

## **Government and the Imperative of Public Education Development: Ebonyi State in Perspective**

*Larry E. Udu and Aloysius S. Ibeogu*

Department of Public Administration, Ebonyi State University, Abakaliki, Nigeria

---

**Abstract:** This study looks at the role of government towards the development of public education and public-owned institutions and why the neglect of these state owned institutions despite the resources (funds) made available to them. The study adopted Content Analytical Approach as method of analysis and prebendalism theory as theoretical framework. It established that politics, corruption, non-commitment on the part of government and teachers greatly led to neglect and development of state owned institutions (education and public service) in Ebonyi State and Nigeria. The paper recommends amongst others; that officials responsible for the management and development of institutions of government should avoid corrupt acts, be more committed to the realization of educational goals and their objectives.

**Key words:** Government • Public Education • Development • Ebonyi State • Nigeria

---

### **INTRODUCTION**

The success and level of development of any nation is dependent on the state of educational attainment of the society (state or country). To that effect, education is seen as the catalyst and bedrock of development of any nation or individual. It is in realization of this, that any committed government has always taken education as one of its primary objectives; hence, Unity Party of Nigeria (U.P.N) under the leadership of late Chief Obafemi Awolowo in 1979 had free education at all levels for all with effect from October 1<sup>st</sup> 1979 as part of her party manifesto should U.P.N emerge victorious in the 1979 general elections [1], [2].

The benefits and importance of education can never be over-emphasized. Noting that the people of Abakaliki bloc (Izzi, Ezza, Ikwo and Ngbo) are listed as educationally backward and the entire Ebonyi State as one of the most educationally disadvantaged state in Nigeria. When Dr. Sam Egwu emerged the first executive governor of Ebonyi State in 1999 he declared a compulsory free education at all publicly owned Primary and Post Primary Schools in the state. Similarly, he elevated the old campus of Enugu State University of Science and Technology (ESUT) in Abakaliki to Ebonyi State University (EBSU), established a state college of education at Ikwo and later in 2006, established a school of health technology in Ngbo, Ohaukwu local government area, all with a view to

promoting education and producing high manpower for the public service and the reduction of illiteracy level across the Ebonyi State [3], [4].

Convinced by the fact that education is the key to the development of any nation and that a nation with large number of educated people is indeed a wealthy nation and the individual who is educated becomes an asset to his or her fatherland, that the government of Ebonyi State (1999- 2007), invested heavily in education through adequate and regular budgetary provision to institutions of learning and their implementing agencies. The percentage of state budget in education was far above average when compared to other sectors of the economy. In view of that, [5] posits that one of the cardinal goals of the Millennium Development Goal (MDG) is the achievement of universal primary education for all young ones since development cannot take place without proper education and enlightenment.

What seems most worrisome now is the way successive government, had neglected the development of public institutions of learning in Ebonyi State, hence the astronomical increase in the number of privately owned institution of learning, not only in Ebonyi State but across Nigeria. This paper therefore, seeks to investigate the reasons behind the apparent neglect of education by successive governments in Ebonyi State with a view to proffering some panacea to stem the tide. It is divided into five sections, Section 1, captures the

introduction and the theoretical foundation of the paper, while section 2, reviews some relevant literatures to the paper. Section 3, states the methodology adopted for the paper; section 4 and 5 analytically discuss the critical issues concerned as well as rapping it up with conclusion and recommendations respectively.

**Theoretical Framework:** The Prebendalism theory is adopted as theoretical foundation for this paper. Prebendalism refers to political systems where elected officials and government workers feel they have right to a share of government revenues, use them to benefit their supporters, co-religionists and members of their ethnic group. Marx Weber used the term to describe India and China in the early middle age in his book titled, “The Religion of India”. However, it was [6], the Director of the programme of African Studies at Northwestern University, who first used the term to describe patron-clientelism or neopatrimonialism in Nigeria. According to the theory of prebendalism, state offices are regarded as prebenders that can be appropriated by office holders who use them to generate material benefits for themselves and their constituents and kin groups.

As a result of that kind of patron-client or identity politics, Nigeria has regularly been one of the lowest ranked nations for political transparency by the Transparency International in its Corruption Perception Index.

