actors in this study was therefore based on the expectation that they would provide the essential information that would facilitate the building of an appropriate anti-corruption education responsive curriculum for Zimbabwean secondary schools.

Krysiak and Finn (2013:161) posit that expert sampling is a type of purposive sampling technique utilized by researchers to choose individuals deemed to have special knowledge directly linked to the phenomenon being studied. To that end, secondary school principals and curriculum planners who participated in this study were therefore selected by their job titles and on the expectation that they possessed comprehensive knowledge and relevant experience pertaining to Zimbabwean secondary school curriculum. On the other hand, final year secondary school participants in this study were selected by the researcher using personal judgement and following the advice to be offered by the school principals. To that end, they were recruited based on their availability and willingness to participate in the study.

Principles of homogenous sampling were employed to select final year secondary school learners since they had a common characteristic as members of the same group (Cohen, Manion and Morrison, 2011:157).



#### **4.6 SAMPLING TECHNIQUES AND PROCEDURES**

The study made use of both probability and non-probability sampling techniques, depending on the stage at which the process of sampling was to take place. In this research study, the sampling processes were carried out at two levels. Firstly, the sampling of the four (4) public secondary schools was done using purposive sampling because of its convenience. The purpose of convenience sampling is to save time, money and effort as sometimes information collected generally has very low credibility. Thus, in certain situations the selection procedure is directed to the participants who are easier or closer to reach. Secondly, the choice of informants/respondents' selection was done by using the simple random sampling (SRS) technique. Sullivan et al. (2010) are of the opinion that purposive or judgmental sampling in principle will exclude certain categories of sample elements because their presence might confuse the research findings.

In this study, the investigator used his prior knowledge to choose the four (4) public secondary schools. This technique was also opted for in view of time limitations, for the samples were conveniently selected. Bailey (2009) credits this technique with the advantage of being more representative and can be generalized over a larger population. On the contrary, this technique does not give an equal opportunity for all elements to be included since it falls under the realm of non-probability sampling techniques. In selecting the informants, the simple random sampling technique was used. Aldridge and Levine (2010) define it as a design in which the cases that will make up the sample are chosen in a single process of selection from the sampling frame that covers the entire target population. In this regard, each element has an equal chance of being chosen.

The researcher devised a sampling frame with a list of the entire population. The elements were thus numbered sequentially and were selected by a random procedure through picking up papers in a box. Some cards were put in a box corresponding with the target population. Out of the total cards some (corresponding to the required number) were marked PS implying 'participation in study' for participation in the study. The other cards were marked NP indicating 'not participating in study'. Those that picked the 'PS' cards

were eventually considered as part of the sample. The researcher proceeded to make a record of the chosen sample.

Sullivan et al. (2010) credits this technique with the exceptional advantage of treating the target population as a unitary whole. In this regard, its attempt to guarantee an equal opportunity may in a way minimize bias and prejudice. The researcher ensured that both males and females were included in the study. The issue of gender was also considered using a stratified random sampling technique (Haralambos and Holborn, 2010). The purpose of stratified random sampling is to expose characteristics of subgroups of interest to facilitate comparisons.

Patton and Cochran (2010:9) propose a strategy called maximum variation sample to ensure that the sample for qualitative research covers the main groups that one is interested in. According to their argument, the/a maximum variation sample involves selecting key demographic variables that are likely to have an impact on participants' views of the topic. In this regard, one can generate a sampling 'grid' and enlist groups that illustrate various combinations of variables such as age (*adolescents, adults, elderly*), gender (*male/female*), economic status (*low income/high income*), and geographical status (*rural/urban*). Thus, such a strategy would assist in minimizing bias.

Ellsberg and Heise (2012:106) provide a comprehensive analysis of sampling methods. These sampling methods are critical in this study. The purpose of intensity sampling is to provide rich information from a few select cases that manifest the phenomenon intensely but are not extreme cases. In this study, the researcher interviewed perceived victims of corruption to learn more about how corruption affects learner development in schools. The purpose of deviant case sampling is to learn from highly unusual manifestation of the phenomenon in question. In this case the researcher interviewed teachers and parents 'who do not' engage in corrupt activities in a culture where engagement in corruption activities is culturally accepted. The purpose of maximum variation sampling is to document diverse variations to help to identify common patterns that cut across variations. In this case the researcher purposely selected a wide range of variation on

dimensions of interest. This included researching variations in norms about the acceptability of corruption by conducting focus groups; different people who had been either victims of perpetrators formed part of the sample.

Against this background, it follows that this study relied on multiple sampling methods in view of the sensitive nature of the subject under investigation. Because the data collection instruments were varied in line with principles of triangulation, the researcher is of the contention that triangular sampling methods yielded positive and credible outcomes.

**Table 6. Research sample size in relation to study population**

Category of participants	Secondary school population	Public Secondary School				Total	Data collection Instrument
		A	B	C	D		
						<b>4</b>	
Heads of schools/ principals/vice	<b>8</b>	1	1	1	1	4	Semi-structured interviews
Senior teachers	<b>100</b>	2	2	2	2	8	Interviews
Couple parents (x2)	<b>100</b>	2	2	2	2	8	Interviews
Final year learners	<b>100</b>	8	8	8	8	32	Focus group interviews
Curriculum advisors	<b>10</b>	1	1	-	-	2	Interviews
	<b>318</b>					<b>54</b>	

Source : Researcher’s own creativity notes

This section has presented the sampling procedures that were adopted in this study. It has been revealed that both probability and non-probability sampling techniques were employed. The next section presents the key sources of data that were used in this study.

## **4.7 SOURCES OF DATA**

### **4.7.1 Primary sources of data**

This study made use of two sources of data namely primary and secondary sources. Luck and Rubin (2010) define secondary data as the data collected by others for their own purpose and now being used for another purpose. They further argue that secondary data has advantages over primary data, namely it is less expensive, it is not time consuming and it identifies methodologies that proved successful and unsuccessful. According to Merriam (2010), primary data is one that is collected specifically for a project. In this study, primary data were collected during interviews, observation and focus group discussions which were conducted with participants drawn from four (4) public secondary schools.

### **4.7.2 Secondary sources of data**

The secondary data is usually in two forms: written and non-written materials. Therefore, written materials include circulars, correspondence, minutes of meetings, financial reports and statements to schools. Non-written materials include visual documentaries and videos or audio recordings which were done by historical researches for their own purposes (Saunders et al., 2013). In this regard, secondary data were used throughout the entire study as referral points to the matters under investigation.

This section has presented the key sources of data that are used in this study. Two main sources (primary and secondary) have been identified and how they are used in this study. The next section presents the data collection instruments used in this study.

## **4.8 DATA COLLECTION INSTRUMENTS**

Following recommendations by Patton and Cochran (2010:1) this study used four main qualitative research methodologies, namely individual interviews, focus group interviews, documentary analysis and observational methods. To triangulate, other complementary

methods such as reports of previous research, other service records, policy reports and oral data, including informal conversations, were instrumental in this study. In support of informal conversations, it can be argued that, while people are going about their natural day-to-day business, the information they exchange can be more informative than a formal group interview. In this respect, it follows that the researcher came to terms with the experiences in the 'natural' setting.

The next section discusses the interview method in detail. The definition of the term is dealt with. Furthermore, the merits and demerits of the interview method are highlighted.

#### **4.8.1 The interview**

This study made use of semi structured in-depth interview schedules. An interview is a planned and guided conversation (Leedy, 2012). In this regard, the interviewer drew out questions that he would ask to seek appropriate responses with regard to combating corruption to enhance academic achievement in public secondary schools. The researcher interviewed participants directly on a face-to-face basis. Leedy (2012) further maintains that an interview offers or allows both the interviewer and interviewee the chance to clarify their questions and answers. To that end, the interviewer can rephrase the questions to meet the intellectual and literacy levels of the respondents.

The interview method is a flexible technique because, depending on the social context, probing techniques can be adopted to expose underlying facts, perceptions and opinions (Dooley, 2010). Nyawaranda (2009) states that interviews afford the interviewer the chance to interpret meanings and reach subjective conclusions. On the other hand, it can be argued that the presence of the researcher may make the interviewees feel uneasy to deal with matters of ethical controversy. This may make informants fail to articulate delicate and sensitive issues. Patton and Cochran (2010:11) maintain that interviews resemble everyday conversations, although they are focused. They insist that in practical terms interviews should aim to be reproducible, systematic, credible and transparent. Therefore, the need for skills and training of interviewers becomes imperative. Thus, a

host of factors are essential and revolve around interviewing skills, such as gaining access to interviewees, observing ethical issues, eliminating bias, ensuring a conducive setting and maintenance of a conducive rapport.

In the actual execution, the researcher first introduced himself by giving his name, exploring aims of the interview, and setting the ground rules of the interviews among them, and assuring interviewees that the session could stop any time should they feel unhappy or uncomfortable. The researcher allowed time for questions from the interviewees while being sensitive to their needs. It was highlighted to respondents that this research interview was not like a clinical interview or interrogation. Patton and Cochran (2010:11) categorise interviews into semi-structured (using a topic guide) and less structured/very detailed (such as life histories).

They further argue that semi-structured interviews are conducted based on a loose structure (topic guide) made up of open-ended questions defining the area to be explored. In-depth (usually known as unstructured or qualitative) interviews lack detail as compared to the semi-structured alternative and may cover only one or two issues (a topic guide may not be used, or may just have a few broad questions on it). This interview type is adopted in order to explore in detail the respondent's own perceptions and accounts.

Therefore, in view of the subject under investigation, the method may be appropriate. Life histories are one type of in-depth interviews. In this study, topic guides were used when dealing with semi-structured interviews. It follows that several questions with a bearing on corruption prevalence and prevention were included. A topic guide usually constitutes a list of key questions the interviewer would like to cover, with some useful prompts to encourage the interviewee to talk about specific issues if they do not come up spontaneously (Patton and Cochran 2010:12).

In an attempt to complement the strength of interviews and to make sure that questions are generating useful data, the researcher took heed of Neuman's (2010:14) advice of using the following methods:

- diary question (ask people to describe encounters with corruption to introduce the interview)
- critical incidents (asking about worst experiences with corruption)
- free listing (asking people to list all causes of corruption or all the possible preventive strategies in case of high prevalence in schools)
- ranking (asking people to rank items generated by free listing in order of importance or efficacy).

#### **4.8.2 Motivation for using semi-structured interviews**

The researcher used individual semi-structured interviews with four (4) secondary school principals, eight senior teachers, eight (8) parents, two (2) curriculum planners/officers and thirty-two (32) final year secondary school learners. Data generation techniques such as semi-structured interviews and focus group interviews are essential because they contribute to the creation of a comprehensive record of participants' words and actions (Willig, 2008:16). The semi-structured interview guide ensures an organised flow of themes to be addressed and allows the researcher to ask follow-up questions and probes to generate different responses about the phenomenon being explored (Scott and Garner, 2013:283). Through the utilization of semi-structured interviews, study participants can assist the researcher to interpret complex documents, decisions or policies in different settings (Grix, 2010:76).

In this study, therefore, semi-structured individual interviews with open-ended questions were used to collect data from participants since they allowed maximum flexibility and freedom for the generation of richer insights (Croker, 2009:18; Mathie and Camozzi, 2005:29). Open-ended questions on semi-structured interviews afford participants the opportunity to express themselves as freely as possible (Chan, Fung and Chien, 2013:4). Qualitative interviews, when properly administered, can provide detailed insights into study participants' experiences, beliefs, perceptions and motivations (Richards, 2009:187). Scott and Garner (2013:283) point out that interviews enable the researcher

to identify the agreements and disagreements among the participants and in this way producing multiple perspectives of reality.

This section has comprehensively discussed the interview method highlighting the advantages and disadvantages of using the method. In this next section the researcher deals specifically with how the interviews were conducted with various categories of participants including teachers, principals, curriculum policy makers learners and parents.

#### **4.8.3 Interviews protocol with principals**

In this study, principals of the selected four (4) secondary schools were interviewed. These were face-to-face interviews. The focus of the questions on the topic guide were to establish ways of combating corruption to enhance academic achievement. Of paramount significance was the great need to gain a deep insight into various prevalence dynamics since the principals have experience of handling school funds and managing teachers. The principals interface with teachers, learners and the community and among these groups of people may be perpetrators of corrupt activities. The vice-principals were targets for these interviews. As such, a total of (4) interviews were conducted with this category (administrators) of participants (see Appendix A).

#### **4.8.4 Interviews protocol with senior teachers**

In this study, a total of two (2) senior teachers were targeted per each public secondary school. This brought the overall number of teacher participants to eight (8) participants. A semi structured interview guide was used (see Appendix B ). Teachers are a critical category of participants in a study of this nature. Teachers do manage the day-to-day teaching and learning processes in a school environment. To that end, it follows that their experiences with learners are critical. The focus of the study was on how corruption can be combated to increase academic achievement. In this regard, teachers have first-hand experiences on assessing learner academic achievement and, at some point, are conversant with the factors that constrain learners. Teachers during other extra-curricular



activities have had opportunities of being involved in some procurement of school resource; hence this experience is also significant in this study. This justified their involvement in this study.

#### **4.8.5 Group interviews protocol with parents**

George (2017) defines a group interview as a screening process where the researcher interviews multiple participants at the same time. In addition, the point of a group interview is to see how participants choose to stand out from each other and how well participants function in a group of people. A semi structured interview guide was used (see Appendix C ).

These are credited for dealing with sensitive topics. Basically, there are two types, namely focus groups and natural groups. Patton and Cochran (2010:16) provide that in a focus group, participants are selected to meet sampling criteria, and it seeks a broad range of ideas on open-ended topic in the context of a formal, controlled pre-arranged time and space; usual audio-taped and transcribed for analysis. On the other hand, the natural group exists independently of the research study in a formal or informal format and the interview guide is loosely followed and often recorded by written notes. In this study, the researcher used the focus group discussion. This is credited for providing the researcher with an opportunity to interact and have access to how people talk to one another.

On one extreme end, focus group discussion may provide a measure of the interaction between people in a group rather than on an individual level; hence this method may not suit well if one wants to gain access to perspectives of vulnerable and marginalized individuals. Thus, sensitive issues may be avoided in a mixed group. In practical terms, each person in the group is asked to give a brief self-introduction and then the researcher moves to the 'discussion starter' question which presents the basic topic for the session and throws the discussion open to the group.

In this study, a total of two (2) parents were selected at each public secondary school. Therefore, the total parents selected were eight (8). The justification for targeting parents is that they have novel experiences as parents as well as some are part of the school development committees/associations. These structures are pivotal when we come to interrogate the role played by 'systems' in combating corruption.

#### **4.8.6 Interview protocol with curriculum advisors**

In this study, the researcher made use of curriculum experts and advisors. A semi-structured interview guide was used (see Appendix D ). The rationale was to ascertain if the prevalence of corruption in public secondary schools has any bearing on the curriculum designing processes or not. The curriculum planners/designers/advisors may assist on the best way corruption can be combated through infusing anti-corruption concepts in the curricula to enhance academic achievement in general. Above all, this group of participants have technical expertise regarding the issues under study. A total of two (2) participants were selected. The categories included those who specialise in science subjects, arts subjects, commercial and practical subjects respectively. Thus, the sampling technique used was purposive in nature.

This section has discussed the various interviews that were conducted with principals, parents ,curriculum policy makers and teachers respectively. The next section discusses the focus group discussion with learners.

#### **4.9 FOCUS GROUP DISCUSSION PROTOCOL WITH LEARNERS**

According to Achola (2009) the focus group discussion (FGD) is a new approach/technique in which some discussion schedules are used to interview five to ten respondents simultaneously. In this study, a structured FGD guide with questions was used (see Appendix E ). Against this background, a focus group discussion (FGD) may have approximately 6-12 persons guided by a facilitator, during which members talk freely and spontaneously about a suggested topic. This technique is a qualitative research

method. The learners were put in groups to respond to the various questions. It is argued that a FGD aims to be more than a question-answer interaction. The idea is that group members discuss the topic among themselves, with guidance from the facilitator (Shumba and Kaziboni, 2009). This study used the FGD method on learners to cross-examine the views and responses gathered during the interviews. The researcher conducted four (4) focus group discussion sessions, one per each school. Each focus group discussion had a maximum of eight final year learners, bringing the total to 32 participants. The researcher moved a motion following the prescribed schedule to discuss issues on combating corruption to enhance academic achievement in public secondary schools. Kombo and Tromp (2009:95) define a focus group as an elite kind with regard to its size, composition, purpose and procedures, usually composed of 6-8 individuals who share certain characteristics which are relevant for the study. Therefore, in this context secondary school learners constituted the focus groups used in this study. This was on the basis that they are beneficiaries of the teaching and learning processes.

Elliot and Associates (2009:2) recommend that the discussion in a focus group should be carefully planned and designed to obtain information on participants' beliefs and perceptions on a given or defined area of interest. In this context, a topic guide was used which contained some frameworks to guide the researcher. Where necessary some probing was done. This method is credited for its ability to expose underlying meanings through a qualitative approach, which makes it easy for the researcher to probe further (Sewell and Marczak, 2015:2). On the other hand, the topics to be discussed are decided beforehand and this may be problematic since the researcher may fail to meet the needs and interests of the group (Morgan, 2010:1). In selecting the method, the researcher took heed of Krueger's (2014:15) advice of composing the group guided by the principle of homogeneous members of a targeted population, particularly with regard to the key aspects of age, education level and gender.

Practically this method is advantageous in that it generates information through observation, hence the researcher's beliefs, ideas and opinions are also documented. On the extreme end, Elliot and Associates (2009:6) observe that the researcher may get

carried away by the proceedings and may have less control over the flow of the discussion. In addressing the disciplinary related issues, the researcher engaged a resident teacher as a research assistant. One of the merits of the focus group discussion is its ability to assess the needs, develop the intervention, test new ideas or programmes as well as to improve existing programmes (ODI Toolkit, 2009:1). Against this background, the researcher used the focus group discussion in making a diagnosis of the level of corruption and potential risk to learners. The method can be best in bringing together divergent views in this regard, hence stimulating group-engineered motivation and debate (Social Research Update, 2016:7).

The researcher audio-recorded the semi-structured interviews with teachers and principals as well as the focus group interviews with learners to capture participants' responses. Expounding the advantages of audio recording, Isaac (2017:1) states that 'recording research interviews is a great way to capture qualitative data in thesis or dissertation research and ensures descriptive validity. In addition, an audio recording of an interview also allows you to refer back to the interview and take a fresh look at the interview data'. Morgan (2010:18) recommends the use of a checklist to provide information about actual behaviour to be observed. In this respect, observation as a method was intertwined with focus groups discussion. It has the added merit of being used in conjunction with other qualitative methods.

Following advice from Stewart and Shamdasoni (2010:14), the researcher informed the potential respondents about the general nature of the study and how he intended to use the data. In this regard, the focus group discussion can create some good rapport between the researcher and the participants. In addition, the researcher can create and develop "friendliness" traits and may have the opportunity to adjust his/her language to be understood as well as probing further, which may not be possible when using mailed, posted or e-mailed questionnaires.

This section has discussed the focus group discussion with learners. The next section discusses the documentary analysis procedures that were used.

#### **4.10 DOCUMENTARY ANALYSIS GUIDE**

Various official documents relating to mechanisms for combating corruption were scrutinised following recommendations by Lincoln and Guba (2010). The documents constituted a critical data collection method. To that end, the documents that show trends and strategies in financial management in schools were of importance. The study used a documentary analysis guide/framework with some key themes that were identified to guide the researcher (see Appendix F).

The study also used ministerial vision and mission statements that are displayed in public secondary schools as regulatory frameworks for delivery of the new secondary school curricula, the Auditor-General's 2016 Report for government ministries and other relevant official documents, with a bearing on promoting good corporate governance. In using document analysis, audit reports, inspectors' reports, policy documents and minutes of meetings also formed a basis for study inquiry. The researcher was guided by the principle of comprehensive integrity as propounded by UNDP and ACRC (2015:18) which focuses on documents related to previous integrity assessments of the educational institution in question. In this study, the researcher focused on internal integrity (survey of school employees), external integrity (survey of school users), policy customer evaluation (survey of experts and stakeholders), occurrence of corruption (assessing school disciplinary index) and case corruption index within schools, assessment reliability (deduction through surveys and inspection) and any relevant acts (UNDP and ACRC, 2015:19).

It was anticipated that the documentary analysis procedure would provide an in-depth understanding of the phenomenon based on official documentary support and evidence. In this regard the researcher made a diagnosis of the existing situation on all sites of study. Corruption has varying effects. As such, the researcher considered all the related aspects such as shortage of teaching and learning materials and probed to establish the reasons behind them. This provided an opportunity for him to research the impact of corruption in schools' teaching and learning experiences. The Anti-Corruption and Civil

Rights Commission (ACRC) (2015:19) says ‘the first step to fight corruption is a prerequisite’. On each site of study, the researcher reviewed documents and observed phenomena guided by the number of corruption cases over a specific period, the number of perpetrators and the suspected amount of bribery paid.

Document or documentary analysis is an important social research method and is an invaluable part of most schemes of triangulation and deals with analysis and interpretation of data gathered or generated from examination of documents relevant to a study (Prior, 2010:7). In this study the sources of documents included, but were not be limited to public records, the media, private papers, biography, visual documents and minutes of meetings. Scott (2010:13) maintains that strategic plan documents, policies and action plans are also critical as they assist to quantify or qualify the governance arrangements in schools. In using documentary analysis Robson (2011:13) proposes two types of analysis namely quantitative (content) analysis and qualitative (semiotics, discourse, interpretive, conversation and grounded theory) analysis. Thus, content analysis is formal and systematic and deals with countable and categorized variables. In using the documents, it can be noted that some credible information is gathered while at the same time manipulated and deceiving information cannot be ruled out. This may bring out limitations of the method that are related to authenticity, credibility, representativeness and interpretation of surface and semiotic (deeper and symbolic) meanings (Robson, 2011:15). In furthering arguments for the relevance of documentary analysis, Blundell (2013:1) maintains that document analysis is a valid research strategy with considerable merits as methodology for policy evaluation and reform. He further recommends the use of multiple ample analysers and triangulation to confirm findings when carrying out document analysis.

#### **4.10.1 Procedure for obtaining the documents**

The researcher made a formal request to get the documents from the school authorities, particularly the relevant official documents including the anti-corruption policy, vision and mission statements and the secondary school curricula. Upon getting a clearance from

the Head office of a Ministry in Zimbabwe, it follows that the provincial, district and cluster and schools' levels were supposed to comply with the directive. Customarily the Ministerial directive will instruct the principals to assist researchers accordingly. Thus, the onus was on the researcher and relevant principals to liaise, interact and get assistance for all matters related thereof. In Zimbabwe, the Ministry of Education circulars on good corporate governance and the Office of the Auditor General's reports are public documents that can be obtained upon request from the relevant offices. As such requests were made in accordance with the regulatory policy framework that guides the selected public secondary schools.

The previous section has discussed the documentary analysis procedures that were used including the procedures for obtaining the documents. The next section discusses the observation method that was also used in this study.

#### **4.11 OBSERVATION**

The researcher complemented other data collection instruments using observation. These observations were semi-structured in which the researcher made attempts to observe and record 'happenings' in public schools upon interacting with participants with an agenda of studying issues related to combating corruption. This provided a basis for triangulation. Following recommendations by Chisaka and Vakalisa (2010), the researcher was very interactive and active in making observations. To that end his observations were quite useful. The observational schedules fall in the realm of a qualitative research paradigm (Lincoln and Guba, 2010). "The key advantage associated with this approach is that of saving time, thus providing an opportunity to observe a phenomenon in its natural context".

According to Patton and Cochran (2010:20), to understand fully the complexities of many situations, direct participation in, and observation of, the phenomenon of interest may be the best research method. It has been noted that observational data is also useful in overcoming discrepancies between what people say and what they do and might help

one uncover behaviour of which the participants themselves may not be aware. In other jurisdictions, data from informal observations were recorded. Kombo and Tromp (2009:96) maintain that observation is a tool that provides information about actual behaviour through direct observation of people's habitual routines, thus allowing the researcher to put behaviour in context and thereby understand it better. This also confirms Chisaka and Mavhundutse's (2010:16) claims that in qualitative research the researcher will always be a key research instrument.

Cohen, Manion and Morrison (2011:314) recommend a prolonged stay at the site of the study to understand the complex nature of interactions. As such, during the formal and casual interactions in these prolonged engagements, the researcher used the observation method. Kaulich (2009:3) categorises observation as both structured and unstructured. In structured observation, the investigator/observer is an active functioning member of the culture under study whereas in unstructured observation the investigator/observer is an onlooker and data are collected in the form of descriptive accounts. Additionally, in unstructured observation the observer is an onlooker, but focus is on a small number of specific behaviour patterns and only those appearing on a predefined observation list are recorded. In this study, the issue of corruption is a sensitive subject, thus two forms of observation were used, namely structured and unstructured. The limitations of each were bridged by the merits of each other. Choudhury (2016:1) credits unstructured observations for their ability to help the researcher in understanding behaviour patterns in their physical and social contexts. In executing observations, the researcher was guided by the behaviour that seemed to reflect or suggest prevalence of corruption in schools. The language codes and interaction patterns were subject of observation in the study of corruption. Ellis (2014:1) highlights that the observation and analysis of what are termed 'red flags' is sufficient evidence/indicators for anti-corruption experts to draw conclusions and manage issues related to reputational risks.

Thus, observations in this study were made independently as well as in conjunction with other social research methods. In this regard, the observation method is credited for its ability to form the basis for triangulation and as a barometer to authenticate and measure



the validity of other methods, as it is a vehicle for the other methods. Young in Choudhury (2016:1) argues 'the full answers cannot be collected by observation alone'.

According to Sadik (2016:1), "... observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed)". In this regard both tactics were useful in this study because corruption is such elusive and sophisticated phenomenon. In most cases, covert observations allow the respondents to be observed while behaving naturally.

#### **4.11.1 Nature of observation conducted**

In this study, the researcher implemented non-participant observation which were largely semi-structured. The researcher used observation supported by other methods like interviews and conducting focus group discussions. He paid attention to record all observed phenomenon related to the subject under study and made observations on teachers, principals and secondary school learners focussing on aspects and practices that may suggest the prevalence of corruption in secondary schools. Thus, the interaction patterns and language codes used by teachers, learners and principals when referring to the subject under investigation were of paramount importance. A total of four (4) formal observation sessions were conducted.

In other jurisdictions, data from informal observations was also recorded. As such, during the formal and casual interactions in these prolonged engagements, the researcher used the observation method. This was done with all the four (4) public secondary schools during the period July 2017 - August 2017. Therefore, when observing or making scientific observations on a given institution, the absence or near absence of detailed procurement minutes and a well constituted tendering committee at a school was perceived as a 'red flag' for prevalence of corruption.

In planning the observations, the researcher took of heed of Waters' (2016:3) guidelines which stipulate that the researcher should be;

- *unobtrusive* -make sure your participants do not notice you,
- *objective* - researcher's language should be clear, accurate and formal, focus on behaviour and not on your interpretation of it,
- *specific*- researcher's observations should describe behaviour as specifically as possible,
- *scientific*- the observations should be accurate, thorough and complete.

In planning and executing of the observations, the researcher was guided by five (5) steps to scientific observations as recommended by Wright and Stone (2003:912); namely observing, scoring, measuring, analysing and applying. Therefore, the researcher focussed on critical observable facts and recorded them in a more scientific manner. In this study an observational structured schedule was used as a guide for recording the observed phenomenon during the course of the study (see Appendix F).

This section has discussed the data collection methods used in this study. The semi-structured interviews, group interviews, focus group discussions, documentary analysis and observations have been explored in detail, highlighting the merits and demerits of using them. The next section presents the data collection procedure that was employed in the study.

#### **4.12 DATA COLLECTION PROCEDURE**

Basically, during the process of data collection, the researcher travelled physically to sites of study. This provided him with opportunities for direct experiences with the participants. The qualitative data collection methods highlighted and selected for this study involved the primary inquiry. During the investigation process, the researcher probed to get the underlying facts and opinions and perceptions of the participants. This technique is credited for its ability to unearth critical issues that may not be exposed when using e-mailed/posted questionnaires (Miles and Huberman, 2010). Before visiting these sites of study, the researcher made frantic efforts to make prior arrangements in advance so that adequate preparation was done. This included taking all necessary steps with regard to

the need to uphold ethical values. The participants were informed of the mode of recording their responses. This investigation mainly relied on audio and field notes recorded during the inquiry process. By and large all the collected data was kept with the due confidentiality it deserved.

#### **4.12.1 The process of data collection**

The researcher adopted five (5) interrelated data gathering steps identified by Creswell (2013:205) which included: identification of participants and research sites, gaining access to these participants, determining the types of data to be collected, development of research instruments and administering the process of data gathering in an ethical manner. Therefore, the researcher purposively identified the public secondary schools and the people who inhabit them as potential and suitable sites and sources of data generation. According to Englander (2012:17), “The selection of participants is the initial step in the data gathering process”. To gain access to these participants, documents and sites, the researcher required the necessary permission. Creswell (2013:210) maintains that for the researcher to gain access to the research sites and individuals in qualitative inquiry, he or she needs to obtain permission at different levels. Therefore, the researcher sought the permission of the Department of Education and assent from the participants too.

The researcher negotiated for access to research sites and related sources of data through building relationships with gatekeepers. Seidman (2005:43) is of the view that gatekeepers have the authority to grant formal access and they can withhold cooperation if they think the study being undertaken threatens them or their institutions. The researcher developed the research instruments. To pre-test the instruments and in turn refine the proposed research methods, a pilot study was conducted at one secondary school in Harare. Kim (2010:193) asserts that a pilot study can be an important means for identifying key ethical problems associated with the recruitment of participants and related issues that; if not addressed, they will affect the attainment of the main goals of the study.

In order, to ensure that participants were accessed in appropriate ways the researcher applied for an ethical clearance from the University of South Africa's College of Education Research Ethics Committee. Upon getting the clearance, permission was sought from the Ministry of Primary and Secondary Education before directly engaging the public secondary schools. Preliminary meetings with prospective participants were held at least two weeks before data collection.

This section has presented the data collection procedure that is employed in the study. It has highlighted the necessary steps taken by the researcher including seeking permission and consent to conduct the research. The next section discusses the data analysis procedures used in this study.

#### **4.13 DATA ANALYSIS**

Borgdan and Biklen (2012) define data analysis as a process of systematically searching and arranging the interview transcripts and other relevant data accumulated during the research process. Chenail (2012:248) postulates that qualitative data analysis as a form of knowledge management is a matter of managing analytical processes to transform data into information and information into knowledge and knowledge into wisdom. The role of data analysis is to supply evidence which justifies claims that the research changes beliefs or knowledge and is of sufficient value.

The researcher processed the data gathered using individual semi-structured interviews, focus group interviews and documentary analysis qualitatively and manually to identify common trends, themes and patterns that would assist in answering the research questions. Therefore, in this study gathered qualitative data were analysed through identifying emerging themes or recurring themes according to recommendations by Dooley (2010). Eisenhardt and Sull (2010) state that data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques. Therefore, in this study data were

transcribed, categorised and systematically coded to provide explanations of a single phenomenon.

Additionally, the technique of comparing and contrasting gathered data were employed. For the purposes of this study, data processing commenced during data collection following recommendations by Chisaka and Vakalisa (2010) that in qualitative research data analysis is a simultaneous and recursive process which starts at the stage of data collection. The reporting of major findings adopted the principles of thick description of data (Marshall and Rossman, 2010).

This section has discussed the data analysis procedures used in this study. It is highlighted that the data analysis starts during the process of collecting data. Thus, major themes and sub-categories were formulated to enable a logical analysis of the findings. The next section discusses measures for ensuring credibility and trustworthiness (validity and reliability)

#### **4.14 ISSUES OF DEPENDABILITY AND TRUSTWORTHINESS**

The four (4) constructs that include credibility, transferability, dependability and conformability are critical. According to Shenton (2009:64), Guba's constructs correspond to the criteria employed by the positivist researchers/investigators:

- credibility (in preference to internal validity);
- transferability (in preference to external validity/generalizability);
- dependability (in preference to reliability);
- confirmability (in preference to objectivity).

De Vos (2009:246) advances that 'four alternative constructs to validity and reliability reflect the assumptions of qualitative research more accurately'. Therefore, in this study to ensure dependability and trustworthiness, member checking, prolonged stay at site of study, triangulation and rehearsal study were adopted.

#### 4.14.1 Dependability and member checking

The interview schedules were coded to capture the emerging themes and substantiating data. Monnette et al. (2010) maintain that dependability/reliability can be enhanced by a thorough training of the codes and by practice in applying the coding system. In administering interviews, the researcher re-asked the questions several times to cross examine thus ensuring dependability. Therefore, this process entails and constitutes member checking respectively. Frankel and Wallen (2010) propose test and re-test technique in which respondents complete the same instrument on different occasions to cross examine responses.

Lincoln and Guba (2010:65) argue:

*“analysis relating to the accuracy of the data may take place “on the spot” during course, and at the conclusion, of the data collection dialogues. Informants may also be asked to read any transcripts of dialogues in which they have participated. Special attention should be on considering whether the informants believe that their words highlight their intentions, since, if a recording device has been used, the articulations themselves should at least have been accurately captured”.*

On top of that, another component of member validation should include verification of the researcher’s emerging theories and inferences as these were formed during the dialogues (Pitts, 2009:15; Shenton,2009; Miles and Huberman, 2010:2).

The researcher ensured dependability through his ‘prolonged stay’ at the site of study. The use of several data gathering instruments ensured both trustworthiness and dependability. Borg and Gall (2010) propose the triangulation concept, a technique which calls for the use of more than one data gathering instrument. It follows that the shortfalls of interviews were addressed by the focus group discussions. In this context, the researcher consulted several informants and cross-examined their views to establish consistency in the manner they responded. In support of triangulation, Brewer and Hunter (2009:24) maintain that the adoption of varying methods in research makes up for their

individual flows and exploits their respective benefits. Therefore, this study used semi-structured interviews, documentary analysis and group interviews.

#### **4.14.2 Trustworthiness of data**

The researcher adopted some mechanisms to ensure credibility and trustworthiness of data. Lincoln and Guba (2010:27) argue that making sure data is credible is one of most important factors in establishing its trustworthiness.

Shenton (2009:63) says:

*“in ensuring research credibility, researchers attempt to illustrate that a fair picture of the phenomenon under evaluation is being presented. Inorder to enable transferability, researchers provide all relevant detail of the fieldwork context for a reader to be able to decide whether the prevailing environment is like another situation they are familiar with and whether the information sought can justifiably be adopted in other setting”.*

In order to ensure trustworthiness of findings, the early development of familiarity with the culture of participating organisations before the first data collection dialogues take place is recommended. This may be achieved through reading of relevant documents and preliminary visits to the areas of study (Lincoln and Guba, 2010; Shenton, 2009:64). In this respect, prior visits were made for the researcher to become ‘native’ on the four public secondary schools. Lincoln and Guba (2010:13) recommend *prolonged engagement* between the researcher and the participants to gain an adequate understanding of an organisation and to establish a relationship of trust between the parties.

Aldridge and Levine (2010:180) define a pilot study as “a small-scale rehearsal of a full study in which the key features of a study such as accessibility of respondents’ question wording and other features are tested”. In all the cases, a pilot test of the instruments was carried out to ensure credibility and trustworthiness. Patton and Cochran (2010:13) recommend pilot questions with colleagues first to find out if they make sense or do they

respond in the ways the researcher expected, and later pilot them with people like the researcher's participants.

Therefore, this would provide opportunities for factoring small changes in how one asks the questions for this may make a difference to the information one is given. In administering the data collection methods, the researcher physically engages the participants hence creating some rapport. This strategy ensures and increases the trustworthiness of data. The results of the pilot study are used to develop the existing instruments while improving them for the better. Above all, the fact that the study is wholly qualitative makes the data trustworthy as there are opportunities to cross-examine the findings. Additionally, in this study participants were asked to volunteer as participants. The researcher sought for informed consent from all the participants. Credibility and trustworthiness can be ensured through using tactics to help ensure honesty in informants when contributing data (Shenton, 2009:65). In addition, each potential respondent approached to participate should be given room to reject the offer to ensure that the information or data collection activities only utilise those participants who are whole heartedly prepared to participate and prepared to offer data freely. The researcher asked some questions and latter re-phrased them and asked them again to establish consistency of responses supplied.

Merriam (2011:34) recommends:

*“the use of probes is adopted in order to collect detailed data and iterative investigation, in which the researcher goes back to issues previously highlighted by an informant and extracts related data through rephrased statements. In both instances, where contradicting information emerge, falsehoods can be highlighted, and the researcher may decide to reject the suspect data”.*

Credibility and trustworthiness in this study were ensured through thick description of phenomena under study/investigation. To this end, emerging themes were formulated from key research questions and participants' typical responses were included in the study findings. In other circumstances, sub-category themes were identified and explored



in detail. Detailed illustration of data can be a vital provision for ensuring credibility as it helps to show the actual situations that have been investigated and, to an extent, the contexts that surround them (Chisaka and Vakalisa, 2010:13).

