



NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

**DEPARTMENT OF: EDUCATIONAL ADMINISTRATION, SUPERVISION,
ECONOMICS, AND PLANNING**

**A RESEARCH ON THE ROLES OF SCHOOL ADMINISTRATORS IN
COMBATING CORRUPTION IN SIERRA LEONE SECONDARY SCHOOL
EDUCATION**

M.Sc. THESIS

Carlos Francis Barber

Nicosia

January,2022

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January, 2022

APPROVAL

We certify that we have read the thesis submitted by Carlos Francis Barber titled “**THE ROLES OF SCHOOL ADMINISTRATORS IN COMBATING/ (THE FIGHT AGAINST) CORRUPTION IN SECONDARY SCHOOL EDUCATION (CASE STUDY SIERRA- LEONE)**” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the award of Master of Educational Sciences.

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DECLARATION

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guideline of Institute of Graduate Studies, Near East University. I also declare that, as required by the rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Carlos Francis Barber 1st February 2022

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Carlos Francis Barber

DEDICATION

I am dedicating this piece of work {Thesis} to my parents; Mr. Balansama Marah and Mrs. Catherine Adama Marah for their untiring parental care and support in building and shaping the kind of man I have become. Also, to my children; Carlos Francis Barber Jnr. and Catherine Adama Divine Francis Barber, and my fiancé Miss. Aina N'Bompa Turay and my grandmother Madam, Alice M'balu Gbangba for all your support in making me a standout man amongst my peers and admirers.

ABSTRACT

The Roles of School Administrators in Combating

Corruption In Secondary School Education

(Case Study Sierra-Leone)

Barber Carlos Francis
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Corruption is a concept that is commonly associated with most third-world countries, particularly those in Africa. Corruption is defined as dishonesty and misuse of power in its most basic form, and it is a worldwide problem. Sierra Leone's secondary school curriculum still has a long way to go in combating corruption. There is evidence that some secondary school administrators in charge of preventing corruption are also part of the mastermind behind the corruption in secondary schools. This study intends to assess the roles of school administrators in preventing corruption inside their institutions. The study focused on the effects of corruption, different types of corruption, and some of the administrative tactics used by administrators to combat corruption, with Sierra-Leone as a case study. Following the use of the ordinary least square method to correlate the findings; demonstrated in table 4.2 on the perpetrators of corrupt practices in secondary schools in Sierra Leone reviewed that most of the respondents agreed to the fact that teachers are responsible for the occurrence of certain corrupt acts which could be as a result of late payment of salary, in addition, the study uses an ex-post facto research design and a quantitative research approach. The study's prospective respondents are, instructors/teachers and other administrative officers chosen using this sampling technique, and their perspectives will be sought through the use of a questionnaire, to gather their opinions. 200 questionnaires were administered to respondents from a sample population of 5 secondary schools out of the 1,162 public secondary schools in Sierra Leone (2020 Annual School Census) in the Western Area of Sierra Leone, but only 115 questionnaires were valid. To analyze the data, descriptive and inferential statistics will be used. The study aims to add to the body of knowledge and aid school administrators in the

efforts to regulate and curb the rapid rise in corruption. The report suggests that secondary school principals be given the skills and abilities necessary to combat corruption.

Keywords: corruption, administrators, combat, secondary school, education

ÖZ

Ortaöğretimde Yolsuzlukla Mücadelede Okul Yöneticilerinin Rolleri (Örnek Olay Sierra-Leone)

**Berber Carlos Francis
MA, Eğitim Yönetimi, Denetim, Ekonomi ve Planlama
Bölümü**

Şubat 2022 82 sayfa

Yolsuzluk, çoğu üçüncü dünya ülkesiyle, özellikle de Afrika'dakilerle yaygın olarak ilişkilendirilen bir kavramdır. Yolsuzluk, en temel haliyle sahtekârlık ve gücün kötüye kullanılması olarak tanımlanır ve dünya çapında bir sorundur. Sierra Leone'nin orta öğretim müfredatının yolsuzlukla mücadelede daha kat etmesi gereken uzun bir yol var. Yolsuzluğun önlenmesinden sorumlu bazı ortaokul yöneticilerinin de ortaokullardaki yolsuzluğun arkasındaki beyni olduğuna dair kanıtlar var. Bu çalışma, okul yöneticilerinin kurumlarında yolsuzluğu önlemedeki rollerini değerlendirmeyi amaçlamaktadır. Çalışma, yolsuzluğun etkileri, farklı yolsuzluk türleri ve yöneticiler tarafından yolsuzlukla mücadelede kullanılan bazı idari taktikler üzerinde, bir vaka çalışması olarak Sierra-Leone ile odaklandı. Bulguları ilişkilendirmek için sıradan en küçük kareler yönteminin kullanılmasının ardından; Tablo 4.2'de Sierra Leone'deki ortaokullardaki yolsuzluk uygulamalarının faillerine ilişkin gösterilenler, katılımcıların çoğunun, maaşın geç ödenmesinin bir sonucu olarak ortaya çıkabilecek bazı yolsuzluk eylemlerinin meydana gelmesinden öğretmenlerin sorumlu olduğunu kabul ettiğini gözden geçirmiştir. çalışma, fiili bir araştırma tasarımı ve nicel bir araştırma yaklaşımı kullanır. Araştırmanın katılımcı adayları, bu örnekleme tekniği kullanılarak öğretim elemanları/öğretmenler ve diğer idari görevliler seçilecek ve görüşlerini almak için bir anket aracılığıyla bakış açıları aranacaktır. Sierra Leone'nin Batı Bölgesindeki 1.162 devlet ortaokulundan (2020 Yıllık Okul Sayımı) 5 ortaokuldan oluşan bir örneklem popülasyonundan katılımcılara 200 anket uygulandı, ancak yalnızca 115 anket geçerliydi. Verileri analiz etmek için tanımlayıcı ve çıkarımsal istatistikler kullanılacaktır. Çalışma, bilgi birikimini artırmayı ve okul yöneticilerinin yolsuzluğun hızla artmasını düzenleme ve engelleme çabalarına yardımcı olmayı amaçlamaktadır. Rapor, ortaokul müdürlerine yolsuzlukla mücadele için gerekli

beceri ve becerilerin verilmesini önermektedir.