Prebendalism is so widespread that it skyrocketed during the regimes of the former Nigerian dictators, Ibrahim Babangida and Sanni Abacha who were alleged to have stolen over US\$5 billion and administration of Goodluck Jonathan, which a former minister was linked to have diverted over N4tr into her private account. [7] noted that corruption reached its peak between 1994 and 1998 during the regime of Gen Sanni Abacha who was acknowledged to have stolen between 4 and 5 billion US dollars. Nigeria ranks 136 out of 176 countries with a score of just 27 out of 100 on the 2015 corruption perception index (Transparency International, 2015). Eighty five (85%) percent of Nigerians surveyed, note that political, bureaucratic and other forms of corruption has astronomically increased from 2011 - 2015. Global financial integrity estimates that more than US\$157 billion in the past decades has left the country illicitly. In Nigeria, most public officials mismanage and embezzle funds and make illegal acts of converting public funds into private use appear legal. Prebendalism is very much prevalent in the social and political fabric of Nigeria. The extent of prebendalism’s stronghold on the Nigeria bureaucracy is

such that it prevents the nation from being truly a democratic government and hampers development markedly.

At the local government level, the story is the same. The level at which public financial resources are mismanaged and misused is worrisome. [8] sees these dimensions of corruption as illegal, unethical and unauthorized exploitation of one’s official position for personal gain. He further noted that in practical terms, political and bureaucratic corruption is usually associated with the acceptance of bribe, but it is more than that, it involves fraud, nepotism, kickbacks, favouritism and misappropriation by public officials using positions for their own advantage.

The relevance of the theory to the study is predicated on the fact that corruption (political and bureaucratic) among public officials in Nigeria results from this misleading idea that public office is a means to plunder public resources. Politics is too lucrative in Nigeria and most politicians see public office as their return investment and a means of helping their kinsmen and women. This harmful practice has made corruption endemic in Nigerian political, social and economic spheres and must be discouraged. The present administration in Nigeria (Buhari’s regime) is prosecuting many past government officials on cases bordering on corruption. This is a step in the right direction and all hands must be on deck to fight the ugly menace of corruption for socio-economic development in Nigeria.

**Literature Review:** In [9] “Impact of Politics and Strike on Educational Development under Free Education Policy” the study seeks to establish the success of free education in a political driven society. It was anchored on survey research design. It established that most intellectual genius, brilliant and intelligent students have been denied honest and bright opportunities of aspiring to greatness because of what Nigeria politics (government) refer to as ‘connection’ that education has been denigrated to the point of loss of faith in teaching profession and low moral authority by teachers because teaching and education has been denigrated by the society. He recommended merit as a way forward.

A study by [10] “Philosophy of Education and Nigerian Leaders” The study seeks to establish the importance of education and the roles of Nigerian leaders towards the development of education. The study adopted descriptive research method. It established that for the development and sustenance of education, only very intelligent Nigerians should be recruited into the

teaching profession; only people who have reached the same level of competence for admission into the university should be admitted into the colleges of education as future teachers; remuneration for teachers should comparatively be better than their counterparts in the civil and other public services; every teacher should attend an ideological orientation at least once every two years to raise his commitment to the growth of education in the country.

Similarly, a study by [11] in [12] titled, "Investment in Education and Economic Growth in Nigeria" which objective was the investigation of the relationship between investment in education and economic growth in Nigerian public sector. The study employed Johnson co-integration technique; it indicated that there is indeed a long - run relationship between investment in education and economic growth. The findings which have a strong implication on educational policy in Nigeria, suggested that a concerted effort should be made by policy makers to enhance educational investment in order to accelerate growth which would engender economic development of the public sectors.

Furthermore, [13] in [14] "Funding the Nigerian University Education, the Role of the Various Stakeholders". The study sought to establish the role of stakeholders towards the funding of Nigerian Public Universities. It adopted survey research methods. The study established that funds available to Nigerian universities cannot meet their needs because they are insufficient. It however recommended that the federal and state governments should as a matter of urgency, increase the subvention to the various universities and other institutions of learning owned and managed by government. The foregoing empirical studies underpin the all - pervading importance of education to the development of a civilized society; the unfortunate neglect of it due to inadequate funding and the ways and means to improve the status quo in the common interest are the cardinal pre-occupation of this study.