Above all, this study was governed by the approved framework that passed through rigorous scrutiny with the supervisor and the Ethics Committee of UNISA. Based on this, mechanisms were put in place to ensure that credibility and trustworthiness were promoted. According to Patton (2009:29), the researcher's credibility is of utmost importance in qualitative research as it is the individual who is the pivotal instrument of data collection and analysis. In addition, the researcher examined other related previously conducted studies to establish their consistence with the current findings. Silverman (2010:23) considers that the capacity of the researcher in relating his or her results to an existing sea of knowledge is a critical criterion for evaluating works of qualitative inquiry to assess the degree to which the project's results are congruent with those of past studies.

This section has presented the measures that were put in place to ensure dependability and trustworthiness of study findings. The next section presents the ethical matters that were considered in conducting the study.

#### **4.15 ETHICAL CONSIDERATIONS**

Researchers whose study subjects are humans or animals must take note of their research conduct and must consider ethical issues related to carrying out their research (Kombo and Tromp, 2009:106). In this study, ethical considerations were considered at various levels which included ethical issues in data collection and ethical issues in data interpretation and analysis respectively. The researcher justified beyond any reasonable doubt the need for data collection and ethical issues in data interpretation and analysis respectively. The researcher always maintained a high level of confidentiality. The National Bioethics Advisory Commission (NBAC) (2010) recommends that only certain people conducting the survey should know the identity of the participants.

To that end, the researcher was responsible for the conduct of the research and any foreseeable consequences in the study. In the execution of his research, the researcher obtained informed consent from the participants and ensured that they participated voluntarily. According to the NBAC (2010:81), a researcher must not exploit participants by changing agreements made with them. The researcher was thus honest and open both in data collection and interpretation. The researcher presented the findings and interpretations in an honest and objective manner as well. The researcher must not for any reason try to manipulate data to come up with a favourable outcome. Kombo and Tromp (2009:132) warn against the use of untrue, deceptive and doctored results. Overall, the researcher has made sure that the social and psychological reputation of participants was protected.

Christensen and Johnson (2009:102) state that 'ethics are principles and guidelines that help people uphold the things that are of value to them. In addressing the aspects of ethical concerns, Beauchamp and Childress (2010), stress four key principles, namely:

- autonomy (respect the rights of the individual)
- beneficence (doing good to the individual)
- non-maleficence (not doing harm to the individual)
- justice (particularly equity)

Considering these principles, this study upheld all the ethical concerns with an emphasis on two key ethical issues, namely consent and confidentiality. In this regard, every participant in this study participated freely without any form of coercion or being unfairly pressured. Furthermore, the researcher protected the identity of persons from whom information was gathered. In carrying out this study, the researcher guaranteed anonymity on the part of the participants. Research instruments were designed in such a way that names of respondents did not feature. As such, a further assurance was given to guarantee anonymity.

In case of the qualitative research design, an informed consent is first sought in writing so that permission to interview respondents individually or in groups was obtained. In the case of interviews, fictitious names (not real names) are used to conceal identity. These strategies act as mechanisms to ensure confidentiality on the part of the respondents as well as safeguarding their basic human entitlements.

Above all, the researcher adhered to the list of procedures outlined herein:

- Request consent from the Ministry of Primary and Secondary Education (MPSE) & securing school principals informed written consent.
- The interviews were conducted after hours to avoid interfering with the normal business of the school.
- Participants were informed that personal information was not going to be released to anyone.
- The purpose of the study was explained to the participants.
- Participants were assured that their identities would not be exposed to anyone.
- The participants were informed that participation was voluntary and they could withdraw anytime they deemed necessary.
- The researcher informed the participants that a tape recorder was to be used to record the interviews but only with their permission.

This section has discussed in detail the ethical issues that were considered in conducting the research. The critical steps and procedures for seeking permission and consent to conduct research were highlighted. Observing the ethical issues enabled the researcher to protect the reputation, security and dignity of participants. The next section presents the conclusion/summary of the methodology chapter.

#### **4.16 CHAPTER SUMMARY**

This chapter has highlighted the various options available for the execution of the field research and the logical selection of the specific approach, strategy and method to be

applied in this research. The main research design has been discussed in detail. Thus, it was shown that the relevance of the case study in researching the problem under investigation cannot be overstressed. This was noted in the justification for selecting the research design. The population and sample were outlined. The justification for the numbers chosen was also given. The selection criteria and the sampling techniques were also discussed comprehensively. The population of the research was made up of three hundred and eighteen (318) participants. The target sample of fifty-four (54) was selected from four (4) public secondary schools.

The chapter has presented in detail the interpretive paradigm. The main guiding assumptions, namely the epistemological, axiological and ontological assumptions were explored as well as their relevance to this study. The chapter has made a deliberate attempt to expose the connection between the adoption of the qualitative research method in supporting the interpretive paradigm. The nexus between the two has been explored in detail while highlighting the data collection methods that were employed.

The semi-structured interview method, group interviews and documentary analysis procedures were discussed comprehensively as the key instruments used in data gathering. The data collection procedures were also highlighted to come up with a systematic way of collecting data. The chapter has further discussed the framework for analysing the gathered data to give meanings to the data. Thus, the study used the emerging themes and sub-category themes in providing a thick description of findings.

The ways and strategies of ensuring credibility and trustworthiness of findings have been addressed. At the centre stage triangulation and member checking were discussed as the core measures and mechanisms for ensuring the attainment of credibility and trustworthiness (validity and reliability). By and large the chapter discussed the mechanisms for addressing ethical issues. Therefore, ethical procedures were outlined to safeguard the integrity, independence, security and safety of participants during the study. The next chapter will present the research findings and discussion of the results.

## CHAPTER 5: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 5.1 INTRODUCTION

In the previous chapter the researcher presented and discussed the phenomenological research design and research methods that were used to gather and generate data for this research study. In this chapter, the findings obtained using semi-structured interviews, observations, focus group interviews and documentary analysis procedures will be presented, analysed, interpreted and discussed in-depth to develop explanations on the rationale for combating corruption to enhance learner academic achievement. This will further provide explanations on why and how anti-corruption education should be introduced in all public secondary schools in Zimbabwe.

Principally, in presenting, analysing, interpreting and discussing the research findings the researcher utilizes the phenomenological research methodology. The rationale behind the adoption of the phenomenological approach in this study is premised on arguments by Patton and Cochran (2010: 2) who postulate that the approach enables the researcher to “understand the experiences and attitudes of informants by aiming to answer questions about the *what, how or why* of a given phenomenon, rather than *how many or how much* which are answered by quantitative methods”.

To enable effective and logical distillation, presentation, analysis, interpretation and discussion of the findings, the present chapter is organised into five sections. In the initial section, the researcher presents the demographic profile of study participants. The second section presents, analyses and interprets findings from the semi-structured interviews held with four secondary school principals, eight senior secondary school teachers, two curriculum planners and designers, eight parents from the four selected schools and focus group interviews with thirty-two final year secondary school learners. In the third section, findings from the documentary analysis and observation schedules of the secondary school education curricula and the Office of the Auditor General’s reports

for the four-selected public secondary schools will be presented, analysed and interpreted.

In the fourth section, findings from the three sources of data will be discussed in accordance with the main research question and sub-questions that guided the study. The fifth section offers a conclusion and an overall summary of the main issues discussed in the present chapter.

For the purposes of this study and in line with the preceding outline, summary narratives and selected typical responses quoted from the semi-structured interviews and focus group interview transcripts and relevant extracts from the analysed documents will be utilised in reporting the research findings in this chapter. The following symbols will be utilized in this chapter to specify the sources of data: PA (participant A), PB (participant B), PC (participant C), PD (participant D), PE (participant E), PF (participant F), PG (participant G), PH (participant H), PI (participant I), PJ (participant J), PK (participant K), PL (participant L), PM (participant M), PN (participant N), FG1/2/3/4 (focus groups 1-4), PSA-1 (parent 1 school A), PSA-2 (parent 2 school A), PSB-1 (parent 1 school B), PSB-2 (parent 2 school B), PSC-1 (parent 1 school C), PSC-2 (parent 2 school C), PSD-1 (parent 1 school D), PSD-2 (parent 2 school D), DCA (documents from Secondary School A), DCB (documents from Secondary School B) DCC (documents from Secondary School C) and DCD represent documents from Secondary School D.

Table 1 below shows the symbols that will be used in this chapter to reflect the sources of data.

**Table 7 Symbols used to reflect the sources of data**

PA	participant A (Secondary School principal)
PB	participant B (Secondary School principal)
PC	participant C (Secondary School principal)
PD	participant D (Secondary School principal)
PE	participant E (senior teacher)
PF	participant F (senior teacher)
PG	participant G (senior teacher)
PH	participant H (senior teacher)
PI	participant I (senior teacher)
PJ	participant J (senior teacher)
PK	participant K (senior teacher)
PL	participant L (senior teacher)
PM	participant M (curriculum planners/designers)
PN	participant N (curriculum planners/designers)
FG1-4	focus groups interviews with learners
PSA-1	parent 1 school A
PSA-2	parent 2 school A
PSB -1	parent 1 school B
PSB -2	parent 2 school B
PSC -1	parent 1 school C
PSC- 2	parent 2 school C
PSD-1	parent 1 school D
PSD -2	parent 2 school D
DSA	documents from Secondary School A
DSB	documents from Secondary School B
DSC	documents from Secondary School C
DSD	documents from Secondary School D

It is important to note that Secondary Schools A, B, C and D were co-educational. Participants A, B, C and D were secondary school principals while participants E, F, G, H, I, J, K and L were senior teachers, and M and N were curriculum planners/designers respectively. Participants PSA-1, PSA-2, PSB-1, PSB-2, PSC-1, PSC-2, PSD-1 and PSD-2 were parents from each secondary school. Four (4) focus group interviews were conducted at each of the public secondary schools.

In the next section, the study participants' demographic information which the researcher collected in the preliminary stages of the semi-structured interviews and the focus group interviews, will be presented.

## **5.2 DEMOGRAPHIC PROFILE OF PARTICIPANTS**

The participants in this study were four secondary school principals, eight senior teachers, eight parents, two curriculum planners/designers and thirty-two final year secondary school learners from four selected public secondary schools located in Harare urban in Zimbabwe. The demographic profile of secondary school principals and senior teachers who participated in this study shows that all of them started their careers as school teachers and each of them had at least a first (Bachelor's) degree while others had a Masters' degree as their highest educational qualification at the time of data collection. Additionally, these participants were experienced secondary school educators with teaching experiences ranging from seven years to thirty years.

The table 2 below summarises the background information for the public secondary school principals, senior teachers and curriculum planners who participated in the study.



**Table 8:** Summary of the demographic information for secondary school principals, senior teacher participants and curriculum planners.

Participant	Gender & Age	Position title	Date and place of interview	Educational Qualification	Teaching experience	Years in current position
A	M (60)	School principal	10.08.2017; Interviewee's office	M.Ed.& Bed Management, Postgraduate	27 years	5 years
B	M (54)	School principal	02.08.2017; Interviewee's office	M.Ed.& BSc, Postgraduate	22	10
C	M (57)	School principal	27.07.2017; Interviewee's office	M.Ed.& Bed Management, Postgraduate	28	15
D	M (52)	School principal	27.07.2017; Interviewee's office	M.Ed.& Bed Management, Postgraduate	23	10
E	(M) (50)	Senior teacher	10.08.2017; Interviewee's office	Bachelor of Arts Degree & Grad CE	30	26
F	M (35)	Senior teacher	10.08.2017; Interviewee's office	Bachelor of Science Degree & Grad CE	10	6
G	F (41)	Senior teacher	02.08.2017; Interviewee's office	HBSCED	16	12
H	F (57)	Senior teacher	02.08.2017; Interviewee's office	Med Nutrition	35	31
I	F (46)	Senior teacher	27.07.2017; Interviewee's office	BSc Sociology & Gender studies	25	21

J	M (36)	Senior teacher	27.07.2017; Interviewee's office	Med Curriculum	9	5
K	M (42)	Senior teacher	27.07.2017; Interviewee's office	Bachelor of Education	16	12
L	M (33)	Senior teacher	27.07.2017; Interviewee's office	MSc in Education Degree	7	3
M	M (52)	Curriculum planners	11.08.2017; Interviewee's office	Med Curriculum	25	21
N	M (50)	Curriculum planners	11.08.2017; Interviewee's office	Med Curriculum	30	26

Based on the demographic information, the researcher is of the view that the educational qualifications and the teaching and administrative experiences of the secondary school principals and senior teachers who participated in the study showed that they were appropriate and suitable to provide the data needed for answering the key research questions.

Data for the study were collected from a total of eight parents using semi-structured interviews.

**Table 9:** Summary of the demographic information for the parents

Participant	Gender	Year started transacting with school	Date and place of interview	Educational qualification	Experience in dealing with school	No of children educated at the school
PSA-1	F	2014	14.08.2017; Interviewee's school	MSc DS & BA	4 years	two
PSA-2	M	2010	14.08.2017; Interviewee's school	Diploma in Agriculture	7 years	five
PSB-1	M	2009	15.08.2017; Interviewee's school	MPA & B Comm.	8 years	three
PSB-2	F	2007	15.08.2017; Interviewee's school	LLB	10 years	four
PSC-1	M	2015	16.08.2017; Interviewee's school	Med Sociology	3 years	one
PSC-2	F	2015	16.08.2017; Interviewee's school	MSc Library & Information	3 years	two
PSD-1	M	2013	17.08.2017; Interviewee's school	Med Mg& MSc strategic	5 years	five
PSD-2	F	2006	17.08.2017; Interviewee's school	HND purchasing	11 years	six

In the researcher's view, the parents' experience in dealing with the school - particularly the period they started interacting with the school - is worth considering. The educational background of these parents also provides a sound base for their articulation of the subject under investigation. This makes these parents suitable to become informed

participants for providing data for this study. Data for the study were also collected from a total of thirty-two final year secondary school learners using focus group interviews. Participants in the focus group interviews were drawn from the four public secondary schools where this study was conducted. In four focus group interviews participants were post 'O' level candidates studying for their two-year 'A' level course. From a researcher's point of view this provided a balanced analysis since the learners were drawn from various study areas considering the issue of gender balance. As with the semi-structured interview participants, all focus group interview participants were selected on the basis that they would provide the required information for the research.

The demographic profile for the final year secondary school learners who participated in the focus group interviews is provided in Table 4 below.

**Table 10:** Summary of the demographic information for final year secondary school learner participants

<b>The type of focus group interview</b>	<b>Model of secondary school education</b>	<b>Date and place of interview</b>	<b>Number of participants</b>	<b>Gender of participants</b>	<b>Major subjects</b>
FG1	co-education	10.8.2017, Main lecture theatre	8	4 Females and 4 Males	Arts
FG2	co-education	10.8.2017, Main lecture theatre	8	4 Females and 4 Males	Sciences
FG3	co-education	27.07.2017, Main lecture theatre	8	4 Females and 4 Males	Commercials
FG4	co-education	27.07.2017, Main lecture theatre	8	4 Females and 4 Males	Technical

The previous section has outlined the introduction of the chapter and presented the demographic information of the participants. The next section deals with the detailed presentation of research findings.

### **5.3 PRESENTATION OF RESEARCH FINDINGS**

In this section, the researcher presents and analyses findings obtained from the semi-structured interviews with four public secondary school principals, eight senior teachers, eight parents, two curriculum planners/designers and focus group interviews with thirty-two final year secondary school learners. The findings will be reported in accordance with the overarching themes and sub-categories emerging from the data. Sub-categories will be used to illustrate the overriding themes emerging from the data.

#### **5.3.1 Views on combating corruption**

In the preliminary stages of the semi-structured interviews and the focus group interviews, and after collecting participants' background information, the researcher asked all participants to define the concept of corruption. All participants viewed corruption differently although frequent descriptors included dishonesty, treachery, abuse of public office for private gain, abuse of entrusted powers for selfish gains, corruption as a social problem in society and corruption as a cancer. All the definitions offered by participants reflected an understanding of the concept as well as its effect in general. The overriding theme emerging from participants' views was that corruption in education is a social problem that has become more of a cancer across educational institutions and exposes learners to varying negative effects on their education.

All participants indicated that there was a great and urgent need to combat corruption in public secondary schools and to build anti-corruption strategies to promote learner academic achievement. All participants viewed the combating dimensions differently although there were some common views. There was a consensus that combating corruption entailed providing an education system with measures to fight against corrupt

practices in schools. In addition, such measures would promote honest behaviour and education for promoting transparency and accountability. On the other hand, combating corruption would entail an education for enforcement of the code of conduct within the learners and teachers through upholding ethical behaviours.

The sub-categories emerging from this theme were (a) the provision of an education programme for combating corruption and (b) combating corruption through ethics in education. These sub-categories are summarized in the following subsections.

#### **5.3.1.1 The provision of an education programme for combating corruption**

The first subcategory to emerge from participants' views on combating corruption was that the process should involve an education programme that targets the fight against corruption. Most of the participants' (PA, PB, PC and FG1-4) views reflected cognitive interpretations in which combating corruption in schools was viewed as a process of teaching and learning that provides learners with the knowledge, values, skills and attributes for establishing anti-corruption initiatives and strategies that promote effective combating of corruption at different levels of society. The major focus was on an educational system that assists learners to acquire new knowledge and skills which will motivate them to fight corruption and aim for the creation of corruption-free environments and societies.

The various cognitive definitions of *combating corruption* revealed that participants were more concerned about a system of education that creates an awareness of the causes of corruption and its effects and evils among the learners. In this sense, combating corruption was viewed as providing to learners an opportunity to interact with an education system that cultivates ethical and civic education based on universal values founded on *hunhu/ubuntu* necessary for the promotion of 'zero tolerance to corruption'. (Zimbabwe Anti-corruption Commission, 2016)

For instance, one of the participants (PA) stated that when a learner is socialized to combat corruption, he or she will develop and devise practical skills to fight the scourge and will be able to live a 'selfless' life and contribute meaningfully towards attainment of a corruption-free society.

The following are examples of participants' responses that support the above findings:

- Participant PL: Corruption is greasing the principal's /teacher's hand with a bribe to get an undue favour (*Senior teacher, seven years' experience interviewed on 27 July 2017*).
- Participant PK: From my perspective, combating corruption means curbing corruption or exposing learners fully to the anti-corruption discourse, starting from the causal factors and how to avoid corruption through the basic societal rules, values and norms (*Senior teacher, sixteen years' experience, interviewed on 27 July 2017*).
- Secondary school learner: I think the concept 'combating corruption' entails teaching the values such as honesty, faithfulness and openness when dealing with others at school. It also entails that teachers must avoid favoritism when interacting with learners (*FG1, final year secondary school learner, interviewed on 10 August 2017*).

### **5.3.1.2 Combating corruption through ethics in education**

The second subcategory emerging from participants' views on combating corruption was that the process can be achieved only if ethics are incorporated into educational programmes in public secondary schools. This education is meant for removing all corruption-causing factors from the education system. Several participants (PB, PC, PE and FG1-4) understood the idea of combating corruption to mean an education system that promotes corruption-prevention attitudes and behaviours. Combating corruption from this perspective focuses on promoting values of social control and equality among the learners. Secondary school learner participants (FG1-4) meant an education system

whose transactions are open to all, the provision of education is based on impartiality principles, where learners' rights are respected and an education system in which learners' academic achievement is not negatively impacted by corrupt practices.

These findings are supported by participants who pointed out the following:

- Secondary school learner: I think when you teach or learn in an environment without any disturbances or hindrances caused by corruption then that is the initial step for combating corruption. This is whereby the teachers and learners can access basic resources without any hiding of critical transactions (*FG3 final year Secondary school learner, interviewed on 27 July 2017*).
- Participant P1: I strongly feel, combating corruption would embrace issues like equity and compliance to moral principles where we teach learners how to prevent corruption rather than acting when it has occurred (*Senior teacher, twenty-five years' experience, interviewed on 27 July 2017*).

### **5.3.2 Manifestation of corruption in public secondary schools**

Pursuant to the discussions on the specific manifestations of corruption in public secondary schools in Zimbabwe, the researcher made a follow up to ask secondary school principals, parents, senior teachers and learner to suggest ways in which corruption is happening. Curriculum planners and designers as experts also echoed their views on how corruption is taking place. Asked how corruption manifests in various public secondary schools, participants mentioned that teachers can award prizes or certificates of excellence to their favourite students at the expense of the real beneficiaries, hence learners become demotivated if they know some are getting pass marks where they don't deserve them.

The overarching theme emerging from all the participants' responses was that corruption manifests in a variety of ways and is negatively affecting learner academic achievement. Sub-categories associated with this theme were: (a) corruption manifests as abuse of



power/public office; (b) corruption manifests through weakening of systems in schools; (c) corruption manifests through bribery and kickbacks, and (d) corruption is precipitated by many key drivers. These sub-categories are discussed in the following subsections.

### **5.3.2.1 Corruption manifests as abuse of power/public office**

There was a consensus among participants that corruption is largely manifesting through abuse of power /public office by the teachers and the school principals in public secondary schools in Zimbabwe. It was interesting to note that a number of these participants expressed that teachers and principals are taking advantage of their authoritative positions to discriminate against learners using corrupt practices. All participants from FGD 1-4 indicated that principals and teachers were using their positions to discriminate against learners based on their academic background, hence they alleged that this form of 'corrupt' practice was demotivating the affected learners. Participants PSA-1, PSB-2 and PSD-1 expressed that a significant number of their children were victims of corruption in public schools through nepotism and favours displayed by teachers and principals who may be inclined to certain families for one reason or the other; hence they spent more time paying attention to their children, creating disparities in competencies and achievements. Asked to state if teachers sanction certain occasions/functions at school to further corrupt tendencies, participants from FGD 1-4 indicated that in some cases unplanned civic days are planned where learners are required to wear clothes other than school uniform and pay a fee. It was interesting to note that the participants expressed that there are not informed reasons for the payment but suspect that the money is abused. Participants PM and PN indicated that corruption in schools occurs when principals grossly abuse their authority, for instance when they withhold information and misinform parents in meetings about school developmental programmes, hence the development of educational institutions are hindered, consequently resulting in poor education programmes that do not promote sustainable learner academic achievement.

The following are typical participant responses supporting the above findings:

- Participant PSA-2: Some principals have squandered candidates' examination fees, causing a delay in their registration and progress in attainment, hence a negative effect (*Parent, seven years with the school, interviewed on 14 August 2017*).
- Secondary school learner: We suffer from segregation caused by favoritism and nepotism. I think this is a form of corruption because those close to the teachers and principals as result of these association are given more support in their learning and this makes them perform better (*FG1 final year secondary school learner, interviewed on 10 August 2017*).
- Secondary school learner: Yes, civic days are sanctioned at our school and the money they say is for fundraising and sometimes we are persuaded and 'forced' to buy their(teachers') goodies at school (*FG1 final year secondary school learner, interviewed on 10 August 2017*).

### **5.3.2.2 Corruption manifests through weakening of systems in schools**

When asked to clarify the effects of public secondary school governance systems on combating corruption, all the fifty-four participants indicated that 'corruption thrives more in weak systems that are not corruption-proof'. All participants expressed that corruption manifests in educational institutions where there is absence or near absence of procedures, systems and policies that aim to prevent corruption, and this is causing a lot of negative effects on learner academic achievement since the conduct of learners, teachers and principals may not be organised procedurally. Participants PE and PK maintained that corruption thrives in institutions where there are no 'standard procedure manuals' for regulating the teaching and learning processes, hence there are more chances that individual teachers and principals will compete on personal targets as opposed to organisational targets /goals.

Among secondary school learner participants (FG1-4) there were some who even mentioned that corruption may manifest during the normal school timetable because of lack of strict monitoring and evaluation and close supervision too. To this end, participants

felt that learner academic achievement is impacted negatively since more valuable time is lost without covering much syllabi content.

Participants PM and PN maintained that corruption begins with the 'education policy's failure' to incorporate anti-corruption education content in the secondary school curriculum. This they echoed was sufficient evidence that this practice has a ripple effect in hindering learner academic achievement in their public secondary schools. Participants PSD-2 and PSC-2 maintained that teachers and principals usually manipulate procurement and tendering procedures and systems resulting in resource leakages and prevalence of procurement fraud. Therefore, participants' responses revealed that if proper systems, procedures and policies are not put in place, corruption will have more chances of being rampant in public secondary schools.

The following are typical participants responses supporting the above findings:

- Participants PSC-2: The issue of tenders when procuring school teaching and learning materials has resulted in corrupt school officials purchasing sub-standard resources after receiving kickbacks. This has a negative impact on learners academic achievement since quality is compromised (*Parent, three years with the school, interviewed on 16 August 2017*).
- Secondary school learner: In certain situations, corrupt practices are high if the principals are not supervising the teachers, some teachers will then bring their goodies such as perfumes and make us sell them on their behalf during school time. This may make other learners concentrate on pleasing teachers instead of studying to improve their academic performance. This is caused by teachers' abuse of power and lack of systems too (*FG3 final year secondary school learner, interviewed on 27 July 2017*).

### 5.3.2.3 Corruption manifests through bribery and kickbacks

When asked to clarify the manifestations in relation to the actual corrupt practices in public secondary schools, all the fifty-four participants indicated that 'bribery and kickbacks are the most common forms and manifestations'. All participants expressed that bribery and kickbacks were a serious problem in public secondary schools which in turn have negative effects on learners' education. Asked on reasons for paying bribes, participants from FG 1-4 stated that the most common reason is to speed up the process of getting a service and make teachers and administrators biased because of the inducement. Participants PG and PH maintained that corruption occurs when teachers receive bribes and kickbacks to facilitate exam leakages or create bottlenecks to further corrupt tendencies and motives.

Among secondary school learner participants (FG 1-4) there were some who even indicated that 'payments' for extra tuition is referred to as a form of a bribe or kickback to inject more energy to 'corrupt teachers' who plan to fail to cover syllabi in the normal prescribed timetable. This they echoed was sufficient evidence that some principals solicit bribes and kickbacks to enroll Form 1 learners in their schools; yet the service must be free on based on merit. Therefore, participants' responses revealed that, if not addressed, bribes and kickbacks are eventually going to become a 'normal and legitimate' practice.

The following are some of the comments from the participants that are consistent with the above findings:

- Secondary school learner: Because of corruption in schools, resources are diverted to areas that are not a priority hence teaching and learning facilities are not improved to benefit learners' education at all (*FG4 final year secondary school learner, interviewed on 27 July 2017*).
- Participant PB: Students may buy exam papers that are leaked by some corrupt teachers, hence they will not study hard only targeting certain areas, a practice that may backfire if the leakage is unearthed and the exam paper is re-set

*(Secondary school principal, twenty-two years' experience, interviewed on 2 August 2017).*

#### **5.3.2.4 Corruption is precipitated by key drivers**

Asked if low pay levels in the public and private sector are viewed as key drivers of corruption, participants agreed but stressed that there are other factors that cause the high prevalence of corruption. It was highlighted that corruption is also caused by various key drivers that include the need by employees to supplement their meagre salaries. Participants PD, PE and PF indicated that corruption in schools occurs when one does not deserve a place at the school hence pays for the place because he does not meet the criteria at that school.

The following is a comment from a participant that is consistent with the above findings.

- Participant PJ: To some extent yes but lack of accountability and an unjust system where corruption is not punished is the key driver as hard work is not paid whilst people with ill-gotten wealth prosper. So, everyone looks forward to exploit resources when they got authority positions (*Senior teacher, nine years' experience, interviewed on 27 July 2017*).

#### **5.3.3 The goals for combating corruption in public secondary schools**

All participants were asked to identify and specify the goals that could guide the envisaged concept of combating corruption in public secondary schools in Zimbabwe. In their recommendations participants prioritised the need to prepare principals, teachers and learners whose behaviour and attitudes are always targeting the creation of a corruption-free school environment. Additionally, the teachers and learners would be mindful of seeking measures to combat corruption to promote sound learner academic achievement in these public secondary schools. The goals suggested by the various participants pointed out the great need to provide secondary school learners with knowledge, values

and skills for instituting practical ways of combating corruption to enhance sustainable learner academic achievement. The overarching theme emerging from participants' responses was that curriculum for Zimbabwean public secondary schools should aim at combating corruption through producing teachers and learners with 'anti-corruption' behaviour including being honest and in possession of high levels of integrity. Sub-categories associated with this theme were (a) the rationale for combating corruption through the curriculum and (b) instilling a spirit of honesty, fair competition and respect for meritocracy. These sub-categories are examined in the following sub-section.

### **5.3.3.1 The rationale for combating corruption through the curriculum**

Many participants (PA, PB and FG1-3) wanted the curriculum for Zimbabwean public secondary schools to develop an understanding of the rationale for combating corruption among secondary school learners. Participants PA and PB suggested that since secondary school learners will be introduced to anti-corruption education for the first time, it would be prudent to raise their awareness with regard to what constitutes the entire endeavour of 'combating corruption' and its benefits to the teacher, learner and the society thereof. Thus, participants proposed goals that focus specifically on the rationale/importance of combating corruption, the relevance of anti-corruption education in fighting corruption, the benefits of combating corruption to learner academic achievement and sustainable national development respectively.

Participants FG2, FG1 and PC indicated that programmes for combating corruption in Zimbabwean public secondary schools must equip secondary school learners with values of ubuntu/hunhu, knowledge, skills and measures needed to combat corruption and create corruption-free environments in schools and communities. Some participants (FG3 and FG4), particularly secondary school learners, argued that to combat corruption, schools need to assist in cultivating honest behaviour, and the value of integrity among secondary school learners, administrators, teachers and non-teaching staff in their respective institutions. It was also critical to introduce an anti-corruption education curriculum that helps in overcoming potential and existing barriers to anti-corruption

education that arises in the classroom, the school or immediate communities. In addition, participants wanted an anti-corruption education curriculum that would prepare secondary school learners to disseminate anti-corruption education and messages to their communities.

Many participants (FG1, FG2, PB and PD) wanted the concept of combating corruption to motivate secondary school learners to embrace equity values, observe issues of transparency and accountability and promote fundamental principles of high level integrity. Good corporate governance and particularly the need to respect the official systems, procedures and policies at the school was highly emphasised by the participants. In addition, participants PB and PD wanted the concept of combating corruption to teach secondary school learners to be responsible citizens in devising measures for curbing corruption at school, in the home and in the communities. Individual character qualities like honesty, integrity and the ability to take responsibility were given prominence by the various participants.

Participants' comments supporting the above findings are highlighted below:

- Secondary school learner: I strongly believe that one of the goals for combating corruption is for our teachers and us to develop competencies in fighting corruption to promote a fair learning environment. In this case we get trained to be able to disseminate the same values in future (*FG1, final year secondary school learner, interviewed 10 August 2017*).
- Secondary school learner: In our situation the main goal will be to develop honesty behaviours and corruption-hating attitudes among learners, teachers, principals, parents and even non-teaching staff. Another goal should be to develop a positive attitude towards the need to promote/enhance our performance (*FG3, final year secondary school learner, interviewed on 27 July 2017*).
- Participant PC: If I was given the chance to develop a curriculum for combating corruption, my central goal will be to nature a culture of integrity, hard work and

transparency and to develop learners who appreciate the value of hard work and peaceful wealth and to further empower learners with skills to discern corruption and who knows the dangers and repercussions of corruption (*Secondary School principal, twenty-eight years' experience, interviewed on 27 July 2017*).

### **5.3.3.2 Instilling a spirit of honesty, fair competition and respect for meritocracy**

One of the subcategories surfacing from participants' discussions on goals for combating corruption in Zimbabwean public secondary schools was the necessity for instilling a spirit of honesty, fair competition and respect for meritocracy in the secondary school learners. Participants PA, FG4 and PD proposed goals that would ensure that the concept of combating corruption in Zimbabwean public secondary schools would transform mindsets and promote collective efforts in the fight against corruption. All participants were more concerned about a formalized programme for combating corruption that promotes academic achievement among the learners. It was further interesting to note that most of the participants (PD and FG1-4) wanted the concept of combating corruption to effectively assist in total eradication of corruption at the local and national levels. Accordingly, goals focusing on issues of honesty, fair competition and respect for meritocracy were suggested by the study participants as core to all initiatives for combating corruption.

Typical participants' responses consistent with the above findings are provided below:

- Secondary school learner: The aim for combating corruption is to develop a learner who is honest in his/her conduct at school, home and in community (*FG3, final year secondary school learner, interviewed on 27 July 2017*).
- Participant PB: The prime goal for combating corruption should convince and instill in the learners a spirit of respect for schools as the only institutions that measure performance based on merit as opposed to favoritism linked to corrupt practices. So, goals for combating corruption should focus on transforming the



individual learner perceptions for the common good (*Secondary school principal, twenty-two years' experience, interviewed on 2 August 2017*).

- Secondary school learner: I believe that one of the goals for combating corruption should be to promote fair competition when it comes to comparing the academic performance in the classroom (*FG1, final year secondary school learner, interviewed on 10 August 2017*).
- Participant PD: Another goal for combating corruption is to instill confidence among various clients of the school as well as to ensure that the education system is trusted by every person (*Secondary school principal, twenty-three years' experience, interviewed on 27 July 2017*).

#### **5.3.4 Impact of corruption on learners' education in public secondary schools**

For the purposes of this study it was deemed necessary to elicit participants' views on whether corruption has an impact on learners' education or not. Asked how corruption affects the learning of children in a secondary school set up, all participants concurred that corruption has an impact on their learning. It compromises the quality of education offered at the school resulting in a negative effect on academic attainment. On effects of corruption, it was highlighted that corruption may result in student dropouts although there are other factors apart from corruption. This theme included two sub-categories which were (a) corruption and learners' academic achievement and (b) corruption and the quality of education offered in schools. The two sub-categories are critically examined below.

##### **5.3.4.1 Corruption and learners' academic achievement**

When asked to clarify the effects of corruption on the education of learners in public secondary schools, all the fifty-four participants indicated that 'it has a negative effect'. All participants expressed that corruption was a serious problem in public secondary schools which is causing a lot of social injustices among learners. Participants PE and PK maintained that corruption deprives learners the chance to display their potential in a fair

manner. Among secondary school learner participants (FG1-4) there were some who even referred to corruption as a 'barrier and obstacle' to sustainable learner success and is failing to promote equitable and sustainable learner academic achievement. The secondary school learner participants echoed that the above matter was sufficient evidence that corruption hinders learner academic achievement in their public secondary schools. Therefore, participants' responses revealed that, if not combated, corruption will eventually lower the learners' spirit of intrinsic motivation to perform academically well.

The following are some of the comments from the participants that are consistent with the above findings:

- Participant PC: It is alleged that teachers give home lessons to students at a fee and focus on these students in class, yet they disadvantage other students by not offering adequate lessons to those that do not attend extra tutoring. Hence those who receive extra help have more chances of excelling and that can lead to sound academic achievement (*Secondary school principal, twenty-eight years' experience, interviewed on 27 July 2017*).
- Secondary school learner: The corruption-infested environment will not seem friendly and in that sense, will cause someone to fail (*FG2 final year secondary school learner, interviewed on 10 August 2017*).
- Participant PH: Corruption has gendered effects since female learners are more vulnerable to abuse; especially at colleges and secondary schools as they may be sexually abused; through corrupt abuse of power by principals and teachers (*Senior teacher, thirty-five years' experience, interviewed on 2 August 2017*).

#### **5.3.4.2 Corruption and the quality of education offered in schools**

There was a consensus among participants that corruption impacts negatively on the overall quality of learners' education offered in public secondary schools in Zimbabwe. It was interesting to note that a number of these participants expressed that the teaching and learning processes are short changed by the prevalence of corruption. All the

participants expressed that corrupt practices pertaining to the purchase of teaching materials has a negative effect on efforts to attain high quality education. In some cases, sub-standard materials and resources are procured because of corruption. Participants from FG1-4 indicated that the 'crowning of undeserving students' through favouritism and nepotism will give a falsified reflection of the 'actual nature and credibility' of the entire education system of a given educational institution.

It was also indicated that corruption was a threat to moral and ethics development since it violates the principle of fairness. Participant learners from FGD1-4 highlighted that in a corruption-infested school environments there are few chances to concentrate on achieving through merit, hence behaviour of 'backbiting and advancing unnecessary' competition is rife. Participant PG and PH maintained that corruption has a negative impact on the entire process of moulding the behaviour of learners because it provides a false picture that those working towards achieving on merit will take a long time to get the results of their hard work. Generally, all participants criticized corruption for countering the teachings of developing 'good citizenship' among learners which other subject areas such as heritage studies would be targeting to develop.

The following are typical participants' responses supporting the above findings:

- Participant PD: Corruption rewards undeserving learners as they receive privileges and favours and in extreme cases teachers overlook the fair grading system after receiving kickbacks and bribes (*Secondary school principal, twenty-three years' experience, interviewed on 27 July 2017*).
- Secondary school learner: Other learners are given more time in terms of access to computers in the computer laboratory because we have few gadgets. This happens because their parents pay the teachers extra 'kickbacks' as they visit their homes to offer extra lessons to their children. So, our performance in these subjects is low (*FG1 final year secondary school learner, interviewed on 10 August 2017*).

- Participant PG: Corruption sows the seeds of mistrust and dishonesty among learners that may latter pollute their conduct and spoil other learners or even socialize them to become corrupt (*Senior teacher, sixteen years' experience, interviewed on 2 August 2017*).

### **5.3.5 Anti-corruption education in public secondary school curricula**

For the purposes of this study it was deemed necessary to elicit participants' views on whether anti-corruption education was being offered in the existing secondary school education curricula in Zimbabwe to recommend its introduction. All participants were asked to explain the significance of anti-corruption education in promoting new anti-corruption measures such as anti-corruption programmes and initiatives. The overarching theme emerging from the data analysis was that Zimbabwean public secondary schools are not offering courses in anti-corruption education. This theme included three sub-categories which were (a) lack of anti-corruption education in public secondary schools and (b) anti-corruption education in other subjects of the curricula. The two sub-categories are critically examined below.