Anahtar kelimeler: yolsuzluk, yöneticiler, mücadele, ortaokul, eđit

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CHAPTER I

INTRODUCTION

1.1 Problem Statement

Sierra Leone is a country in Western Africa that shares borders with Liberia to the southeast and Guinea to the northeast. It has a tropical temperature and a heterogeneous ecosystem varying from savanna to rainforest. The total population of Sierra Leone is estimated to be 7,092,113 people, according to the country's most recent census survey in 2015. Sierra Leone's capital is Freetown, and the country earned independence from British colonial authority on April 27, 1961, ten years later, on April 19th, 1971, it was declared a republic (Joe A. D Alie, "A New History of Sierra Leone_1990"). According to the Sierra Leone Truth and Reconciliation Commission (TRC) Report "When Sierra Leone gained independence, it inherited a western-style education system focused mostly on the urban middle class. It was a rigged system The system's main goal was to develop civil servants and government administrators for both colonial and independent governments. Despite this, the bulk of Sierra Leoneans who could not afford formal education were left out of the system Given the country's exclusive educational system, it's not unexpected that literacy rates remained as low as 8% at independence, or that fewer than 15% of children aged 5 to 11 years attended school in the 1970s, or that just 5% of children aged 12 to 16 years attended secondary school." (Chapter 4 of the TRC Report, page 239)

"Years after independence, the country was pushed into an 11-year civil war, which lasted from 1991 to 2002. Despite the Republic of Sierra Leone's efforts to repair its economic condition, which has been severely impacted by the civil war, one of the areas that have been impacted is the

republic's educational sector, which is responsible for shaping young brains to benefit the country's

population” (Samuel Momodu 2017_The Sierra Leone Civil War).

Sierra Leone's secondary school curriculum still has a long way to go in combating corruption. There is evidence that some secondary school administrators in charge of preventing corruption are also part of the mastermind behind the corruption in secondary schools. The analysis of the impress bank account statement indicated that numerous cash withdrawals of Le3,517,199,967 were made in the name of Ministry of Education workers instead of suppliers or service providers, according to the annual Auditor General's report for 2015. This is in violation of traditional accounting practice, which dictates that payments be made directly to suppliers or recipients. Checks worth Le425,000,000 and Le282,081,800, for example, were among the withdrawals made by Ministry of Education employees. Corruption is a virus that is inherent in the human mindset of persons who often abuse their position(power) in an organization, as previously indicated in the context of the research study. It has long been a problem in Sierra Leone's democratic administration, and it has now grown so serious and worrying that it has impacted the educational system.

The Anti-Corruption Commission (2019) and Transparency International (on corruption and teacher absenteeism in the Western Area Rural and Urban) conducted empirical research in the southern and northern districts of Bo and Koinadugu, respectively, to examine the issue (Campaign for Human Rights and Development International 2017). To reach the goal of this research endeavor, this study will fill in the gaps in prior empirical evaluations by assessing the effectiveness of school administrators in battling secondary school education.

1.2 Purpose of the Study

The purpose of this study is to assess the role of school administrators in Sierra Leone's secondary schools in preventing corruption. The efficiency of past and current initiatives in removing corruption from secondary schools in the country will be determined in this research work. The questionnaire will be utilized in this quantitative study to measure SPSS analysis, which will be used to evaluate the roles of secondary school administrators in preventing corruption.

1.3 Research Questions

The purpose of the study is to emphasize the following assertion;

1. Is there any success in the fight against corruption in Sierra Leone Secondary School Education?
2. To what extent has the fight against corruption been effective in Sierra Leone Secondary School Education?
3. In Sierra Leone's secondary schools, who are the genuine perpetrators of Corruption?
4. What is the main factor influencing corruption in Sierra Leone secondary school education?

1.4 Hypothesis

1. School administrators in Sierra Leone's secondary schools have proved ineffective in combating corruption.
2. The fight against corruption in Sierra Leone secondary schools by school administrators has shown no substantial results.

1.5 Significance of the Study

Governments, school administrators (proprietor, principal, instructors, and so on), researchers, and students/lecturers are the four areas in which this study is significant. This research study aims to assist the government of Sierra Leone in exposing ongoing corrupt practices in secondary schools that are occurring under the government's nose, even though some government officials are involved, and then provide solutions as to how to combat such corruption in Sierra Leone's secondary schools. Before independence, Sierra Leone was known as the "Athens of West Africa," which simply means Freetown, a city where people from all over West Africa came to study at the university (Fourah Bay College), which was founded in 1827 and offered degrees in law, medicine, and education (Peter Mitchell "African Archaeology Series Book7).

To school administrators such as principals, instructors, and others. This research will aid in determining the root reason for continued secondary school corruption, the perpetrators behind it, as well as the application of sanctions on anyone found guilty of corruption in secondary school,

whether it is a student or a member of the administration. This study will provide adequate information/materials on the role of school administrators in the fight against corruption in Sierra Leone's secondary schools to researchers who wish to conduct research-related studies. Finally, for lecturers/students, this research will act as a teaching/learning tool for both professors and students at the university. The findings of this study will aid school administrators in developing self-assessment tools that will in the future encourage activities that will enable pupils allocated to schools by their parents to achieve greater knowledge wellness.

1.6 Limitations

This study is limited in terms of cost and time, i.e., the cost of obtaining relevant information for this research, such as the cost of using the internet to conduct research, the cost of electricity to keep the research running, the cost of printing materials, the cost of distributing questionnaires to all secondary schools in Sierra Leone, and finally, the time required to complete the project. The research study was influenced by all of this.

1.7 Definition of term

Education: According to Todaro and Stephen (1982), the definition of education is ambiguous since it signifies different things to different people, nations, and communities. Education is a method of supporting a person in gradually obtaining skills and experiences. Parankimalil (2012) is a word that has a lot of different meanings. It's a combination of a technique, a product, and a discipline. Education can be defined as a sequence of activities that include the transmission of societal concepts, beliefs, and standards from one generation to the next. It is valued as a product based on the characteristics and features of an educated person.