**Methodology:** Content Analytical Approach was adopted for this paper. Data was extensively obtained from the secondary source i.e. the instrumentality of text books, journals, magazines and periodicals as well, as from government official publications; in addition to information garnered from direct observation, structured questionnaire which was administered to 120 randomly selected educational institutions administrators, academic and non-academic staff, public/civil servants, different categories of regular and part-time students, parents and

guardians of students and media commentaries. These assisted immensely in giving insight into the activities of the government regarding public education in the state within the period under reference.

**Corruption - Bane of Public Goods Development:** The overbearing power of public bureaucracy makes it the guide and direction of totality of government business and utilities. Bureaucracy now becomes almost all knowing and everywhere in handling of the business activities of governments, the implementation and surprisingly, formulation of public policy, a situation that strengthens the bureaucracy and widens its sphere of operation [15]. This observation is in tandem with the view of [16] in [17] that 'bureaucracy is a form of government, government by officials, characterized by tendency to meddle, to exceed its proper function. The effects of unethical activities on the nation's public institutions development cannot be easily estimated in Nigeria. [18], note that unethical activities of the employees reduced that level of investment. Corruption which is one aspect of unethical behavior could also be expected to reduce growth by lowering the quality of public infrastructure and services, decreasing tax revenues and causing talented employees to engage in rent - seeking rather than productive activities [19] in [20]. Corruption has really affected many of the business climates in Nigeria. Corruption disrupts governance, reduces the provisions of services by the government and its institutions, impaired governance, in turn reduces capital and public trust in governance and institutions; this reduces the public fund available to support effective economic, social, political and technological growth programmes [21]. It is important that government should implement a transparent regulatory framework governing public safety, public infrastructure and the overall public goods for social growth and development.

It is therefore pertinent to state that accountability is essential for the efficient functioning of the government departments especially as it is the primary and major implementation arm of government. Accountability acts as a quality control device for the public service and so the public as citizens and consumers in the public realm can expect to receive the best service. Accountability also underscores the superiority of the public will over private interests of those expected to serve and ensure that the public servants behave according to the ethics of the profession. The public expects nothing more or less and it is in this regard that the argument has been made that where professional ethics and accountability have been

eroded or abandoned, the servants become master and corruption thrives [22]. In the view of [23] accountability is very necessary now especially in the face of a sharp decline in resources available to most African States and aggravated by the rising expectations of the citizens which has further imposed tremendous pressure on governments to ensure that they give the citizens minimum possible value for their money.

Notwithstanding the many reforms by many countries to reposition the administration of their public service, it becomes imperative to state that Nigeria is not the only country in Africa in which the apparatus of government has become an instrument for the enrichment of members of the politically dominant group. Throughout Africa, from Algeria to Zaire, bureaucrats and politicians promote perverse economic policies, which, while impoverishing most of the society, provide concerted and significant benefits to the national elites and interest groups [24]. These goes to emphasize why corruption in developing countries and Nigeria in particular is often believed to arise from the class or conflict between traditional values and the imported norms that accompany modernization and socio-political development. It is seen by some scholars then as an unavoidable outcome of modernization and development [25], [26]. [27] in [28] argued that ‘corruption’ while being tied particularly to the act of bribery, is a general term covering the misuse of authority as a result of considerations of personal gain, which need not be monetary. Specifically, corruption or corrupt behavior involves the violation of established rules for personal gain and profit [29]. Corruption is effort to secure wealth or power through illegal means; private gain at public expense; or misuse of public power for private benefit [30].

In Nigeria, many sees corruption as a practical problem involving the “outright theft, embezzlement of funds or other appropriation of state property, nepotism and granting of favours to personal acquaintances and the abuse of public authority and position to exact payments and privileges [31]. [32] argues that corruption involves, “behavior which deviates from the normal duties of a public role because of private-regarding, status gain; or violates rules against the exercise of certain types of private-regarding influence”.