#### **5.3.5.1 Lack of anti-corruption education in public secondary schools**

When asked to clarify whether anti-corruption education was offered in the education programmes in public secondary schools, all the fifty-four participants indicated that 'it was not'. All participants expressed within the secondary school curricula there was no course or subject presently referred to as anti-corruption education. Participants PM and PN maintained that the entire education curricula in Zimbabwe did not contain anti-corruption education. Among secondary school learner participants FG1 and FG3 there were some who even referred to what they termed 'insensitive education curricula' in their public secondary schools which are failing to promote equitable and sustainable learner academic achievement. This they echoed was sufficient evidence that anti-corruption education was not being offered in their day-to-day teaching and learning programmes. Therefore, participants' responses revealed that there is lack of anti-corruption education

which aids in developing positive attitudes for combating corruption to enhance learner academic achievement.

The following are typical participants' responses supporting the above findings:

- Participant PF: In terms of combating corruption, the education curricula in secondary schools is not offering much, hence learner academic achievement is always at stake (*Senior teacher, ten years' experience, interviewed 10 August 2017*).
- Participant PG: In Zimbabwean public secondary education system, we generally don't have anti-corruption education which specifically targets combating the scourge. Under the circumstances, combating corruption remains a pipedream, hence learner academic achievement is often punctuated by disparities and inequalities (*Senior teacher, sixteen years' experience, interviewed 2 August 2017*).

### **5.3.5.2 Anti-corruption education in other subjects of the curricula**

Although there was a consensus among participants that there is a lack of anti-corruption education in the existing curricula offered in Zimbabwean public secondary schools, it was interesting to note that many participants expressed that efforts to combat corruption are being registered in schools. This was being addressed by some elements of anti-corruption education implied in some of the subjects in their secondary school curricula. Among the frequently cited subjects of the new curriculum in Zimbabwe are heritage studies, history, commerce and economics. Participants PF, PG and PH asserted that through these subjects themes such as honesty, accountability, transparency, ubuntu/hunhu, obedience, faithfulness are addressed while values such as ethics and respect for equity within diversity are promoted.

However, heritage studies generated extensive and heated debates which in turn produced emotive discussions among participants particularly during focus group

interviews with final year secondary school learners. For instance, while some of the participants argued that there were some elements of anti-corruption education implied in 'heritage studies', others disagreed and instead pointed out that the essence of this subject in other 'content and substance' was to promote docility and excessive patriotism which are recipes for prevalence of corruption as opposed to combating it, since learners are socialized not to question the 'system'. Apart from heritage studies, participants who mentioned 'principles of accounts' pointed out that it had content and themes that contain features of combating corruption such as accountability and transparency.

The following are some of the comments from the participants that are consistent with the above findings:

- Participant PI: I personally acknowledge that there are aspects of anti-corruption measures and elements in our new curriculum. For instance, heritage studies are one area where strategies for combating corruption are taught. But I need to emphasize that heritage studies are often accused of indoctrinating learners through ideological teachings associated with 'political' belief systems which again may not expose learners to voluntary initiatives to combat corruption (*Senior teacher, twenty-five years' experience, interviewed on 27 August 2017*).
- Participant PC: While our new curriculum does not offer anti-corruption education as a subject, it can be noted that in subject areas such as history and economics, positive impact in combating corruption have been documented. Learner academic achievement has been promoted through fair competition and value for hard work which motivates learners (*Secondary school principal, twenty-eight years' experience, interviewed on 27 July 2017*).

### **5.3.6 Possibilities for combating corruption in schools**

Asked to provide a forecast of prospects and possibilities for combating corruption through introducing an anti-corruption education curriculum in Zimbabwean secondary schools, some participants were optimistic that such an intervention is possible, though

they had reservations on how soon the initiative will be introduced. Participants PC and PE indicated that there were no possibilities and stressed that what was needed was the curriculum policy makers' commitment in this regard. On the other hand, participant PM and PN mentioned that there were vast opportunities and possibilities for its introduction.

The following are typical comments consistent with the above findings:

- Participant PF: There are no such possibilities in the current state where corruption is the 'order of day', what they see every day is prosperity through corruption. If injustices of corruption are not addressed and corrupt people are not punished, there is nothing to teach and or to learn. It is not mostly introducing anti-corruption education in schools (*Senior teacher, ten years' experience, interviewed on 10 August 2017*).
- Participant PE: In Zimbabwe anything is possible, I am sure you are familiar with the current innovations related to the 'new curriculum', one day you will hear that 'anti-corruption education' is now a standalone subject.... then we will all rise and celebrate (*Senior teacher, thirty years' experience, interviewed on 10 August 2017*).
- Participant PSA-2: It is better that way and am positive in foreseeing brighter possibilities for introducing anti-corruption education, to catch them young and instill the anti-corruption values, ethics and integrity in their children when they are still young so that when they grow up with 'zero tolerance' to corruption attitudes (*Parent, four years with the school, interviewed on 14 August 2017*).

### **5.3.7 Combating corruption through anti-corruption bodies and the media**

Asked on the knowledge of organisations that are mandated to combat corruption in Zimbabwe, all participants revealed a broad knowledge of the existing structures. They indicated that they were aware of the Zimbabwe Anti-Corruption Commission (ZACC) and the Zimbabwe Republic Police (ZRP). It was interesting to note that participants were not aware of other bodies with a constitutional mandate such as the National Prosecuting

Authority (NPA). Participants PK and PN maintained that they report incidences of corruption cases to Transparency International (Zimbabwe), a civil society organisation. It was interesting to note that none of the participants indicated that he/she would report 'directly to the educational institutions involved', implying that participants have lost confidence in the effectiveness of administrators/principals in handling these cases.

Asked on knowledge of anti-corruption policies and laws, most participants stated that they were not aware of any and have never heard of some relevant policies. It was worth noting that even if they were not aware of the policies, most participants indicated that they had heard about the 'Anti-corruption Commission' in Zimbabwe, the constitutional and statutory body that fights corruption.

Apart from education in schools, it was found out that public education is a principal strategy for combating corruption that is used by anti-corruption bodies through pursuing a robust and vibrant anti-corruption drive nationwide. Asked on how workshops, seminars and exhibitions will enhance the fight against corruption, participants were of the contention that teacher competencies in handling anti-corruption issues are perfected through in-service training and relevant staff development. Participants PA, PC and PF concurred that they benefited much through undertaking workshops and seminars on good corporate governance and had developed some anti-corruption skills. Participants PK and PF mentioned that exhibitions have played a bigger role because they have given them an open opportunity to interact with anti-corruption bodies and learn more on anti-corruption education.

It was found that both the electronic and print media are instrumental in promoting public education that may in turn benefit the parents and learners in combating corruption. Participants from FG1-4 indicated that they have benefitted a lot through investigative journalism, in which anti-corruption methods are discussed openly on radio, television and other social media platforms. It was interesting to note that this platform was credited by all participants because of its advantage of exposing corrupt cases without 'fear, prejudice or favour'. This mode was perceived as a 'second teacher' by most participants.



The following are typical participants' responses supporting the above findings:

- Participant PL: We have known the Zimbabwe Anti-Corruption Commission (ZACC) through their website and television and exhibitions (*Senior teacher, seven years' experience, interviewed on 27 July 2017*).
- Participant PE: The Zimbabwe Republic Police is the other arm that fight corruption, but we normally complain since they are the most corrupt (*Senior teacher, thirty years' experience, interviewed on 10 August 2017*).
- Participant PK: Personally, I do not know of any anti-corruption policies and laws, but I know of the Anti-Corruption Commission (*Senior teacher, sixteen years' experience, interviewed on 27 July 2017*).
- Secondary school learner: I report freely incidences of corruption to civil society organizations, because I fear other institutions, for corruption fights back... (*FG4 final year secondary school learner, interviewed on 27 July 2017*).
- Participant PJ: Sometimes it is not necessary to report because it serves to enrich that office for they will be bribed too, causing the case to be put under the carpet (*Senior teacher, nine years' experience, interviewed on 27 July 2017*).
- Secondary school learner: I feel that reporting to the police is the best, way to end corruption because by mainly teaching other learners may not understand, hence they will simply disregard the teaching (*FG3 final year secondary school learner, interviewed on 27 July 2017*).

### **5.3.8 The importance of combating corruption in schools**

The next three questions focused on the prevalence of corruption and the importance of combating it in Zimbabwean public secondary schools and society. Additionally, participants were asked to explain why it would be important to introduce education for combating corruption in public secondary schools in Zimbabwe. The overarching theme emerging from participants' responses was that education for curbing corruption is at the core of combating corruption and would benefit Zimbabwe as a country. All participants

associated anti-corruption education with fighting corruption and thus strongly recommended its introduction in Zimbabwean public secondary schools. Sub-categories emerging from participants' views on the importance of combating corruption to the Zimbabwean secondary schools and society were (a) combating corruption in contemporary Zimbabwean schools and (b) combating corruption through anti-corruption education. These sub-categories are discussed in the next sub-sections.

#### **5.3.8.1 Combating corruption in contemporary Zimbabwean schools**

Secondary school principals and senior teachers who participated in the present study were asked to describe the situation of anti-corruption education in Zimbabwean secondary schools. This question was developed in accordance with Hallak and Poisson's (2010:33) advice that when planning to introduce anti-corruption education in secondary schools it is always important to focus on the two related concepts, namely ethics in education and ethical education in any given curriculum. Therefore, when asked about the situation of combating corruption in education secondary school principals and senior teachers stated that there was not much anti-corruption education in the curriculum that can assist in combating corruption. The participants PF, PG, PH and PD expressed concern with the quality of anti-corruption education initiatives in the Zimbabwean secondary school curriculum. Participants PSA-1, PSB-2, PSC-1 and PSD-2 criticized the current situation in schools as the root cause of learners' underperformance, since a lot of corrupt practices are negatively affecting learners' performance without any checks and balances. The recurring phrases from the participants' descriptions of the state of affairs with regard combating of corruption initiatives in secondary schools were generally not comprehensive and have been ignoring the inclusivity aspect of the critical stakeholders.

From the participants' responses it could be deduced that Zimbabwean secondary school learners are impacted differently by the absence of a comprehensive anti-corruption education curriculum. One of the issues raised by participants to demonstrate that there was absence of a viable programme for combating corruption in Zimbabwean secondary

schools was the fact that corruption has been so prevalent and rampant in most schools with officials being dismissed because of corrupt practices. Moreover, participants PB and PD mentioned an un-supporting environment in Zimbabwean secondary schools which they maintained continues to backtrack all fundamental efforts to combat corruption. One of the participants (PD) even argued that anti-corruption education in Zimbabwean secondary schools is not receiving the much-needed support from politicians and those in influential decision-making positions in government.

Participants' responses supporting the above findings are summarized below:

- Participant PF: The present environment in Zimbabwean secondary schools is all that supportive because it de-motivates efforts to combat corruption in the classrooms as teachers and learners we don't recognize the need to fight against corruption (*Senior teacher, ten years' experience, interviewed on 10 August 2017*).
- Participant PD: It may seem that combating corruption through anti-corruption has not at all received any political backing. Everything in the school is dependent on a corruption-free environment, hence the need to support these initiatives (*Secondary school principal, twenty years' experience, interviewed on 27 July 2017*).

#### **5.3.8.2 Combating corruption through anti-corruption education**

All participants stated that combating corruption through anti-corruption education in secondary schools would benefit Zimbabwe as a country. There was consensus among participants that effective combating of corruption would promote sustainable academic achievement in Zimbabwean public secondary schools. Several participants emphasised that combating corruption could help in promoting a unity of purpose and a shared vision that contribute to the enhancement of learner academic achievement across the curriculum. All participants were positive that combating corruption through anti-corruption education in schools will promote impartiality, equality, freedom, social

harmony and acceptance for all learners which are essential in terms of sustainable academic achievement of learners.

Most of the participants (PA, PB, PC, PD and FG1-4) anticipated that combating corruption through anti-corruption education would contribute to the establishment of corruption-free school environments in Zimbabwe. Participants PSA-2, PSB-1, PSC-2 and PSD-2 maintained that the need to combat corruption through anti-corruption education cannot be overstated as it stands as the hinge upon which all efforts to enhance learner academic achievement rests/hinges on. Long term anti-corruption education initiatives were a major precondition for promoting and stimulating learner academic achievement. One secondary school learner participant (FG3) stated that combating corruption would create fair competition among all learners in a school system if it is taken seriously in Zimbabwean public secondary schools.

Typical responses of participants' remarks supporting the above findings are provided below:

- Secondary school learner: I think combating corruption will promote our interest in coming to school, hence our zeal to perform high in our studies (*FG2 final year secondary school learner, interviewed on 10 August 2017*).
- Participant PSD-2: All student academic achievement hinges more on their day to day experiences at school. Combating corruption levels, the playing field and obviously academic achievement is enhanced (*Parent, eleven years with the school, interviewed on 17 August 2017*).
- Participant PSC-1: The current anti-corruption initiatives in schools are not adequate and elaborate, hence the problems associated with differential academic achievement due to corruption are continuing to haunt the learners daily (*Parent, five years with the school, interviewed on 17 August 2017*).
- Participant PC: Generally, I think, combating corruption will remain a worthwhile undertaking that should receive everyone support inside and outside the

secondary school system. Surely it remains a necessity (*Secondary school principal, twenty-eight years' experience, interviewed 27 July 2017*).

### **5.3.9 Roles of principals, teachers, learners and parents in combating corruption**

The next question focused on the roles that secondary school principals, teachers, parents and learners could play in combating corruption in education. Asked whose role it was to curb corruption in educational institutions, all participants maintained that it's everyone's role. The overriding theme emerging from the participants' responses was that the entire secondary school community has an important role to play in combating corruption to enhance academic achievement. Participants PM and PN indicated that it was the principal and teacher's role. Participants from FG1-4 stressed students also play a central role in combating corruption since they are the future generation. It was indicated that the role of parents in combating corruption is evident through their participation in School Development Associations (SDAs). The School Development Associations' (SDAs) roles were two-fold, that of fighting/stopping corruption and receiving and investigating all allegations of corruption by teachers. The sub-categories emanating from this theme was (a) school principals, teachers, learners and parents play a pivotal role in combating corruption. The sub-category is discussed below.

#### **5.3.9.1 Principals, teachers, learners and parents' role in combating corruption**

A sub-category emerging from the theme was that secondary school principals are strategically positioned to influence the successful combating of corruption in public secondary schools. Participants PA, PC and PD underscored that secondary school principals are the beacons and the ideal role models who should spearhead the combating of corruption drive in public secondary schools. Participants PA, PB, PC and PD held that secondary school principals are the custodians of all administrative utilities and financial and non-financial resources that are required to support all teaching and learning programme in the public secondary schools.

In addition to this, participants highlighted that the secondary school principals assume the roles of Chief Executive Officers of schools who in turn sit in school development committees/associations reporting on all transactions related to the entire running of the schools, which makes them important cogs on all ultimate decisions pertaining to transparency and accountability. Participants' responses suggested that secondary school principals can use various forums and platforms such as meetings, assemblies and other relevant gatherings in pursuing some anti-corruption drives to combat corruption in education. It was therefore apparent from the conversations with participants (PA, PB, PC and PD) that teachers and secondary school principals can join hands in creating/building and sustaining a corruption-free secondary school environment and an enabling climate for anti-corruption education.

Specific roles for teachers highlighted by participants included the engagement of learners in teaching and learning activities that will eventually promote anti-corruption education. Participants PA, PB, PC and PD indicated that teachers as educators will play important roles in modelling behaviour consistent with combating corruption as they interact with secondary school learners. This included inculcating values of ubuntu/hunhu and fostering religious and moral education values and creating corruption-free environments in classrooms. The participants PA and PD underscored that teachers need to engage learners in self-teaching and lifestyle episodes with anti-corruption themes and activities that will facilitate the introduction of anti-corruption education in public secondary schools.

All participants reiterated that if secondary school learners receive the proper anti-corruption education orientation they will play an instrumental and strategic role in changing the behaviours of their siblings, peers, extended family members, schoolmates and their immediate communities. It was suggested that secondary school learners need to play active roles as the 'preachers' and ambassadors of anti-corruption education. For instance, a significant number of participants (FG2 and FG4) expected that while in the classroom, at home and in the community secondary school learners could conscientise other learners, parents and other members of the community about the need for

collaborative engagement in combating corruption. Thus, it should be emphasised that corruption has detrimental effects on the academic achievement of learners.

Secondary school learners were expected to be pro-active in championing anti-corruption education initiatives in the classrooms and the surrounding communities. There was consensus among participants that in Zimbabwe parents are better placed to mould the children's behaviour as well as inculcating other religious values that are considered as key in combating corruption. All participants' responses revealed that the parents develop and shape the learners' capacities to effectively become trainable at school so they should interact with any methods for combating corruption in public secondary schools. The participants (PSA-1, PSB-2, PSA-2 and PSD-2) acknowledged that the family is the ultimate 'blast furnace' where all attributes for combating corruption within children are churned into the respective learners before getting into the school system. The compulsory introduction of religious teachings by parents was regarded by participants as an effective strategy for combating corruption among children.

One of the participants (PC) perceived the introduction of a compulsory religious teachings as a necessary channel for transmitting anti-corruption virtues and principles among secondary school learners. Parents were considered by several participants as supreme role models for their children who, if they condemn something, children would be quicker and serious to adopt accordingly.

Participants' typical comments that support the above findings are provided below:

- Participant PG: The principal is usually the accounting officer for the secondary school and regulates the development of desired ethical code of conduct consistent with combating corruption. He or she sets the anti-corruption tone that is required for enhancing academic achievement in schools (*Senior teacher, sixteen years' experience, interviewed on 2 August 2017*).
- Participant PD: I personally feel that the principal is better placed in his/her capacity as head of institution to adopt and adapt practical measures of

combating corruption as well as insisting on and instilling a motivating environment that makes teachers, parents and learners appreciate the need to fight corruption to promote academic achievement among different learners (*Secondary school principal, twenty-three years' experience, interviewed on 27 August 2017*).

- Participant PB: Principals are better placed to supervise every facet of the curriculum and ensure integrity in all systems and processes (*Secondary school principal, twenty-two years' experience, interviewed on 2 August 2017*).
- Participant PF: Teachers and heads of departments play an instrumental role in advocating for and advancing for the total combating of corruption starting from the classroom and within the school environment. It is also the head of subject's role to ensure that the mainstreaming of anti-corruption education is effectively done across disciplines and departments (*Senior teacher, 10 years' experience, interviewed on 10 August 2017*).
- Secondary school learner: I think as learners we need to be more than preachers. We must be the 'dedicated pastors and evangelists' in spreading the anti-corruption education. One we reach that stage, the society will be alert that learners are against corruption in schools, because it is affecting our academic achievement in a variety of ways (*FG3, final year secondary school learner, interviewed on 27 July 2017*).
- Participant PH: From my experience, all attributes of ubuntu/hunhu that schools may purport to inculcate in children are superseded by the parents' voice. If parents say....no corruption....it follows that learners will respect that command more than our voices as their teachers (*Senior teacher, thirty-five years' experience, interviewed 2 August 2017*).

This section has extensively explored the roles played by principals, teachers, parents and learners in combating corruption. It has been noted that the people play an instrumental role. The next section presents the roles of policy makers in combating corruption.



#### **5.4 THE ROLE OF CURRICULUM POLICY MAKERS IN COMBATING CORRUPTION**

Another issue explored in this study was on the specific roles that critical stakeholders such as curriculum policymakers and curriculum designers and planners would play in combating corruption through the designing and implementation of anti-corruption education in Zimbabwean public secondary schools. Only curriculum policy makers, secondary school principals and senior teachers were asked this question because the researcher expected them to have the necessary knowledge on the specific roles of curriculum policy-makers and curriculum designers based on their various curriculum formulation and designing and teaching and administrative experiences.

Participants' (PA, PB, PC and PD) responses showed that the input, expertise and support of both curriculum policymakers and designers/planners will be required if schools are to effectively combat corruption through the introduction and implementation of anti-corruption education in Zimbabwean public secondary schools. The most predominant and central theme emerging from the participants' responses was that curriculum policy-makers and designers/planners are the experts who will provide the policy guidance and authority to introduce anti-corruption education in Zimbabwean public secondary schools.

Participants PA, PB, PC and PD underscored the fact that it will not be possible to introduce new programmes and initiatives such as anti-corruption education at secondary school level in Zimbabwe unless and until they are sanctioned by the Ministry of Primary and Secondary Education as the policymakers representing the Government of Zimbabwe (GoZ). Participants PM and PN reiterated their importance as the custodians of various curricula policies in schools, hence the need for relevant stakeholders to involve themselves when it comes to initiatives for combating corruption in secondary schools. From the participants' perspectives it was evident that curriculum policymakers and designers/planners are the relevant professionals who will ensure that any anti-corruption education in secondary schools is accepted as policy at national level. Two

sub-categories emerging from the semi-structured interview transcripts were (a) the provision of policy framework and guidance on combating corruption and (b) the designing and planning of an anti-corruption education curriculum. For clarity purposes, the two sub-categories are explored below to illustrate the above theme.

#### **5.4.1 The policy framework and guidance on combating corruption**

Curriculum policy makers and designers/planners, secondary school principals and senior teachers who participated in the study confirmed that curriculum policymakers are the relevant professionals who can ensure that corruption is combated through introducing anti-corruption education in Zimbabwean public secondary schools. As such, these professionals can also lobby and ensure that anti-corruption education is accepted at national levels and that it becomes a national agenda in Zimbabwe worth pursuing. Participants PM, PN, PC and PD maintained that collective efforts to combat corruption in Zimbabwean schools require curriculum policy frameworks.

Therefore, when such policies are not in place it will be difficult to advance any curriculum initiatives. The participants expected curriculum policymakers to be torch-bearers in advocating the collective development of relevant policies that will make the introduction of anti-corruption a reality in Zimbabwean public secondary schools. Participants PC and PD were optimistic that in Zimbabwe curriculum policymakers have the capacity to take a leading role and spearhead the introduction of anti-corruption education.

It would follow that once the curriculum policymakers pronounce anti-corruption education as an official subject meant to combat corruption in Zimbabwean education policy, it will then become mandatory for all institutions of learning to teach the subject. As shown in the participants' responses, curriculum policymakers have a pivotal role in ensuring that corruption is combated through anti-corruption education in schools as well as making sure that it is accepted as a policy issue at the national level respectively. Principally, it would follow that once the anti-corruption education policy is accepted at the national level then the onus is on curriculum policymakers to facilitate the introduction of anti-

corruption education in secondary schools as well as providing the relevant resources including supportive anti-corruption educative literature, human and financial resources.

Typical participants' responses supporting the above findings are as follows:

- Participant PE: Curriculum policymakers are very key when it comes to any anti-corruption initiative since such interventions are dependent on the adoption of policy and legal frameworks in any given nation for their successful implementation (*Senior teacher, thirty years' experience, interviewed on 10 August 2017*).
- Participant PC: We really need a pragmatic guide in the form of a policy that regulates and enunciates the procedures and practices to be followed by secondary schools in addressing anti-corruption education issues in a systematic manner (*Secondary school principal, twenty-eight years' experience, interviewed 27 July 2017*).
- Participants PM: Our involvement in curriculum programmes meant to combat corruption in schools is a matter of 'law and policy'. There is no other option to avoid us but to work with us otherwise, the entire program will be a flop (*Curriculum policy maker twenty-five years' experience, interviewed 20 August 2017*).

#### **5.4.2 The designing and planning of an anti-corruption education curriculum**

In addition to the foregoing, secondary school principals and senior teachers who participated in this study stated that curriculum designers/planners play an equally significant role in the designing and introducing of an effective programme for combating corruption through the formal education curriculum. Participants PB, PC and PD underlined that the curriculum designers/planners are responsible for all anti-corruption education programmes offered in Zimbabwean public secondary schools and they are governed by the Curriculum Development Unit of the Ministry of Primary and a Secondary Education. From the participants' comments it was clear that all syllabi used in

Zimbabwean public secondary schools are developed in accordance with guidelines provided by the Curriculum Development Unit and will have to be approved by the Ministry of Primary and Secondary Education. Accordingly, participants' responses indicated there is always a great need to engage and consult the curriculum designers/planners as the anti-corruption programme-makers to effectively design a curriculum that assists in combating corruption to enhance academic achievement of learners.

What emerged from the discussions with secondary school principals and senior teachers was the fact that the curriculum designers/planners need to facilitate the modification and subsequent improvement of existing curricula in Zimbabwean public secondary schools to introduce anti-corruption education principles.

The above findings are supported by the following responses from some of the participants:

- Participant PC: Curriculum designers/planners act as the standards control authorities when it comes to curriculum development issues. Their knowledge and expertise are core in coming up with a curriculum with mechanisms to combat corruption (*Secondary school principal, twenty-eight years' experience, interviewed on 27 July 2017*).
- Participant PD: If you have analysis of the current Zimbabwean situation; all the syllabi that we use are developed by the Curriculum Development Unit (*Secondary school principal, twenty-three years' experience, interviewed on 27 July 2017*).

The previous section has explored participants' views on the role played by curriculum policymakers, curriculum designers and - planners in combating corruption. It has emerged that curriculum policy makers are critical in prescribing the syllabi that are being used in schools. The next section explores participants' views on problems and challenges in combating corruption.

## **5.5 THE CHALLENGES AND PROBLEMS IN COMBATING CORRUPTION**

The next question asked by the researcher focused on participants' views on problems and challenges that could inhibit the effective combating of corruption in public secondary schools in Zimbabwe. The overriding theme emerging from the participants' feedback was that many professional /technical, attitudinal and behavioural factors could inhibit the successful combating of corruption in public secondary schools in Zimbabwe. The sub-categories surfacing from this theme were: (a) the lack of specialists in anti-corruption education, (b) the lack of positive attitudes for combating corruption, (c) the lack of political will and commitment to combat corruption, and (d) the nature and state of the current secondary school education curriculum. These sub-categories are discussed in the following sub-sections.

### **5.5.1 The lack of specialists in anti-corruption education**

One of the recurring sub-categories emerging from most participants' responses was the lack of knowledgeable specialists who can introduce an education system with tailor-made mechanisms that can combat corruption in Zimbabwean public secondary schools. Participants PF, PG and PH stated that the lack of anti-corruption education in Zimbabwean secondary institutions has meant that there is a lack of anti-corruption experts in the education system or fraternity who can spearhead the introduction of the anti-corruption education. One of the secondary school principals (PC) stressed that a significant number of the administrators and teachers in Zimbabwean public secondary schools did not receive formal professional training in anti-corruption education hence the issues related to combating of corruption have been undermined in Zimbabwe.

Therefore, participants' feedback pointed out the need to adequately prepare Zimbabwean secondary school teachers in anti-corruption education to provide them with the necessary skills, strategies and competencies to combat corruption.

The following are some of the participants' responses consistent with the above findings:

- Participant PF: The major challenge is that there is lack of qualified personnel to handle issues related to anti-corruption education, thus combating corruption through formal teaching becomes a problem (*Senior teacher, ten years' experience, interviewed on 10 August 2017*).
- Secondary school learner: I strongly believe that combating corruption is being challenged by lack of knowledgeable specialists or trained teachers who can teach it in public secondary schools (*FG3, final year secondary school learner, interviewed on 27 July 2017*).

### **5.5.2 The lack of positive attitudes for combating corruption**

Another sub-category emerging from participants' responses was that Zimbabwean teachers and learners lack the positive and appropriate attitudes that are required in collectively combating corruption in their respective school settings. Participants FG1, FG3, PB and PC argued that Zimbabwean teachers and learners do not have the needed positive and appropriate attitudes that are required for collectively combating corruption in their respective school settings. The behavioural challenges Zimbabwe continue to experience were cited as factors that could hinder the efforts meant to combat corruption education in Zimbabwean public secondary schools. A related theme was the lack of appropriate anti-corruption education literature and other enabling resources to introduce the subject as well as furthering efforts to combat corruption in Zimbabwean public secondary schools. Most of the participants (PA, PC, PF and FG1-4) talked about the lack or absence of suitable literature in their secondary school libraries in terms of anti-corruption textbooks and other teaching and learning materials.

Typical participants' responses supporting the above findings are highlighted below:

- Participant PB: The issue of negative attitudes has always been a limiting factor, coupled by budgetary constraints which make it difficult should we wish to expose learners to anti-corruption issues (*Secondary school principal, twenty-two years' experience, interviewed on 2 August 2017*).

- Participant PD: Generally, literature in combating corruption in education is grossly insufficient in Zimbabwe for one reason or the other (*Secondary School principal, twenty-three years' experience, interviewed on 27 July 2017*).

### **5.5.3 The lack of political will and commitment to combat corruption**

An additional sub-category surfacing from the data analysis was the perceived lack of political will and negative perceptions that affect the efforts meant to combat corruption through various means in Zimbabwean public secondary schools. Many participants (PF, PG, PH, PI and FG3-4) pointed out that some of the influential politicians may seem to resist initiatives that are targeting the combating of corruption, including the introduction of anti-corruption education in Zimbabwean public secondary schools, especially if they realize that it will enlighten the local communities and empower them. Politicians will thus perceive such empowerment as a threat to their political careers. The majority of participants further argued that since anti-corruption education is education for enlightenment, it has high chances of being resisted by some politicians as it entails the inculcation of behaviours in learners that can question unethical practices and potential abuses of power by politicians. Additionally, it further emerged that initiatives on combating corruption may involve the teaching of such themes as accountability, equity and transparency which in turn may be at variance with the day-to-day survival culture of some of the politicians as they thrive on corrupt practices.

Other participants (PB, FG2 and FG4) indicated that the naming of a subject in schools may fail to get political approval or may be contested by those influential people who may fail to comprehend the rationale and essence behind such initiatives, thus posing a threat in combating corruption. Apart from this, a significant number of participants were of the view that negative perceptions by other key players in secondary schools such as principals, teachers, learners and curriculum policy-makers could inhibit the combating of corruption in Zimbabwean public secondary schools.

Typical comments from participants' responses supporting the above findings are as follows:

- Participant PH: First and foremost, the major challenge is associated with teacher perceptions; particularly how combating corruption through education will be perceived by the various teachers. On one extreme end, political perceptions may also supersede teacher perceptions as they may relatively interpret these initiatives considering their political careers (*Senior teacher, twenty-two years' experience, interviewed on 2 August 2017*).
- Secondary school Learner: Politicians have only one answer when it comes to combating corruption through education; usually they may reject and resist such education, if at all it suggests being a threat to their political lives regardless of the subject's moral intent or perceived positive outcomes (*FG2, final year secondary school learner, interviewed on 10 August 2017*).

#### **5.5.4 The nature and state of the current secondary education curriculum**

The fourth sub-category emerging from the participants' feedback on problems and challenges that could hinder the successful combating of corruption in Zimbabwean public secondary schools was that the current secondary school education curriculum was too packed and loaded to accommodate and give room for inclusion of a new subject. Many participants (PF, PG and FG2-4), particularly secondary school learners, highlighted the current existing scenario wherein the secondary school education curriculum is heavily loaded resulting in an over packed and practically crowded time-table which would make it difficult to introduce new study programmes aimed at combating corruption. All participants pointed out that currently secondary school learners in Zimbabwean public secondary schools are studying too many subjects, hence they are likely to feel overwhelmed by the inclusion of an extra subject such as anti-corruption education. It was based on these arguments that some of the participants held that teachers and secondary school learners were likely to resist the inclusion and subsequent introduction



of additional subject areas meant to combat corruption in Zimbabwean public secondary schools.

Participants' responses supporting the above findings are provided below:

- Participant PF: The current secondary school education curriculum and timetable are heavily congested thereby posing a challenge in accommodating new subject areas (*Senior teacher, ten years' experience, interviewed on 10 August 2017*).
- Secondary school learner: The introduction of an additional subject area for combating corruption remains an extra burden since as learners we strongly feel we are loaded already (*FG3, final year secondary school learner, interviewed on 27 July 2017*).

The previous section has presented the participants views on problems and challenges in combating corruption. It has been noted that combating corruption is constrained by socio-cultural, economic and political factors. The next section deals with strategies that are required in order to successfully combat corruption in public schools.

## **5.6 STRATEGIES FOR COMBATING CORRUPTION IN ZIMBABWEAN PUBLIC SCHOOLS**

The researcher asked participants about the strategies that could be adopted to effectively combat corruption in Zimbabwean public secondary schools. Participants were further asked about teaching and learning methods that could be used to dispense anti-corruption education content to learners in public secondary schools. The central theme emerging from participants' responses was that the introduction of anti-corruption education was the core strategy that could be used to combat corruption in Zimbabwean public secondary schools. Fivesub-categories associated with this theme were: (a) mainstreaming anti-corruption education into the existing subjects, (b) introducing anti-corruption education in the secondary school curricula, (c) methods for the dissemination

of anti-corruption education, (d) the multi-agency approach of combating corruption and (e) capacity building on education for combating corruption. These sub-categories are examined below.

### **5.6.1 Mainstreaming anti-corruption education into the existing subjects**

Most of the participants (PA, PB, PM, PD and FG1-3) were of the view that there was great need to mainstream anti-corruption education in the existing subjects offered in Zimbabwean public secondary schools. In view of the recent developments in Zimbabwe, participants felt that the existing curriculum was too broad and seemed too congested to introduce another extra independent subject. Considering the foregoing, it was suggested that there was need to mainstream or integrate anti-corruption education concepts in all subjects offered in the secondary curriculum for all departments to shoulder the responsibility of teaching the subject. A significant number of participants felt that it was prudent to have anti-corruption educative messages on whatever subject that was to be taught at secondary school level. The mainstreaming of anti-corruption education in the existing subjects in the Zimbabwean public secondary schools' curricula was thus considered by many of the participants as the pivotal strategy for promoting a culture of 'zero tolerance to corruption' across educational institutions.

The following are typical participants' comments supporting the above findings:

- Secondary school learner: I strongly believe that once anti-corruption education is infused in the existing curriculum, it becomes constant and concrete reminder in all subjects, hence as learners we will have a wider area of learning attributes of ethical behaviours across subjects (*FG1, final year secondary school learner, interviewed on 10 August 2017*).
- Participant PC: In my view, ideally, I recommend integration of anti-corruption education as the solution, since our current curriculum is heavily loaded and may not cater for a separate standalone subject (*Secondary school principal, twenty-eight years' experience, interviewed 27 July 2017*).

### **5.6.2 Introducing anti-corruption education in the secondary school curricula**

Contrary to the above, some of the participants (FG3 and FG4) argued that to effectively combat corruption, anti-corruption education should be introduced in Zimbabwean public secondary schools as a separate and standalone subject. Most participants, particularly among secondary school learners, opposed the integration of anti-corruption education in the existing subjects. Participants FG3 and FG4 who supported the idea of a 'standalone approach' argued that the 'integration approach' would provide teachers with the flexibility and room to perceive and end up regarding anti-corruption education as an optional study area.

Thus, participants who advocated for and supported the introduction of anti-corruption education as an independent and core subject were premised on the assumption that once the standalone approach was adopted, teachers had no choice but to use it as a compulsory subject in advancing the collective efforts of combating corruption through the curriculum. Above all, the standalone approach as suggested by those who supported it provides vast opportunities for the systematic planning and development of a supportive policy framework.

The framework enables the anti-corruption education curriculum to fight corruption in a logical manner. In addition, the framework provides opportunities for pursuing the objectives of enhancing learner academic achievement. Through a standalone approach, anti-corruption education concepts are structured and delivered comprehensively without any separate segments or sections which may dilute the anti-corruption goals. On another dimension, it was equally noteworthy to learn that many secondary school learners advocated and supported the 'standalone approach'. On the contrary, their teachers suggested that the current secondary school time-table was heavily packed and loaded.

The typical comments made by participants who argued for the standalone approach in introducing anti-corruption education activities are provided below:

- Secondary school learner: I think it is good to make anti-corruption education an independent subject to allocate it adequate time, because if it is integrated in other subjects it will be diluted and people will realize the seriousness of policy makers towards combating corruption (*FG3, final year secondary school learner, interviewed on 27 July 2017*).
- Secondary school learner: I personally support the idea of combating corruption through introducing anti-corruption education as an independent and standalone subject because we will be able to learn the anti-corruption concepts in detail as opposed to when the concepts are scattered across other subjects (*FG4, final year secondary school learner, interviewed on 27 July 2017*).

### **5.6.3 Methods for the dissemination of anti-corruption education**

When asked about teaching and learning methods that could be adopted to promote anti-corruption education in public secondary schools, all participants indicated that a variety of teaching and learning methods are supposed to be employed to effectively deliver anti-corruption educative information and content. There was a consensus among participants that education of this nature can best be delivered using learner-centred methods that are participatory in principle. To that end, participatory and interactive methods suggested by participants included lived life experiences, case studies, field work and visits to anti-corruption agencies, role play, and edutainment activities (drama, games, songs). However, two participants (PB and PD) indicated that in addition to these learner-centred approaches, teachers always need to be pro-active in delivering syllabi content in order to combat corruption in public secondary schools as well as developing anti-corruption behaviour among learners.