Secondary Education: According to the Ministry of Basic and Senior Secondary Education on the New Basic Education Curriculum for Sierra Leone_2020, “Secondary school education in Sierra Leone is separated into two major segments, primarily lower secondary and upper secondary education. Lower secondary education enables students to build on their basic school knowledge It is made up of a subject-specific curriculum, and the teachers who teach it have finished educational training in that field. This level of education is designed to prepare students for tertiary education, where they will learn skills and obtain knowledge that will help them in the workplace”. According to Ige (2011) and Yusuf (2012), secondary school education helps to develop school students better than primary school education due to the inadequacies of the elementary schoolin delivering numeracy, reading, and communication abilities (2009).

Corruption: Corruption has a long history, stretching back to the dawn of time, according to Rotimi, Obasaju, Barnabas, Lawal, and Ise Olorunkanmi, J (2013), and may be found not only in the governmental and private sectors but also in philanthropic organizations. It can be found in both developing and developed countries, but it is more prevalent in developing countries. Corruption is when a person takes advantage of a public or private position for personal benefit. According to Dike (2005), corruption exists in feudal, capitalist, and communist economies, as well as democratic and authoritarian regimes.

School Administrators: “School administrators are individuals or a group of individuals who oversee the administrative or day-to-day operations of a school; they might include teachers, headteachers, principals, board of directors, and even parents (the community teachers association)” (Sierra Leone Education Act_2004)

CHAPTER II

LITERATURE REVIEW

1.1. Background to the Study

Because corruption is a virus/disease that predates Sierra Leone's founding, school administrators' role in combating (the fight against) corruption in secondary school education (case study Sierra Leone) has never been a one-sided war. "Do not be conformed to this world, but be converted by the renewal of your mind, that by trying you may discern what is God's will, what is good and acceptable and perfect," says Romans 12:12 in the Bible. Corruption is a virus that infects people's minds and causes them to misappropriate authority (power). According to Transparency International (2010), corruption is the misuse of power for personal benefit by those who are entrusted with it. Various researchers, including Nwankwo Benedict Chimezie & Nweke Prince O. (2016) and Asiya (2020), have stated that corruption in secondary school education is a global phenomenon in educational institutions where student complaints are not heard, a lack of communication between management and students about charge increases that have been mandated, parents are forced to pay bribes to secure their children's admission, and so on. Education is defined as the process of preparing an instrument to impart knowledge and develop skills (Ihieme & Ebirim 2016). Fafunwa (1982) defines education as the sum of all procedures by which a child or young adult acquires the competence, behaviors, and a variety of other factors that are beneficial to the community in which he lives. Every country aspires to improve its degree of growth by transforming its sociopolitical and economic existence. In all of these changes, education plays a significant role (Ikwuegbu and Nwaneri 2014). Education, according to Railey (2014), promotes freedom of expression as well as the development of healthy character and mindset.

Education is a potent tool for change that improves people's health and well-being, as well as contributes to social stability and driving economic prosperity (Global Partnership for Education, 2021). Education acts, according to Peter and Fabrice (2011), have a gauge of a nation's economic inequality decrease. It aids in the decrease of poverty and the expansion of a country's economy (Najid Ahmad & Muhammad Luqman, 2012).

Secondary school education, on the other hand, plays an essential role in shaping young people for the labor market, because growth in secondary school enrolment will lead to an increase in various abilities, career interests, and opportunities (Orunoye, 2014). In addition, Chijioke J. Evoh (2003) mentioned in his research on secondary school education that it is critical for a nation's economic growth because elementary school is not equipped to provide employment comparable to secondary school.

Finally, school administrators are viewed as crucial occupants of a unique position within the educational system, and they should be given special attention. They are accountable for a student's academic success (Olaleye, 2013). Sule (2013) also believes that to improve student educational accomplishment, school administrators should engage in internal or external supervision to act as a tool for evaluating teacher effectiveness. According to Okendu (2012), good administration entails increasing teachers' professional development, curriculum, and teaching methods in classrooms through open communication between instructors and supervisors.

According to NOUN (2006), if schools are supervised, teachers may give student output through qualitative and quantitative services, and the education goal of a school can be met. A good administration provides appropriate advice, clarity of direction, and rewards (Muli, 2005).

Principals have a significant influence on students' and schools' efforts to develop and achieve goals (Bukar, Ibi & Abdullahi, 2018).

The following are investigations conducted by various researchers relating to the role of school administrators in combating corruption in secondary school education with a case study of different regions, such as (Nnebedum and Akinfolarin, 2017) in their study of the association between principals' supervisory practices in school administration and the anti-corruption war's success in secondary schools in Nigeria's Ebonyi State. There was a correlation, according to the research, between principals' school governance demonstration approaches and the achievement of the anti-corruption battle in secondary schools in Ebonyi state. And he went on to say that the government should make provision for Principals to be able to attend supervisory techniques conferences, workshops, seminars, and colloquia at least once a year, both nationally and internationally, to strengthen their instructional supervision abilities and expertise, and to maintain them on par with their overseas counterparts in the battle against corruption. Asiyai (2015) discovered that the forms of corruption rampant in secondary school are related to examination, admission, sex, inspection, and finance in his investigation of corruption in secondary school supervision to discover the types/forms, effects, and measures for combating the menace. Furthermore, each sort of corruption has different manifestations, according to the author. According to the findings, every stakeholder in secondary school should undergo an ethical re-orientation to aid in the sanitization of colleges and the

creation of a corruption-free learning environment. Okendu (2012) investigated whether or not corruption in educational processes and oversight have any demonstrable impact on the educational achievement of middle school children in River State Nigeria's Delta native government region.

According to the findings of the data analysis, rampant corrupt acts in educational administration have a greater impact on student learning outcomes because they negatively impact educational methods such as academic design and educational program design in secondary schools in Delta. The results were used to make recommendations for improving instructional methods and tutorial direction, as well as enhancing the standards of education management, inducting subject academics, and funding day-to-day instruction. The research is focused on analyzing the role of secondary school administrators in countering (fighting) corruption in secondary schools in the context of the study (case study Sierra Leone).

1.2. Definition of Performance Evaluation

Individuals manage and/or direct any organization in the world; the organization's operations rely on these individuals' capacity to work together to achieve established objectives. When these persons can examine the competence of the components and evaluate them precisely without prejudice to grow or upgrade them as an essential source, the success becomes sustainable. Biswajeet Singh (2009). Beach (1980) defines performance analysis as "an organized study of a person's potential and competency." It's a type of analytical metric used to evaluate an employee's work performance in a company. Academic success, according to experts, relates to how well pupils have met the goals of their school's curriculum. According to Adeyemi (2020), academic progress is determined by teachers' ability to have a good impact on pupils and educate them from their reservoir of knowledge.