This is why the Prime Minister of India in the 1980’s, Rajiv Ghandi publicly stated that he believed 85% of government spending on development within India never reached its intended beneficiaries but was instead lost to corruption at every stage along the way [33]. A 2004 survey in Chad showed that 99% of money earmarked for

moral health clinics by the Ministry of Finance never reached its destination [34]. In Uganda, a relatively functional African country “less than thirty percent (30%) of the funds dedicated to primary education was actually reaching schools in 1988 [35] in [36]. This underlies the numerous studies of corruption in developing countries, with Nigeria as one of them; hence, the failure of government in managing public goods.

**Challenges of Public Policies:** In the preceding paragraphs, we discussed the critical issue of corruption and its negative implications on public goods development. Corruption however, does not operate in a vacuum; hence, the platform for development and sustenance of public goods delivery shall occupy our attention in the subsequent sections.

**Policy Failure:** Policies are not formulated as an end in themselves but means to desired end. The way and manner with which policies are carried out ultimately makes or mars the overall objectives behind such policies. Policy failure appears to be one of the greatest challenges facing policy objectives in Nigeria, particularly as it concerns the education industry.

[5] opined that the only panacea to the success of public policy and the growth of state economy is sustainability. He established that policy inconsistency is the major setback to development in Nigeria; hence, un-sustainability of policy programmes leads to waste of state resources.

Obanya’s view, in [6] as cited by [7] maintained that policy summersault remained a national cankerworm in Nigeria’s education development policies; that Nigeria’s policies in education are characterized by inconsistency, abandonment of programmes and sudden turn over in policy directions.

In the view of [11], why education policies in Nigeria could not hold or stand the taste of its onion is that education, mostly at the primary level have been universalized. Owing to its universalization, the exercise could not be sustained because of population explosion and poor economic environment.

For [13] who castigated government for the nations woos, reiterated that why most policies of government fail is that public policy planners are incapacitated to obtain correct and up to date statistical data required for planning the economy. For the sickening economic base in the country, [15] posited that the constraints to Policy Making Implementation and Analysis are that economic planning unit of government plan without accurate data,

plan without facts, chocked by political instability, financial indiscipline, lack of adequate consultation, inadequate monitoring and evaluation of policy implementation and lack of human and material resources.

**Quack Recruitment: the Stagnation of Public Service and Education in Ebonyi State:** Historically, public properties in Nigeria are somehow not accountable and managed with impunity especially with regards to human, material and public finance management. The expectation of Africans, particularly, Nigerians with regards to their leaders is to give out their best with recourse to managing public facilities. [23] in [24] asserts that favoritism on recruitment mars the quality of education and public service delivery in Nigeria. He maintained that the appointment of academic staff on the basis of sentiments, leads to attracting the wrong and unqualified teaching staff for the institutions of learning. In a related issue, [27] regretted that public service in Ebonyi State, Nigeria, has whittled down to the point that a visit to government ministries and departments in Ebonyi State, reveals that the official language of communication is individual, staff local dialect, (Izzi, Ikwo, Ezza, Ngbo, Afikpo) etc, depending on who is the chief executive of such government establishment. He equally maintained that in most public owned schools that most students and pupils are taught in local languages, as a result of hiring incompetent teachers to teach the students. Similarly, [30], concluded that sabotage on the part of government officials (teachers and civil servants) have greatly affected the development of the public service. A case whereby a teacher is also a trader, goes to the school, signs the attendance register and moves to his or her shop and a civil servant, at the same time, an okada rider or keke driver, shows his face in the office, signs the register and goes on with his keke or okada ride.