Other participants (PA and PB) pointed out that efforts to combat corruption should utilize information communication technologies to expose learners to different conventional and modern experiences. One participant (PSB-1) emphasised the use of computers in generating records in public schools as well as storing information electronically - what she referred to as the 'e-records management principle' - to guard against potential

manipulations and insist on accurate storage of institutional memory thus inculcating the issue of collective information transparency. Participant PSB-2 pointed out activities that promote learning of anti-corruption ethics while the learner experiences some form of entertainment. These edutainment activities involve the use of films and videos with prominent characters whose roles are tailored to spread the anti-corruption messages across the curriculum. It could be inferred from their responses that participants wanted anti-corruption education to be delivered using methods that win the 'hearts and the minds' of teachers and learners in the entire transformation of behaviours to create a desire for combating corruption in public secondary schools.

Typical participants' responses and comments supporting the above findings are as follows:

- Participant PA: The conventional and nascent approaches of combating corruption must revolve around interactive and participatory methodologies that suit the level of the learners and provide him/her with best opportunities making rational decisions (*Secondary school principal, twenty-five years' experience, interviewed on 10 August 2017*).
- Participant PB: I personally recommend learner-centred approaches such as case studies and problem-solving activities that are thought provoking in promoting reflective learning. My point of emphasis though is on approaches that promote the intrinsic motivation among learners, which in turn can be used to change attitudes and behaviours (*Secondary school principal, twenty years' experience, interviewed on 10 August 2017*).

#### **5.6.4 The multi-agency approach of combating corruption**

Asked if the multi-agency approach is commendable in providing a shared perception and experience in the fight against corruption, all participants hailed the involvement and subsequent engagement of multi-stakeholder organisations in the collective fight against corruption. Participants PD and PF mentioned that the approach may provide

opportunities for organisations to learn from each other and improve on strategies for combating corruption. Asked on how schools can combat corruption, participants indicated that parents should socialize children to follow laid down procedures and not take short-cuts in life. Thus, it was further stated that with the level of corruption in our society, it is very important to 'catch them young' so that when they get to school teachers will take over. Asked how information transparency may assist in fighting corruption, participants had a consensus that it lessens incidences of corruption because information won't be secretive because corrupt people deprive their counterparts from information even if working in the same school environment. Asked how learners react to teachers' corruption in schools, all participants from FDG 1-4 indicated that they simply ignore fearing their security at school or the possibilities of being ill-treated or experiencing some form of victimisation which may even constrain their academic achievement. Asked how schools could combat corruption, participants indicated that they could use moral education, they could punish the corrupt individuals, they could use other subjects to teach children and they could also report to the police.

The following are typical participants' responses supporting the above findings:

- Participant PL: I personally believe that there is need for collective effort through involving learners in anti-corruption clubs and spread the word all over to combat corruption (*Senior teacher, seven experiences interviewed on 27 July 2017*).
- Participant PC: I believe that information transparency is the key to combating corruption, because it guards against concealment of transactions from principals (*Secondary school principal, twenty-eight years' experience, interviewed on 27 July 2017*).

#### **5.6.5 Capacity building on education for combating corruption**

Secondary school principals and senior teachers who participated in this study pointed out that teachers require capacity building in anti-corruption education to increase and enhance their competencies in combating corruption. They highlighted that these

competencies will in turn promote academic achievement of learners as the teachers become conscious of the debilitating effects of corruption. Capacity building therefore was perceived as a key strategy for devising anti-corruption measures that promote equity in treating learners and distributing teaching and learning resources.

The common feeling among these participants was that teachers in their day-to-day conduct cannot practice or exercise anti-corruption behaviours which they have not been inducted into, and neither can they teach or disseminate values of combating corruption which they do not know. This justifies the need to equip them with the necessary anti-corruption strategies and tools to integrate them in their day-to-day teaching and learning encounters/interactions with learners. Teachers were described as the ideal facilitators and bedrock of the nation who, if adequately prepared in combating corruption, would establish sustainable corruption-free environments in schools and in communities. Asked if teachers should be compensated to take part in combating corruption, participants PE and PF maintained that conditions of service for government employees (teachers included) must be improved to wean teachers from the temptations.

Participants PA, PH, PC, PD and PE discussed various strategies for building teacher capacities in anti-corruption education including mainstreaming of anti-corruption issues in the formal the secondary school education curriculum to integrate anti-corruption education across the curricula and facilitate the teaching of the subject by every teacher in all secondary school institutions. One participant (PH) stressed the need to intensify advocacy in anti-corruption education to raise an awareness of the importance of the subject in the schools, homes, communities and wider society at large. Another participant (PD) emphasised that strategies for teacher capacity building in anti-corruption education can include seminars, symposiums, workshops and conferences which empower teachers with skills and knowledge to combat corruption and reap associated benefits linked to learner academic achievement in their classrooms.

Typical participants' responses supporting the above findings are provided below:

- Participant PH: The prime strategy is advocacy. Through intensification of advocacy in anti-corruption education relevant stakeholders can understand the dynamics associated with combating corruption, hence awareness is raised. It is through advocacy, that we may have the exposure in knowing related benefits associated with combating corruption in the family, the school and community respectively. Obviously, within school settings the target lies in promoting or enhancing learner academic achievement (*Senior teacher, thirty-five years' experience, interviewed on 2 August 2017*).
- Participant PD: The current secondary school curriculum greatly needs reviewing to incorporate anti-corruption education issues. Later, we then need to urgently capacitate teachers through workshops, conferences and seminars to develop their competencies in combating corruption and understand the rationale behind such interventions too (*Secondary school principal, twenty-three years' experience, interviewed on 27 July 2017*).

The previous section has dealt with participants' views on strategies that are required in order to successfully combat corruption in public schools. It has emerged that a multi-stakeholder approach is at the core of the strategies that are needed for combating corruption. The next section deals with participants' views on projects and programmes for combating corruption.

## **5.7 PARTICIPANTS' VIEWS ON PROJECTS AND PROGRAMMES FOR COMBATING CORRUPTION**

For the purposes of this research it was deemed necessary to elicit participants' views on projects and programmes that secondary school learners could undertake to combat corruption in public secondary schools and in the communities. All participants' responses revealed that secondary school learners as future leaders need to play an instrumental role in combating corruption in schools and communities. Moreover, all participants underlined the importance of community involvement and that secondary school learners



are supposed to embark on many outreach programmes and projects to combat corruption in education and in the communities.

There was consensus among participants that secondary school learners ought to be practical and innovative and develop projects based on the needs of their respective communities. The core theme emerging from the participants' responses was that secondary school learners need to embark on projects and programmes that aim at combating corruption and enhancing academic achievement in education in schools. The sub-categories emerging from this theme were: (a) combating corruption through integrity clubs and (b) stakeholder meetings for combating corruption. These sub-categories are examined below.

### **5.7.1 Combating corruption through integrity clubs**

When asked about projects and programmes that secondary school learners could undertake to combat corruption in education, many participants (PF, PG and FG2-4) listed anti-corruption clubs and the establishment of integrity clubs as practicable strategies for promoting the combating of corruption in both schools and communities. Ethical codes of conduct were considered by several participants as key variables for an individual or groups of individuals when it comes to regulating behaviours. Participants FG1 and FG3 indicated that the bulk of secondary school learners in Zimbabwean schools and the youth in communities need to be provided with anti-corruption education so that they can participate actively in combating corruption within their localities. Integrity was emphasised on the premise that an effective anti-corruption educator would be dealing with learners of different age groups and from diverse socio-cultural, economic, religious, environmental and political backgrounds and as such integrity is needed to be versatile to fairly accommodate all. In addition, participant FG1-4's expectations were that an effective anti-corruption educator must be a very good exemplary leader and role model too of anti-corruption behaviour so that learners would be able to vicariously emulate from him or her. Participants (FG1-4) wanted an effective anti-corruption educator to be an impartial and astute individual, one who relies on rating learners through merit as opposed

to nepotism and other discriminatory overtones, one who is humble and always subjected to an official code of ethics consistent with his or her profession and, above all, one who spends most of his/her time devising measures for combating corruption to promote learner academic achievement in the classroom and even in extra-curricular activities including sports.

Participants' responses (PF, FG1 and PH) indicated that secondary school learners in various integrity clubs are supposed to organise public education outreach activities that assist in raising awareness on the need to combat corruption and promote academic achievement of learners. Participants PSB-1, PSC-2 and PSD-1 stated that community outreach driven by young people has a vibrant and long-lasting effect on combating corruption. Participants FG2, FG4 and PG stated that secondary school learners could organise anti-corruption walkathons walks and the distribution of flyers, pamphlets and related anti-corruption education materials with educative anti-corruption messages to help in building communities' capacity to combat corruption.

Participants PSA-1, PSB-2 and PSB-1 stated that anti-corruption clubs are the hub of a successful programme meant to combat corruption in schools and communities as they involve the young generation who stand to be the leaders of tomorrow. It is from this perspective that most of the participants strongly recommended that secondary school learners must take the initiative and establish anti-corruption and integrity clubs that target combating corruption to enhance and promote lasting and sustainable academic achievement.

Related projects mentioned by some of the participants (FG2 and PH) were the establishment of drama groups which focus on anti-corruption themes to educate society on effects and evils of corruption. Participants' views suggested that secondary school learners must be pro-active and visible in community anti-corruption affairs to be able to combat corruption.

The following are examples of participants' comments that support the above findings:

- Participant PG: Integrity clubs can be used as the ‘barometer’ to cultivate and promote ethically-accepted code of conduct in schools and communities and this forms the basis for initiating collective combating of corruption (*Senior teacher, sixteen years’ experience, interviewed on 2 August 2017*).
- Participant PSA-1: Through anti-corruption clubs, secondary school learners can develop a strong and persuasive buy-in from other members of the community as they will regard young learners as ‘torch bearers’ in combating corruption (*Parent, four years’ experience with the school, interviewed on 14 August 2017*).
- Secondary school learner: Establishment of drama clubs which focus on anticorruption themes and ethical standards of dealing with people or transacting school business is one practical strategy of combating corruption (*FG2, final year secondary school learner, interviewed on 10 August 2017*).
- Participant PC: Secondary school learners can organize anti-corruption education outreach campaigns and disseminate information through flyers, brochures, banners and pamphlets to promote academic achievement and enlist collective public support in combating corruption (*Secondary school principal, twenty-eight years’ experience, interviewed on 27 July 2017*).
- Participant PSA-2: When the young go out and say, ‘*No to Corruption*’ this gesture is seriously taken by community for considering academic achievement, it sends a clear message to us adults and teachers to seriously ‘*promote academic achievement*’ through combating corruption and fighting all unfair practices in schools associated with corrupt transactions (*Parent, seven years’ experience with the school, interviewed on 14 August 2017*).

### **5.7.2 Stakeholder meetings for combating corruption**

Meetings and open dialogues with parents and guardians on a regular basis were considered by many participants (PF and FG1-4) as an essential instrument for building and sustaining collective efforts in combating corruption. Participants PSD-2, PSA-2 and PSC-1 acknowledged that the involvement of secondary school learners in anti-corruption

initiatives with parents is the 'most powerful prescriptive strategy' for addressing the negative effects of corruption in communities. Participants (PF and FG4) acknowledged that secondary school learners can take advantage of open days and consultation meetings with parents and guardians to talk about the fundamental approaches for combating corruption. Besides open days and consultation meetings, the participants (PF and FG4) suggested that secondary school learners need to attend community meetings and collectively engage parents, guardians and other members of the community on anti-corruption education issues.

During such meetings, learners can perform plays, drama and even engage in role-plays that depict various situations and reveal the effects and evils of corruption and the benefits of combating it thereof. In practical sense, secondary school learners should be physically present in the communities to identify the causes of corruption that need to be addressed. From participants' responses it was evident that secondary school learners would need to alert members of the community about the benefits of combating corruption and the negative effect on learners' academic achievement.

The following are examples of participants' responses consistent with the above findings:

- Participant PF: During open day and consultation meetings with parents, secondary school learners expose parents and guardians to the experiences they are going through in interacting with teachers in schools using mediums such as role-play and drama, hence exposing the 'hidden curriculum' that may contain corrupt practices (*Senior teacher, ten years' experience, interviewed on 10 August 2017*).
- Participant PSD-1: When secondary school learners engage in meetings with us, we begin to have an in-depth understanding of the extent at which corruption is affecting their academic achievement, hence we can collectively devise combined measures of combating corruption (*Parent, five years' experience with the school, interviewed on 17 August 2017*).

- Secondary school learner: There are various platforms that we may capitalize on to teach and educate parents on dangers of corruption and the need to fight against it to promote our academic achievement in schools. We may start at annual general meetings, open days, prize-giving ceremonies and consultation days. Secondary school learners can also make use of community-based meetings, by attending and ask to be given the opportunity to say something to do with combating corruption (*FGD4, final year secondary school learner, interviewed on 27 July 2017*).

The previous section has presented participants' views on projects and programmes for combating corruption. It has been noted that stakeholder meetings are very significant. In addition, the establishment of integrity clubs was highlighted as a critical undertaking. The next section presents participants' views on themes for public secondary schools' education curriculum.

## **5.8 THE THEMES FOR PUBLIC SECONDARY SCHOOL EDUCATION CURRICULUM**

Another question asked by the researcher was about the content themes that could be included to combat corruption through an anti-corruption education curriculum in Zimbabwean public secondary schools. This question was developed in line with Rayhanul-Islam's (2016:1) recommendation that mainstreaming of anti-corruption education into formal curriculum through key attributes of transparency, accountability, social control and equity (ethics in education) is very important. Therefore, when asked the above question all participants recommended several content themes based on their lived experiences as Zimbabwean citizens. The overarching theme emerging from participants' responses was that there is need to develop an appropriate, citizen/learner friendly and comprehensive anti-corruption education curriculum that reflects the existential needs and interests of the Zimbabwean general citizenry. Recurring sub-categories associated with this theme were: (a) the conceptual understanding of anti-corruption education, (b) themes from the Zimbabwean socio-cultural, political and

economic experiences and (c) best practices anti-corruption education. In the next sub-sections the researcher summarizes these sub-categories.

### **5.8.1 The conceptual understanding of anti-corruption education**

One of the core sub-categories surfacing from participants' responses pertaining to content themes to be included in an anti-corruption education curriculum for Zimbabwean public secondary schools was the conceptual understanding of anti-corruption education. Participants PA, FG3 and FG4 pointed out that in the introductory and preliminary sections of the curriculum for combating corruption it would be prudent to include the definitions of corruption, anti-corruption and anti-corruption education. Other topics to be addressed under conceptual understanding of anti-corruption education suggested by study participants were the history of corruption, its determinants, manifestations and measures for combating corruption to enhance academic achievement. Some of the participants (PB, FG1, FG2 and FG4) as well stated that the concepts of good governance and values of transparency and accountability should be included in the conceptualizations of anti-corruption education.

The above findings are supported by the following comments from some of the participants:

- Secondary school learner: I propose the following topics: the concept and nature of corruption in education, the importance of combating corruption, causes and forms of corruption in education and how they affect learner academic achievement (*FG1, final year secondary school learner, interviewed on 10 August 2017*).
- Secondary school learner: From my own point of view, I believe the first topic should be what corruption in education is and then one goes on to identify how it happens and how to combat corruption through instilling anti-corruption values in learners so that they grow up with *zero tolerance to corruption* attitudes (*FG4, final year secondary school learner, interviewed on 27 July 2017*).

### 5.8.2 Themes from Zimbabwean socio-cultural and economic experiences

In addition to the foregoing, many participants (PA, PB, PC, PD and FG1-4) recommended themes they thought would specifically reflect the experiences of Zimbabwean people socially, culturally, politically and economically. For instance, one of the major themes most participants wanted to be included in an anti-corruption education curriculum for Zimbabwean public secondary schools was the issue of upholding values of *ubuntu/hunhu (personhood)* in nearly all transactions. Hunhu/ubuntu would encourage learners in schools to develop and embrace the communal attitudes and spirits of unselfishness and individualism and participate actively in anti-corruption related activities and initiatives. The Zimbabwean current secondary school education curriculum was hailed based on its strong values on integrity.

It would be important to identify themes in the Zimbabwean secondary school education curriculum that have elements of combating corruption to improve and develop common measures of addressing the problem of corruption in education. Some of the participants (PSA-2 and FG1) wanted ethics to be included as a major theme in a curriculum designed to combat corruption in education. It was argued that ethics in education would help in producing teachers and learners who are responsible and morally-upright citizens. Other participants (PSB-2, PN, PM, PN and FG4) wanted related themes such as understanding corruption, factors that cause corruption, nature of corruptive policies and practices, evils and effects of corruption, measures for combating corruption and challenges in combating corruption.

Typical participants' responses consistent with the above findings are as follows:

- Participant PC: Anti-corruption education programmes for Zimbabwean secondary schools should be designed in such a way that learners are motivated to identify issues of concern and take action that promotes anti-corruption behaviours (*Secondary school principal, twenty-eight years' experience, interviewed on 27 July 2017*).

- Participant PD: Through anti-corruption education, learners should be empowered to take personal and collective responsibility in combating corruption for the common good; and serve to make a positive difference to others at school and in community (*Secondary school principal, twenty-three years' experience, interviewed on 27 July 2017*).
- Participant PSA-2: Themes for inclusion in the curriculum should develop learners to have a sense of belonging to his community and nation which makes him/her to meaningfully contribute towards corruption prevention initiatives (*Parent, seven years with the school, interviewed on 14 August 2017*).
- Participant PN: the themes must enable learners to show commitment to social cohesion on all efforts to combat corruption by appreciating diversity in society as well as to have an awareness of the ethical consequences of engaging in corrupt activities (*Curriculum planner, thirty years' experience, interviewed on 23 August 2017*).

### **5.8.3 Best practices anti-corruption education themes**

Additionally, all participants proposed broader and comprehensive themes that would help in exposing the best practices in combating corruption across the globe. For example, broader themes such as discovering corruption in the immediate environment, understanding corruption in Zimbabwe and appreciating the anti-corruption initiatives in the region, continent and world we live in were recommended for inclusion in an anti-corruption education curriculum for Zimbabwean public secondary schools. It was evident from themes recommended by the various participants that they wanted an anti-corruption education programme that would promote collective efforts in combating corruption. Participants PM, PN and PD underlined the need to develop an anti-corruption education programme that produces ethical people who shun, refuse, reject, resist and report corruption at all cost.

Participants' comments that support the above findings are as follows:



- Secondary school learner: In public secondary schools I suggest a topic such as ‘the importance of fighting corruption in Zimbabwe’ (*FG 4, final year secondary school learner, interviewed on 27 July 2017*).
- Secondary school learner: I think a topic that explores the basic/fundamental human rights for Zimbabwean citizens as provided for by law is important because if we are to have anti-corruption education in this country everyone must be fully aware of his or her rights or basic entitlements (*FG2, final year secondary school learner interviewed on 10 August 2017*).

The previous section has presented participants’ views on themes for public secondary schools’ education curriculum. It has emerged that the themes must be governed by content that is drawn from Zimbabwean socio-cultural experiences. In addition, it was highlighted that the themes should incorporate best practices anti-corruption education themes. The next section presents the data that was gathered using the documentary analysis guide.

## **5.9 DOCUMENT ANALYSIS**

In this section, the findings obtained from the documentary analysis of the vision and mission statements and the core values that govern the public secondary schools will be presented, analysed and interpreted. Furthermore, some related documents that include the main secondary school curricula and the Auditor-General’s report will be used to provide documentary evidence for analysis. The core values, vision and mission statements of the Ministry of Primary and Secondary Schools were analysed to establish whether anti-corruption education is being offered to combat corruption in the existing Zimbabwean public secondary school education programmes.

The four schools’ formulation of their mission statements is governed by the ‘mother’ broad ministerial vision and mission statements. This research enquiry will thus enable the researcher to recommend anti-corruption initiatives based on documentary findings. As earlier on indicated in the methodology chapter of this study, the aims and objectives

were focused on gaining access to and analysing the secondary school education curricula in respect of their thrust on combating corruption.

It is therefore critical to acknowledge and note that the researcher conducted documentary analysis on the core values, vision and mission statements and the secondary school education curricula for the four-selected public secondary schools. Accordingly, the above the core values, vision and mission statements for the four-selected public secondary schools were analysed by the researcher since they reflect the so-called summation of the 'Clients Service Charter' which in turn regulates the conduct of both internal and external clients and the relevant stakeholders that transact with the ministry through schools, including the public and what they intend to become in the future (Government of Zimbabwe, 2017:2). It was established that central to the Clients Service Charter(CSC) was the main elements of 'ubuntu/hunhu' which is perceived as the basic ingredient in all efforts meant to advance the successful combating of corruption.

Transparency international (2016) maintains that all anti-corruption initiatives are dependent on the extent to which society places value on moral uprightness, which is a key virtue of ubuntu. It was further found out that transparency, accountability and integrity are among the core values that all public secondary schools are founded on. Thus, this is promoted by the spirit of fair competition within the context of inclusivity as stated in both the vision and mission statements respectively.

In doing so, the researcher critically examined the public secondary school education curricula considering that the curriculum or syllabus is the initial formal mechanism in which the learners interface with any teaching and learning materials under the 'auspices' of the school (Giddens, 2010:14). For the purposes of effective and sound data presentation, analysis and interpretation in this section and to specify the sources of documentary data, the following symbols will be used in reporting the findings:

DPSS-A representing documents from public secondary school A, DPSS-B representing documents from public secondary school B, DPSS-C representing documents from public

secondary school C and DPSS-D representing documents from public secondary school D.

The table that follows provides a summary of the documents analysed for the purposes of this research.

**Table 11: Summary of the documentary analysis process in the four public secondary schools according to policy documents and source**

Public secondary school	Documents analysed	Source
A	Vision and Mission statements Core values Auditor General reports Public secondary school curricula	Principal's Office
B	Vision and Mission statements Core values Auditor General reports Public secondary school curricula	Principal's Office
C	Vision and Mission statements Core values Auditor General reports Public secondary school curricula	Principal's Office
D	Vision and Mission statements Core values Auditor General reports Public secondary school curricula	Principal's Office

Source : Researcher's own creativity notes

The previous section has presented, analysed and interpreted the findings obtained from the documentary analysis of the vision and mission statements and the core values that govern the public secondary schools. The next section focuses on the content of the schools' vision and mission statements.

## **5.10 THE CONTENT OF THE SCHOOLS' VISION AND MISSION STATEMENTS**

The major thrust in the documentary guide focused on the content of the four-selected public secondary schools' vision and mission statements and the extent to which they

reflected efforts to combat corruption. The analysis was mainly focused on the core values, skills, attitudes and teaching and learning outcomes that were identifiable from the public secondary schools' vision and mission statements. To accomplish this undertaking, the researcher initially recorded the vision and mission statements for the four selected educational institutions. An overarching theme emerging from the data analysis was that anti-corruption initiatives are embedded and are clearly mentioned in the two public secondary schools' vision and mission statements. The two sub-categories emanating from this theme were: (a) the public secondary schools' core values, vision and mission statements and (b) the vision and mission statements' relevance to combating corruption. These sub-categories are discussed below.

#### **5.10.1 Public secondary schools' core values, vision and mission statements**

At the time the documentary analysis was conducted in 2017, secondary school A to D's universal ministerial vision was: *To be the leading provider of quality education, sport, arts and culture for the development of united, well-educated Zimbabweans who are patriotic, balanced, cotitive, self-reliant with hunhu/ ubuntu* (DPSS-A to D, analyzed on 21 July 2017). In addition, the universal ministerial mission statement for the same secondary schools was: *To promote and facilitate the provision of high quality, inclusive and relevant Early Childhood Development (ECD) Primary and Secondary Education, Life-long and Continuing Education, Sport, Arts and Culture* (DPSS-A, analyzed on 21 July 2017).

As reflected in the core values, vision and mission statements above, the issues relating to attributes of combating corruption are ingrained, espoused and implicitly and explicitly pronounced or mentioned in the four-selected public secondary schools' vision and mission statements. The major ministerial core values identifiable from the four public secondary schools' vision and mission statements were commitment, integrity, empathy, transparency and team work. These core values are useful as contributing to efforts meant to combat corruption although the vision and mission statements examined in this study did not directly point or make a deliberate mention of any commitment to anti-

corruption education. Moreover, the core values of anti-corruption education such as accountability, meritocracy, honesty and impartiality (ZACC,2016:3) were not explicitly expressed in the vision and mission statements for the four public secondary schools suggesting that there is a perceived lack of formal anti-corruption education in these public secondary schools.

### **5.10.2 Vision and mission statements' relevance on combating corruption**

The skills, attitudes, teaching and learning outcomes projected in the four-selected public secondary schools' vision and mission statements were examined critically to establish if they reflected anti-corruption education or any deliberate efforts to combat corruption. The skills of patriotism, self-reliance, competitiveness and inclusivity were expressed in the public secondary schools' ministerial vision and mission statements. The teaching and learning outcomes reflected in the four public secondary schools' vision and mission statements revealed that both seek to produce quality and competent learners who are responsible citizens. The major findings from the documentary analysis revealed that, while there was no deliberate mention or reference to combating corruption/anti-corruption education in the vision and mission statements for the selected public secondary schools, it may seem that the mentioned key attributes and skills are considered as core to instill some anti-corruption behaviours among learners. The next section focuses on the Zimbabwean public secondary school education curricula.

## **5.11 THE ZIMBABWEAN PUBLIC SECONDARY SCHOOL EDUCATION CURRICULA**

The researcher analysed the secondary school curricula, apart from the vision and mission statements discussed earlier, to establish whether schools are investing energy in initiatives to combat corruption to enhance learner academic achievement in Zimbabwean public secondary schools to recommend the subsequent introduction of 'education for combating corruption'. A total of twenty centralised and universal syllabi from the four-selected public secondary schools were analysed by the researcher

between 13 July 2017 and 25 August 2017. The syllabi examined constituted the secondary school curricula for the four public secondary schools. The documentary analysis of the secondary curricula focused on the broad aims and objectives, the content and substance, proposed teaching-learning strategies and the expected learner outcomes.

The major recurring/emerging theme from the documentary analysis of the secondary school curricula was that 'education for combating corruption'/anti-corruption education is not offered as a separate subject in Zimbabwean public secondary schools. Sub-categories developing from this theme were: (a) the nature of curriculum organisation in Zimbabwe, (b) the elements of 'anti-corruption education' in the curricula, (c) teaching and learning strategies for combating of corruption and (d) learner assessment procedures and methods and the combating of corruption. These sub-categories are discussed in the following sub-sections.

#### **5.11.1 The nature of curriculum organisation in Zimbabwe**

The researcher also explored the area of curriculum organisation in public secondary schools in Zimbabwe. This was guided by the focus of the study which sought to develop explanations of how corruption can be combated to increase learner academic achievement. The findings from the documentary analysis revealed that the curricula at public secondary schools in Zimbabwe are organised into four major areas, namely Arts, Sciences, Commercials and Technical subjects. According to Gambanga (2017:1) the broad-based new secondary school curriculum is comprised of subjects such as Maths, English Language, General Science, Indigenous Languages, Agriculture, Physical Education, Sport and Mass Display and Heritage Studies, Computer Science, Geography, Physics, Chemistry, Biology, Additional Mathematics, Pure Mathematics, Statistics, History, Commerce, Economics, Principles of Accounts, Design and Technology, Food Technology, Metal Technology and Design, Home Management and Design and Technical Graphics and Design.

The secondary school curriculum is centralised, implying that the government's curriculum development has universal disciplines that fall within the broad areas highlighted above. In secondary school's A -D, Arts is made up of key disciplines such as all language subjects, History and Geography. Sciences is made up of key disciplines such as Biology, Chemistry, Physical Science and Mathematics. On the other hand, commercials are made up of key disciplines such as Commerce, Economics and Commerce. The fourth component of the education curricula in Zimbabwean public secondary schools is technical subjects. The core subjects under technical studies are Information Communication Technologies and Computer Sciences (DPSS-A to D, analysed on 21 July 2017).

Results of the documentary analysis of all the secondary school education curricula revealed that through commercials, secondary school learners in Zimbabwean public secondary schools are equipped with the knowledge, skills, attitudes, attributes and values on combating corruption through an introduction to ethics in general. Additionally, Arts studies provide secondary school learners with knowledge, attitudes and skills in managing the attributes of ubuntu/hunhu through religious and cultural teachings.

The other component in the Zimbabwean public secondary schools is that of Information Communication Technology and is critical in corruption management nowadays since computerisation is as susceptible to manipulation as are paper documents. Findings from the documentary analysis revealed that a significant range of major subject areas are offered in the secondary schools studied. Each secondary school learner in secondary A -D is required to compulsorily take on subjects such as Maths, English Language, General Science, Indigenous Language (ChiShona), Agriculture, Physical Education, Sport and Mass Display as well as Heritage Studies upon registering for Ordinary Level examinations and must choose at least three main academic subjects that he or she will study for the purposes of pursuing Advanced Level studies. (Ministry of Primary and Secondary Education, 2016). On the other hand, most academic subjects offered in secondary schools A-D do not have a specific thrust on combating corruption (DPSS-A to D, analysed on 21 July 2017).

### 5.11.2 The elements of ‘anti-corruption education’ in the curricula

Having carefully examined the way Zimbabwean public secondary schools are organised, the researcher proceeded in assessing the curricula contents to determine if there were elements of anti-corruption education. A total of twenty-five syllabi constituting the curricula for the four-selected public secondary schools were analysed. It is imperative to note that the concept of ‘combating corruption’ to enhance learner academic achievement was not mentioned in any of the syllabus documents that were critically examined for the purposes of this study. The word ‘anti-corruption education’ did not even appear in any of the syllabi from secondary A-D.

However, some implied elements of anti-corruption education were found in five of the twenty syllabus documents analysed by the researcher. Elements of honesty, transparency, ubuntu/hunhu and impartiality/fairness and accountability were reflected in the course descriptions, aims and objectives or content topics of some syllabi. In some instances, the course descriptions and their broad aims and objectives could suggest the desire to inculcate issues linked to combating corruption though the syllabus topics did not point to /mention or intentionally indicate such linkages. Elements of anti-corruption education implied in some of the subjects offered in the secondary school programmes at the four-selected public secondary schools involved in this study are summarized in the table that follows:

**Table 12: Subjects in the secondary school curriculum and infusion of elements related to combating of corruption**

	<b>Total</b>	<b>Identified subjects with elements of combating corruption</b>	<b>Percentage</b>
Compulsory subjects	7	Heritage studies	14.3%
Optional/elective subjects	18	Commerce, Economics, History, Principles of Accounts	22.2%

Source : Ministry of Primary and Secondary Education, 2016.



Below are examples of extracts from the secondary documents supporting the findings provided below.

- One of the aims of the Heritage Studies syllabus for secondary A-D is to: *It develops a spirit of national consciousness and moulds the human character which is the foundation of Unhu/Ubuntu/Vumunhu (societal norms and values).* (DPSS-A to D, analysed on 18 August 2017).
- The preamble for the History syllabus for secondary A-D emphasizes that: *the subject should help learners to acquire an informed and critical understanding of social, economic and political issue facing them as builders of a developing nation. In addition, it should foster an understanding and an appreciation of issues concerning population, human rights and democracy* (DPSS-A to D, analysed on 18 August 2017).
- One of the seven aims of the Commerce syllabus for secondary A-D is to: *develop an awareness of the environment within which commercial activities take place* (DPSS-A to D, analysed on 18 August 2017).
- One of the seven aims of the Economics syllabus for secondary A-D is to: *provide a clear understanding of economic problems peculiar to Zimbabwe and other developing countries and their relationships with the developed world* (DPSS-A to D, analysed on 18 August 2017).
- One of the nine aims of the Principles of Accounts syllabus for secondary A-D is to: *help learners to: acquire practical skills in understanding the accounting techniques and procedures appropriate to business organizations and the implications of these* (DPSS-A to D, analysed on 16 August 2017).

### **5.11.3 Teaching and learning strategies for combating of corruption**

In this study, the teaching and learning strategies and methods used in Zimbabwean public secondary schools were critically examined to establish the extent to which they could facilitate the combating of corruption within different teaching-learning environments. The perennial finding was that in all the twenty syllabi analysed by the

researcher, the 'banking method' or the lecture method was given top priority in terms of being listed, implying its popularity in Zimbabwean public secondary schools. Anti-corruption education pedagogy requires strategies that promote critical thinking and reflective learning as opposed to the lecture method. In addition, the various syllabi examined by the researcher revealed that participatory teaching/learning strategies were also used in complementing the lecture methods such as role playing and the devil's advocate.

Based on the syllabi analysed, it was noted that the following participatory teaching-learning strategies were proposed: simulations, brainstorming, role play, use of resource persons, question and answer, debates, poetry, use of exhibitions and field trips. Therefore, the results of the documentary analysis revealed that most of the teaching-learning strategies and techniques used in Zimbabwean can complement the traditional 'banking method' in order to stimulate reflective thinking among learners which may in turn motivate learners to take part in combating corruption initiatives. UNDP (2011:13) is of the view that participatory teaching-learning methods suggested in the secondary school curricula are at the core of anti-corruption education pedagogy.

#### **5.11.4 Learner assessment procedures and methods**

Another critical area of concern in the documentary guide focused on learner assessment procedures used in Zimbabwean public secondary schools and the extent to which they could assist in combating corruption. The core sub-category surfacing from the data analysis was that the existing learner assessment procedures used in Zimbabwean public secondary schools have the great potential of promoting the combating of corruption. Accordingly, all syllabi analysed for the purposes of the study specified the assessment criterion of modifying behaviours of learners, an assessment punctuated by a statement of promoting ubuntu/hunhu among learners. Based on the documentary analysis, two types of learner assessment were proposed in Zimbabwean public secondary schools, namely formative and summative assessments.

Evidence from the documentary analysis revealed that the four-selected public secondary schools that participated in the current study are using these types of assessments. For example, formative assessment in all public secondary schools comprises oral and written assignments, tests and practical tests that have a bearing on promoting moral uprightness among learners. Summative assessment, on the other hand, consists of final examinations which are administered in secondary schools after the four and six-year courses respectively. The learner assessment procedures revealed that attributes like honesty and trustworthiness are also rewarded in these public secondary schools and this has a positive impact on combating corruption. However, what was missing from all the syllabi examined by the researcher was information pertaining to sanctions that are given to learners who fail to comply with set procedures that have an indirect effect on combating corruption.

Despite this shortcoming, findings from the documentary analysis suggested that current learner assessment procedures in Zimbabwean public secondary schools are comprehensive and provide all learners with the chance to model their behaviours towards combating corruption. Thus, the assessment processes are conducted on a non-discriminatory basis and the various syllabi analysed by the researcher revealed that learners are assessed in a professional and transparent manner that promote the combating of corruption.

## **5.12 DOCUMENTARY ANALYSIS OF THE AUDITOR-GENERAL'S REPORT**

In this section, the researcher provides an analysis of the 2015 and 2016 findings of the Auditor-Generals (AG's) report. The duties of the AG as set out in the Constitution of Zimbabwe and amplified in the Audit Office Act [Chapter 22:18] are, in addition to examining, auditing and reporting on accounts of all persons entrusted with public monies or state property, to audit all provincial and metropolitan councils and all local authorities, and at the request of Government carry out special audits of the accounts of any statutory body or government controlled entity (Office of the Auditor-General of Zimbabwe, 2017: ii). Therefore, in analysing the findings, the researcher documented extracts from the

2015 and 2016 audit reports that are related to the subject under investigation. The documents were analysed by the researcher on 18 August 2017.

**Table 13: Audit report observations relating to Ministry of Primary and Secondary Education 2015-6**

Audit Year	Auditor General's Observations
2015	<ul style="list-style-type: none"> <li>• <i>The Ministry of Primary and Secondary Education revealed that certain schools have not been subject to an internal audit since 1980. (World Bank report)</i></li> <li>• <i>The AG, which uses risk profiling to determine which institution to audit, has always found the Ministries of Home Affairs, Health and Child Welfare, and Primary and Secondary Education as entities with the highest risk of funds abuse.</i></li> <li>• <i>The Public Service, Labour and Social Welfare ministry misappropriated about \$500 000 which was earmarked for the Basic Education Assistance Module (BEAM) to purchase food hampers for officials at a period in which the Government is failing to clear the outstanding tuition and examination fees for disadvantaged pupils.</i></li> <li>• <i>BEAM is based on a policy and legal framework that is designed to provide quality education to children, including specific policies aimed at supporting orphans and vulnerable children. In her December 31, 2015 report, Ms Mildred Chiri (The Auditor-General of Zimbabwe) highlighted that Zimbabwe's Treasury department, through the Ministry of Finance and Economic Development, released \$7 million to the Public Service, Labour and Social Welfare Ministry for BEAM, but half a million dollars was misappropriated and used to purchase food hampers for staff. The Ministry of Puplic service, Labour and Social Welfare has been failing to pay school fees for thousands of disadvantaged children. It owes schools around \$27 million dollars.</i></li> <li>• <i>160 headmasters, deputy headmasters and teachers were found to be absent from their schools without official leave of absence. Forty-eight school heads, 10 deputy headmasters and 106 teachers were not available on the day of the head counts.</i></li> <li>• <i>96 % of the ghost workers are from the Primary and Secondary Education ministry</i></li> </ul>
2016	<ul style="list-style-type: none"> <li>• <i>The Auditor General's 2016 audit report reveals widespread abuses of public funds, showing that government ministries have tended to under-staff and under-resource the internal auditor position undermining its effectiveness.</i></li> <li>• <i>"Honourable VP, the Ministry of Primary and Secondary Education got a \$20 million loan facility, but strangely it is constructing schools in urban areas like Kuwadzana, yet here parents are being asked to mould bricks, scrounge for money for roof sheets for the schools; yet we all know that most of them are not gainfully employed.</i></li> </ul>

Source: Office of the Auditor-General of Zimbabwe, 2017.