The achievement of each student in a school has a significant impact on the school's actions. Associate degree institutes must continue to exist in this dynamic context if they are to properly and professionally deploy their capital to fulfill their institutional aims. As a result, capital evaluation is critical. Because human resources are an organization's most valuable and complicated resource, it must conduct a thorough and critical performance analysis. Toppo and Prusty (2012). A study on student performance evaluation in schools was undertaken by Rasheed et al (2011). Identify, 17 reactions, evaluation of performance sessions, and involvement in performance plans are some of the primary elements that raise the structural value and its impact on students, according to the findings of the investigation. The data also imply that administrators (teachers) have a huge impact on students' performance, obtaining remarkable achievements, and expanding their abilities. As a result, the instructor should be a performance appraisal expert who can conduct performance appraisals following the criteria.

Furthermore, according to Okolocha and Onyeneke (2013), a country's educational system's performance, particularly at the secondary school level, is dependent on a variety of elements, including the government, society, students, the quality of instruction, devotion, and efficacy of the instructors. Farooq et al (2011) underlined in their study that teachers' key responsibility is to professionally instruct students for them to maintain strong academic performance. To reach the goal, he also recommended the implementers establish the aspects that will be tied to their educational proof.

2.3 Related Literature Levels of Education

Educational levels are regarded as an ordered stage in one's educational advancement and fall under the purview of the International Standard Classification of Education, according to the International Bureau of Education (IBE) (ISCED). As a result, there are nine different educational levels.

Childhood Education (Level 0):

Children's early cognitive, physical, social, and emotional development is aided by programs at this level of the school, which provide comprehensive educational activities.

Primary Education (Level 1):

This level of education emphasizes teaching students basic academic skills like reading, speaking, writing, and math. Preparing children for lower secondary education, also trains them to acquire and grasp vital topic areas as well as personal growth. To prepare pupils for lower secondary education, it continues to groom them for learning and understanding vital subject areas, as well as personal self-improvement. The number of years and age groups in elementary school are regulated solely by the educational regulations of a country. Primary school enrolment in Sierra Leone, on the other hand, is open to children ages 1 to 5, with a six-year schooling duration.

Lower Secondary Education (Level 2):

Students can build on their knowledge from primary school in lower secondary schooling. It is made up of a subject-specific curriculum, and the teachers who teach it have finished educational training in that field.

Upper Secondary Education (Level 3):

This level of education is designed to prepare students for tertiary education, where they will learn skills and obtain knowledge that will help them in the workplace.

Post-Secondary Non-Tertiary Education (Level 4):

At this level of education, students receive information, skills, and competencies in preparation for employment. Even though the learning experience is inferior to that of a university education.

Short-Cycle Tertiary Education (Level 5):

This level of education focuses on hands-on, job-specific vocational training that prepares students for the work market. It will also benefit other tertiary institutions.

Bachelor or Tertiary Education (Level 6):

Individuals' job options are not only trained/provided with practical knowledge, skills, and competencies, but also with theoretical knowledge, skills, and competencies to groom them suitable for the labor market, at this level of education. It can also be used to help people gain a head start on their master's degree.

Masters Education (Level 7):

At the master's level, knowledge, skills, and competency are more in-depth than at the bachelor's level. They encompass a greater range of subjects that can be taught or researched.

Doctors Degree Education (Level 8):

One of the greatest levels of formal education attainable in one's field is the doctorate. The two forms of education degrees accessible are the Doctor of Philosophy (Ph.D.) and Professional Doctorate degrees. Ph.D. programs, which are academic degrees, are largely concerned with research, data analysis, and theory evaluation. Professional degree programs, on the other hand, are aimed to apply

research to real-world problems and propose solutions to those problems through the development of realistic professional practices in the domains.

2.4. Benefits of Education

Education is equally as important as the basics of life. It benefits one's individual, societal, and global well-being. Some of the advantages of education are as follows:

Poverty Eradication:

Persons who are well-educated in their field of study will either be gainfully employed, earning money to meet their needs, or will start new business concepts, resulting in the employment of job seekers in an economy.

Innovation and Creativity:

Education promotes creativity and the creation of new ideas that can aid a community or economy in addressing a pressing issue. Consider the evolution of the communication industry over time. It's worth mentioning that in an area where communication was formerly accomplished by postcards, there has been incredible invention and inventiveness in shifting from postcards to mobile phones and then to the internet for greater communication. Everything was possible thanks to one's education.

Trade and Commerce:

Education promotes a country's a trade and commerce sector's development. As a result, product productivity in the country will increase and improve.

Improvement in the economically weaker section of a country:

The weakest segments of a country's economy can be easily found and addressed thanks to education study and data analysis.

Security and Safety against Crime: Education may significantly improve a country's security and safety in the face of conflict and crime. Because education

will lead to innovations in the security sector, such as the development of new weapons to track down criminals and confront terrorists.

2.5. Sierra Leone Educational System

Sierra Leone's education has been difficult due to the country's devastating civil war, which lasted 11 years (1991-2002) and caused the country's education system to be an early casualty, according to a study conducted by the Global Partnership for Education in 2018. Sierra Leone's education system began to mend a decade later, with the first nine years of compulsory schooling, even though the law was practically impossible to implement due to the war-damaged infrastructure. Despite significant educational development, the number of students leaving primary school climbed from 55 to 76 percent, and the number of students passing to junior secondary school increased from 55 to 77 percent, resulting in a full-capacity of youth literacy rate from 2009 to 2010.

The educational system in Sierra Leone is organized into three levels, the first of which is elementary school, which lasts six years and requires students to be between the ages of 0 and 5. Secondary education is divided into two parts: Junior secondary school is three years long, followed by senior secondary school, which is also three years long. for a total of six years in secondary school. Students aged 12 and older can enroll in secondary school in Sierra Leone. Finally, for secondary school graduates, post-secondary education is expected to span four years. (Education Act of Sierra Leone, 2004).