Furthermore, the rate at which social vices have turned down the running of public institutions particularly education and public service, is so worrisome to concerned Nigerian citizens. This ranges from lateness to duty, habitual absence from duty, dereliction of duty, pilfering, sabotaging of government policies and programmes, over inflation of government programmes and projects, non execution of projects that have been paid for, demand of sexual gratification among the female folks by their male superiors in office so as to grant them undeserved and unmerited favours, etc, have contributed to water down the strength of the public institutions; hence, the failure of the socio-economic development of the country. [27], attributed the cause of the alarming rate of social vices in public institutions to leadership failure

and greed among the elites, etc. He stated that in Nigeria, public services are usually carried out at the wrong time and by the wrong people. In the education sector, most students who are given pass marks by their teachers are sheer ignoramuses or those Who never sat for examinations, while in the public service management, those who are considered for leadership and position of responsibility are those considered to be loyal to the political elite, as against those with the expertise to guarantee public service delivery. [27] corroborated the views of [13] when he opined that moral decadence has greatly impaired the development of public economy. He attributed it to callousness, lack of patriotism and decency, not only on the part of the leaders but also on the led. [4], [5] lamented the predicaments and rigors of our people and public assets. They maintained that the public institutions and the people lack of seriousness for hard work, strict discipline and consciousness or consciences that propel someone to self development and robust economy.

For the declining rate to school enrolment by pupils and students of school age in Nigeria public schools, [7] noted that unemployment is one major factor encouraging the level of school dropout and makes it difficult for achieving the desired result in free educational policy of government, both at the state and federal government levels in Nigeria; that since it has become obvious that most young boys and girls do not secure jobs after many years of graduation from institution of learning, the situation sent negative signals to parents and children who are future leaders of tomorrow. So, the children of school age and parents thought it wise that since formal education no longer brings the fortunes it desires, opted to “fend for living in other endeavours of life. The rising unemployment and joblessness situation in Nigeria seems a threat not only to educational development, but socio-economic stability and then increase wave of social vices in the public life and society at large.

According to [17], Unemployment rate in 2003 stood at 14.8 percent; declined to 11.09 percent in 2005 due to some poverty alleviation programmes which in one way or the other improved socio-economic situation of the people particularly in the informal sector. However, the rate decreased sharply from 14.9% in March 2008 to 9.7% in March 2009 (NBS, 2010). In the same vein, unemployment trend in Nigeria from 2010 to 2014... shows that, as at 2010 unemployment rate stood at 21.1%; 23.9% in 2011; 24.3% in 2012; 28.5% in 2013 and projected at 20% in 2014: (IATEL, 2014). The negative implications of these in school enrollment are quite obvious.

**Consequences of Government Partial Commitment to the Development of Public Social Life and Public Institutions:**

Public life (education) across states of the federation seems to be on a wide scale decline, especially when it appears that government has not shown much commitment towards the reduction of illiteracy among the less privilege families. Despite government claim that great chunk of the state fund is made available for the development of education, nothing on ground could attest to the claims by the government. Throughout the federation, a special entitlement known as enhanced Teachers Salary Structure (TSS) was approved for teachers of public owned primary and post primary schools, but hardly. is it implemented in any of the government or public schools owned by state governments. The government also maintained its disposition in improving the quality of education at the tertiary level, hence, the approval for the payment of two hundred and twenty billion naira (N220b) during the 2009 Federal Government (F.G.N) and Academic Staff Union of Universities (ASUU) agreement, annually for the improvement of infrastructural facilities in Nigerian universities. The question is to what extent has government been committed towards that agreement, otherwise, why the strike embarked by ASUU between Wednesday November 2016 and Wednesday 23 November 2016 and another strike embarked upon by ASUU on 13 August 2017. This goes to buttress the claim by [9] that there is sabotage on the part of government officials towards the development of the education sector. A situation where there are inadequate or near absence of teaching aids, shortage of teaching staff, poor hostel accommodation, etc. This situation accounts for the patronage of private institutions of learning in Nigeria in preference to their public-owned counterparts.

The neglect of the public-owned institutions of learning by the government contributed to the poor performances of students in Ebonyi State and Nigeria's tertiary institutions in their semesters examination, students involvement in examination malpractices, their poor performances in external examinations like the West African Examination Council (WAEC), National Examination Council (NECO), the Unified Tertiary Joint Admission and Matriculation Board Examinations (JAMB) and the disheartening total neglect of teaching profession in Nigeria, the TETFund interventions to tertiary institutions in the country, notwithstanding. The contention of this paper is that the foundation upon

which the tertiary institutions stand which are the primary and secondary schools in the country particularly in Ebonyi State have not received adequate attention of the state government in recent times.