The documentary analysis has revealed that there are several irregularities that were noted in the education sector. Therefore, the need for an anti-corruption education in this

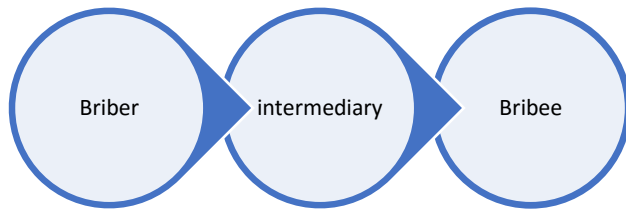
regard cannot be overstated, and the sub-category theme in this analysis may suggest that corruption in education is prevalent because of weak systems that may provide vast opportunities for perpetrators.

The previous section has dealt with the presentation of data from the documentary analysis that was undertaken by the researcher. The next sub-section presents the summary of the data analysis based on the theoretical framework.

### **5.13 SUMMARY OF DATA ANALYSIS BASED ON THE THEORETICAL FRAMEWORK**

This section presents the summary of data analysis based on the relevant theoretical framework that was used to inform this study. It provides the overview of the objectives of the study in relation to what was obtained in the context of the relevant theoretical framework. The study used the game theory, strain theory, principal-agent theory, symbolic interactionism theory, development theories (modernization and under-development) and the 'spoon' theory respectively.

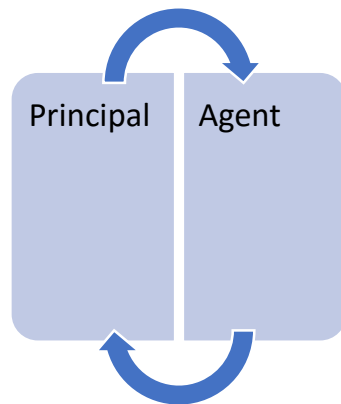
The data presented has shown that there are several factors that influence corruption prevalence in Zimbabwean public secondary schools. The game theory maintains that most corrupt practices in the schools and educational institutions are caused by involvement of perpetrators who act as intermediaries. The data presented revealed that most participants pointed to the fact that in most cases a third party is involved in soliciting bribes from victims of corruption. Therefore, the data has suggested the emergence of a matrix illustrated as:



**Figure 5.1: principal- agent theory dynamics A**

*Source: Researcher's own creativity notes*

One of the major factors was collusion between the principals and their subordinates. This confirms the arguments by the principal agent theory which posits that the relations may culminate in some concealment of transactions resulting in prevalence of incidences of corruption. The relationship between the principal and agent can be interpreted using the illustration that follows:

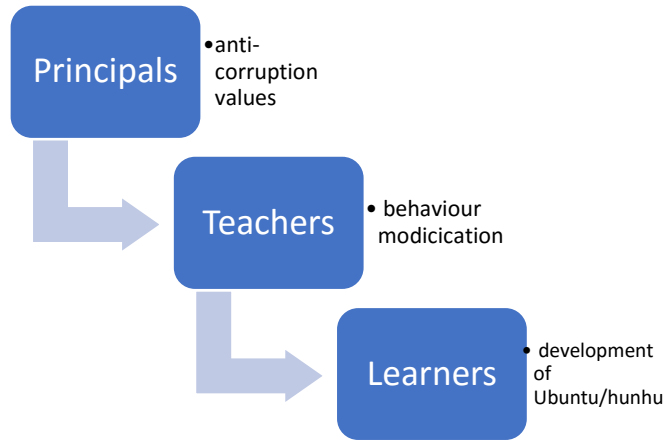


**Figure 5.2: principal- agent theory dynamics B**

*Source : Researcher's own creativity notes*

Similarly in some cases, corrupt practices are learnt and teachers and learners may copy the wrong acts particularly in situations where ill-gotten wealth is glorified. This confirms the assumptions of the symbolic interactionism which posit that shared meanings and values may be developed leading to emergence of some corrupt practices. The illustration

that follows presents the step down process as a result of interactions that may cause learners to develop some cultures and values that perpetrate corruption.



**Figure 5.3: symbolic interactionism theory dynamics**

*Source : Researcher's own creativity notes*

The data presented has further revealed that competition for scarce resources may lead to some strain, thus resulting in other teachers and learners developing some positive attitudes towards amassing resources in some unethical way. This confirms the assumptions of the strain theory which maintains that corrupt practices may arise through competition. The illustration below presents the antagonism that may arise due to the strain:

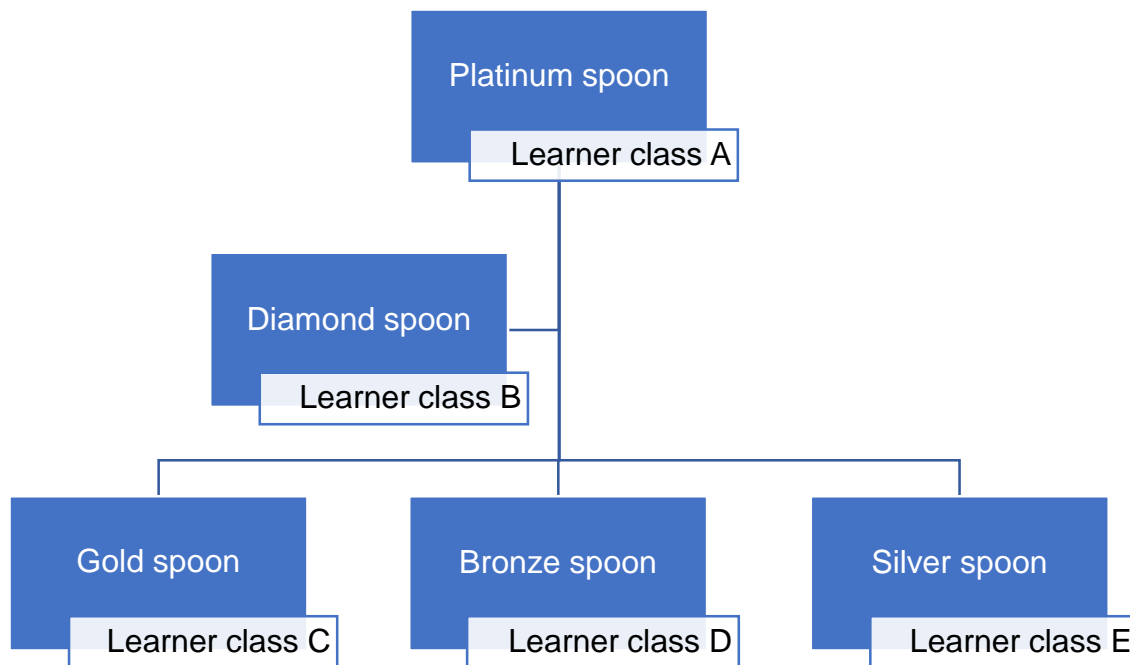


**Figure 5.4: strain theory dynamics**

*Source : Researcher's own creativity notes*

Related to this issue of resources is the aspect of poverty in society. The development theory exponents argue that poverty in society has high chances of causing corruption. Data presented revealed that participants were of the view that kickbacks and bribes that were received by teachers and principals were due to their vulnerability to poverty.

Furthermore, the 'spoon' theory argues that in society there are various social classes which have different economic lifestyles. To that end, some people may engage in corrupt practices in order to gain a financial benefit. The illustration that follow presents the overview outlook of the classes with reference to the 'spoon' theory.



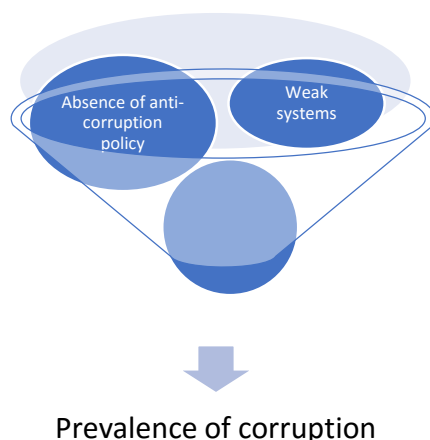
**Figure 5.5: 'spoon' theory dynamics**

*Source : Researcher's own creativity notes*

The data presented showed that the importance and benefit of fighting corruption in Zimbabwean public secondary schools cannot be overstated. Among the benefits, participants were of the view that corruption-free school environments are ideal settings



for promoting the academic achievement of learners. On the contrary, data presented indicated that corruption is a threat to development. The data presented confirmed that corruption is caused by weak systems in schools.



**Figure 5.6: corruption prevalence dynamics**

*Source : Researcher's own creativity notes*

Thus, the modernisation theory posits that in society there are internal deficiencies such as absence of an anti-corruption culture.

The data from documents suggested that policies and procedures are effective strategies for combating corruption, but their absence may result in high prevalence of corruption in schools. On the other end, the data provided much evidence to suggest that there are challenges/constraints associated with the fight against corruption in Zimbabwean public secondary schools.

The basic assumptions of the various theories that were used to inform the study may seem to converge on the fact that corruption is a social problem and has negative effects on learners' academic achievement in Zimbabwean public secondary schools.

The previous section has analysed the data presented on the grounds of relevant theoretical framework that was used in informing the current study. The next section

presents the conclusion of the entire chapter on data presentation, analysis and interpretation.

#### **5.14 CONCLUSION**

In this chapter, data from this study were presented, analysed, interpreted and discussed to address the research problem and to answer the research questions raised in chapter 1 of this thesis. In doing so, several themes and sub-categories emerged from the data analysis that assisted in explaining the rationale for combating corruption in public secondary schools in Zimbabwe. A central and recurring theme surfacing from the data analysis was that corruption is negatively affecting Zimbabwean public secondary schools and these institutions are currently not offering anti-corruption education as a subject. Thus, the lack of anti-corruption education in Zimbabwean public secondary schools provided convincing evidence that learners churned by these institutions into society are not fully equipped to take initiatives aimed at combating corruption later in their lives in society and in the communities where they live.

A related theme emerging from participants' views, opinions and perspectives was that the collective combating of corruption would benefit Zimbabwe as a country as it could facilitate the building and sustaining of corruption-free environments in schools that are necessary for sustainable learner academic achievement. Participants PA, PSB-1, PM and PD confirmed that combating corruption in public secondary schools is impacted by the absence of a standalone 'anti-corruption education discipline' in the new curriculum in Zimbabwe.

It was therefore interesting to note that even though Zimbabwean public secondary schools are not offering the subject area anti-corruption education, all the fifty-four participants in this study backed proposals for introducing this subject in these educational institutions. All participants hailed the introduction of anti-corruption education in Zimbabwean public secondary schools on the basis that this would assist in the process of combating corruption leading to enhancing sound learner academic

achievement. There was a general consensus among participants that teachers in Zimbabwean public secondary schools require institutional capacity building in 'education for combating corruption' for them to be able to handle issues related to the combating of corruption in schools and communities. Therefore, teachers were viewed by study participants as central cogs or role models whom, if adequately equipped with the necessary anti-corruption tools and techniques, would help in disseminating ideal values for combating corruption in schools and consequently contributing to the creation 'corruption-free' school environments.

Additionally, study data revealed the great and urgent need to develop an anti-corruption education curriculum that reflects the needs and aspirations of the general citizenry of Zimbabwe. Participants who included curriculum policy makers, parents, public secondary school principals, senior teachers and final year secondary school learners suggested several aims and content themes that they wished to be incorporated in a broad-based curriculum for combating corruption in Zimbabwean public secondary schools, informed by their lived experiences and general interactions with corruption as a social problem across society. Furthermore, potential and possible hinderances, constraints, challenges and problems that could derail the collective efforts meant for combating corruption in Zimbabwean public secondary schools were explored by participants. It was worth noting, however, that all the participants were positive and felt encouraged to engage in a vibrant *journey* of combating corruption, motivated by the belief that all potential threats to the envisaged anti-corruption crusade in Zimbabwean public secondary schools could be overcome. Based on the findings, an analytical review sufficiently demonstrates the possibilities for introducing an independent/standalone subject to assist initiatives of combating corruption in Zimbabwean public secondary schools. Data from this study have provided evidence that the multi-agency response in addressing the problem of corruption in public secondary schools is a worthwhile endeavour necessary for enlisting collective public support from all stakeholders aimed at combating it in educational institutions.

It is therefore imperative to acknowledge that the data gathered using three phenomenological methods including semi-structured interviews, focus group interviews and documentary analysis were useful as they enabled the researcher to address the main research question and the sub-research questions respectively. To this end, this study submits that, based on the data, a comprehensive programme for combating corruption can be developed for public secondary schools. Thus, the study data can be used as a basis for developing an all-inclusive broad-based curriculum for combating corruption in Zimbabwean public secondary schools. Therefore, data of this research study have enabled the researcher to provide answers to the key research questions and to achieve the aims and objectives of the entire study.

In the next chapter of this study, the researcher will provide the key findings emerging from this study based on the presented data .

## **CHAPTER 6 : PRESENTATION OF FINDINGS**

### **6.1 INTRODUCTION**

This chapter presents the findings from the semi-structured interviews, focus group discussion, documentary analysis procedures and the observational schedules. The findings were presented, analysed and interpreted in the context of relevant theoretical framework. The findings are from semi-structured interviews with four (4) secondary principals and eight (8) senior teachers, two (2) curriculum planners, eight (8) parents and focus group interviews with thirty-two (32) final year secondary school learners. Several themes and related sub-categories emerged from the data analysis that helped in explaining why and how corruption should be combated in public secondary schools in Zimbabwe as a separate study area/discipline.

### **6.2 SUMMARY OF FINDINGS FROM SEMI-STRUCTURED AND FOCUS GROUP INTERVIEWS**

All the thirty-two participants indicated that anti-corruption education is not being offered as an independent subject area in their secondary schools and thus suggesting that secondary school learners produced at Zimbabwean public secondary schools are not adequately prepared to actively combat corruption to enhance sustainable academic achievement in schools. It emerged from the study that the proposals for introducing anti-corruption education in public secondary schools in Zimbabwe were strongly supported by all participants.

The findings further revealed a consensus among participants that anti-corruption education will effectively benefit Zimbabwe as a nation. Participants' perspectives revealed that if corruption is to be effectively combated, anti-corruption education should be introduced in Zimbabwean public secondary schools. This implies that all relevant stakeholders such as secondary principals, teachers, secondary school learners, policymakers, parents and programme-makers should play instrumental and leading

roles in ensuring the designing and implementation of an appropriate curriculum in the public secondary schools.

Additionally, teachers were regarded by all participants as role models and torch-bearers whom, if equipped with the necessary tools for combating corruption, would disseminate the educative anti-corruption messages within the schools and communities at large. Therefore, while there were several determinant factors that participants felt could inhibit combating corruption in public secondary schools in Zimbabwe, all participants were optimistic and positive that there were vast opportunities and possibilities for combating corruption particularly through introducing anti-corruption education in these educational institutions. In addition, it was highly discernible from participants' comments during semi-structured interviews and focus group interviews that the introduction of anti-corruption education in Zimbabwean public secondary schools was not only an option but something which was inevitable. What emerged and surfaced from the data analysis was the fact that, for schools to successfully combat corruption, it would be prudent to engage with and consult the key stakeholders in secondary school education such as secondary school principals, teachers, parents, secondary school learners, policymakers and programme-makers.

The next section focuses on the presentation and analysis of findings from the documentary analysis of the secondary school education curricula and the related policy and strategic documents for the four-selected public secondary schools where this study was conducted.

### **6.3 SUMMARY OF FINDINGS FROM THE DOCUMENTARY ANALYSIS**

In this section findings from the documentary analysis of the vision and mission statements, the secondary school curricula for the four-selected public secondary schools and the Auditor-General's (AG's) report were presented, analysed and interpreted. The results of the documentary analysis corroborate well with the earlier findings from the semi-structured interviews with secondary principals and senior teachers that in

Zimbabwean public secondary schools there is lack of an education that is meant to combat corruption. Furthermore, there is no evidence of the mention of the term 'anti-corruption education' in the ministerial vision and mission statements governing the selected four Zimbabwean public secondary schools where this study was conducted. On the other hand, reference to the term 'anti-corruption education' is only evident and implicitly connected to the aims of five subjects in the secondary school curricula.

Five (5) out of twenty-five (25) syllabus documents that were analysed by the researcher revealed some pockets of elements of education for combating corruption. However, it is imperative to acknowledge that the anti-corruption themes are reflected in the aims and objectives of certain few subjects of the Zimbabwean public secondary schools' curricula. In dealing with education for combating corruption, many relevant approaches were put forward. It has been argued that anti-corruption initiatives in schools must be comprehensive, all-inclusive and should be somehow broad-based to incorporate aspects of morality, behaviour change and to instil the correct ethical values among learners (Education Policy Talk, 2014:2; Vittal, 2013:3; Transparency International, 2015:3). The documentary analysis further explored the area of secondary school education curricula with a review of teaching and learning strategies and the learner assessment procedures used in Zimbabwean public secondary schools.

Findings from the documentary analysis revealed that despite the traditional popularity of the 'banking method'/ lecture method and its subsequent utilization in Zimbabwean public secondary schools, participatory and learner-centred teaching and learning methods such as research, drama, role play, and debates are proposed in different syllabi analysed by the researcher. Based on the findings from the documentary analysis, it was established that the recommended assessment techniques or procedures in Zimbabwean public secondary schools are learner-centred and promote reflective thinking and attributes of ubuntu/hunhu, the key ingredients needed to create a sound base for 'education for combating corruption' in schools.

Therefore, the key findings from the documentary analysis of the critical selected documents including the secondary school education curricula and the relevant audit reports assisted the researcher in developing an insight into circumstances that constrain or support the introduction of anti-corruption education in Zimbabwean public secondary schools.

This section has presented and analysed the findings from the documentary analysis of the secondary school education curricula and the related policy and strategic documents for the four-selected public secondary schools. The next section presents the summary of key findings based on the research questions that guide the entire study. The key findings from the semi-structured interviews, focus group interviews and documentary analysis are going to be discussed in the following section with a view to answering the research questions and to address the aims and objectives of the current research study.

#### **6.4 SUMMARY OF KEY FINDINGS RELATING TO RESEARCH QUESTIONS**

In this section key findings from this study are summarised. Findings are presented according to the research questions that guided this study. The main research question was: *How can corruption in Zimbabwean public secondary schools be combated to increase academic achievement?*

##### **6.4.1 Overview**

Strategies to be employed in combating corruption in Zimbabwean public secondary schools are explored based on participants' recommendations and the prevailing socio-economic, cultural and political-governance conditions in Zimbabwe. Participants in this study were secondary school principals, senior teachers, curriculum planners and designers and final year secondary school learners. During semi-structured interviews with secondary principals, senior teachers, curriculum planners and focus group interviews with final year secondary school learners, participants suggested a variety of strategies that can be used to curb corruption in education. Principally, it was established



that the introduction of anti-corruption education as an independent subject/discipline in the curriculum for Zimbabwean public secondary schools was suggested. The following strategies for combating corruption that were suggested by study participants:

- There is great need to engage in joint campaigns for combating corruption with all the schools, the public and private sector.
- There is need to introduce education for combating corruption to the children when they are still young.
- The older generation should always be exemplary in their conduct to provide the younger generation with ideal models for combating corruption in education.
- There is need to engage curriculum policymakers and designers, hence the teaching of religious education in schools should be compulsory in all secondary schools.
- There is need to develop appropriate teaching and learning resources for combating corruption.
- There is need to uphold societal values of ubuntu/hunhu in society among stakeholders in education to combat corruption.
- There is need to prepare teachers through pre-service and in-service training to make them effective in handling the anti-corruption education.
- There is need to develop and pursue a re-branding drive to modify the current vision and mission statements for Zimbabwean public secondary schools to specifically target/focus the combating of corruption.

It will be reasonable to incorporate the above strategies in all the efforts to combat corruption in Zimbabwean public secondary schools to enhance learner academic achievement. The fight against corruption in education needs to include a variety of strategies that will help learners in understanding the effects of corruption on their teaching and learning encounters. For instance, a theme on transparency and accountability in education needs to be incorporated in the formal secondary school curriculum. Given this, it follows that there is need to use education as an avenue for

combating corruption. Education can play a decisive role in the fight against corruption and crime and the construction of a culture of legality (MPE, 2003).

However, what was missing from participants' strategies were the other key strategies like the mainstreaming of anti-corruption education across all public and private sector organisations and increased strengthening of anti-corruption bodies to make them effective, which the researcher argues need to be at the core of a successful programme for combating corruption. Apart from the foregoing, findings from this research study demonstrated that the intensive collaborative engagement with curriculum policy makers and designers is critical and unavoidable if the present Zimbabwean public secondary schools' curricula are to be modified to introduce anti-corruption education issues.

According to the findings from this research study, any curriculum innovations and modifications in Zimbabwean public secondary schools need to be sanctioned by the Ministry of Secondary and Primary Education who are the policymakers and custodian of all centralized syllabi documents.

The Government of Zimbabwe (2017:2) maintains that all curriculum reviews and innovations require the support, endorsement and approval of the Cabinet. In addition, the minister responsible is held accountable. Therefore, in the case of Zimbabwe, the Minister of Secondary and Primary Education has the prerogative of spearheading the introduction of anti-corruption education/education for combating corruption. Thus, in Zimbabwe it is imperative to engage the policymakers for them to develop policies that will facilitate the introduction of anti-corruption education at secondary school .

#### **6.4.2 Key findings from major research question**

Semi-structured interviews and focus group discussions were conducted with participants to find answers to the major research question. In addition, relevant documents were also reviewed considering the major research question. The following is a summary of the key findings from the main research question:

#### **6.4.2.1 Combating corruption through collaborative engagements**

Findings pertaining to the main research question underscored the need for combating corruption in public secondary schools that reflects the existential needs of the Zimbabwean teachers, parents and learner's citizens. Participants in the present research suggested a variety of strategies that can be adopted to combat corruption in Zimbabwean public secondary schools. Strategies suggested focused on three key areas which were the conceptual understanding for combating corruption, strategies reflecting policy interventions in Zimbabwe secondary school curricula and broader collaborative engagements in the fight against corruption that participants felt would help in developing a multi-agency response. In addition, findings from the study further showed that it will not be possible to introduce education for combating corruption without the permission and support of curriculum policymakers.

#### **6.4.2.2 Public secondary schools should offer anti-corruption education**

Many of the participants preferred a secondary school curriculum that clearly spells out the rationale for combating corruption in terms of its overall benefits and subsequent contribution to learner academic achievement. In addition, key content topics suggested by participants were on ubuntu/hunhu, ethics, patriotism, transparency and accountability, and the use of grassroots structures of local governance in cascading anti-corruption education across the nation. There was an intimate link between strategies that participants considered to be key aspects for combating corruption and the existing content topics these participants proposed for inclusion in the secondary school curriculum. It can therefore be argued that the themes/topics suggested by the study participants can be the foundation for designing an appropriate education for combating corruption for Zimbabwean public secondary schools. The superseding theme associated with this question was that the possibilities for introducing education for combating corruption in Zimbabwean public secondary schools are quite vast and should be capitalized. However, findings from this study revealed that several issues need to be

considered to adjust the existing 'new curricula' in Zimbabwean public secondary schools to incorporate education for combating corruption values.

#### **6.4.2.3 Teachers need formal preparation in anti-corruption education**

All participants in this study pointed out the importance of educating public educators/teachers in education for combating corruption so that they are empowered with the requisite skills and tools to introduce the subject in their future classrooms. Many participants acknowledged that public secondary school education was transformative and provided learners with fundamental knowledge and skills for combating corruption in real life situations. The overall image surfacing from participants' perspectives was that if teachers are prepared in education for combating corruption they will be able to confidently and devotedly deliver the subject matter to secondary school learners. Evidence from this study further validated the fact that public secondary school teachers have fundamental positions to play in pursuing education for combating corruption and other related anti-corruption initiatives.

It became apparent that Zimbabwean public secondary school teachers would greatly need formal preparation in education for combating corruption to assist learner academic achievement in public secondary schools. Findings from this study revealed the urgent need to develop the capacities of secondary school teachers in education for combating corruption to provide them with pedagogical knowledge to enhance their competencies. It was clear from the data analysis that public secondary school principals would require thorough induction, staff development and in-service training preparation to provide them with skills for combating corruption for them to create corruption-free school environments. Similarly, senior teachers would need to be exposed to comprehensive training and capacity building to gain knowledge and skills in education for combating corruption (OECD, 2012:14).

The collective formulation of an anti-corruption curriculum greatly requires engagement and backing of key players in schools such as secondary school principals, senior

teachers, secondary school learners, curriculum policy makers and parents. It follows that after the development of the education for combating corruption curriculum the next stage is to prepare teaching and learning resources. Study participants cited the absence or near absence of user/learner-friendly educative anti-corruption literature as a key hinderance in all efforts to convey an anti-corruption education discourse in Zimbabwean public secondary schools. It was highlighted that a new education for combating corruption would intensively need experts who will handle the subject in Zimbabwean public secondary schools. The teachers, especially the primary school teachers who interact with the learners at very young age, are in an important position to influence values and further develop the learners' capacity to combat corruption through various behaviour modelling and socialisation processes (Vittal, 2014:4).

Vittal (2014:5) further advances that:

*“the issue of the teachers’ role in fighting corruption therefore can be looked from two angles. The first is the individual angle of the teacher himself. To begin with the teacher himself must be honest and must have a feeling that in his role as a guru, he must become a role model and must walk his talk. One basic requirement for influencing people is to not only have a set of commitment but demonstrate the commitment in action.”*

Therefore, it can be concluded that teachers need training and support in anti-corruption education if they are to educate for a culture of zero tolerance to corruption within educational institutions. Transparency International (2016:14) based on experiences on combating corruption in Zimbabwe concluded that initial pre-service and in-service teacher training should offer opportunities for the development of anti-corruption tools and strategic skills to integrate when dealing with anti-corruption education in their teaching and learning processes. Therefore, it follows that if Zimbabwean public secondary school teachers are to effectively and efficiently assume the roles of anti-corruption education educators then their secondary school teacher training programmes should consider mainstreaming anti-corruption education into the college curriculum.

There was a consensus among participants that combating corruption should be taken as a priority in public secondary schools to provide learners with anti-corruption attitudes, knowledge, skills and values which will enable them to build and sustain a corruption-free environment in schools and communities. It was imperative from participants' responses that Zimbabwean secondary school teachers would require great capacity building through workshops, in-service training and seminars to enhance their competencies in devising user-friendly strategies for combating corruption. Additionally, secondary school teachers would require intense training and staff development in anti-corruption education so that their learners would benefit adequately in their classrooms, society and communities.

#### **6.4.2.4 Corruption can be combatted through curriculum innovation**

Based on the findings of this research study, it becomes apparent that if corruption is to be successfully combated in Zimbabwean public secondary schools it will be imperative to adopt a multi-agency approach to comprehensively engage all relevant stakeholders. The mainstreaming approach was one of the approaches most of study participants (PA, PB, PC, PM and FG1-4) felt would be the most appropriate in introducing anti-corruption education at secondary school level in Zimbabwe. Since 2014, all high schools in Vietnam have been implementing an updated curriculum for civic education that includes anti-corruption content. This initiative by the Vietnamese Education and Training Ministry was established to correct the problem of corruption in education (Education Policy Talk, 2014:1).

The mainstreaming approach as explained by Education Policy Talk (2014:1) focuses on infusing/ incorporating aspects of anti-corruption issues, themes and principles across the different subjects of the curriculum. Accordingly, mainstreaming was supported by most of the participants because they felt that the present curriculum is heavily loaded. Many participants (PA, PB, PC, PD and FG1-4) supporting the mainstreaming approach argued that this would make it mandatory for all subject areas/departments in the secondary school to seriously teach 'education for combating corruption'. These findings are

supported by ZACC (2017:12) who acknowledge that the integration of anti-corruption education in the existing subjects in the curriculum is the best solution to comprehensively tackle the problem in schools through engaging the younger generation.

It is important to note that the mainstreaming approach was used in the implementation of the 'education for combating corruption' in the Republic of Korea and has greatly assisted in building a culture of anti-corruption across sectors (Anti-Corruption and Civil Rights Commission (ACRC) (2016:13). However, the mainstreaming approach has received much criticism from different people. The opponents believe that teaching about anti-corruption is a waste of time which focusses on theory only and not practice, hence they maintain that there is no guarantee that students who learn about anti-corruption will not be committed to corrupt behaviours in the future (Education Policy Talk, 2014:2).

As already been noted, a significant number of participants supported the idea of introducing a standalone subject - 'anti-corruption education' - in public secondary schools in Zimbabwe. These participants wanted 'education for combating corruption' to be introduced as an independent and consolidated subject in the secondary curriculum. An interesting observation put across by the participants was that 'who would then teach the subject?' when in actual sense everyone seems to be always on the wrong side.

This argument further consolidated the general question raised by participants relating to 'who will guard the guard?' Therefore, this raises much concern on the need to devise effective strategies to curb corruption. What surfaced from these participants' perspectives was the fact that combating corruption deserves a multi-agency response and the need to take anti-corruption education seriously as a subject that can be disseminated on its own in secondary schools. Available literature on combating corruption shows that the fight against corruption will never be a lone battle (ZACC, 2016:12; Transparency International, 2011: 15).

Therefore, for the purposes of this study curriculum policy makers in Zimbabwe would make a choice between the mainstreaming or stand alone approaches if 'anti-corruption

education' is considered to be introduced in the Zimbabwean public secondary school education curricula. If education for combating corruption is to be a reality in Zimbabwean public secondary schools, curriculum policymakers will have to be involved at all critical phases of curriculum innovation to authenticate the whole process. The national policymakers should understand the teacher as a role model and the school as a microcosm of society, and train teachers to teach by example (Global Corruption Report, 2013:xxi). Study participants cited two major avenues for introducing education for combating corruption in Zimbabwean public secondary schools' curricula through either an integrative approach or proposing it as a standalone subject.

It is envisaged that the introduction of education for combating corruption in Zimbabwean public secondary schools would equip secondary school learners with the essential attributes of ubuntu/hunhu, knowledge, skills and values to combat corruption at school and at home. Findings from this study have revealed that secondary school educational institution as in Zimbabwe can play a significant and pivotal role in developing anti-corruption initiatives. Education ministries should be the first to tackle corrupt activities since they are an obstacle to high-quality education. In addition, the ministries should start with a declaration of a 'zero-tolerance approach' to corruption since it is an essential element in strengthening access to and the quality of education (Global Corruption Report, 2013:xxi). Evidence from this study revealed that one of the major pre-requisites is to develop a shared and collective understanding and vision on the issues surrounding combating corruption informed by the existential needs of relevant stakeholders in Zimbabwean.

The current findings corroborate the findings of a related study by Anti-Corruption and Civil Rights of Korea (2015) in which it was found that there are multiple strategies that can be adopted to combat corruption in schools. In addition, the mutli-stakeholder and multi-agency response was hailed by the majority of citizens. On the other hand, the current study contradicts the research evidence by Transparency International (2014) in which it emerged that the major drawback in combating corruption is caused by the failure to engage stakeholders. The current existing literature may seem to be silent on the



specifics relating to initiatives currently in place in various educational institutions that are meant to combat corruption to enhance learner academic achievement. Based on the foregoing, these findings may seem to complement and augment the current research literature particularly on the shared need to eradicate corruption in public secondary schools.

#### **6.4.3 Findings pertaining to sub-question one**

**Sub-question one was:** What are the major factors that influence corruption prevalence in Zimbabwean public secondary schools?.

Findings pertaining to sub-question one revealed that there are several factors that cause high prevalence of corruption in secondary schools. For example, factors such as arbitrary discretion by school principals, lack of accountability of school resources, lack of knowledge of ideal anti-corruption strategies, lack of an education programme in schools that aim at combating corruption and negative perceptions by educators and lack of appreciation of the rationale for combating corruption emerged from participants' views on major causes of rampant corruption in education. These factors are pertinent to the Zimbabwean public secondary schools' context as they all focus on the contextual casual factors that are relevant in the contemporary Zimbabwe. Vast literature on combating corruption in education shows that some of the causal factors are lack of political will and commitment to fight corruption, monopoly, excessive competition, presence of a weak anti-corruption legal framework, greediness, negative attitudes towards the fight against corruption and lack of deterrent measures or penalty imposed on perpetrators or those that are caught on the wrong side of the law (Transparency International, 2014; ZACC, 2016; ZACC 2012; World Bank, 2014; UNDP, 2011).

Findings pertaining to sub-question one illustrated that factors that influence the prevalence of corruption in Zimbabwean public secondary schools are quite vast. It is important to note that public secondary school documents examined by the researcher and responses from the various study participants showed that the existing Zimbabwean

public secondary curricula are barren/empty of key elements of education for combating corruption. Evidence from the documentary analysis revealed that the few elements of education for combating corruption implied in the Zimbabwean public secondary curricula are presented in some perceived scattered manner which does not promote a culture of zero tolerance to corruption.

The study findings revealed that there is lack of a defined and appropriate programme for Zimbabwean public secondary schools. It was further noted that the absence or near absence of procurement systems and procedures has had a negative impact in schools which have precipitated the high incidences of corruption. It is therefore imperative to develop a culture of positive anti-corruption in schools through incorporating key elements of education for combating corruption. Participants' perspectives cited the lack of pivotal characteristics of education for combating corruption such as fairness, equality, social justice, transparency and accountability as major causal factors for prevalence of corruption. It is significant for an education for combating corruption curriculum to be administered in Zimbabwean public secondary schools based on principles of transparency and accountability. It is the contention of the researcher that lack of an anti-corruption education, monopoly and greediness are some of the factors that promote the prevalence of corruption.

Findings pertaining to sub-question one showed that there are several factors that lead to rampant incidences of corruption in Zimbabwean public secondary schools. Findings from the literature review demonstrate the existence of factors such as lack of integrity among public officials, monopoly, gross abuse of public office and a growing culture of tolerance for corrupt practices (Transparency International, 2013:23).

Therefore, the current findings corroborate the findings of a related study by ZACC (2017:2) which identified lack of internal control systems as the major cause of corruption incidences in most schools across the nation. However, on another dimension, the current study contradicts the research evidence by Transparency International (2016) in which it emerged that 'sextortion' (corruption involving demand for sexual favours to get higher

marks/grades) was singled out to be a major factor leading to prevalence of corruption. The current existing literature may seem to be silent on the specifics relating to socio-cultural factors that cause corruption, as more emphasis was placed on financial and economic dimensions. Based on the foregoing, these findings may seem to complement and augment the current research literature, particularly on major factors that influence corruption prevalence in Zimbabwean public secondary schools.

#### **6.4.4 Findings pertaining to sub-question two**

**Sub-question two was:** What is the importance and benefit of fighting corruption in Zimbabwean public secondary schools?

Findings from this research illustrated that combating corruption has been associated with some benefits in Zimbabwean public secondary schools. Thus, the central importance has been linked to positive impact on the education of learners' academic achievement in public secondary schools in Zimbabwe. It is argued that, through combating corruption, 'zero tolerance' attitudes towards corruption can be developed in school environments. For instance, some of the participants (PA, PB and PC) in the study confirmed that combating corruption has strengthened transparency and accountability within school settings. In addition, this has further developed positive attributes of ubuntu/hunhu among secondary school learners. Findings from this study provided convincing evidence that combating corruption is a prerequisite and is imperative in Zimbabwean public secondary schools. Schools experiencing negative effects of corruption will always present problems associated with unfair treatment and differential access to resources among its learners.

##### **6.4.4.1 Creation of 'corruption-free' school environments**

Findings from this research indicated that combating corruption has 'unlimited benefits' for Zimbabwean public secondary schools as it impacts positively on learners' academic achievement across schools. Semi-structured interviews with secondary principals and senior teachers demonstrated that the fight against corruption in Zimbabwean public

secondary schools guarantees the attainment of a corruption-free society. Zimbabwean public secondary schools continue to benefit from the collaborated efforts in the fight against corruption. The teaching and learning environments are deeply affected by rampant corruption. The entire procedures and systems within public secondary schools will realize their value and worth when corruption is combatted. Views from the participants (PA, PB, PC and PM) revealed that the benefits of fighting corruption in education could not be over emphasised.

A key finding from sub-question three was that corruption-free school environments are conducive to teaching and learning processes. Study participants concurred on this finding regarding the overall importance and benefit of fighting corruption in Zimbabwean public secondary schools. Generally, it was highlighted that corruption-free environments have great potential of maintaining an environment of respect between teachers and learners, since learners will have an opportunity to emulate good behaviour from exemplary teachers. Participants maintained that selfish tendencies are eliminated in a corruption-free school environment hence this ensures confidence among learners. The fair and equitable treatment of learners may act as a motivating factor that may propel academic achievement. Soanes and Stevenson (2010:239) define academic achievement as 'the accomplishment relating to education and scholarship'.

Most participants highlighted that the fight against corruption in schools has a great potential of contributing to sustainable economic development. Education and economic development are inseparable (Todaro, 2012:10). The foregoing highlights the link between the importance of fighting corruption in Zimbabwe. Study participants noted and acknowledged the nature of support and assistance given by the State to subsidize the expenses related to the education of learners in public secondary schools on the basis that 'it is the taxpayer's money' that is used to finance education in these schools. The state should 'take appropriate action in-order to enable free and compulsory basic education for children; and higher and tertiary education and must take measures to ensure that girls are afforded the same opportunities as boys to obtain education at all

levels' (Constitution of Zimbabwe, 2013:22-23). As such, the fight against corruption will put the taxpayer's money to right use.