2.5.1 Secondary School

Secondary education is the most significant component of one's life. It is vital to the development of a country's labor force, and if it is ignored, the rustic's long-

term viability is jeopardized. As a result, there is a pressing need to properly develop future generations, because "catch them early" as the adage goes. Samuel L. Arumbi and Christain Osagie (2020). According to Ige (2011) and Yusuf (2012), secondary school education helps to develop school students better than primary school education due to the inadequacies of an elementary school in delivering numeracy, reading, and communication abilities (2009).

2.5.2. Secondary school Curriculum

There is no apparent consensus on what defines a curriculum in general. Because there are so many definitions that can be deceptive, Kelly (2009) defined the curriculum as "all courses taught in school."

The word "curriculum" comes from a Latin word that means "racecourse." In education, the curriculum is also known as the pupils' labor field or racecourse. It is made up of two words: race, which refers to the student's background, and course, which refers to the curriculum. As a result, it's important to note that a teacher's performance includes curriculum-based instructional tasks. The curriculum is described as a structured engagement with students using informative content, tools, resources, and processes to assess the achievement of educational objectives, according to Indiana (2010).

A secondary school curriculum is a mastery-oriented approach that gives pupils a comprehensive and balanced understanding of major subjects, as well as outstanding critical thinking and communication skills.

2.6. The Concept of Teachers' Effectiveness

The differences between the education of Junior Secondary School (JSS) and Senior Secondary School (SSS), according to Adeyemi (2020), include the

requirement that teachers be continually prepared to demonstrate a high level of competency in the subject being taught, as opposed to primary school. He goes on to suggest that teaching is a vocation that people who are passionate about helping others grow and develop should pursue. The development and progressive growth of human beings should be given top priority, and instruction should be equipped correspondingly Oyenkan (2000).

Effective educators, according to Denga (2002), are both born and made. Teachers should be able to foster positive relationships among students in the classroom so that they can help pupils develop and evaluate what they have learned. Adeyemi is a Nigerian actress (2019). Furthermore, teachers should be well-versed in the basic elements of teaching, according to Akpan (2002), to offer successful instruction.

2.6.1. Classroom environment and learning process

According to Brannon (2010), improving the classroom environment is crucial to boosting student performance in private and public schools. The teaching and learning process will be useless without an appropriate classroom setting. Pelletier and Kochenderfer-Ladd (2008).

According to Clunies-Rose, Little, and Kienhuis (2008), the classroom environment is crucial because it motivates students to finish their studies, provides appropriate instruction and feedback, assists students in managing their studies, and keeps disruptive conduct to a minimum. A well-organized classroom provides a conducive atmosphere for teaching and learning to take place. An undersized class allows teachers to focus on individual pupils, establishing a positive teacher-student connection. Walker, Corcoran, and White (1988).

2.7. Challenges faced in Education in Sierra Leone

The following challenges in Sierra Leone's education are based on the World Bank's (2007) report, *Education in Sierra Leone: Present Challenges and Future Opportunities*, which remains unresolved.

Learning Environment & Outcomes:

Students' learning environments in Sierra Leone schools are a major challenge in education, especially in rural areas where school facilities, like buildings, classroom furniture, and teaching materials, as well as teacher accommodations, are lacking. As a result of schools being located in such an unfavorable environment, students will be less literate, resulting in less qualified teachers being employed and able to adjust to such settings.

According to an IRCBP assessment of sanitary facilities and sources of safe drinking water in Sierra Leone, over 30% of schools in rural areas lacked toilets, and 20% drank from streams or rivers.

Disparity:

Culture, gender, and socioeconomic position are all issues in Sierra Leone schooling. The cultural divide can be traced back to gender, with a small community/culture society supporting a female child's early marriage, prohibiting her from receiving formal education. The issue of status, on the other hand, is concerned with the disparity between the wealthy and the poor, with the poor without access to basic services and unable to afford a proper education. In Sierra Leone's educational system, all of this remains a concern.

Expenditure and Financing:

Another issue is that the Sierra Leone government has to invest more in the educational system and ensure that the money spent is well spent.

Governance & Management:

Despite increasing investment in the educational sector from 17.7% in 2002 to 34.3 percent in 2020, the government continues to perform a significant impact on the financial, expenditure, and management of Sierra Leone's educational sector (World Bank 2021). There are still disparities in education, learning environments, and other factors, all of which are the result of poor management of government education spending, which is caused by the robbery of government funds.

2.8. The Concept of Corruption

Corruption has a long history, stretching back to the dawn of time, according to Rotimi, Obasaju, Barnabas, Lawal, and Ise Olorunkanmi, J (2013), and may be found not only in the governmental and private sectors but also in philanthropic organizations. It can be found in both developing and developed countries, but it is more prevalent in developing countries. Corruption is when a person takes advantage of a public or private position for personal benefit. According to Dike (2005), corruption exists in feudal, capitalist, and communist economies, as well as democratic and authoritarian regimes. Christian, Muslim, Hindu, and Buddhist religions and cultures are all affected.

According to empirical studies on corruption conducted by scholars such as Bardhan (1997), corruption is a cancer-like illness that hampers an economy's development. Furthermore, according to Acemoghi (2000), corruption is a pandemic with a central villain. It's a scab maggot that has eaten its way through the state's fabric. Corruption can take many forms, including petty corruption, political/official corruption, and

general corruption (Abimbola 2007).

2.8.1. Forms of Corruption

Corruption takes two forms, according to Deloitte's report Building a Safe and Resilient Canada (2014).

2.8.2. Conventional Corruption:

This sort of corruption occurs at the federal level, with government employees of all grades abusing their positions for personal gain. Bribery based on supply and demand is carried out by establishing relationship reciprocity in the form of a cut transaction between two parties. Traditional corruption is divided into two types: Corruption on both a great and a small scale. Massive corruption takes place when higher-ranking government officials use their positions to serve their interests, as the phrase indicates. Political corruption is related to grand corruption in the sense that it includes higher-ranking government officials abusing their positions for personal gain. Petty corruption, on the other hand, is concerned with lower-ranking government employees and citizens engaging in corrupt acts such as bribery of customs officials and healthcare professionals.

2.8.3. Unconventional corruption:

This sort of corruption involves government employees of any rank abusing their position or seat for personal gain without concern for the public welfare. Because there are no two parties engaged, embezzlement, theft of public funds, and other sorts of corruption are uncovered in this way.