Evidently, EBSU, the only State University has its major funding from the State Government's monthly subvention which was to the tune of 250 million as 2009 to 2013 and further reduced 200 million and 170 million respectively from 2014 onwards (EBSU Report, 2016). Considering that the university total emoluments of staff ranges from 350 — 360 million naira in recent times which by implication, means that EBSU management has the onus of augmenting the subvention from the State government by increase in school fees with attendant implications for indigent students in a state popularly ranked as one of the educationally backward states in the country. It was indeed, in consideration of the educational status of Ebonyi State that the first civilian administration led by Dr. Sam Egwu introduced a free and compulsory primary/secondary education in Ebonyi State with eight thousand naira(N8, 000) fee for the university (EBSU Newsletter, 2014). The abrogation of this policy has impacted negatively on education of Ebonyi youths.

Again, the table below shows that out of 248 micro-projects approved by the Ebonyi Community Based Social Development Agency (EB-CSDA) 222, representing 89.52% of total approved projects have been successfully completed. A closer examination of the figures also reveal that water has the greatest number of approved and executed projects (62/60); followed by rural electrification (47/46) while transport with 45 approved and 44 executed and education with 42 approved and 32 completed projects ranked third and fourth respectively, in the priority list [10]. For education to rank fourth in the priority scale with even the least completed projects comparable to total approved figure is unexplainable, the poverty status of Ebonyi State notwithstanding.

Similarly, Table 2 below further captures respondents' views on the consequences of government insufficient commitment particularly to tertiary education in Ebonyi State. The figures are self-explanatory.

Much as the figures in the above table are self-explanatory, it is still necessary to comment briefly on the respondents views regarding the extent to which each of the factor outlined impact negatively on educational development of the public tertiary institution in Ebonyi State. One can observe that the preponderant views of the respondents are that poor funding of tertiary education

Table 1: Summary of Approved/Funded Micro-Projects by Sector

S/N	Sector	Approved MPs	Completed MPs	Ongoing MPs	Yet to Commence	Disbursement
1	Education	42	32	05	04	157, 721, 148.46
2	Health	08	06	01	01	30, 288, 746.2
3	Water	62	60	01	01	157, 631, 134.50
4	Rural Electrification	47	46	01	0	282, 020, 888.70
5	Transport	45	44	01	0	173, 155, 183.70
6	Socio-economic	38	29	05	04	165, 535, 288.15
7	Environmental & natural Resources	06	05	0	01	6, 905, 840.00
	Total	248	222	14	11	973, 258, 229.61

Source: Ebonyi State Community and Social Development Agency (EB-CSDA), 2003

Table 2: Consequences of Partial Government Commitment to Education in Ebonyi State

Questionnaire Items	SA	%	A	%	D	%	SD	%
Reduced school enrollment and increased school drop-outs	35	29.16	40	33.33	25	20.83	20	16.66
Poor teaching facilities	80	66.66	40	33.33	0	0	0	0
Demotivated/Aggrieved Staff	70	58.33	45	37.50	5	4.16	0	0
Production of Low Quality Graduates	100	83.33	20	16.66	0	0	0	0
Increased Ant-Social Vices	50	41.66	35	29.16	10	8.33	5	4.16

Source: Udu Field Survey, 2018

by the state government result to poor teaching facilities in the institutions, demotivated and aggrieved members of staff, production of low quality/sub standard graduates with the concomitant result to increased anti-social vices among the youths. However, the impact of poor funding on school enrollment and or increased drop out from school appears to be significantly lower. This situation can be attributed to increased awareness of the importance of education even among the poor such that by extension, in the country, applications for admission for part-time programmes particularly in Ebonyi State University is a bit different as enrollment has dropped significantly and many have abandoned the programme due to high cost of fees, in the face of excruciating poverty and dwindling job prospects. This scenario may well be expected since most of the students in part-time degree programmes are also parents/guardians who equally have fees of the children/wards at all level of education to contend with.