The majority of participants maintained that the fight against corruption is a key enabler in promoting ubuntu/hunhu among the learners, thus the benefit of fighting corruption has a great opportunity of upholding principles of integrity, transparency and accountability in public education institutions. Rayhanul-Islam (2016:1) concludes that by making the effort to assist students to adopt values and principles such as liberty, integrity, dignity, equality, non-discrimination, participation, accountability and transparency, education can play a vital role in anti-corruption efforts. In addition, Rayhanul-Islam (2016:1) suggests that these values should be reflected in curricula, in textbooks and in practice.

Therefore, the current findings corroborate the findings of a related study by United Nations Development Programme (2011) in which it was found that corruption-free school environments provide a conducive teaching and learning setting. Additionally, it was found that fighting corruption instils confidence in the education system. However, in another dimension, the current study contradicts the research evidence by Sadker and Sadker (2010) in which it emerged that the fighting against corruption was not given a special mention as a factor that may benefit learners in their teaching and learning process. The study was biased on teacher-pupil interactions and the gender-based dimensions. The current existing literature may seem to be silent on the specifics relating to learners' academic achievement in public secondary schools. Based on the foregoing, these findings may seem to complement and augment the current research literature particularly on the fact that an element of learner academic achievement has been brought in the mainstream of combating corruption.

#### **6.4.5 Findings pertaining to sub-question three**

**Sub-question three was:** What is the nature of corruptive practices in secondary schools in Zimbabwe?

Findings from this research illustrated that the nature of corruptive practices in Zimbabwean public secondary schools may seem to have some common characteristics. Thus, most importantly it emerged that corrupt practices manifest in abuse of power/public office by school officials, concealment of transactions, payment and receiving of bribes, rampant examination leakages, favouritism and nepotism. The nature of corrupt practices may therefore vary on intensity from institution to institution, though the trends were identified to be universal in nature. For instance, some of the participants (PA, PB and PD) in the study confirmed that the nature of corrupt practices are common in Zimbabwean public secondary schools although the intensity depends on the culture of a particular school in question. In addition, this has further developed a 'culture of corruption tolerance' as some corrupt individuals may acquire ill-gotten wealth that can be envied among school officials and secondary school learners.

Findings from this study provided convincing evidence that the nature of corruptive practices in Zimbabwean public secondary schools has greatly impacted on learner academic achievement and therefore deserves urgent measures to combat the prevalence. Thus, the nature of corruptive practices in Zimbabwean public secondary schools is regarded as 'viral' considering the scope, rate of spreading and levels of damage to the education of learners. It would therefore be prudent to strengthen information transparency in Zimbabwean public secondary schools as a strategy to combat various forms of corrupt practices.

In a study by Transparency International (2016), it was found that sextortion (corruption involving demanding sexual favours from female students in exchange for higher marks), has increasingly become a corrupt practice in educational institutions. Thus, in this study it was shown that most corrupt practices including favouritism and nepotism were classified in the realm of 'abuse of power'. This confirms the definition of corruption by United Nations (2000) which sums it up as 'the abuse of public office for private gain'.

A key finding from the sub-question three was that corruption in public secondary schools manifests in different ways and this is because of the nature of existing policies. Most

participants highlighted that the absence or near absence of anti-corruption policies has given rise to corruptive practices in public secondary schools. Study participants stressed that corruption in public secondary schools manifests in exam leakages and the awarding of good grades to undeserving learners, a practice that violates fair assessment of performance. According to Ndlovu (2015:3) The Zimbabwe School Examinations Council (ZIMSEC) is withholding November 2014 ordinary level examinations results for some centres where students were suspected of involvement in exam malpractices. One may observe that the malpractices were because of leakages that were fueled by corrupt practices in public secondary schools.

Most participants generally concurred that corruption occurs in procurement and tendering processes. It was noted that there are a lot of concealment of transactions and personal interest involving financial issues. Central to this were sentiments by participants that corruptive practices in public secondary schools are punctuated by the need by principals and teachers to pursue some private gain through exploiting resources that are meant for public benefit. For a long time, corruption has been a focal point in the public sector, defined as the 'the misappropriation of public office for private consumption' (The World Bank Group, 2012:2). On part of the educators, it was established that Zimbabwean secondary school principals and teachers may abuse their power and perpetuate nepotism and favouritism among learners. This, according to findings, may lead to corrupt practices through paying bribes for learners to get enrolled or get allocated to certain streams that are favoured or made to pursue some science subjects that are considered 'high-valued subjects'. Corruption includes actions such as offering kickbacks, embezzlement and bribes, practices such as offering elicited favours, nepotism, gifts, and informal covenants (OECD, 2003a; 2003b; Lennerfors, 2008; Brown and Cloke, 2011; Breit, 2011).

The current findings corroborate with findings of related studies by the Government of India (2012) in which it was found that corruption in schools manifests in various forms including embezzlement, concealment of transactions, bribery, kickbacks and other rent-seeking behaviours. However, the current study contradicts the research evidence by

UNODC (2014) in which it emerged that the manifestation of corruptive practices in schools are dependent on the level of development of the country in question. This implies that the socio-economic development of a given nation determines the various manifestations of corrupt practices. The current existing literature may seem to be silent on the specifics relating to the nature of corruptive practices in Zimbabwean private schools in order to offer a comparison with public schools. Based on the foregoing, these findings may seem to complement the current research literature, particularly on providing an informed decision regarding measures and mechanisms to be adopted to combat various manifestations of corrupt practices in public secondary schools.

#### **6.4.6 Findings pertaining to sub-question four**

**Sub-question four was:** What are the challenges/constraints associated with the fight against corruption in Zimbabwean public secondary schools?

As already been alluded to in the introductory chapter of this thesis, the overall aim of this research study was to explore how the combating of corruption would enhance the academic achievement in the education of learners in Zimbabwean public secondary schools. In the researcher's view, the fight against corruption is largely constrained by challenges which, if not addressed, would continuously affect teaching and learning processes. Findings from this study demonstrated that Zimbabwean public secondary schools are currently facing a myriad of constraints in the fight against corruption. Accordingly, the major challenge related to the education sector lies in the absence of a stand-alone subject in the secondary school curricula that focuses on anti-corruption issues. In addition, corruption is a social problem, yet some sections of society may fail to collectively engage in the collaborative fight against the scourge.

These challenges can deter the combating of corruption in public secondary schools and further derail the initiatives meant to promote a culture of 'zero tolerance to corruption'. For instance, in chapter 3 of this thesis it has been emphasised that instead of combating



corruption other sections of society are perceiving corruption as 'a way of life' or a culture, thus making it difficult to break this cycle of belief among citizens.

Therefore, challenges affecting the successful combating of corruption need to be addressed to create corruption-free teaching and learning environments. According to Transparency International (2013:16) the major challenge in combating corruption lies in the fact that corruption has become highly institutionalized. The institutionalization (corruption becoming a culture) of corruption is thus critical, for it creates a solidified view and belief system within the educational institution of tolerating corrupt practices as 'legitimate' practices hence encouraging the prevalence of corruption (ZACC, 2016:3). On the other hand, the incapacitation of anti-corruption bodies has been cited by Transparency International (2014:10) as a major hindrance in combating corruption. The UNDP (2011:9) affirms that the challenges in combating corruption are fueled by citizens' perceptions. In addition to the above, the systems within the educational institutions have severely weakened to the extent of promoting the prevalence of corruption. Non-compliance to preventive measures have also come as a great obstacle as it may lead to deviance among the entrusted public officials (UNODC, 2012:15). Generally, the curriculum for Zimbabwean public secondary schools is supposed to include education for combating corruption, including awareness-related matters. Through anti-corruption awareness teachers and learners are continuously reminded that they need to account for their actions that there is an urgent need to uphold ethical and moral values at all costs to enhance academic achievement in schools (UNDP, 2011:10). Collaborative engagement is an essential ingredient advancing collective efforts for combating corruption in education as this creates opportunities for value consensus and inculcating shared anti-corruption values (UNDP, 2016:7).

The following is a summary of the key findings from the sub-question four :

#### **6.4.6.1 Impact of attitudinal and perception problems**

The study revealed that the fight against corruption in schools is constrained by lack of a shared vision among teachers, principals and parents. Largely it was noted that there is a perceived lack of political commitment to fight corruption. It was noted that in schools corruption has become highly institutionalized to the extent of 'becoming a way of life', to that end changing attitudes is becoming a challenge. From the data presented in response to interviews, it was found that parents and teachers were not very knowledgeable on the critical issues related to anti-corruption and issues related to impact of corruption on academic achievement of learners. As such, in extreme cases, the subject is given less attention hence it impacts on teaching and learning processes.

The researcher noted that teachers and parents were not fully involved in promoting and supporting corruption prevention. Since academic achievement depends more on zero tolerance of corruption, it is imperative for teachers and parents to be involved in the collective fight against corruption. The study revealed that capacity building and in-service training are required for teachers and parents to be able to effectively monitor and combat corruption to promote academic achievement of learners. Through this it follows that children will therefore enter secondary school and can fall into the hands of trained and experienced professionals. To that end, their challenges will be minimised.

#### **6.4.6.2 The absence of a collective positive fight against corruption in schools**

Findings from the literature review and participants' perspectives revealed that there is an absence of collective spirit in the fight against corruption in public secondary schools in Zimbabwe. When the researcher asked public secondary school principals and senior teachers to describe the situation of anti-corruption in public schools, all of them affirmed that there is not much positive collective spirit in pursuing education for combating corruption in Zimbabwe. Anti-corruption education in public secondary schools as indicated by these participants is not a popular subject and has been hindered by negative perceptions. Participants' views demonstrated that there are times when teachers and

principals are alleged to connive and engage in syndicates involving corrupt practices thus undermining collective efforts to combat corruption. For example, participants PA and PD cited the engagement in procurement of corrupt deals by school officials resulting in some negative effects on learner academic achievement since teaching and learning materials are looted.

Therefore, participants confirmed findings from the literature review that there is an absence of collective positive spirit towards the combating of corruption in public secondary schools. The absence or near absence of collective positive spirit in pursuing anti-corruption initiatives in Zimbabwean public secondary schools is also another problem that triggered the present research. A collective positive anti-corruption fight is required in Zimbabwean public secondary schools because it establishes corruption-free environments for sustainable learner academic achievement (ZACC, 2017:4). As highlighted in the preceding chapters, the collective fight against corruption and subsequent introduction of education for combating corruption in Zimbabwean public secondary schools is considered by the researcher as an effective strategy for ensuring corruption-free environments in schools (see Chapter 3 and Chapter 3 ).

#### **6.4.6.3 Zimbabwean schools are not offering anti-corruption education courses**

One of the key findings associated with this sub-research question was that Zimbabwean public secondary schools are not offering courses in education for combating corruption. All participants were categorical that their public curricula did not contain a subject or course referred to as education for combating corruption. Evidence from the documentary analysis of the public secondary school education curricula for the four-selected public secondary schools involved in this research corroborated the fact that there is no subject offered as education for combating corruption in these schools. The phrase 'education for combating corruption' is not mentioned in all the public secondary school documents examined for the purposes of the present research. This suggests that Zimbabwean public secondary schools are failing to play a significant role in positive anti-corruption building. According to Hallak and Poisson (2010:33), there is need to introduce an ethical

education as well as to incorporate ethics in education to assist learners in developing anti-corruption behaviours.

The foregoing highlights the necessity of introducing education for combating corruption in public secondary schools in Zimbabwe so that they contribute to the creation of corruption-free secondary school environments across the country. It was interesting to note that even though education for combating corruption is not offered as a subject in Zimbabwean public secondary school curricula, all participants felt that its introduction would benefit Zimbabwe as a nation. Participants identified learner academic achievement benefits associated with anti-corruption education programmes in Zimbabwean schools. Many participants perceived education for combating corruption as a key instrument for stimulating sustainable learner academic achievement in Zimbabwean public secondary schools.

The participants associated and equated education for combating corruption with the term 'anti-corruption education' and expected a situation in which education for combating corruption would create a more corruption-free educational environment. Therefore, as emphasised throughout this thesis, education for combating corruption should be introduced in Zimbabwean public secondary schools to help in developing a collective positive anti-corruption spirit in the country. Zimbabwean public secondary school principals, teachers and parents can play a pivotal role in building a culture of collective positive education for combating corruption.

Therefore, the current findings corroborate findings of a related study by the Zimbabwe Anti-Corruption Commission (2015) on challenges/constraints associated with the fight against corruption in Zimbabwean public secondary schools in which it was found that lack of a formal education anti-corruption curriculum was singled out to be the major drawback. However, in another dimension, the current study contradicts the research evidence by Transparency International (2013) in which it emerged that the absence of political will and commitment was the major challenge that has led to high prevalence of corruption affecting Zimbabwean public schools. The current existing literature may seem

to be silent on the specifics relating to the aspects of internal control systems and operating procedures that prevent the occurrence of incidences of corruption. Based on the foregoing, these findings may seem to complement and augment the current research literature particularly on providing a broad-based perspective in the analysis of constraints and challenges affecting the combating of corruption in public secondary schools.

#### **6.4.7 Findings pertaining to sub-question five**

**Sub-question five was:** How can corruption affect learners' academic achievement in Zimbabwean public secondary schools?

Findings from this research illustrated that corruption has a negative impact on the education of learners' academic achievement in public secondary schools in Zimbabwe because it will lead to differential treatment among learners in general. For instance, some of the participants (PA, PB and PC) in the study confirmed that corruption has hindered the academic progress of secondary school learners. Moreover, findings from this study provided convincing evidence that Zimbabwean public secondary schools are not offering courses in anti-corruption education. Schools experiencing negative effects of corruption education should always make efforts to prepare its learners in anti-corruption education so that they become anti-corruption ambassadors in their communities, schools and society at large.

The following is a summary of the key findings from the sub-question four:

##### **6.4.7.1 Corruption is a threat to learner academic achievement in schools**

Findings from this research indicated that corruption is negatively impacting on learners' academic achievement across schools. Semi-structured interviews with secondary principals and senior teachers demonstrated that the prevalence of corruption in Zimbabwean public secondary schools has become a cause for concern. These schools

continue to experience rampant corruption and efforts to combat the scourge have been perceived differently. The teaching and learning environments of learners have been stifled by the prevalence of corruption, hence having a negative effect on sustainable learner academic achievement. Views from various participants (PA, PB, PC and PM) revealed that there is great need to combat corruption in education to promote learner academic achievement.

A survey published by the World Bank in the Vietnam Development Report (2010) reveals that 17% of service users say that corruption is serious or very serious in public university and college education. A related Vietnamese survey by Transparency International (TI) (2015) also found that 49% of respondents perceive their education sector to be *corrupt or highly corrupt*. Thus, corruption in education was referred to as the *double jeopardy* for its adverse effects on the future generation hence the need to combat it.

By making use of anti-corruption education and campaigns, more people including learners will be conscientised about the varied forms of corrupt practices, including private tutoring, abuse of schooling fees and textbook monopoly, and will develop strategies for combating the corrupt practices (Vittal, 2013:3; Transparency International, 2015:3).

It follows that in order to combat corruption there is a great need to introduce multi-faceted interventions, including introducing anti-corruption education in the curricula for public secondary schools in Zimbabwe. Additionally, there is need to lay the foundations for 'zero tolerance to corruption' attitudes that will assist in bringing positive and sustainable learner academic achievement to our nation at large. Teachers play a crucial role as both instructors and role models in instilling in students the significance of integrity (Vittal, 2013:3). Thus, teachers are regarded as ideal role models with the potential to assist learners in developing anti-corruption attitudes which in turn may positively benefit their education. Combating corruption should therefore be taken seriously as a collective pre-occupation of different stakeholders within the school settings. A 2015 study conducted in Cameroon on an initiative geared towards combating corruption in schools by Bedoume (2015:1) revealed that several outcomes were realized. These outcomes included

increased capacity of children to distinguish corrupt actions or behaviours from positive, ethical actions and considerable decrease in the rate of cheating in exams. It was further noted that parents sensitized their children and this led to reduction in the embezzlement of school fees by head teachers and teaching staff.

Therefore, anti-corruption education provides a comprehensive and transformative environment in which learners are motivated to fully participate in teaching and learning processes. This, therefore, justifies the rationale for combating corruption in public secondary schools in Zimbabwe to enhance learner academic achievement.

#### **6.4.7.2 Corruption has a negative effect on quality of education of learners**

Corruption has some negative effects on academic achievement and this view was shared by the majority of participants. They expressed that corruption is the major cause of academic achievement disparities in most schools, while a minority of the participants felt academic achievement is negatively impacted by other variables. In some instances, corruption has led to other learners getting enrolled at certain schools because of paying bribes. The prevalence of corrupt practices in education may even lead to some teachers getting recruited in certain elite schools situated in developed areas because of paying bribes, nepotism or cronyism. This implies that those competent teachers with some relevant pedagogical skills are left out. In any case the aspect of academic achievement is negatively and indirectly impacted.

Some parents are perpetrators of corruption to the extent that they build good relations with teachers, buying goodies so that their pupils get attention. This practice has negative and double ripple effects on academic achievement as it creates unnecessary favouritism. Study participants maintained that the quality is compromised since sub-standard services are rendered. Teaching and learning materials can also be looted hence learners will end up scrambling for few resources and thus the learner-book ratio may also be affected. Evidence from around the world asserts that corruption affects the poor disproportionately, reduces social services, hinders economic development and

diverts investment in infrastructure, institutions and social services (UNDP, 2008:5). It follows that corruption as a form of social injustice cannot be ruled out in causing some direct and indirect negative impacts on the quality of education across educational institutions. It can be argued that the low pass rates in schools may be caused by the so-called abnormal pupil-textbook ratios as some officials have continued to either loot educational materials or divert them for personal gain. The impact of corruption on economic development and the well-being of individuals are disastrous across nations (UNDP, 2008:5).

#### **6.4.7.3 Corruption and learners' morale and motivation**

One of the key findings associated with this sub-research question above was that corruption lowers the overall intrinsic morale of learners. All participants were definite that when other learners discover that rewards are given to underserving learners, they will eventually get demoralized since principles of fair competition are violated. Evidence from the group interviews conducted with learners from the four selected public secondary schools involved in this research corroborated the fact that corruption in secondary schools is becoming a chief demotivator with a negative impact on the teaching and learning processes. Most of study participants echoed the view that nepotism and favouritism has had some hurting impacts which may lead to poor academic performance among learners as they engage and invest energy in politics that are associated with corruption at the expense of devoting that time to studying and researching on school work.

The foregoing highlights the need for 'education for combating corruption' in public secondary schools studied for the purposes of the present research. This suggests that Zimbabwean public secondary schools have a crucial role to play in combating corruption to raise the morale of learners.



## 6.5 CONCLUSION

In this chapter, the study findings were presented and discussed guided by the key research questions raised in Chapter 1 of this thesis. The findings were mainly based on data that was obtained using the interview method, focus group discussions, documentary analysis procedures and the observational schedules. The chapter has also tried to relate the findings to the relevant theoretical framework that informed the entire study. A central and recurring theme surfacing from the findings was that anti-corruption education is not being offered as an independent subject area in Zimbabwean public secondary schools. It was also interesting to note from the findings that five (5) out of twenty-five (25) syllabus documents that were reviewed in public secondary schools revealed some pockets of elements of education for combating corruption. This, however, was regarded by participants as inadequate considering the need to mainstream anti-corruption education across the broad secondary school curriculum.

Thus, the findings suggested that secondary school learners produced in Zimbabwean public secondary schools are not adequately prepared to actively combat corruption. A related theme emerging from the findings was that the secondary school teachers were regarded by all participants as role models whom, if equipped with necessary tools for combating corruption, would disseminate the educative anti-corruption messages within the schools and communities.

Therefore, the findings suggested the great need for the adoption of strategies for combating corruption which include a multi-stakeholder engagement in the fight against corruption. Furthermore, the findings suggested the need for joint campaigns for combating corruption with all the schools, the public and private sector. In doing so, participants were of the view that children in schools need to be introduced to education for combating corruption when they are still young.

The findings further revealed that the creation of 'corruption-free' school environments would promote sustainable learner academic achievement in Zimbabwean public

secondary schools. The study also highlighted that corruption has a negative effect on the quality of education of learners across institutions. The current findings corroborate findings of a related study by Azfar and Gurgur (2011) on the impact of corruption on learners' academic achievement in public schools in which it was found that corruption is a threat to sustainable learner academic achievement. However, the current study contradicts the research evidence by Dimova (2010:1) in which it emerged that critics have identified the positive impact of corruption and supported the "greasing the wheels" hypothesis which posits that corruption has some positive impact in society. The current existing literature may seem to be silent on the specifics relating to the magnitude of the effects of corruption on the individual learner's education. Based on the foregoing, these findings may seem to complement the current research literature particularly on providing a comprehensive understanding of all the areas/horizons of learner academic development that are negatively impacted by corruption.

However, the study findings suggested that the fight against corruption in schools is impacted by lack of a shared vision and negative attitudes regarding the need to eradicate corruption. There was a consensus emerging from the findings suggesting that corruption can be combated through mainstreaming of anti-corruption education across all public and private sector organisations and increased strengthening of anti-corruption bodies.

Based on the findings, it is imperative to acknowledge that there are major factors that influence corruption prevalence in Zimbabwean public secondary schools. Therefore, there is great urgency for public schools to devise strategies for undertaking corruption impact assessments to eliminate corruption causing factors in the education sector (ACRC, 2016:3).

In the next chapter of this study the researcher will provide the key conclusions and recommendations from this study based on the presented findings. The recommendations are expected to inform various stakeholders, including the curriculum policy makers, principals, teachers and parents respectively. It is therefore the

researcher's contention that the recommendations will enhance their competencies in the fight against corruption in schools to promote sustainable learner academic achievement.

## CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS

### 7.1 INTRODUCTION

In this final chapter, the researcher presents the conclusions and recommendations for curriculum policymakers, public secondary school principals, parents, senior teachers and secondary school learners pertaining to the envisioned strategies for combating corruption in Zimbabwean public secondary schools. In addition, the suggestions for future research are also provided and the chapter ends with the researcher's final reflections. This study falls under the discipline of sociology of education and deals with the issue of corruption in educational institutions and this has triggered this study.

Being mindful that the curbing of corruption is the responsibility of every citizen, the researcher developed the following topic for the study: *Strategies for combating corruption : A case study of four(4) Zimbabwean public secondary schools*. This topic was developed to enable the researcher to explore the strategies and reasons for combating corruption in Zimbabwean public secondary schools to increase academic achievement. Additionally, the topic was developed to come up with recommendations on how education for combating corruption could be introduced in these secondary schools in Zimbabwe.

In formulating this topic, the overall aim was to investigate and explore how corruption can be combatted to *enhance academic achievement in the education of learners in four (4) public secondary schools in the Harare metropolitan province of Zimbabwe*.

Education for combating corruption has been identified by the researcher as one of the most suitable and effective strategies that can be used to curb and develop a positive anti-corruption drive in Zimbabwean public secondary schools. A critical reflection on the situation and subsequent prevalence of corruption in contemporary Zimbabwean educational institutions reveals that there is very limited anti-corruption knowledge among the teachers, learners and parents. To this end, education for combating corruption can

be a significant avenue for transmitting anti-corruption knowledge, values, skills, the attribute of ubuntu/hunhu and positive attitudes that will immensely contribute to the combating of corruption which is much required in Zimbabwean public secondary schools.

Therefore, the primary purpose of this study was to bring to the fore the strategies and reasons for combating corruption in Zimbabwean public secondary schools to establish the foundations for positive and sustainable learner academic achievement in schools. Accordingly, the thrust of the study was on the adequate preparation of teachers, principals, parents, curriculum policy makers and secondary school learners to handle anti-corruption education as an effective tool/approach for combating corruption in Zimbabwean public secondary schools.

The study was conducted at four (4) public secondary schools in Harare Metropolitan Province in Zimbabwe. Public secondary schools A-D offer secondary school education under the new curriculum of ministry of primary and secondary education. As such, purposive sampling was used to select the research sites and study participants. Additionally, a phenomenological methodology was used to explore participants' views on why and how education for combating corruption should be introduced in public secondary schools in Zimbabwe. The researcher utilized four phenomenological methods including semi-structured interviews, focus group interviews, observations and documentary analysis to collect data for the study. Themes and sub-categories that emerged from the data analysis allowed the researcher to answer the research questions. The research questions for the study were designed to answer and contribute to knowledge were as follows:

**Main question:** How can corruption in Zimbabwean public secondary schools be combated to increase academic achievement?

### **Sub-Questions:**

- 7.1.1** What are the major factors that influence corruption prevalence in Zimbabwean public secondary schools?
- 7.1.2** What is the importance and benefit of fighting corruption in Zimbabwean public secondary schools?
- 7.1.3** What is the nature of corruptive practices in secondary schools in Zimbabwe?
- 7.1.4** What are the challenges/constraints associated with the fight against corruption in Zimbabwean public secondary schools?
- 7.1.5** How can corruption affect learners' academic achievement in Zimbabwean public secondary schools?

This section has provided an overview of the entire chapter. The conclusions to the study are provided in the next section.

## **7.2 CONCLUSIONS OF THE STUDY**

Based on the findings of this study as reported in the preceding chapter, many conclusions can be drawn. Nevertheless, the chief conclusion drawn from the findings of this study is that corruption is prevalent in public secondary schools and has varying negative effects on learner academic achievement, hence the great and urgent need to combat corruption. The study further concludes that corruption in public secondary schools manifests in various dynamics, principally favouritism, paying bribes, embezzlement, nepotism and procurement fraud are the more prevalent corrupt practices. The study concludes that secondary school teachers currently at public secondary schools in Zimbabwe are not prepared for the important role of anti-corruption educators because their curricula do not contain education for combating corruption courses. Considering this the study notes that staff development programmes being conducted in the public secondary schools are not comprehensive to meet the complexities of a corruption prevention programme.

All participants in this study, including public secondary school principals, senior teachers and final year secondary school learners, agreed that Zimbabwean public secondary schools are not offering courses in education for combating corruption. Results of the documentary analysis of the secondary school curricula for the four selected public secondary schools involved in the current study confirmed the fact that there is no written curriculum on education for combating corruption available for Zimbabwean public secondary schools to embrace and introduce the subject in the curricula. It was evident from the study findings that there is no existing government policy on education for combating corruption in Zimbabwe.

However, education for combating corruption was perceived by all study participants as a significant area of study which needs to be incorporated in the public curricula offered in Zimbabwean public secondary schools. This provides evidence that there is need to develop an appropriate education for combating corruption curriculum that will be introduced in Zimbabwean public secondary schools as a mechanism for combating corruption. Another conclusion drawn from the findings of this research is that the current teaching staff and administrators at public secondary schools do not have the knowledge of anti-corruption issues to assist them in combating corruption in these institutions. The absence of qualified personnel to handle education for combating corruption in Zimbabwean public secondary schools emerged as one of the core sub-themes during the analysis of both semi-structured interview and focus group interview data respectively.

From these study findings the researcher concludes that teachers in Zimbabwean public secondary schools need to be thoroughly prepared in education for combating corruption to build their capacities to handle the subject matter in the public curricula. In addition to the foregoing, this research provided evidence that education for combating corruption is implementable in public secondary school schools in Zimbabwe.

Furthermore, the study concludes that, if not combated, corruption has great potential to compromise quality monitoring and evaluation standards of teaching and learning programmes. Public secondary school education was considered by all participants as a

significant forum/platform for launching education for combating corruption programmes. From the participants' responses it was ostensible that collective engagement and multi-agency response to the problem of corruption is required to put in place sound and watertight anti-corruption strategies in Zimbabwean public secondary schools. Findings also led to the conclusion that the existing curricula offered at secondary schools in Zimbabwe need to be modified and re-designed to incorporate education for combating corruption. Mainstreaming of anti-corruption issues is an important step to advance concerted efforts for developing an education programme meant for combating corruption. To achieve this, it will be essential to engage critical players such as public secondary school principals, senior teachers, parents, secondary school learners and curriculum policymakers in this crucial process.

The next section presents the recommendations of the study, highlighting some of the expected roles and responsibilities for the above-cited stakeholders.

### **7.3 RECOMMENDATIONS FOR IMPLEMENTATION**

In the light of the study findings, the researcher makes specific recommendations to the Zimbabwean public secondary school principals, senior teachers, secondary school learners, parents and curriculum policymakers as the key players in Zimbabwean secondary school education.

#### **7.3.1 Recommendations to the school principals**

Findings from this research have provided evidence that corruption in public secondary schools in Zimbabwe need to be combated to enhance learner academic achievement in these institutions. One of the main objectives of this study has been to seek ways and strategies on how corruption in Zimbabwean public secondary schools can be combated to increase academic achievement. The combating of corruption through the introduction of anti-corruption education curricula requires the full backing of public secondary school principals whom participants described as the torch-bearers.



Participants PA, PB, PC and PD in this study identified public secondary school principals as pivotal cogs who can take part in the combating of corruption. A core sub-category emerging from the data was that public secondary school principals are strategically positioned to facilitate the effective combating of corruption. It emerged that these principals exercise the administrative duties that guarantee them the powers to influence all efforts that are meant for combating corruption. It is therefore recommended that when proposals are made to combat corruption public secondary school principals would be required to:

- 7.3.1.1** meaningfully contribute to the development of an appropriate education for combating corruption curricula for Zimbabwean public secondary schools which will be used as a strategy for combating corruption.
- 7.3.1.2** initiate the process of mainstreaming to incorporate anti-corruption content and concepts into existing subject areas of the curriculum and introduce education for combating corruption as a matter of urgency.
- 7.3.1.3** model anti-corruption behaviours among learners and create corruption-free environments in schools.
- 7.3.1.4** foster the review of vital documents such as the vision and mission statements so that they reflect strategic intents for combating corruption.
- 7.3.1.5** identify and provide capacity building and development activities and relevant resources required to introduce initiatives for combating corruption in their schools.
- 7.3.1.6** create opportunities for staff development in education for combating corruption and consider strengthening financial management systems and promoting transparency and accountability in procurement processes.
- 7.3.1.7** develop anti-corruption strategies and mechanisms for school and community engagement on the justification for combating corruption in public secondary school education programmes in Zimbabwe.
- 7.3.1.8** promote a collaborative approach and multi-stakeholder/agency approach in the fight against corruption in schools and facilitate teachers to undergo in-service

training to prepare them for managing corruption and devise ways to enhance learner academic achievement in schools.

### **7.3.2 Recommendations to senior teachers in Zimbabwe**

A pivotal sub-category that emerged from the data analysis was that public secondary school senior teachers are the critical cogs/bureaucrats who would execute relevant initiatives for combating corruption in public secondary schools in Zimbabwe. If corruption is to be combated, one of the primary strategies of teachers would be to inculcate anti-corruption attitudes to the secondary school learners. It will not be possible to introduce a new subject without the necessary attributes and subsequent development of a positive anti-corruption culture. Senior teachers as key architects require the anti-corruption knowledge, dedication and professional confidence to handle education for combating corruption with the secondary school learners. Accordingly, it is recommended that for corruption to be combated in Zimbabwean public secondary schools, senior teachers will have to:

- 7.3.2.1** contribute meaningfully to the development of a suitable education curricula for combating corruption for Zimbabwean public secondary schools which will be used as a strategy for building and sustaining corruption-free environments in educational institutions in Zimbabwe.
- 7.3.2.2** review existing curricula offered in Zimbabwean public secondary schools to initiate programmes for education for combating corruption.
- 7.3.2.3** extensively and intensively collaborate across departments and at inter-public secondary school levels to disseminate education for combating corruption.
- 7.3.2.4** undertake relevant research studies on the importance and benefits of combating corruption.
- 7.3.2.5** embark on staff development training to enhance their competencies in handling education for combating corruption.

- 7.3.2.6** employ their professional and technical knowledge and skills to advocate for the introduction of a standalone subject which aims at providing 'education for combating corruption' in Zimbabwean public secondary schools.
- 7.3.2.7** lead by example and model anti-corruption conduct/behaviour in and outside the secondary school premises.

### **7.3.3 Recommendations to learners in public secondary schools**

Secondary school learners as the prime beneficiaries of the teaching and learning processes in public secondary schools have a meaningful role to play in education for combating corruption initiatives in Zimbabwe. The learners are negatively experiencing the consequences of corruption. All participants in this study regarded secondary school learners as the correct individuals to disseminate education for combating corruption in schools and the immediate communities. Against this backdrop, the researcher makes the following recommendations to the secondary school learners in public secondary schools:

- 7.3.3.1** meaningfully contribute to the future development (as adults) of a suitable education for combating corruption for Zimbabwean public secondary schools which will be used as an anti-corruption strategy in Zimbabwe.
- 7.3.3.2** incorporate the knowledge, skills and values of ubuntu/hunhu that will empower them to be able to contribute meaningfully to the combating of corruption in their classrooms.
- 7.3.3.3** cascade and disseminate anti-corruption information and education for combating corruption in the immediate school communities.
- 7.3.3.4** actively collaborate with other related institutions to promote education for combating corruption.

### **7.3.4 Recommendations to curriculum policy makers**

The findings of this research revealed that education policy makers in Zimbabwean public secondary schools are the Ministry of Primary and Secondary Education. The function for curriculum planning and designing is handled by Curriculum Development Unit (CDU). Findings from this study show that if education for combating corruption is to be introduced in Zimbabwean public secondary schools and curriculum policy makers should provide the policy guidance and appropriate frameworks which comprehensively set/define the implementation parameters. Similarly, curriculum planners and designers were considered by study participants as the regulatory arm which certifies and approves the introduction of a new subject area in public secondary schools in Zimbabwe. Therefore, the researcher recommends the following to the secondary school education curriculum policymakers in Zimbabwe:

- 7.3.4.1** contribute to the planning and designing of an appropriate curriculum which promotes education for combating corruption in Zimbabwean public secondary schools which will be used as an anti-corruption strategy for building and sustaining corruption-free school environments in Zimbabwe.
- 7.3.4.2** develop and nurture a comprehensive policy that guides the introduction of education for combating corruption in public secondary schools in Zimbabwe.
- 7.3.4.3** make an appraisal of existing vision and mission statements for the Ministry Primary and Secondary Education to guarantee that they explicitly reflect anti-corruption initiatives.
- 7.3.4.4** petitioning and persuading the government to sanction the introduction of education for combating corruption in Zimbabwean public secondary schools.
- 7.3.4.5** provide structures and processes that promote education for combating corruption in Zimbabwean public secondary schools including instituting mechanisms such as systems and process reviews by anti-corruption agencies so that all teachers develop an appreciation of the need to collectively uphold contemporary ideals of corruption prevention.

### **7.3.5 Recommendations to parents in Zimbabwe**

Parents as the first teachers for secondary school learners in their respective homes have a crucial role to play in cascading and disseminating education for combating corruption. Parents can indirectly experience the debilitating effects of corruption as their children become victims of corruption-infested school environments in the Zimbabwean context. All participants in this study regarded parents as the rightful 'teachers' to cascade education for combating corruption at home and in the immediate communities. Against this background, the researcher makes the following recommendations to the parents with children attending school in Zimbabwean public secondary schools:

- 7.3.5.1** meaningfully contribute to the development of an appropriate home-based anti-corruption teaching that complement and augment the formal education for combating corruption in Zimbabwean public secondary schools.
- 7.3.5.2** inculcate knowledge, skills and values of ubuntu/hunhu among the secondary school learners that will enable them to develop attributes of honesty and transparency which are a prerequisite for combating corruption at home and in their classrooms.
- 7.3.5.3** delivering home-based socio-cultural and religious education with values for combating corruption in their classrooms.
- 7.3.5.4** collaborating and networking with related agents of socialization and relevant institutions to promote education for combating corruption among secondary school learners.

This section has explored the recommendations related to the actual implementation to all relevant stakeholders. In the next section the researcher presents the suggestions for future research.

## 7.4 SUGGESTIONS FOR FUTURE RESEARCH

Across educational institutions, there seems to be a missing link regarding why and how corruption should be combated in formal institutions such as public secondary schools and tertiary and higher education colleges. In Zimbabwe, for instance, not much has been done in terms of undertaking research on combating corruption to enhance learner academic achievement in public secondary schools. Education for combating corruption is not a popular subject across educational institutions such as schools, colleges and universities (Transparency International, 2013:23; UNDP, 2011:14). Therefore, there is lack of research studies on education for combating corruption in Zimbabwean public secondary schools.

To this end it is suggested that education must be studied in a more holistic and broader framework that encompasses the development of ethical behaviours. This will in turn provide an opportunity for learners to fight against corruption. Thus, the choice of the public secondary schools that acted as representative sample was justified. The four secondary schools were in different administration districts and are exposed to different socio-economic factors. That being the case, this enabled the researcher to make informed comparisons of the differing circumstances in relation to strategies at the public secondary schools' disposal in combating corruption.

Based on the findings from this study, the researcher suggests three main areas for further research. Firstly, it is suggested that similar studies need to be undertaken in other public secondary schools in different geographic provinces of Zimbabwe to establish mechanisms and strategies to be adopted on combating corruption in Zimbabwean public secondary schools. It is also imperative to conduct additional research studies that provide more evidence on how corruption can be combated in private secondary schools in Zimbabwe. A second area that requires further study is on curriculum development and policymaking in education for combating corruption. Further research studies on curriculum innovations and development are needed to explore the instrumental role curriculum policy makers may play in advancing efforts for combating corruption through

curricula at national level. Thirdly, future research needs to focus on experiences and perspectives of stakeholders on combating corruption in their respective settings.