2.8.4. Type of Corruption Prominent in Sierra Leone Secondary School Education

This type of corruption is ubiquitous in Sierra Leone secondary school education, according to Asiyia (2015)'s results on School Administrators Strategies for Combating Corruption in Universities in Nigeria, which can be related to our research study. The following are the various types:

Admission Related Corruption:

Bribing (paying a bribe) parents to get a child into a school is an example of this type of corruption.

Additionally, admissions employees' favoritism/nepotism toward students.

Examination-related corruption:

Teachers regularly encourage students to cheat on exams in Sierra Leone, where this type of secondary school corruption is common. Students are establishing relationships with teachers to gain access to exam questions before the deadline.

Finance-related corruption:

When students are asked to pay for products that the government generally provides for free, such as textbooks and computer laboratories, this is another common kind of corruption.

Sex-related corruption:

Male teachers abused female students to pass them, and male teachers were seduced by female pupils to gain a good test/exam results from their male teachers, which is a typical kind of corruption in Sierra Leone secondary schools.

Recruitment-related corruption: Teachers and other school workers are hired based on the highest bidder, nepotism, favoritism, and even sex discrimination in secondary schools.

2.9. What are the responsibilities of a school administrator?

Administrative duties in schools, colleges, and other relevant institutions are overseen by school administrators. They are in charge of hiring and training teaching and non-teaching staff, managing the school budget and logistics, resolving crises and other issues (for example, a disease outbreak in the school, such as chickenpox), ensuring the school complies with government laws and regulations, developing school curriculum, and implementing actions to improve the quality of school education (e.g., school building renovations, new guidelines for student behavior). (Code of Conduct for Teachers-2019, Teaching Service Commission)

2.9.1 The School Management System

He was recognized as the "Father of Scientific Management" for his scientific and logical study of administration, according to Fredrick K.W Taylor (1939–1971), who was known as the "Father of Scientific Management" for his systematic and logical study of administration. According to previous research, administrators' willingness to achieve their goals should be a measured and beneficial outcome. Furthermore, Henry Fayol (1940– 1975) defined administration as an obligation that encompasses all executive activities to a unique extent, incorporating economic impact, supervision, component of management, component of regulation, the subjection of personal interests to organizational goals, pay, co-ordination, scalar chain (chain of command) discipline, fairness, staff consistency, innovation, and spirit de corps

According to Robison and Odo (2006), viewed management is a worldwide structured activity in which gifted persons are gainfully employed to achieve a goal. Furthermore, Smithburg and Thomson asserted in Odo (2006) that administration

foundations had to do with

2.9.2 Sierra Leone's School Administrators' Role in Combating Corruption in Secondary Schools

Because school administrators are responsible for managing administrative chores in schools, their participation in Sierra Leone's fight against corruption in secondary schools is seen as crucial. As a result, in areas of secondary school corruption such as admissions, sex, examinations, recruiting, and financial corruption, school administrators are in charge of overseeing such corrupt tactics in schools, and strict rules (such as the arrest of anyone caught/found guilty in connection with admissions) are in place to combat such corrupt practices. Anyone detected in sex, exam, recruitment, or finance-related sorts of corruption should be prosecuted and stripped of their post (admission officer), and any student implicated should have their admission revoked. Anyone caught in sex, exam, recruitment, or finance-related sorts of corruption should be sentenced to a particular number of years, and more financial accountability should be granted.).

2.10. Empirical review

Previous scholars have undertaken studies on this topic, such as Nwankwo B. C. and Nweke prince O. (2016), who studied corruption's impact on the schooling institutions. With a case study of Nssuka zone private secondary schools. The findings revealed that bribery, favoritism, nepotism, embezzlement, fraud, and other forms of corruption were prevalent not just at privatized secondary schools, but also in government secondary schools and institutes of higher learning. Furthermore, the government should introduce suitable standard regulations, guidelines, and principles for the creation of private secondary schools in Nigeria, according to the report.

Chijoke, S. C., and Agbodike, F. C. (2021) conducted an empirical study on Enugu State's corruption and educational growth. In Enugu State, it was discovered that there is a strong link between corruption and educational progress. Corruption in the form of ghost teaching should be legalized and forbidden by the State's House of Assembly to achieve sustainability in the growth of education in the state, according to recommendations. Corruption was prevalent in the recruitment of lecturers and the admission of students into the country's institutions, according to a study by (Emmanuel N. Ogu O. P, Ebere B., and Amakwe HFSN (2020) on tackling corruption in Nigerian tertiary institutions: (all for a change). The research also advised that education be prioritized and viewed as a fundamental human right for all people, rather than being privileged and reserved for those who can afford to purchase their way in. Furthermore, pupils have a legitimate right to have qualified professors rather than inept ones who purchased their way into the classrooms. In addition, any person who is qualified by training to teach in a higher institution has a human right to fair and merit-based recruiting. Those who do not deserve their positions should not deny them to such others. Furthermore, competent candidates for admission and recruitment into any Nigerian higher institution should not pay a bribe to be admitted or hired because it is their fundamental human right.

(Oana B., Mikael L., and Andreea M. 2017) conducted a study on combatting corruption in education: who gains as well as what works. The impact of a Romanian anti-corruption campaign focusing on endemic bribery in high-stakes high school graduation exams was investigated. For the exam, a CCTV observatory was brought in, along with credible catastrophic consequences for teachers and pupils. The data showed that the campaign initiative was effective in reducing corruption and that monitoring, in particular, boosted the effectiveness of the threat of penalty.

CHAPTER III

RESEARCH METHODOLOGY

The study design, target population, sampling procedures and sample size, research instruments, data collecting technique, instrument validity and reliability, and data analysis are all important factors covered in detail in this chapter.

3.1. Method of the Research

The goal of this research is to determine the importance of school administrators in countering (fighting) corruption in secondary school education, using Sierra Leone as a case study. The research approach employed in this study is "a descriptive method." According to Fraenkel and Wallen (1993), The technique of descriptive analysis comprises asking a substantial group of individuals a set of questions on a certain issue. Quantitative approaches were used to verify the validity and dependability of data received from a single sample instead of the overall population at a certain moment in time, which might range from one day to a few weeks, and will be tested using quantitative methods. In this study, questionnaires will be utilized to administer questions using a random sampling technique to determine participants' perspectives and comprehension of the study.