Here, 35(29.16%) and 40(33.33%) of the respondents strongly agree and agree respectively that enrollment into tertiary institutions has been reduced and many students dropped out of school while 25(20.85%) and 20(16.66%) respectively opine that this factor does not describe the reality on ground.

### CONCLUSION AND RECOMMENDATIONS

The study investigated the reasons behind the apparent neglect of public education by successive governments of Ebonyi State. The study observed that seeming insufficient attention to education in Ebonyi

State has negatively impacted on the sustainable socio-economic development of the state resulting to continued backwardness and pervasive poverty amongst Ebonyi People.

The position of the study therefore, is that in order to ensure a robust and virile economy that will bring sustainable development, a resilient commitment is required not only from government but all those concerned in the management and development of education and public service so as not to relegate the economy to the background, since an educated nation is seen as a wealthy nation and that all development stems from the development of education and public service institutions, it calls for government and every body's commitment towards the realization of the goals and targets of healthy economy. To do this effectively, the following recommendations are advanced:

- Management of public sector institutions should be devoid of politics;
- Nigerian leaders should be upright and lead by personal example;
- A concerted and committed effort should be made not only by government but all stakeholders in the development of education, public life, public institution and public infrastructure to guarantee a robust economic base;
- Sentiments and nepotism should be avoided when attracting personnel for the running of public infrastructures, but expertise and professionalism should be maintained;

- Public goods should not be seen as a no man's property, but personal asset, with these, avoid the social vices that have plagued the management of public institutions;
- Leaders at all levels in Nigeria, especially in the management of public facilities, should adopt the principle of accountability and transparency to bring a reduction in the level of corruption in public institutions.

## REFERENCES

1. Adewumi, P., 2001. Policy Planners and the Garmics of Education, Conference Paper Presented at Benue State University, Makurdi, 2013.
2. Agara, T. and O. Omobolaji, 2009. Ethics and Accountabiliy in Nigeria'i Public Service. A Historical Overview. *Journal of Public Administration and Policy Research*, 1(1): 11-18.
3. Aniekwe, S., 2010. The Role of Human Resources Planning and Development in the Achievement of Millenium Development Goals in Nigeria. *Nigerian Journal of Public Administration and Local Government XV* (2).
4. Arowolo, D., 2010. State, Bureaucracy and Corruption in Nigeria. *The Online Journal of Academic Leadership*, 8(3) Retrieved on 13111 July 2011 from the website [WWW.academicleadership.org/article](http://WWW.academicleadership.org/article).
5. Asche, J., 2001. Unemployment, a Cause to School Dropout. A Paper Presented at Education Summit in Benin, Edo State.
6. Bayley, D.H., 1966. The Effects of Corruption in a Developing Nation. *The Western Political Science Quarterly*, 19(4): 7 19-732.
7. Bichi, A.A., 2006. Corruption and its Implication in National Development, Paper Presented at the National Conference of Nigerian Psychological Association Held at Uyo, Nigeria, 28-31 August.
8. Chukwu, P., 2012. Assessment of TETFund Towards Development of Tertiary Education: A Study of Ebonyi State University, Abakaliki. A Ph.D Thesis Proposal Presented to the Department of Public Administration, Ebonyi State University Abakaliki.
9. Collier, P., 2014. The Bottom Billion: Why the Poorest Countries are failing and what can be done about it. *Academic Research Journal*, 4(2): 16-24.
10. Dike, V.E., 2008. Corruption in Nigeria; A New Paradigm for Effective Control. [Vdike@cwnet.com](mailto:Vdike@cwnet.com).
11. Fafunwa, B., 2004. Free Education in Nigeria, Policy Summersault, A Lecture Delivered in Lagos.
12. Gentleman, A., 2006. India's War on Poverty: Easy Victory Unlikely. *International Herald Tribune*, Feb, 28, Available at <http://www.int.comlarticles/2006/02/27/news/poor.php>.
13. Harsch, E., 1993. Accumulators and Democrats: Challenging State Corruption in Africa. *Journal of Modern African Studies*, 31(10): 31-48.
14. Ibeogu, A.S., 2015. Assessment of Education Policies in Ebonyi State: The Case of Free and Compulsory Primary and Post Primary Education. A Ph.D Thesis Proposal Presented to the Department of Public Administration, Ebonyi State University Abakaliki.
15. Ibeogu, A., 2016. Politics of Nefarious Acts of Leaders on Individuals, Social and Economic Development: The Experience in Nigerian Government. Unpublished Article Paper, Ebonyi State University, Abakaliki.
16. Igboke, A., 2014. Assessment of Free and Compulsory Education Policy in Nigeria. Unpublished Thesis, Ebonyi State University, Abakaliki.
17. Lipset, S.M. and G.S. Lenz, 2000. 'Corruption, Culture and Markets', in E, Lawrence and S. Huntington (ed) *Culture Matters*. New York: Basic Books.
18. Mbaku, J.M., 1996. Bureaucratic Corruption in Africa: The Futility of Cleanups. *The Cato Journal*, 16(1).
19. Njoku, R.A., 2015. Impact of Political Environment on Human Resources Management in Nigerian Public Sector Organizations: Imo State University Experience. A Ph.D Thesis Presented, Ebonyi State University Abakaliki.
20. Nye, J.S., 1967. Corruption and Political Development: A Cost-Benefit Analysis. *American Political Science Review*, 61(2): 417-427.
21. Obanya, V., 2007. Sustainability as a Panacea to the Success of Educational Policy, Seminar Paper Presented, Federal College of Education, Ehamufu.
22. Ocho, L.O., 1988. *Philosophy of Education for Nigeria*. Enugu: Harris Printing and Publishing Company Ltd.
23. Ocho, L.O., 2005. *Educational Policy Making, Implementation and Analysis*. Enugu: New Generation Books.
24. Odey, J., 2000. *The Parable of a Wasted Generation*. Enugu: Snaap Press Ltd.
25. Odey, J., 2004. *The Children of Wicked Generation (Why they are Angry, Desperate and Vicious)* Enugu: Snaap Press Ltd.
26. Odey, J., 2016. *Examination Malpractice (An Intellectual Succide)* Enugu: Snaap Press Ltd.