This section has presented suggestions for consideration when undertaking future research. The following section focuses on the researcher's final reflections.

## **7.5 FINAL REFLECTIONS**

The primary purpose of this study was to bring to the fore the ways and strategies for combating corruption in Zimbabwean public secondary schools to enhance learner academic achievement. The researcher's anticipation was that participants' viewpoints on strategies for combating corruption and evidence from the documentary analysis would assist the researcher to answer the research questions raised in Chapter 1. Through phenomenological methods such as semi-structured interviews, focus group interviews and documentary analysis, the researcher obtained findings that assisted to explain how corruption could be combated in public secondary schools.

The results of this study provided convincing evidence that there are rampant incidences of corruption in contemporary public secondary schools in Zimbabwe which need to be addressed urgently through the anti-corruption educative process. It was established that public secondary schools were most suitable platforms for launching education for combating corruption programmes that will assist in building and sustaining corruption-free school environments in Zimbabwe. Among the proposed strategies and mechanisms, the introduction of education for combating corruption in Zimbabwe was perceived by all participants as the most effective and efficient strategy.

Findings from this study have demonstrated that education for combating corruption is not a pipedream but a living reality. The results from this study illustrated that the introduction of education for combating corruption as a standalone subject has advantages despite possible barrier obstacles. It is from this broad scope that learners would have an opportunity to be exposed to the 'how and why' concerns of combating

corruption in general. Therefore, the mainstreaming of anti-corruption education into the curriculum through the integrative approach avenue was also highlighted as a critical alternative should the present curricula appear overloaded and congested. It cannot be overstated that education for combating corruption is a necessity in Zimbabwean public secondary schools since it can assist in producing anti-corruption educators, anti-corruption curriculum policy makers, anti-corruption parents and anti-corruption learners respectively. A critical reflection on constraints and opportunities for winning the fight against corruption in Zimbabwean public secondary schools reveals that a collective multi-stakeholder/agency response to the problem of corruption in these institutions will provide a new dispensation and realistic trails for initiating a more collaborative and strengthened approach in combating corruption.

Combating corruption as illustrated throughout this study is one of the credible solutions to address the problem linked to learner academic under achievement that ignited this research study: the reality that there persists to be a lack of shared values or rationale for combating corruption in Zimbabwean public secondary schools. Collaborative commitment, capacity-building and development will enable Zimbabwean public secondary schools to successfully achieve the ideals of education for combating corruption. Therefore, the findings from this research study can guide and inform public secondary school principals, curriculum policymakers and parents on how to devise practical and user-friendly strategies for combating corruption in Zimbabwean public secondary schools as well as initiating modifications on existing secondary school curricula to introduce education for combating corruption.

This study was therefore important as it contributed to the scholarly literature on how corruption can be combated in public secondary schools to enhance learner academic achievement. By and large, novel themes and new insights reflecting global experiences in general and Zimbabwean realities emerged from the data analysis and these could inform the overall discourse on combating corruption at public secondary school education level.



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## LIST OF APPENDICES

### Appendix A: Semi-structured interview schedule for public secondary school principals

#### Preliminaries

Hello, my name is *Onesmus Nyaude*. I am a Doctor of Philosophy in Education student with the University of South Africa (UNISA). I am conducting a research study in partial fulfilment of my doctorate thesis. I am gathering data on four (4) public secondary schools in Zimbabwe *on strategies for combating corruption*. The research study defines educational institutions as schools, colleges and universities respectively. The research study seeks to understand among other things the extent to which educators and learners are aware of corruption issues, how corruption is impacting on them, and how willing they are to act against corruption and what they perceive should be done to address corruption. I would greatly appreciate your help by taking part in this study. Every answer of the interview guide is completely confidential. You will not be asked to reveal any names of individuals; therefore, anonymity will always be guaranteed.

#### Identification and demographics

Name of person administering	Nyaude Onesmus
Date of administering interview	
Place / Name of school (or fictitious name)	
Principals/Administrators Participant pseudonym	
Province	Harare Metropolitan
Town	Harare
Educational District	
Sex of respondent	Male                      Female
Age	
Highest professional/Educational qualification	

Experience in service	
Employment status	Employed by Government/ SDC/SDA/ Relief

### **GUIDING QUESTIONS**

1. Do you have incidences where teachers are appointed to influential positions from a closed and exclusive social network, such as “home boys/girls” or the alumni of particular college or patronage appointments?
2. There were allegations that some teachers design their own stamps in order to issue out final exam results for students who have not fully paid fees. Is this happening at your school?
3. Some student teachers are alleged to pay a facilitation fee to enable them to get places for their final deployment at college. Does this happen at your school?
4. Corruption is considered as one aspect of wrong-doing and a form of social injustice too. What is your opinion on this view?
5. Some heads of schools and others in positions of authority are alleged to loot school resources and latter engage in the process of money laundering to clean their ill-gotten wealth. Have you been exposed to examples of this behaviour?
6. How is it possible for teachers to embark on exam cheating as well as changing test scores for candidates in order for the teachers to receive incentives and bonuses?
7. There is a concern that of late there is a growing private tutoring industry which has led to mushrooming of home-based tutoring. Is this a form of corruption taking into account that the government is paying the same teachers to offer services at schools? Can you give more background on this matter?
8. There has been a talk of ‘Shadow schools’ without any real students but drawing public funding to pay ‘ghost teachers’. Have you ever experienced this scenario? Explain.
9. Are there any incidences of favouritism and nepotism in job promotions that you



are aware of? Give examples.

10. Why are learner dropout rates attributed to high levels of corruption in a country?
11. To what extent do low pay levels of public and private sector employees be viewed as a key driver for corruption?
12. To what extent is anti-corruption education being offered in the existing secondary programmes in your school?
13. According to you, what is the importance of mainstreaming anti-corruption programmes in the formal curriculum?
14. In your experience, what do you think are the roles of school principals in the process of learning anti-corruption education concepts?
15. If you and your school were to develop a curriculum for combating corruption, what would be your main goals?
16. How do you foresee the possibilities for introducing anti-corruption education in Zimbabwean secondary schools?

*Is there any relevant additional information that you want to share?*

Thank you.

## Appendix B: Semi-structured Interview schedule for public secondary school teachers

### Preliminaries

Hello, my name is Onesmus Nyaude. I am a Doctor of Philosophy in Education student with the University of South Africa (UNISA). I am conducting a research study in partial fulfilment of my doctorate thesis. I am gathering data on four (4) public secondary schools in Zimbabwe *on strategies for combating corruption*. The research study defines educational institutions as schools, colleges and universities respectively. The research study seeks to understand among other things the extent to which curriculum designers and planners, educators, parents and learners are aware of corruption issues, how corruption is impacting on them, and how willing they are to act against corruption and what they perceive should be done to address corruption. I would greatly appreciate your help by taking part in this study. Every answer of the interview guide is completely confidential. You will not be asked to reveal any names of individuals; therefore, anonymity will always be guaranteed.

### Identification and demographics

Name of person administering	Nyaude Onesmus	
Date of administering interview		
Place / Name of school (or fictitious name)		
Administrator/Teacher Participant pseudonym		
Province	Harare Metropolitan	
Town	Harare	
Educational District		
Sex of respondent	Male	Female
Age		
Highest professional/Educational qualification		

Experience in service	
Employment status	Employed by Government/ SDC/SDA/ Relief

### GUIDING QUESTIONS

#### A. AWARENESS AND MEANING OF CORRUPTION ISSUES

1. How would you define corruption?
2. How would you define anti-corruption education?
3. What are the examples of corruption problems at your school?
4. What are the examples of national corruption cases in Zimbabwe?
5. To what extent is the corruption level in Zimbabwe is increasing or decreasing?  
Explain your answer.
6. What are the anti-corruption laws and policies in Zimbabwe?
7. Which institutions and organizations work to combat/curb corruption in Zimbabwe?
- 8. Of the following forms of corruption which one is most common at your school and how serious is it?**

Corruption form	Common or not common (indicate by ticking)	On a scale of 1-5, where 1 is not a problem at all and 5 is a very serious problem. How would you rate the corruption form you identified?
a. Bribery		
b. Fraud		
c. Abuse of power		
d. Favouritism		
e. Nepotism		
f. Conflict of interest		

g. Embezzlement		
h. Extortion		
Others please suggest		

**B. IMPACT/EFFECTS OF CORRUPTION ON LEARNERS**

1. Explain how you think corruption can affect negatively on a student’s academic life?.....
2. **Corruption impact differently on people. On a scale of 1-5, where 1 is not a problem at all and 5 is a very serious problem; how would you rate the following corruption practices on public secondary schools in educational institutions?**

<b>Tick the appropriate box</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Corruption affects the quality of education					
Corruption rewards the undeserving students					
Corruption violates principles of achievement on merit					
Corruption distorts the fair grading of students					
Corruption affects the learners’ access to basic services.					

3. If you have personally been affected by corruption, explain how?.....

**C. DETERMINANTS AND MANIFESTATIONS OF CORRUPTION**

1. a. What are some determinants or factors that are encouraging the high prevalence of corruption at your schools?
2. What can you suggest as the reason for institutions’ and organizations’ failure to effectively combat/curb corruption?

**3. Indicate the corruption manifestations that are relevant to your particular school**

<b>Corruption manifestations</b>	Relevant or not relevant <i>(indicate by ticking)</i>
Embezzlement of examination registration fees by teachers and heads of schools	
Some schools evade payment of taxes	
Teachers undertake their home duties using a government vehicle for private errands	
Students buy term papers and admissions essays online	
Allocation of scholarships is greatly affected by corruption.	
Misappropriation of school funds by those in authority	
Admissions fraud in colleges, universities and schools, prospective students bribe their way into colleges	
Home-based tutorial classes offering extra lessons.	
Selling fake diplomas and bogus qualifications.	
Receiving kickbacks from companies or suppliers offered tenders by the school.	

**D. STRATEGIES THAT ENHANCE THE FIGHT AGAINST CORRUPTION**

1. Have you ever received any training on anti-corruption measures? If yes, state when and where you were trained and name the organization that trained you?.....
2. Would you be willing to receive any training on corruption prevention and integrity? Motivate your answer.....
3. Why should schools and colleges introduce courses on anti-corruption? Motivate your answer.....
4. In your experience, what do you think are the roles of teachers in the process of learning anti-corruption education concepts?
5. What support mechanisms do teachers need in order to be motivated to become anti-corruption educators?

**E. JOINING THE FIGHT AGAINST CORRUPTION.**

**1. Which strategy would you use in order to help in the fight against corruption and why?**

- Take part in a peaceful school demonstration against corruption
  - Join an organization that is mandated to fight corruption as an active member
  - Spread the word about the problem of corruption through social media.
  - Report the incidences of corruption
  - Sign a petition asking the government to do more to fight corruption
  - To buy from a company that is clean/corruption free
  - To advocate for churches to preach against corruption
  - To be a member and support anti –corruption clubs and integrity committees
  - To advocate for systems audit and reviews in both public and private sector
- Why.....?

**2. To whom would you report incidences of corruption?**

- Directly to educational institutions involved
- Zimbabwe Anti-Corruption Commission (ZACC)
- Zimbabwe Republic Police (ZRP)
- News Media
- Civil Society (Transparency International)
- No Answer
- Other (specify).....

**3. To what extent do private and state educational institutions experience the same corruption problems? Motivate your answer.....**

**F. PERCEPTIONS ON EFFECT OF CORRUPTION**

**1. What are the experiences of male and female learners in various educational institutions in relation to effects of corruption? Motivate your answer.....**

**2. Whose role is it to curb corruption in educational institutions?**

- Principals/Headmaster/Headmistress
- Teachers/lecturers/Tutors
- Students/pupils/learners
- Parents
- School Development Committees/Boards
- Everyone's/Collective role

State the reason for your response.....

3. Describe any interaction you had with either the Zimbabwe Anti-Corruption Commission (ZACC) or Transparency International Zimbabwe through its website, radio and television showcases?.....

**4. Indicate the mode which can be best used for a robust and effective anti-corruption drive?**

<b>Mode of public education</b>	<b>Best</b>	<b>Not</b>
Workshops and seminars		
Exhibitions and commemorations		
Road shows and road block campaigns		
Radio presentations		
Television presentation		
Newspapers press reports, fliers, brochures, journals and annual reports		
Website		
Face book		
Institutional visits and round table discussions		

**5. Which corrupt practices are important and relevant in our schools?**

<b>Practices</b>	<b>Important and relevant</b>	<b>NOT</b>
Malpractices emanating from concealment of essential and official transactions in the conduct of business		
Headmasters misinforming or misdirecting the parents in context of abusing their public office/ power		
Unlawful diversion and misappropriation of the institution resources		
Rampant abuse of entrance tests		
Manipulations of procurement procedures resulting in procurement fraud		
Nationwide public examinations leakages.		
Absence of monitored or audited financial systems		
Educational institutions may create bottlenecks to further corruptive tendencies.		

**G. THE SECONDARY SCHOOL EDUCATION CURRICULA AND ANTI-CORRUPTION EDUCATION**

6. To what extent is anti-corruption education being offered in the existing secondary programmes in your school?

7. According to you, what is the importance of mainstreaming anti-corruption programmes in the formal curriculum?

*Is there any relevant additional information that you want to share?*

Thank you.



## Appendix C: Semi-structured interview schedule for parents

### Preliminaries

Hello, my name is *Onesmus Nyaude*. I am a Doctor of Philosophy in Education student with the University of South Africa (UNISA). I am conducting a research study in partial fulfilment of my doctorate thesis. I am gathering data on four (4) public secondary schools in Zimbabwe *on strategies for combating corruption*. The research study defines educational institutions as schools, colleges and universities respectively. The research study seeks to understand among other things the extent to which curriculum designers and planners, educators, parents and learners are aware of corruption issues, how corruption is impacting on them, and how willing they are to act against corruption and what they perceive should be done to address corruption. I would greatly appreciate your help by taking part in this study. Every answer of the interview guide is completely confidential. You will not be asked to reveal any names of individuals; therefore, anonymity will always be guaranteed.

### Identification and demographics

Name of person administering	Nyaude Onesmus
Date of administering interview	
Name of Parent	
School represented by Parent	
Participant pseudonym	
Province	Harare Metropolitan
Town	Harare
Sex of respondent	Male                      Female
Age	
Highest professional/Educational qualification	

Experience in service	
Employment status	Employed by Government/ SDC/SDA/ Relief

### **GUIDING QUESTIONS**

1. What is your understanding of corruption?
2. What do you think are the major causes of corruption in schools?
3. How does corruption affect your children's learning in schools?
4. Which corrupt practices are committed by teachers and learners?
5. Some people say, it is learners who offer teachers some bribes to get favours and higher grades. What is your reaction?
6. To what extent does the education ministry protect learners from the devastating effects of corruption?
7. What do you think is the role of SDC's and SDA's in the fight against corruption?
8. How can school children and college students assist in the fight against corruption? Does engagement in some choral competitions on anti-corruption songs help? Describe how?
9. How does the monitoring of exam centres through CCTV cameras help in the fight against corruption?
10. Collaboration, multi-stakeholder and multi-agency approach strategy is quite commendable in that it provides a shared perception and experience in the fight against corruption. Do you agree? Why?
11. How does information transparency assist in the fight against corruption?
12. In your experience, what do you think are the roles of parents in their children's process of learning anti-corruption education concepts?
13. What community projects and programmes do you think teachers can undertake in order to promote effective combating of corruption?
14. How do you foresee the possibilities for introducing anti-corruption education in Zimbabwean secondary schools?
15. What local and national issues can facilitate the introduction of anti-corruption education in Zimbabwean secondary schools?

*Is there any relevant additional information that you want to share?*

Thank you.

## Appendix D: Semi-structured interview schedule for curriculum policy makers

### Preliminaries

Hello, my name is *Onesmus Nyaude*. I am a Doctor of Philosophy in Education student with the University of South Africa (UNISA). I am conducting a research study in partial fulfilment of my doctorate thesis. I am gathering data on four (4) public secondary schools in Zimbabwe *on strategies for combating corruption*. The research study defines educational institutions as schools, colleges and universities respectively. The research study seeks to understand among other things the extent to which curriculum designers and planners, educators and learners are aware of corruption issues, how corruption is impacting on them, and how willing they are to act against corruption and what they perceive should be done to address corruption. I would greatly appreciate your help by taking part in this study. Every answer of the interview guide is completely confidential. You will not be asked to reveal any names of individuals; therefore, anonymity will always be guaranteed.

### Identification and demographics

Name of person administering	Nyaude Onesmus
Date of administering interview	
Name of Curriculum development Unit	
Participant pseudonym	
Province	Harare Metropolitan
Town	Harare
Sex of respondent	Male                      Female
Age	
Highest professional/Educational qualification	
Experience in service	
Employment status	Employed by Government/ SDC/SDA/ Relief

## GUIDING QUESTIONS

1. It seems that some parents pay bribes to corrupt teachers to offer their children extra help at the expense of underprivileged learners. What is your response to this?
2. One of the major challenges in fighting corruption is that school authorities deliberately flout the anti-corruption laws and policies. Do you agree to this assertion? Why?
3. How do you view the inclusion of anti-corruption education in formal secondary school curriculum and is it adequately included?
4. The Government of Zimbabwe in its five-year (October 2013-December 2018) economic blueprint *Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET)* has set the fight against corruption as a key priority. From your perspective; is it possible to have a corruption-free society?
5. What are the strategies that can help society to successfully achieve ‘Zero tolerance to corruption’?
6. To what extent do the following activities result in corruption?
  - Collusion
  - Misrepresentation
  - Conflict of interest
  - Extortion
  - Overbilling
7. In your experience, what do you think are the roles of curriculum planners and designers in the process of exposing learners to anti-corruption education concepts?
8. Using your experience, can you explain whether it is important to introduce anti-corruption education in Zimbabwean secondary schools?
9. How can anti-corruption education be implemented in Zimbabwean secondary schools?
10. To what extent can a country attain a corruption-free environment through education?

11. In your view, how does combating corruption enhance learner academic achievement?
12. How do you foresee the possibilities for introducing anti-corruption education in Zimbabwean secondary schools?
13. What local and national issues can facilitate the introduction of anti-corruption education in Zimbabwean secondary schools?

*Is there any relevant additional information that you want to share?*

Thank you

## **Appendix E: Focus group interview schedule for final year public secondary school**

### **Preliminaries**

My name is *Onesmus Nyaude*. I am a Doctor of Philosophy in Education student with the University of South Africa (UNISA). I am conducting this individual interview in order to gather data on your views pertaining my study. I am gathering data using participants from four (4) public secondary schools. My study focuses on *strategies for combating corruption*. The collected data shall be used for academic research purposes only. The individual interviews will be digitally recorded, and I shall seek participants' assent in order to undertake these recordings. I shall also ensure that your privacy will be protected. I also undertake not to divulge any information that you share with me in order to maintain confidentiality and anonymity.

### **GUIDING QUESTIONS**

1. To what extent do teachers haphazardly sanction unplanned civic days for you to pay for wearing clothes other than school uniform and what is the collected money for?.....
2. Give examples of instances where your teachers bring goodies and force or persuade students to buy from them?
3. How do you react to teachers' acts of corruption that affects you?
  - Report to the headmaster
  - Report to parents
  - Report to Education Inspectors
  - Simply ignore
4. How do you think schools are protecting their students from effects of corruption?
5. Indicate what kind of corruption is prevalent at you school and give reasons for your answer?
6. How does corruption affect your academic achievement?
7. **How can schools curb corruption and why should they choose this specific method?**

- Through teaching moral education and ethics
  - Through punishing those involved in corrupt activities
  - Through mainstreaming anti-corruption education in all subjects
  - Through reporting corrupt people to the police.
8. Give examples of incidences at your school where other learners are enrolled fraudulently without meeting minimum requisite qualifications?

.....

9. Give examples of incidences at your school where students pay bribes to get higher marks or grades in certain subjects or even be rewarded prizes?.....

10. Why do you think teachers will give more attention to learners from a sound economic background?.....

11. Why is it so that privileged students have more chances of engaging in corrupt activities?.....

**12. What are the most common reasons for paying bribes?**

- It is the only easy way to obtain a service
- To speed up the process of getting a service required
- To make teachers and administrators happy and become biased
- As a gift, or to express gratitude

13. State the subjects in the curricula that are impacted heavily by corruption tendencies and give reasons why those subjects are prone to corruption.....

14. How do you foresee the possibilities for introducing anti-corruption education in Zimbabwean secondary schools?

*Is there any relevant additional information that you want to share?*

Thank you.



## Appendix F: Documentary analysis guide

### Preliminaries

The researcher reviewed secondary sources of literature to establish the extent at which strategies for combating corruption are explored. Official records and documents at school were requested to examine the extent at which measures are being put to combat corruption in general. Individual school names where documents were collected were not be divulged, therefore anonymity was always guaranteed.

#### a. Documentary analysis framework guide

Document analyzed	Elements of corruption noted	Remarks

Comments in relation to combating corruption.....

#### b. Observational schedule

Date	Observed phenomenon	Elements of corruption noted	Remarks

Comments relating to occurrence of corruption activities in schools.....

Appendix G: Ethical approval



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/06/14

Ref#: 2017/06/14/57641501/9/MC

Name: Mr O Nyaude

Student#: 57641501

Dear Mr Nyaude,

**Decision:** Ethics Approval from  
2017/06/14 to 2022/06/14

**Researcher:**

Name: Mr O Nyaude

Email: Nyaudeo@gmail.com

Telephone#: +263773264534

**Supervisor:**

Name: Dr HJ Kriek

Email: kriekh@unisa.ac.za

Telephone#: 012 429 6964

**Title of research:**

**Combatting corruption to enhance learner academic achievement in Zimbabwean public secondary schools**

**Qualification:** D Ed in Educational Foundations

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/06/14 to 2022/06/14.

*The medium risk application was reviewed by the Ethics Review Committee on 2017/06/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:



University of South Africa  
Pretorius Street, Mucklenauk Ridge, City of Tshwane  
PO Box 392 UNISA 0003 South Africa  
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
www.unisa.ac.za

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2022/06/14. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

*Note:*

The reference number **2017/06/14/57641501/9/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

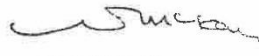
Kind regards,



**Dr M Claassens**

**CHAIRPERSON: CEDU RERC**

modtc@netactive.co.za



**Prof V McKay**

**EXECUTIVE DEAN**



University of South Africa  
 Pretter Street, Muckleneuk Ridge, City of Tshwane  
 PO Box 392 UNISA 0003 South Africa  
 Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150  
 www.unisa.ac.za

**Appendix H: Application letter for permission to the Ministry of primary and secondary education to conduct the study in Zimbabwean public secondary schools**

Zimbabwe Anti-Corruption Commission (ZACC)

872 Betterment Close

Mt Pleasant Business Park

Harare

Date: 3 July 2017

**The Permanent Secretary**

Ministry of Primary and Secondary Education

Head Office: Ambassador House

P. O. Box CY 121 Causeway, Harare

+263-4-705153,705281

**Attention :** Dr.S. Utete-Masango

Dear Madam

***APPLICATION FOR PERMISSION TO CARRY OUT A STUDY IN ZIMBABWEAN PUBLIC SECONDARY SCHOOLS***

The above-captioned matter refers;

I am applying for permission to carry out a research study in Zimbabwean public secondary schools. I, Nyaude Onesmus am doing research under supervision of Dr. H. Kriek, a Senior Lecturer in the Department of Educational Foundations studying towards a PhD in Education (Socio-Education) at the University of South Africa. Currently I am

employed as the Chief Research Officer at the Zimbabwe Anti-Corruption Commission (ZACC).

### **Purpose of the study**

The aim of the study is to investigate and explore how combating corruption would enhance academic achievement in the education of learners in four (4) public secondary schools. Your ministry/department has been selected because it oversees the overall administration of public secondary schools in Zimbabwe. The research study seeks to understand among other things the extent to which curriculum designers and planners, educators, parents and learners are aware of corruption issues, how corruption is impacting on them, and how willing they are to act against corruption and what they perceive should be done to address corruption within the school system in Zimbabwe.

### **Selection of participants**

Purposive sampling techniques will be used to identify and select study participants basing on their experiences in secondary school education as principals of secondary schools, senior teachers who are members of the school administration and final year secondary school learners with exposure to both theory and practical experience of how corruption manifests in general. A total of fifty-four (54) participants will be selected including four secondary school principals, eight senior teachers (two from each school), two (2) curriculum planners/officers from the Curriculum Development Unit(CDU), eight (8) parents (two from each school), and thirty-two (32) final year secondary school learners. There will be equal gender representation in the sample.

### **Procedures**

I am planning to conduct individual semi-structured interviews with final year secondary school learners and face-to-face semi-structured interviews with senior teachers, parents, curriculum planners and principals of the four selected public secondary schools. I intend to audio and video record the individual interviews in order to have a detailed record which is useful in data analysis.

### **Benefits of the study**

The benefits of this study are that it will help in the development of anti-corruption education curricula, anti-corruption teaching manuals, textbooks and related resources needed in introducing anti-corruption education and strategies in Zimbabwean primary and secondary school's education programmes.

### **Ethical considerations**

Potential risks are that, some participants may feel that divulging issues relating to corruption is risky, delicate and sensitive hence, they may deliberately evade the 'truth'. Ethical considerations including informed consent, equitable selection, privacy, voluntary participation, confidentiality and anonymity will be upheld in this study. The study data will be handled as confidentially as possible and will be used for the purposes of this study only. Secondary schools or individual names of the participants will not be disclosed. This study is based on the principle of voluntary participation and participants may withdraw from the study at any time and without penalty. There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail availing the research report document at the end of the research project as well as organizing for some de-briefing contact sessions with the participants to appraise them and share the key findings of the research study.

Yours sincerely

.....

Nyaude Onesmus

**Appendix I: Letter of permission to conduct the study from the Ministry of primary and secondary education**

Appendix I: Letter of permission to conduct the study from the Ministry of primary and secondary education

All communications should be addressed to  
 "The Secretary for Primary and Secondary Education"  
 Telephone: 732006  
 Telegraphic address: "EDUCATION"  
 Fax: 794505



**Reference: C/426/3** Harare  
 Ministry of Primary and Secondary Education  
 P.O Box CY 121  
 Causeway  
**HARARE**

11 July 2017

Onesmus Nyaunde  
 10 Chinyika Avenue  
 Marlborough  
 Harare

Re: **PERMISSION TO CARRY OUT RESEARCH IN HARARE METROPOLITAN PROVINCE; VAINONA; MT PLEASANT; MARLBOROUGH; MORGAN; ALLAN WILSON; GIRLS; QUEEN ELIZABETH; PRINCE EDWARD; ORIEL BOYS HIGH SCHOOLS AND CURRICULUM DEVELOPMENT UNIT.**

Reference is made to your application to carry out research at the above mentioned schools in Harare Metropolitan Province and the Curriculum Development Unit on the research title:

**"COMBATING CORRUPTION TO ENHANCE LEARNER ACADEMIC ACHIEVEMENT IN ZIMBABWEAN PUBLIC SECONDARY SCHOOLS"**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Directors, Harare Metropolitan Province and Curriculum Development Technical Services, who is responsible for the schools and department which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. You are required to seek consent of the parents /guardians of all the learners who will be involved in the research.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

Dr. S. J. Utete- Masango  
**SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**  
 cc: PED – Harare Metropolitan

HEAD  
 MT. PLEASANT HIGH SCHOOL  
*N. N. N. N.*  
 2017-08-04  
 P.O. BOX 190, MT. PLEASANT  
 HARARE TEL: 04-304056

20 JUL 2017  
 (S. J.)

MIN. OF P. & S. EDUCATION  
 CURRICULUM DEVELOPMENT  
 20 JUL 2017  
 P.O. BOX CY 121, CAUSEWAY  
 HARARE

MIN. OF P. & S. EDUCATION  
 NORTHERN DISTRICT  
 DISTRICT EDUCATION OFFICER  
 20 JUL 2017  
 P.O. BOX CY 1243, CAUSEWAY  
 HARARE TEL: 04-304056

**Appendix J: Letter of permission to conduct the study from the provincial office of the Ministry of primary and secondary education**

Appendix J: Letter of permission to conduct the study from the provincial office of the Ministry of primary and secondary education

All communications should be addressed to  
**"THE PROVINCIAL EDUCATION DIRECTOR"**



**Ministry of Primary and Secondary Education**  
 Harare Provincial Education Office  
 P. O. Box CY 1343  
 Causeway  
 Zimbabwe

Telephone : 792671-9  
 Fax : 796125/792548  
 E-mail : [moeschre@yahoo.com](mailto:moeschre@yahoo.com)

MIN. OF PRY. & SEC. EDUCATION  
 DISCIPLINE SECTION  
 HARARE PROVINCE  
 20 JUL 2017  
 P.O. BOX CY 1343, CAUSEWAY  
 ZIM. TEL. DL-792671/798146

*Onomas Ngende*  
 to *Chinyika Avenue*  
*Marborough*

**RE: PERMISSION TO CARRY OUT RESEARCH IN SOME SELECTED SCHOOLS**

*Vandana, Mt Pleasant, Marborough, Morgan, Allan Lillian*  
*Girls, Queen Elizabeth, Prince Edward, Oriel Boys*  
 High Schools

*On "Combating Corruption to Enhance Learner Academic*  
*Advancement in Zimbabwe Public Secondary Schools"*

Reference is made to your letter dated *11/07/17*

Please be advised that the Provincial Education Director grants you authority to carry out your research on the above topic. You are required to supply Provincial Office with a copy of your research findings.

*Chinyika E.*

For: Provincial Education Director  
 Harare Metropolitan Province

MIN. OF PRY. SEC. EDUCATION  
 NORTHERN-CENTRAL DISTRICT  
 DISTRICT EDUCATION OFFICE  
 20 JUL 2017  
 P.O. BOX CY 1343, CAUSEWAY  
 ZIMBABWE

MIN. OF PRIMARY & SEC. EDUC.  
 IMBAREKURUSHE DISTRICT  
 HUMAN RESOURCES ASSISTANT  
 20 JUL 2017  
 P.O. BOX CY 1343, CAUSEWAY  
 ZIMBABWE

*Rufaro (S.P.)*



## **Appendix K: Letter of invitation to participate / participant information sheet/consent form**

Dear prospective participant

My name is Nyaude Onesmus and am doing research under supervision of Dr. H. Kriek, a Senior Lecturer in the Department of Educational Foundations towards a PhD in Education (Socio-Education) at the University of South Africa. We are inviting you to participate in a study entitled '*Strategies for combating corruption: A case study of four (4) Zimbabwean public secondary schools.*

### **Purpose of the study**

This study is expected to collect important information that could help in combating corruption in order to enhance academic achievement in the education of learners in four (4) public secondary schools.

### **Invitation to participate**

You are invited to participate in this study because you have the requisite characteristics and experience consistent with the initiation of anti-corruption educational programmes in secondary schools. The main purpose of this study is to investigate the possibilities of combating corruption to enhance academic achievement in Zimbabwean public secondary schools. This will help in the formulation of anti-corruption education curricula, materials and related resources needed in mainstreaming anti-corruption education in formal curriculum in primary and secondary schools in Zimbabwe. I obtained your contact details from the Director/principal of your institution/school. A total of fifty-four (54) participants will be selected including four secondary school principals, eight senior teachers (two from each school), two (2) curriculum planners/officers from the Curriculum Development Unit(CDU), eight (8) parents (two from each school), and thirty-two final year secondary school learners. There will be equal gender representation in the sample.

### **The nature of participation in this study**

This study involves conducting individual semi-structured interviews with final year secondary school learners and face-to-face semi-structured interviews with teachers,

parents, curriculum planners and principals of public secondary schools. You will be expected to answer oral questions such as '*In your view does combating corruption enhance academic achievement in schools?*'. I intend to audio and video record the focus group interviews and the individual interviews. As a participant, you will be asked to take part in an interview that will last approximately two hours.

### **Withdrawal from this study even after having agreed to participate**

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent. You are expected to participate until the end of the study and should you be free to express your discomfort at any given stage of the study. This will enable the researcher to address your concerns. This study is based on the principle of voluntary participation, therefore in extreme cases; participants may withdraw from the study at any time and without penalty.

### **Negative consequences for participation in the research project**

There are no potential levels of inconvenience in your participation in this study. Should there be any harm caused by your participation, the researcher shall at all cost put measures to address the injury or harm attributable to the study.

### **Guarantee of anonymity/confidentiality**

The research study data will be handled as confidentially as possible and will be used for the purposes of this study only. School or individual names of the participants will not be disclosed. In order to conceal identity, your responses will be given a code number or a pseudonym. As such, in reporting the data in any publications such as journal articles, such coding will be used.

### **Protection of security of data by the researcher**

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at the Zimbabwe Anti-Corruption Commission Head Office in Harare. For future research or academic purposes; electronic information will be stored on a password protected computer.

### **Benefits/incentives / receipt of payment for participating in this study**

In this study participants shall not receive any payment. While there will be no personal payment for your participation, the study affords you the opportunity to share relevant information on how combating corruption will enhance academic achievement in Zimbabwean public secondary schools in to address current challenges to positive eradication of the scourge in the country. The information generated from this study may provide a basis for the initiation of vibrant anti-corruption education in Zimbabwe which the researcher hopes will contribute to sustainable development in general.

### **Study ethics approval**

This study has received written approval from the Research Ethics Review Committee of the College of Education, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

### **Summary of findings/debriefing**

On completion of the study and in consultation with my supervisors and the University (UNISA), a summary of the results will be communicated to you as participants. Please note that no names will be disclosed, and related ethical procedures will be observed during this process. If you would like to be informed of the final research findings, please contact Nyaude Onesmus on +263 773 264 534/ +263 712 236 893 or email [nyaudeo@gmail.com](mailto:nyaudeo@gmail.com) .

Should you have concerns about the way in which the research has been conducted, you may contact Dr.H.J. Kriek at [kriekhj@unisa.ac.za](mailto:kriekhj@unisa.ac.za) ; Tel: 012 429 6964, Cell: 082 857 0917. Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

---

SIGNATURE



## **Appendix L: Assent letter for learners in a secondary school**

I am doing a study on '*strategies for combating corruption: a case study of four (4) Zimbabwean public secondary schools*' as part of my studies at the University of South Africa. Your principal has given me permission to do this study in your school. I would like to invite you to be a very special part of my study. I am doing this study so that I can find ways that your teachers and principals can use to improve the various management systems and processes for the better. This may help you and many other learners of your age in different schools.

This letter is to explain to you what I would like you to do. There may be some words you do not know in this letter. You may ask me or any other adult to explain any of these words that you do not know or understand. You may take a copy of this letter home to think about my invitation and talk to your parents about this before you decide if you want to be in this study.

I would like to ask you questions about causes, effects and evils of corruption on education as well as ways of combating corruption. I intend to involve you in an individual interview. Answering the questions in an interview will take no longer than thirty (30) minutes.

I will write a report on the study, but I will not use your name in the report or say anything that will let other people know who you are. Participation is voluntary, and you do not have to be part of this study if you don't want to take part. If you choose to be in the study, you may stop taking part at any time without penalty. You may tell me if you do not wish to answer any of my questions. No one will blame or criticize you. When I am finished with my study, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

The benefits of this study are that we will share collective ways of addressing corruption in schools. This will provide you with opportunities for changing behaviours and adopt

ethical ways of living in society. There are no potential risks of your participation in the study. You will not be reimbursed or receive any incentives for your participation in the research. If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent or another adult call me at +263 773 264 534/+263 712 236 893. Do not sign the form until you have all your questions answered and understand what I would like you to do.

**Researcher:** Nyaude Onesmus

**Phone number:** +263-4-369602/5/8

Do not sign the written assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

**WRITTEN ASSENT**

I have read this letter which asks me to be part of a study at my school. I have understood the information about my study and I know what I will be asked to do. I am willing to be in the study.

\_\_\_\_\_  
Learner's name (print):

\_\_\_\_\_  
Learner's signature:

Date: .....

Witness's name (print)..... Witness's signature.....

Date: .....

*(The witness is over 18 years old and present when signed.)*

\_\_\_\_\_  
Parent/guardian's name (print)

\_\_\_\_\_  
Parent/guardian's signature:

Date: .....

\_\_\_\_\_  
Researcher's name (print)

\_\_\_\_\_  
Researcher's signature:

\_\_\_\_\_  
Date:.....

## **Appendix M: Example of an interview transcript with a secondary school principal**

Interview Setting: The interview was conducted in the participant's office. The interview was conducted at 9:30 AM on 27 July 2017.

### **Start of Interview**

Researcher: Will you tell me about yourself in terms of your academic and professional qualifications and teaching experience?

Participant D: I hold a Master's degree in Educational Management and a Bachelor of Education in Education Management. I also have a postgraduate qualification in administration. In terms of my teaching experience; I started my career as a secondary school Geography teacher and I have taught in several schools in Zimbabwe. I joined secondary education twenty-three (23) years ago. I am currently the school principal of the institution and have ten (10) years in this post.

This secondary school is one of the oldest in this country and has a student population of above 1500. We are offering secondary education from form 1 to form 6. Upon completion of the six (6) year course our graduates will enroll at universities.