3.2. Sample Size

A study sample is a subset of the population of interest to the researcher. 30 percent of the cases are the utmost to deal with in a descriptive study as well as correlation investigations (Borg and Gall,1983). As a result, the study will focus on 200 school administrators, as a bigger sample size will result in improved data dependability. A random sampling technique will be utilized to select a sample of 5 schools in the study region to sample the research study area.

Table 1

Distribution table of School administrators forming the exemplary according to their schools

| Name of schools | Target sample size | Invalid sample size | Valid sample size |
|--|--------------------|---------------------|-------------------|
| Government Model Secondary School | 40 | 20 | 20 |
| Freetown secondary School for Girls | 40 | 15 | 25 |
| Benevolent Islamic Secondary School Makeni | 40 | 15 | 25 |
| St Helena AME secondary school | 40 | 25 | 15 |
| Pedmal International | 40 | 10 | 30 |
| Total | 200 | 85 | 115 |

3.3. Data Collection Technique

Primary data will be acquired for this project by administering questionnaires to the target group.

3.4. Data Collection Process

Questionnaires will be used to administer questions, and the questionnaires will be properly written and logically organized for respondents to complete to supply the researcher with adequate information to conduct the research. The questionnaire will be broken into seven pieces, with the first section containing the respondent's biographical information and the other six sections containing the data used to determine the research's outcome.

3.5. Method of Data Analysis

The data for the regression will be analyzed using regression analysis, and the data for the regression will be analyzed using the OLS (Ordinary Least Square) technique, which will be applied using the Statistical Package for Social Science (SPSS) software.

3.6 Reliability and Validity

According to Fiona Middleton (2019), validity has to do with the accuracy of a method in measuring something while that of reliability deals with the consistency of the resulting overtime. However, Cronbach alpha will be used as one of the instruments in determining the reliability and coefficient showing the correctness of the data. Cronbach alpha is commonly calculated using SPSS.

When Cronbach's alpha reliability is less than 0.5, it is considered unacceptable coefficient reliability, according to Cronbach's alpha. A reliability range of 0.50 to 0.70 is acceptable. A dependability coefficient of 0.70 to 0.80 is good, while a coefficient of 0.90 or above is exceptional (Bassioni, 2008).

Table 2

Reliability Statistics

| Construct | Cronbach's Alpha | Number Items | of Internal Consistency |
|---|------------------|--------------|-------------------------|
| Perpetrators of corrupt practices in secondary school education | .807 | 5 | Good |
| School Administrators Evaluation on School Admission Process | .317 | 5 | Unacceptable |
| Evaluation of the School Examination | .883 | 6 | Good |

| | | | |
|---|------|----|--------------|
| Evaluation on teachers' recruitment and performance | .586 | 7 | Poor |
| Evaluation of school administrative system on sexual occurrence | .674 | 4 | Questionable |
| Evaluation of the school administrative system on finance | .757 | 5 | Acceptable |
| Number of Items | .565 | 32 | Poor |

Cronbach Alpha will be low if the correlation is low, and high if the correlation is great, as seen in the table above. Because the .565 Cronbach alpha is low for the validity and reliability of the data gathered from this study, the internal consistency is weak.

CHAPTER IV

PRESENTATION OF FINDINGS

The statistical results, findings, and discussion of the data gathered and analyzed from the questionnaires are presented in this chapter.

4.1 Demographic Variables

Name of school, position of responder, age range, marital status, gender, highest qualification, kind of school, and years of working in the school will be displayed as demographic characteristics of the evaluation of the selected school's personnel.

Frequencies of a statistical package for social sciences were used to assess the demographic variables. 200 questionnaires were distributed in five secondary schools, and 115 were returned and found to be valid, while 85 were found to be invalid owing to the teachers' inability to meet the sample size, as shown in table 3.1. (Chapter 3)

4.1.1 Name of School of the Respondents

Table 3:

Name of schools of the respondent

| | Frequency | Percentage | Validity percentage | Cumulative percentage |
|--|-----------|------------|---------------------|-----------------------|
| Government Model Secondary School | 20 | 17.4 | 17.4 | 17.4 |
| Benevolent Islamic Secondary School Makeni | 25 | 21.7 | 21.7 | 60.9 |
| St Helena AME secondary School | 15 | 13.0 | 13.0 | 73.9 |
| Pedal International Academy | 30 | 26.1 | 26.1 | 100.0 |

| | | |
|--------------|----------|-------|
| Total | 115100.0 | 100.0 |
|--------------|----------|-------|

As seen in the above table, it exhibits the name of the school of the respondent in response to frequency, proportion, valid percentage, and cumulative proportion of the respondents. Presbyterian elementary school has 20 respondents with 17.4 percent while Freetown secondary school for girls has 25 respondents with 21.7 percent, Benevolent Islamic secondary school has 25 respondents with 21.7 percent, St Helena AME secondary school has 15 respondents with 13.0 percent while Pedmal international academy has 30 respondents with 26.1 percentage. Therefore, Pedmal international academy has the highest percentage with 26.1 then Freetown secondary school for girls and Benevolent Islamic secondary school makeni with 21.7, Presbyterian elementary school with 17.4 percent, with the least St Helen AME secondary school with 13.0 percentage.

4.1.2 Position of the Respondents.

Table 4

Position of respondent

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Administrative | 39 | 33.9 | 33.9 | 33.9 |
| Class Teacher | 76 | 66.1 | 66.1 | 100.0 |
| Total | 115 | 100.0 | 100.0 | |

This table explain the position of the respondents based on the frequency, percent, validity percent, and cumulative percent. 39 administrative staff exhibited 33.9 percent while 76 class teachers had

66.1 percent. This indicates that fewer administrative staff of schools responded to the survey questions than those class teachers who responded more to the survey questions.