27. Ogbonnia, C., 2000. "Anti - Corruption" A Paper Delivered at NYSC Orientation Camp, Awgu, July 29 2000.
28. Ogodo, H.I., 2016. Homily Delivered during a Church Service at St Theresa's Catholic Cathedral Abakaliki, 13 Nov, 2016.
29. Olowu, D., 2002. "Accountability and Transparency" In L. Adamolekun (ed) Public Administration in Africa: Main Issues and Selected Country Studies. Ibadan: Spectrum Books.
30. Ominyi, S., 2004. Speech Delivered During an Education Summit in Abakaliki, Ebonyi State, 2004.
31. Onuka, V., 2007. Funding the Nigerian University Education, the Role of Various Stakeholders in Chukwu, P (ed) Assessment of the Funding Policies on Tertiary Educational Institutions in Nigeria, PhD Proposal, Ebonyi State University, Abakaliki.
32. Risikat, 2008. Investment in Education and Economic Growth in Nigeria, in Chukwu, P(ed) Assessment of the Funding Policies on Tertiary Educational Institutions in Nigeria, Ph.D Proposal, Ebonyi State University, Abakaliki.
33. Udu, L.E. and E.O. Abah, 2016. Achieving Violent-Free Elections in Nigeria: The Role of Political Parties, *European Journal of Social Sciences*, 5(1): 35-52.
34. Udu, L.E. and S.O. Onwe, 2016. Approaches to Community Development in Nigeria, Issues and Challenges: A study of Ebonyi State Community and Social Development (EB-CSDA) *Journal of Sustainable Development*, 9(1): 296-307.
35. Uguru, L.C. and A.S. Ibeogu, 2015. Effect of Bureaucratic Corruption and Lack of Public Accountability on Grass roots Transformation in Nigeria. *African Journal of Politics and Administrative Studies (AJPAS)* Abakaliki: Copycraft Int Ltd.
36. Ugwu, L., 2011. Unethical Behaviour in Nigerian Organizational Settings: Its Evolution, Dimensions and Impact on National Development. *Asian Social Science*, 7(2): 20-24.