Researcher: Do you have incidences where teachers are appointed to influential positions from a closed and exclusive social network, such as "home boys/girls" or the alumni of college or patronage appointments?

Participant D: Yes, we have had such appointments where a person is appointed in an acting capacity because of regionalism. At district levels in education too, there has been unfair secondments to posts based on such favouritism.

Researcher: There were allegations that some teachers design their own stamps to issue out final exam results for students who will not have fully paid their fees. Is this happening at your school?

Participant D: It is very true and even at our neighboring school a racket to that effect was unearthed leading to eventual dismissal of those involved. It was alleged that these fraudsters were in turn receiving money in return after availing the results.

Researcher: Some student teachers are alleged to pay a facilitation fee to enable them to get places for their final deployment at college. Does this happen at your school?

Participant D: This is a rampant practice, particularly married women whose husbands are stationed in Harare. Some female teachers are not prepared to stay away from their families and teach in rural areas. They are usually engaged in unnecessary corrupt activities by paying 'facilitation fees' to enable them to be posted in urban areas and stay with their families.

Researcher: Corruption is considered as one aspect of wrong-doing and a form of social injustice too. What is your opinion on this view?

Participant D: Corruption is prevailing everywhere, and district officials are not spared. There are reports that some district officials receive 'tokens of appreciation' from teachers awaiting deployment or those asking for transfers to preferred schools. Also, school heads due for promotions are also being asked to part with their monies for them to be quickly considered and be posted to the best schools.

Researcher: Some heads of schools and others in positions of authority are alleged to loot school resources and latter engage in the process of money laundering to clean their ill-gotten wealth. Have you been exposed to examples of this behaviour?

Participant D: Yes, particularly on procurement, construction or renovation of buildings and anything that involves cash. Heads demand three quotations from different companies but what is obtaining on the ground is that the same company avails three quotations from the same source. The truth of the matter is that eventually the same head benefit since they are the ones with final say on which company to do business with. During sports days, school heads use their sports organizers to purchase more food than intended. They will later nicodemously share the leftovers.

Researcher: How is it possible for teachers to embark on exam cheating as well as changing test scores for candidates for the teachers to receive incentives and bonuses?



Participant D: It is very possible because most teachers are involved in extra lessons and once their pupils fail exams they will do everything possible like changing test scores to please parents. Schools are also rated on their percentage pass rates at cluster, district and national levels so in the event of a school performing lower than expected level, the teachers are quizzed and at times parents withdraw their promising pupils. To avoid such embarrassments the teachers are likely to embark on corrupt activities such as aiding exam cheating by candidates to have their schools elevated to better pass rate positions.

Researcher: There is a concern that of late there is a growing private tutoring industry which has led to mushrooming of home-based tutoring. Is this a form of corruption considering that the government is paying the same teachers to offer services at schools? Can you give more background on this matter?

Participant D: Disgruntlement among teachers is rife and most teachers' morale has reached its lowest ebb. This is due to the prevailing low salaries coupled with unpalatable conditions of service. To make ends meet, some of the teachers are resorting to home-based tutoring and this is corruption considering the fact that they will be paid twice for the same job. The Government is paying them for teaching the same pupils they ask to pay for extra tuition. This greatly affects pupils' performance for most teachers do little during normal lesson and only do their best when conducting these private lessons to a few students who will have paid.

Researcher: There has been a talk of 'Shadow schools' without any real students but drawing public funding to pay 'ghost teachers'. Have you ever experienced this scenario? Explain.

Participant D: No, we haven't had such an experience in education where there is a shadow school. 'Ghost teachers' cannot really exist in the system due to the monthly and termly returns forwarded to the national office. This regularity coupled with the signing of the pay sheet by every teacher stamps out the possibility of such teacher existence.

Researcher: Are there any incidences of favouritism and nepotism in job promotions that

you are aware of? Give examples.

Participant D: There aren't such incidences as most promotional posts are publicly advertised through right channels, selection is done, and interviews are openly administered.

Researcher: Why are learner dropout rates attributed to high levels of corruption in a country?

Participant D: Yes, due to corrupt, the selection of candidates for BEAM and other social safe nets, wrong people usually benefit. The right candidates ultimately fail to raise, say school fees, and eventually drop out of school.

Researcher: To what extent do low pay levels of public and private sector employees be viewed as a key driver for corruption?

Participant D: Most public and private sector employees are paid below poverty datum line PDL and engage in corrupt activities to bolster their incomes in a way. Most in both public and private are driven to engage in corrupt activities to make sure there's food on the table. It is true that low pay levels are key drivers for corruption.

Researcher: To what extent is anti-corruption education being offered in the existing secondary programmes in your school?

Participant D: It is quite minimal and at times its non-existent. Those who enlighten the schools on corruption use the threat approach which is not friendly and educative at all. There is not much of such type of education in schools. More educational campaigns are required to educate the people on corruption.

Researcher: According to you, what is the importance of mainstreaming anti-corruption programmes in the formal curriculum?

Participant D: It makes the programme to be taken seriously. This again makes the programme to be orderly and systematically presented to the learners. This helps in broadening the participants' knowledge

The main goals would be to: inculcate an appreciation for good citizenship through honest stewardship of public resources,

- develop appropriate moral values and attributes for good corporate governance, and
- widen the learners' scope and critical understanding of what corruption is and how to avoid engaging in corrupt activities.

Researcher: In your experience, what do you think are the roles of school principals in the process of learning anti-corruption education concepts?

Participant D: Once we have school principals who are morally upright and exemplary steward of public resources, we have an opportunity to inculcate the same values by deeds and words to the school students and teachers through observation. It also produces uniformity in the education system.

Researcher: If you and your school were to develop a curriculum for combating corruption, what would be your main goals?

Participant D: Obviously, I will target at 'Zero tolerance to corruption' as the main theme. The goals will have been derived from this thrust implying the need to eradicate, uproot and eliminate corruption at my school.

Researcher: How do you foresee the possibilities for introducing anti-corruption education in Zimbabwean secondary schools?

Participant D: It would be a good idea to incorporate anti-corruption education in Zimbabwean schools not as a separate entity but as a component of subjects such as Social Studies, Heritage Studies and or Religious and Moral Education. This is critical for they say, 'catch them young.'

Researcher: Is there any relevant additional information that you want to share?

Participant D: Professionals should handle anti- corruption education to enlighten citizens on the evils and ills of corruption in the society. Do not use the only rely on the informal systems as it is now. The informal system in use now appears punitive, judgmental and incriminating in tone. It appears to be an extension of the police force, yet it should not be so. It must be proactive rather the reactive approach that has been created by its introduction. There is great need by policy makers to make sure that the subject of ant-corruption is incorporated right from primary schools.

Thank you.

## **Appendix N: Example of an interview transcript with a secondary school teacher**

Interview Setting: The interview was conducted in the interviewee's office at 9:00 AM on 10 August 2017.

### **Start of Interview**

Researcher: Will you tell me about yourself in terms of your academic and professional qualifications and teaching experience?

Participant E: Well I have 'A' level as my highest academic qualification. As for my professional qualifications I have a Bachelor of Arts degree and a Postgraduate Certificate in Education. On teaching experience; I have taught at secondary school level for the past thirty (30) years. I have been a senior teacher for the past twenty-six (26) years and have been assigned different posts of responsibility.

Researcher: How would you define corruption?

Participant E: Any abuse of power, embezzlement of public funds, flout of tenders, nepotism and biased selection of beneficiaries of sponsorship.

Researcher: How would you define anti-corruption education?

Participant E: Raising awareness against corruption by educating the public on corruption and ways of fighting corruption.

Researcher: What are the examples of corruption problems at your school?

Participant E: Tender flouting for school projects and procurement of resources, recruitment of ancillary staff, extra lessons, bribery in securing places for children among others.

Researcher: What are the examples of national corruption cases in Zimbabwe?

Participant E: Nepotism, tender flouting, bribery and abuse of power.

Researcher: To what extent is the corruption level in Zimbabwe is increasing or

decreasing? Explain your answer.

Participant E: The rate is quite alarming, although efforts to fight against corruption are being shown. However, across sector corruption is rampant and studies have confirmed this.

Researcher: What are the anti-corruption laws and policies in Zimbabwe?

Participant E: Section 254 of the Zimbabwe constitution (amendment number 20) mandates the Zimbabwe Anti-Corruption Commission to investigate any person allegedly engaging in corrupt practices.

Researcher: Which institutions and organizations work to combat/curb corruption in Zimbabwe?

Participant E: Zimbabwe Ant-Corruption Commission and Zimbabwe Republic Police

Researcher: Of the following forms of corruption which one is most common at your school and how serious is it?

<b>Corruption form</b>	<b>Common or not common (indicate by ticking)</b>	<b>On a scale of 1-5, where 1 is not a problem at all and 5 is a very serious problem. How would you rate the corruption form you identified?</b>
a. Bribery	✓	5
b. Fraud	✓	4
c. Abuse of power	✓	3
d. Favouritism	✓	4
e. Nepotism	x	1
f. Conflict of interest	✓	5
g. Embezzlement	✓	5
h. Extortion	✓	4
Others please suggest		

Researcher: Explain how you think corruption can affect negatively on a student's academic life?

Participant E: Favoritism and abuse of power destroy student's self-concept, confidence and sense of belonging. Conflict of interest affects the student's academic performance and security. Bribery, fraud, embezzlement of funds and extortion results in schools' poor infrastructural development which negatively affect the student's performance.

Researcher: Corruption impact differently on people. On a scale of 1-5, where 1 is not a problem at all and 5 is a very serious problem; how would you rate the following corruption practices on public secondary schools in educational institutions?

<b>Tick the appropriate box</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Corruption affects the quality of education					X
Corruption rewards the undeserving students					X
Corruption violates principles of achievement on merit					X
Corruption distorts the fair grading of students					X
Corruption affects the learners' access to basic services.					X

Researcher: If you have personally been affected by corruption, explain how?

Participant E: Some poor and deserving students in my class did not benefit from academic sponsorship while those from rich families did because of abuse of office, favoritism and possibly bribery.

Researcher: What are some determinants or factors that are encouraging the high prevalence of corruption at your schools?

Participant E: Poor quality of infrastructure and academic results, lack of development, lack of a good school tone, unfinished projects, abortion of planned projects, perennial conflicts among staff members and lack of respect of members, confusion and poor

results in co-curriculum activities.

Researcher: What can you suggest as the reason for institutions' and organizations' failure to effectively combat/curb corruption?

Participant E: Lack of monetary and technical resources, lack of motivation and supervision by superiors, poor salaries, sabotage of efforts, lack of cooperation and coordination, lack of meritocracy during promotion of heads/supervisors.

Researcher: Indicate the corruption manifestations that are relevant to your school

<b>Corruption manifestations</b>	<b>Relevant or not relevant (indicate by ticking)</b>
Embezzlement of examination registration fees by teachers and heads of schools	✓
Some schools evade payment of taxes	✓
Teachers undertake their home duties using a government vehicle for private errands	✓
Students buy term papers and admissions essays online	
Allocation of scholarships is greatly affected by corruption.	✓
Misappropriation of school funds by those in authority	✓
Admissions fraud in colleges, universities and schools, prospective students bribe their way into colleges	✓
Home-based tutorial classes offering extra lessons.	✓
Selling fake diplomas and bogus qualifications.	
Receiving kickbacks from companies or suppliers offered tenders by the school.	✓



Researcher: Have you ever received any training on anti-corruption measures? If yes, state when and where you were trained and name the organization that trained you?

Participant E: Not yet.

Researcher: Would you be willing to receive any training on corruption prevention and integrity? Motivate your answer.

Participant E: International standards on good governance calls for best practices and integrity so getting training on anti-corruption measures equips me with a wider spectrum of best standards as the world is fast growing into one global village.

Researcher: Why should schools and colleges introduce courses on anti-corruption? Motivate your answer.

Participant E: No organization or firm would want to employ an employee who is ignorant of issues on good governance and best practices. Training would sharpen students' perceptions to enable them to become best fit in their professions. More so, integrity molding would prepare students to become responsible citizens.

Researcher: In your experience, what do you think are the roles of teachers in the process of learning anti-corruption education concepts?

Participant E: They can bridge the gap and equip students to become responsible citizens and employees for different companies. Role modeling for the students can also train them to solve problems without indulging into corruption.

Researcher: What support mechanisms do teachers need to be motivated to become anti-corruption educators?

Participant E: Zimbabwe Anti-corruption Commission and Zimbabwe Republic police should collaborate with schools and colleges on issues against corruption. In addition to that, teachers should be given the mandate to become stakeholders in the process of anti-corruption drives.

Researcher: Which strategy would you use to help in the fight against corruption and why?

- Take part in a peaceful school demonstration against corruption
  - Join an organization that is mandated to fight corruption as an active member
  - Spread the word about the problem of corruption through social media.
  - Report the incidences of corruption
  - Sign a petition asking the government to do more to fight corruption
  - To buy from a company that is clean/corruption free
  - To advocate for churches to preach against corruption
  - To be a member and support anti –corruption clubs and integrity committees
  - To advocate for systems audit and reviews in both public and private sector
- Why?

Participant E: Join an organization that is mandated to fight corruption as a member.

The seriousness of the fight against corruption requires an organization which is mandated to do that task. People trust a message that comes from a responsible organization. This gives me the power to deliver a message which would be readily acceptable by the people unlike from any other group which doesn't have the mandate to do so. In Zimbabwe, ZACC is the most popular organization with that mandate to educate the public to fight against corruption.

Researcher: To whom would you report incidences of corruption?

- Directly to educational institutions involved
- Zimbabwe Anti-Corruption Commission (ZACC)
- Zimbabwe Republic Police (ZRP)
- News Media
- Civil Society (Transparency International)
- No Answer
- Other (specify).....

Participant E: Zimbabwe Anti-Corruption Commission

Researcher: To what extent do private and state educational institutions experience the same corruption problems? Motivate your answer:

Participant E: Corruption being a cancer, if not monitored it spreads. The reports so far indicate that these issues are common in both private and public sectors. Corruption in places such as colleges is common, and it is characterized by malpractices such as abuse of office, nepotism and favouritism.

Researcher: What are the experiences of male and female learners in various educational institutions in relation to effects of corruption? Motivate your answer:

Participant E: Females are sexually abused through practices such as a thigh for a pass and unwelcome fondling of private parts by male teachers. Males may be threatened or deliberately failed when they show amorous interest on some male teacher target female students. Favoritism cannot be over emphasized as it appears to be the norm. Teachers can be bribed to create and record marks for work not executed just to please unsuspecting parents or guardians. Nepotism during recruitment also take place in various institutions.

Researcher: Whose role is it to curb corruption in educational institutions?

- Principals/Headmaster/Headmistress
- Teachers/lecturers/Tutors
- Students/pupils/learners
- Parents
- School Development Committees/Boards
- Everyone's/Collective role

State the reason for your response

Participant E: The fight against corruption is everyone's collective role because it involves

everyone and takes place at different structural levels. If it is left to single level of the structure or to a few individuals, some corrupt activities taking place elsewhere may not be identified. This then calls for a collective effort in fighting the endemic corruption.

Researcher: Describe any interaction you had with either the Zimbabwe Anti-Corruption Commission (ZACC) or Transparency International Zimbabwe through its website, radio and television showcases?

Participant E: Capital Radio Talk Show involving ZACC Public Education Department was quite interesting and educative. Questions from the public and answers given were quite educative which shows how people are ready to cooperate in the fight against corruption in Zimbabwe.

Researcher: Indicate the mode which can be best used for a robust and effective anti-corruption drive?

Mode of public education	Best	Not
Workshops and seminars	x	
Exhibitions and commemorations	x	
Road shows and road block campaigns	X	
Radio presentations	X	
Television presentation	X	
Newspapers press reports, fliers, brochures, journals and annual reports		
Website	X	
Face book	X	
Institutional visits and round table discussions		

Researcher: Which corrupt practices are important and relevant in our schools?

<b>Practices</b>	<b>Important and relevant</b>	<b>and NOT</b>
Malpractices emanating from concealment of essential and official transactions in the conduct of business	✓	
Headmasters misinforming or misdirecting the parents in context of abusing their public office/ power	✓	
Unlawful diversion and misappropriation of the institution resources	✓	
Rampant abuse of entrance tests		
Manipulations of procurement procedures resulting in procurement fraud	✓	
Nationwide public examinations leakages.	✓	
Absence of monitored or audited financial systems		
Educational institutions may create bottlenecks to further corruptive tendencies.		

Researcher: To what extent is anti-corruption education being offered in the existing secondary programmes in your school?

Participant E: it is just being mentioned in passing not being taken as a subject. Introduction of it as an examinable subject would be a positive effort towards fighting corruption.

Researcher: According to you, what is the importance of mainstreaming anti-corruption programmes in the formal curriculum?

Participant E: this is a strong tool to counteract corruption. Moreover, a stitch in time saves nine. Basing on this moral shaping from a tender age would help Zimbabwe in achieving its 'zero tolerance to corruption' agenda by the year 2021.

Researcher: Is there any relevant additional information that you want to share?

Participant E: Zimbabwe Anti-Corruption Commission should pull its socks on issues concerning public education in Zimbabwe. Many people are victims not because they want to but because they are not having life skills to refuse, resist and reject corruption.

Thank you.

## **Appendix O: Example of a focus group interview transcript with final year secondary school learners**

In this interview, the symbols 'Focus group 4' represent focus group discussion interview 4 conducted with learners.

Interview Setting: The interview was conducted in the school main hall/lecture theatre the interview was conducted at 1400hours on the 27<sup>th</sup> of July 2017. Number of Participants: 8 (including 4 females and 4 males).

### **Start of Interview**

Researcher: Well girls and boys, before we begin this interview, I would like to confirm if all of you have read and signed the informed consent form, that you understand that your participation in this study is entirely voluntary and that you may withdraw from the study at any time without penalty.

Focus group 4: Yes, we have read and now understand the purpose of the study. We have also signed the informed consent forms and you are free to check physically.

Researcher: To what extent do teachers haphazardly sanction unplanned civic days for you to pay for wearing clothes other than school uniform and what is the collected money for?

Focus group 4: This is a common practice, usually two (2) or three (3) times a term. Personally, I think it is their 'money' we are simply told it is fundraising.

Researcher: Give examples of instances where your teachers bring goodies and force or persuade students to buy from them?

Focus group 4: Yes, they bring many things, but they do not necessarily use force. They persuade you, so in order to get good treatment in future you end up buying what you do not need just to please the teachers.

Researcher: How do you react to teachers' acts of corruption that affect you?

- Report to the headmaster

- Report to parents
- Report to Education Inspectors
- Simply ignore.

Focus group 4: I simply ignore because I fear victimization.

Researcher: How do you think schools are protecting their students from effects of corruption?

Focus group 4: At the moment I feel, they are not because this is a sensitive subject area and it has been happening for years without anyone actually doing anything to stop it.

Researcher: Indicate what kind of corruption is prevalent at your school and give reasons for your answer?

Focus group 4: Abuse of power because most things are done by force and violating rules that protect us as students. For example, making us pay for civic days without giving receipts or statements of accounts on uses of money is abuse of power.

Researcher: How does corruption affect your academic achievement?

Focus group 4: Other learners will be rewarded when they do not deserve it. This destroys the spirit of fair competition and demotivates hard workers. If school resources are embezzled, we will not have enough textbooks and other materials that can promote effective teaching and learning, hence we will perform badly. We are also asked to pay more to cover shortfalls created by abused funds.

Researcher: How can schools curb corruption and why should they choose this specific method?

- Through teaching moral education and ethics
- Through punishing those involved in corrupt activities
- Through mainstreaming anti-corruption education in all subjects



- Through reporting corrupt people to the police.

Focus group 4: Through mainstreaming anti-corruption education in all subjects because learners will have more time on interacting with anti-corruption education issues at school in a more formal way.

Researcher: Give examples of incidences at your school where other learners are enrolled fraudulently without meeting minimum requisite qualifications?

Focus group 4: During the process of enrolment of Form (1) learners, some parents pay bribes to get places for their children who may have points falling below the required cutoff points.

Researcher: Give examples of incidences at your school where students pay bribes to get higher marks or grades in certain subjects or even be rewarded prizes?

Focus group 4: Mostly it is our parents who have the money to pay bribes on our behalf. Because those parents with close relations with some teachers have their children favoured most and will get undeserved higher grades at school.

Researcher: Why do you think teachers will give more attention to learners from a sound economic background?

Focus group 4: It is simple. They will be expecting to get some cash as a form of bribe from the parents of those learners. I feel it is so because of low pay and poverty they are subjected to.

Researcher: Why is it so that privileged students have more chances of engaging in corrupt activities?

Focus group 4: It is because of the exposure to various life situations as well as temptations.

Researcher: What are the most common reasons for paying bribes?

- It is the only easy way to obtain a service.
- To speed up the process of getting a service required.
- To make teachers and administrators happy and become biased.
- As a gift, or to express gratitude.

Focus group 4: In my view and based on our experiences there are two major reasons, namely to make teachers and administrators happy and become and to speed up the process of getting a service required.

Researcher: State the subjects in the curricula that are impacted heavily by corruption tendencies and give reasons why those subjects are prone to corruption.

Focus group 4: Practical /technical subjects. These subjects demand a lot of materials for them to be done. Some raw materials in these departments can expose teachers to temptations of 'looting' them for their personal gain.

Researcher: How do you foresee the possibilities for introducing anti-corruption education in Zimbabwean secondary schools?

Focus group 4: Surely, there are possibilities because we have recently witnessed some changes in the old curriculum at national level. All the same this area of anti-corruption education can be equally included.

Researcher: Is there any relevant additional information that you want to share?

Focus group 4: Yes, we do not want corruption in our schools. We feel the Ministry of Primary and Secondary Education should help us in eradicating this problem so that we learn in corruption-free environments.

Thank you.

## **Appendix P: Example of an interview transcript with a parent**

Interview Setting: The interview was conducted in the participant's school. The interview was conducted at 14:30 PM on 16 August 2017.

### **Start of Interview**

Researcher: Will you tell me about yourself in terms of your academic and professional qualifications and working experience (if any)?

Parent 2 - School C: I hold a Master's degree in Library and Information Science and a Bachelor of Arts degree majoring in History. I am apparent with children who attend school here. I have been with the school for the past three (3) years. In terms of my working experience, I started my career as a secondary school teacher and I later joined the National Archives Department. I have some knowledge regarding the subject matter concerning corruption in schools and am willing to share with you.

Researcher: What is your understanding of corruption?

Parent 2 - School C: Corruption is the use of power/office/money to gain an unfair advantage over others.

Researcher: What do you think are the major causes of corruption in schools?

Parent 2 - School C: The need to have good passes, have better results than others, laziness, greediness on the part of the teacher and economic hardships on the part of the teacher.

Researcher: How does corruption affect your children's learning in schools?

Parent 2 - School C: It discourages hard work because they see the lazy ones passing and it promotes laziness.

Researcher: Which corrupt practices are committed by teachers and learners?

Parent 2 - School C: 1. Bribery 2. Abuse of power (when a teacher asks for sexual favours

in exchange with passes 3. Forgery of documents by teachers and learners. 4. Concealment of a transaction by both. 5. Abuse of office by the teacher/ head.

Researcher: Some people say, it is learners who offer teachers some bribes to get favours and higher grades. What is your reaction?

Parent 2 - School C: Yes, it's true to some extent but the teachers build the environment that is conducive to paying of bribes. They indirectly ask for bribes by at times making it difficult for students to pass the subjects they teach. Only those who will have paid extra money are made to pass.

Researcher: To what extent does the education ministry protect learners from the devastating effects of corruption?

Parent 2 - School C: Since corruption is a crime committed in secrecy and the culprits are happy with their actions, it is very difficult to prove corruption to have taken place since evidence is either concealed or destroyed, so I say very little is being done to protect learners

Researcher: What do you think is the role of School Development Committees(SDC's) and School Development Associations(SDA's) in the fight against corruption?

Parent 2 - School C: To play an oversight role in the running of schools and encourage the reporting of corruption by teachers and learners. SDC's should also name and shame would be offenders. Also, there is need to introduce awards to teachers who display high levels of integrity.

Researcher: How can school children and college students assist in the fight against corruption? Does engagement in some choral competitions on anti-corruption songs help? Describe how?

Parent 2 - School C: By setting up Integrity Clubs and awards systems. Yes, anti-corruption activities like song and drama help because they act as reminders and active education tools in upholding corruption free life styles.

Researcher: How does the monitoring of exam centres through CCTV cameras help in the fight against corruption?

Parent 2 - School C: I don't think it helps that much because most of the corruption happens away from the exam centres but what would help is making sure there is no cellphones, tablets, laptops, desk tops or even internet to reduce incidences of corruption and exam leakages.

Researcher: Collaboration, multi-stakeholder and multi-agency approach strategy is quite commendable in that it provides a shared perception and experience in the fight against corruption. Do you agree? Why?

Parent 2 - School C: Yes, it is a good strategy because one cannot fight corruption effectively alone, you need other efforts, reports, ideas, and learn from each other.

Researcher: How does information transparency assist in the fight against corruption?

Parent 2 - School C: Transparency is one of the tenets for a corruption-free society.

Researcher: In your experience, what do you think are the roles of parents in their children's process of learning anti-corruption education concepts?

Parent 2 - School C: As parents we need to reinforce and reward good behaviour and by exemplary living because charity begins at home.

Researcher: What community projects and programmes do you think teachers can undertake to promote effective combating of corruption?

Parent 2 - School C: There is need to hold competitions based on the anti-corruption theme using songs, drama, essays, poems, sports galas, workshops and marches. All these as way of raising anti-corruption awareness since songs, drama and poems stick more to people's memories than just a mere speech.

Researcher: How do you foresee the possibilities for introducing anti-corruption

education in Zimbabwean secondary schools?

Parent 2 - School C: Yes, it's possible but not as a standalone subject since the new curriculum has resulted in the school timetable being fully packed but it could be a topic or content for subjects like Heritage Studies and Family and Religious Studies.

Researcher: What local and national issues can facilitate the introduction of anti-corruption education in Zimbabwean secondary schools?

Parent 2 - School C: It needs commitment and implementation from the top and not just a campaign ticket which ends at rallies.

Researcher: Is there any relevant additional information that you want to share?

Parent 2 - School C: None

Thank you.

## **Appendix Q: Example of an interview transcript with a curriculum policy maker**

Interview Setting: The interview was conducted in the participant's office. The interview was conducted at 14:30 on 11 August 2017.

### **Start of Interview**

Researcher: Will you tell me about yourself in terms of your academic and professional qualifications and working experience?

Participant M: I hold a master's Degree in Curriculum Studies, Bachelor of Education and a Diploma in Education. In terms of my teaching experience; I started my career as a primary school teacher and I have taught in several schools in Zimbabwe. I have over twenty years of working experience in this field.

Researcher: It seems that some parents pay bribes to corrupt teachers to offer their children extra help at the expense of underprivileged learners. What is your response: to this?

Participant M: There have been growing allegations, I agree but usually the problem is that no one will come forward with credible evidence to support the claims.

Researcher: One of the major challenges in fighting corruption is that school authorities deliberately flout the anti-corruption laws and policies. Do you agree to this assertion? Why?

Participant M: Yes, I agree. We have heard incidences where principals have been brought before the courts for flouting tender and procurement regulations.

Researcher: How do you view the inclusion of anti-corruption education in formal secondary school curriculum and is it adequately included?

Participant M: This is a noble idea, which will help in developing anti-corruption behaviour among the learners.

Researcher: The Government of Zimbabwe in its five-year (October 2013-December

2018) economic blueprint Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET) has set the fight against corruption as a key priority. From your perspective; is it possible to have a corruption-free society?

Participant M: It is very possible provided people in Zimbabwe support the anti-corruption initiatives proposed by those in authority at political the level.

Researcher: What are the strategies that can help society to successfully achieve ‘Zero tolerance to corruption’?

Participant M: In our view, there is great need and urgency to mainstream anti-corruption studies in the formal curriculum. The anti-corruption agencies should step up their joint-anti-corruption campaigns across all societies.

Researcher: To what extent do the following activities result in corruption?

Participant M:

- Misrepresentation- This may cause theft when individuals pretend to be public officers.
- Conflict of interest- In schools’ principals and teachers may fail to declare their personal interests in specific situations for example when they are related to suppliers chosen to provide or services goods in a formal tender.
- Extortion- Parents may be victims when teachers and principals indirectly use language that may suggest that if they do not pay bribes, they may not get the services they require.
- Overbilling- In schools, corrupt incidences may arise when principals ‘top up’ an additional cost to the original cost of services or products with a corrupt motive of pocketing the difference.
- Collusion - Teachers and principals may decide to share the embezzled resources.

Researcher: In your experience, what do you think are the roles of curriculum planners and designers in the process of exposing learners to anti-corruption education concepts?



Participant M: Championing and spearheading the development of a responsive anti-corruption formal education in all schools.

Researcher: Using your experience, can you explain whether it is important to introduce anti-corruption education in Zimbabwean secondary schools?

Participant M: It is very important, and, in my view, it is the best thing that should be done.

Researcher: How can anti-corruption education be implemented in Zimbabwean secondary schools?

Participant M: This should be a shared enterprise among all relevant stakeholders in the country, including government, teachers, parents, civil society organizations and cultural groups. This will promote inclusivity. Thereafter in schools, it must be made a compulsory teaching and learning area.

Researcher: To what extent can a country attain a corruption-free environment through education?

Participant M: To a greater extent, particularly if anti-corruption education is made a policy issue supported by relevant legislation.

Researcher: In your view, how does combating corruption enhance learner academic achievement?

Participant M: It reduces unfair competition among the learners. Furthermore, when corruption is eradicated, equal access to learning resources will build confidence among learners. This sense of security motivates the learner.

Researcher: How do you foresee the possibilities for introducing anti-corruption education in Zimbabwean secondary schools?

Participant M: The opportunities are vast since we are living in a global village where chances of pursuing global anti-corruption initiatives are there.

Researcher: What local and national issues can facilitate the introduction of anti-corruption education in Zimbabwean secondary schools?

Participant M: The major issue in my view hinges on the availability of political will and commitment to fight corruption.

Researcher: Is there any relevant additional information that you want to share?

Participant M: Definitely, I want to urge all stakeholders in Zimbabwe that the fight against corruption is everyone's role and we should capitalize on opportunities at our disposal in the education sector. By this I mean schools need to disseminate information that assist in the fight against corruption.

Thank you

### Appendix R: Example of a documentary analysis guide

<b>Public Secondary school</b>	<b>Documents Analyzed</b>	<b>Source</b>	<b>Elements relating to combating corruption noted and remarks</b>
A	Vision and Mission statements Core values Auditor General reports Public Secondary school curricula	Principal's Office	The issues relating to attributes of combating corruption are ingrained, espoused and implicitly and explicitly pronounced or mentioned. Issues of integrity, empathy, transparency and team work are included on core values and are useful in all efforts meant to combat corruption.
B	Vision and Mission statements Core values Auditor General reports Public Secondary school curricula	Principal's Office	The issues relating to attributes of combating corruption are ingrained, espoused and implicitly and explicitly pronounced or mentioned. Issues of integrity, empathy, transparency and team work are included on core values and are useful in all efforts meant to combat corruption.
C	Vision and Mission statements Core values Auditor General reports Public Secondary school curricula	Principal's Office	The issues relating to attributes of combating corruption are ingrained, espoused and implicitly and explicitly pronounced or mentioned. Issues of integrity, empathy, transparency and team work are included in core values and are useful in all efforts meant to combat corruption.
D	Vision and Mission statements Core values	Principal's Office	The issues relating to attributes of combating corruption are ingrained, espoused and implicitly and explicitly pronounced or mentioned.

	Auditor General reports Public Secondary school curricula		Issues of integrity, empathy, transparency and team work are included in core values and are useful in all efforts meant to combat corruption.
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**Appendix S: Example of a proforma signed at the secondary school during data collection**

**PROFORMA FOR CONDUCTING RESEARCH**

**TITLE OF THESIS :**  
Combating corruption to enhance learner Academic achievement in Zimbabwean public secondary schools

**PhD Student -57641501**  
Nyaude Onesmus(UNISA)

- 1. **NAME OF SCHOOL:** Marlborough High School
- 2. **NAME OF HEAD:** JOSEPH CHANOSMBA  
**SIGNATURE**
- 3. **NAME OF SENIOR TEACHER (1) :** MANUSAO  
**SIGNATURE**
- 4. **NAME OF SENIOR TEACHER (2):** MADYWA  
**SIGNATURE**

5. **SCHOOL OFFICIAL STAMP:**

DEPUTY HEAD  
MARLBOROUGH HIGH SCHOOL  
2017-08-18

DEPUTY HEAD  
MARLBOROUGH HIGH SCHOOL  
2017-08-03

Refer to attached PDF

## PROFORMA FOR CONDUCTING RESEARCH

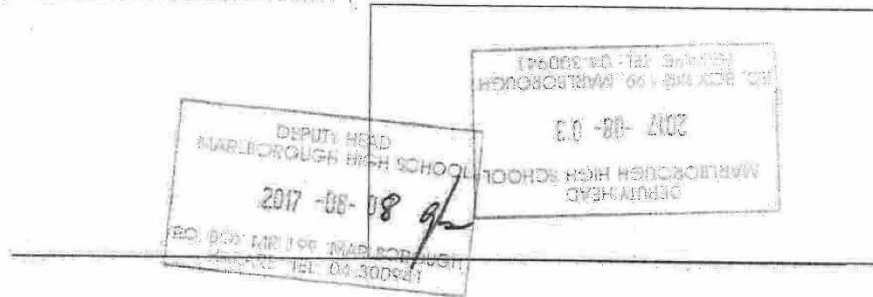
### TITLE OF THESIS :

Combating corruption to enhance learner Academic achievement in Zimbabwean public secondary schools

PhD Student -57641501  
Nyaude Onesmus(UNISA)

1. NAME OF SCHOOL: Marlborough High School
2. NAME OF HEAD:  
SIGNATURE JOSEPH CHIRUMBAE
3. NAME OF SENIOR TEACHER (1) :  
SIGNATURE MATUNDO
4. NAME OF SENIOR TEACHER (2):  
SIGNATURE MADYIWA

### 5. SCHOOL OFFICIAL STAMP:



## PROFORMA FOR CONDUCTING RESEARCH

### TITLE OF THESIS :

Combating corruption to enhance learner Academic achievement in Zimbabwean public secondary schools

PhD Student -57641501  
Nyaude Onesmus(UNISA)

1. NAME OF SCHOOL: Morgan High School
2. NAME OF HEAD:  
SIGNATURE *MUCHENUT C*
3. NAME OF SENIOR TEACHER (1) :  
SIGNATURE *B. Muchemutso*
4. NAME OF SENIOR TEACHER (2):  
SIGNATURE *NIA MASHINA*

5. SCHOOL OFFICIAL STAMP:



## Appendix T: Professional Editor's recommendation letter- South Africa

8 Nahoon Valley Place

Nahoon Valley

East London

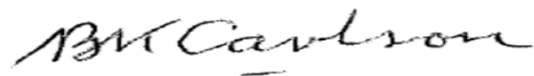
5241

12 June 2018

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following doctoral thesis using the Windows 'Tracking' system to reflect my comments and suggested corrections for the student to action:

*Strategies for combating corruption: a case study of four (4) Zimbabwean public secondary schools* by NYAUDE ONESMUS, a thesis submitted in accordance with the requirements for the degree of DOCTOR OF PHILOSOPHY IN EDUCATION in the subject SOCIOLOGY OF EDUCATION at the UNIVERSITY OF SOUTH AFRICA.



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Professional Editor

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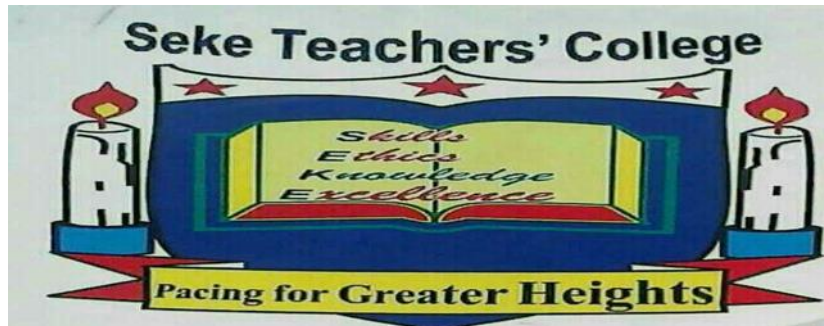
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Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

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## Appendix U: Local Editor's recommendation letter- Zimbabwe



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### To Whom It May Concern

This serves to confirm that the PhD dissertation entitled “Strategies for Combating Corruption: A Case Study of Four (4) Zimbabwean Public Secondary Schools” by Onesmus Nyaude was edited by an experienced editor. I have also checked the dissertation and can confirm that it is based on UK English.

I am a Principal Lecturer and Lecturer in Charge for languages and Communication at Seke Teacher’s College which is Affiliate College of the University of Zimbabwe. I have 17 years of experience as an English Language and Communication Skills lecturer and built on 10 years of high school teaching.

Furthermore, I am the college’s senior publications editor and focal person for crafting and editing of key speeches and minutes. I have received local training in module writing, editing and publishing. In addition to this I have been trained in the use of Information Communication Technologies in language teaching and learning in Kuala Lumpur, Malaysia.

My key responsibilities include the final editing of college journals, modules, syllabi, examination papers, magazines and other publications.

Thank you.

*B. Sitete*

B. Sitete (Editor)