4.1.3 Age of the respondents

Table 5

Age of the respondents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| 21-25 | 27 | 23.5 | 23.5 | 23.5 |
| 26-30 | 33 | 28.7 | 28.7 | 52.2 |
| 31-25 | 22 | 19.1 | 19.1 | 71.3 |
| 36-40 | 13 | 11.3 | 11.3 | 82.6 |
| 41 & above | 20 | 17.4 | 17.4 | 100.0 |
| Total | 115 | 100.0 | 100.0 | |

This table depicts the age of the respondents based on the frequency, proportion, validity percent and cumulative percent. The respondents from 21 to 25 were 27 with 23.5 percent, respondents from 26 to 30 were 33 with 28.7 percent, respondents from 31 to 25 were 22 with 19.1 percent, respondents from 36 to 40 were 13 with 11.3 percent, and 41 and above respondents were 20 with 17.4 percent. Therefore, the highest percent of the age range of the respondents falls within 26 to 30 with 28.7, followed by 23.5 percentage range from 21 to 25, 19.1 percentage range from 31 to 25, 17.4 percentage range from 41 and above, and the least percent falls within the age range of 36 to 40 with 11.3.

4.1.4 Marital status of the Respondent.

Table 6

Marital status of the respondents.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Single | 62 | 53.9 | 53.9 | 53.9 |
| Married | 50 | 43.5 | 43.5 | 97.4 |
| Widowed | 2 | 1.7 | 1.7 | 99.1 |
| Divorced | 1 | .9 | .9 | 100.0 |
| Total | 115 | 100.0 | 100.0 | |

The illustrated table above, explain the age of the respondents based on the occurrence, percentage, validity percent, and cumulative percent. Single has 62 respondents with 53.9 percent, married respondent was 50 with 43.5 percent, widowed had 2 respondents with 1.7 percent, and divorced had 1 response with .9 percent. Hence, the highest number of marital statuses of the respondents are the single with 53.9 percent, followed by married people with 43.5 percent, widowed with 1.7 percent and the least was the divorced with .9 percent.

4.1.4 Gender of the respondents

Table 7

Gender of the respondents

| Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|---------|---------------|--------------------|
| Male 72 | 62.6 | 62.6 | 62.6 |
| Female 42 | 36.5 | 36.5 | 99.1 |
| Prefer not say 1 | .9 | .9 | 100.0 |
| Total 115 | 100.0 | 100.0 | |

This table seeks to explain the gender of the respondents showing the occurrence, percentage, validity percentage, and cumulative frequency. Male has 72 respondents with 62.6 percent with the female having 42 respondents with 36.5 percent and prefer not to say having 1 response with .9 percent. Therefore, indicating that the male gender has the highest percentage of 62.6, followed by females with 36.5 and the least which is they prefer not to say gender having .9 percent.

4.1.5 Highest Qualification Attained of the Respondents.

Table 8

Highest qualification attained of the respondents

| Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|---------|---------------|--------------------|
| WASCE | 5 | 4.3 | 4.3 |
| DIPLOMA | 6 | 5.2 | 9.6 |
| HTC | 4 | 3.5 | 13.0 |
| DEGREE | 78 | 67.8 | 80.9 |
| MASTERS | 21 | 18.3 | 99.1 |
| PhD | 1 | .9 | 100.0 |
| Total | 115 | 100.0 | 100.0 |

As seen in the table above, the highest qualification of the respondents showing the occurrence, proportion, validity percentage, and the cumulative frequency. The table above indicates that 5 WASCE respondents had 4.3 percent, 6 Diploma respondents had 5.2 percent, 4 HTC respondents with 3.5 percent, 78 Degree respondents with 67.8 percent, 21 Masters respondent's 18.3 percent, and 1 PhD with .9 percent. Therefore, indicating 67.8 as the highest percent of degree attained by respondents

4.1.6 Type of school of the respondents.

Table 9

Type of school of the respondents.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| STATE | 44 | 38.3 | 38.3 | 38.3 |
| PRIVATE | 45 | 39.1 | 39.1 | 77.4 |
| COMMUNIITY | 26 | 22.6 | 22.6 | 100.0 |
| Total | 115 | 100.0 | 100.0 | |

The type of school of the respondent showing the frequency, proportion, and validity percentage with the cumulative frequency. The private secondary school had 45 respondents with 39.1 validity percent, community secondary school had 26 respondents with 22.6 validity percent. Therefore, indicating that the highest percentage was from private secondary schools with 39.1 percent. As in the table above.

4.1.7 For how long have you worked in this school?

Table 10

For how long have you worked in this school?

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-------------|-----|---------|---------------|--------------------|
| 1-5 years | 55 | 47.8 | 47.8 | 47.8 |
| 5-10 years | 35 | 30.4 | 30.4 | 78.3 |
| 10-15 years | 13 | 11.3 | 11.3 | 89.6 |
| 15- 20 | 12 | 10.4 | 10.4 | 100.0 |
| Total | 115 | 100.0 | 100.0 | |

The table above exhibits how long the school administrators have worked in the school, showing the occurrence, percentage, valid proportion, and the cumulative frequency. From the table above, 55 respondents with 1 to 5 working experience had a valid percent of 47.8, 35 respondents with working experience of 5 to 10 years had a valid percent of 30.4, and 13 respondents from 10 to 15 years of working experience have a valid percent of 11.3 and 12 respondents with working experience of 15 to years has a valid percent of 10.4.

4.2 The following are the perpetrators of corrupt practices in secondary school education in Sierra Leone.

Table 11

Respondent percentage on the perpetrators of corrupt practices in secondary school education in Sierra Leone.

| Questions | SA | A | U | D | SD |
|------------|--------------|--------------|--------------|-------------|------------|
| | % | % | % | % | % |
| Principals | 51 (43.3) | 38 (33.0) | 14 (12.2) | 10 (8.7) | 2 (1.7) |
| Teachers | 46 (40.0) | 54 (47.0) | 8 (7.0) | 4 (3.5) | 3 (2.6) |
| Student | 40 (34.8) | 50 (43.5) | 14 (12.2) | 4 (3.5) | 7 (6.1) |
| Parents | | 33 53 | 19 | 4 | 6 |

| | | | | | |
|--------------------|--------------|--------------|--------------|------------|------------|
| | (28.7) | (46.1) | (16.5) | (3.5) | (5.2) |
| External examiners | 38 (33.0) | 49 (42.6) | 15 (13.0) | 8 (7.0) | 5 (4.3) |

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 9 seeks to find out if principals are the perpetrators of corrupt practices in secondary school education showing its occurrence, proportion, valid percentage, and cumulative frequency. Strongly agree respondents are 51 with 43.3 valid percent, agree respondents are 38 with 33.0 valid percent, undecided respondents are 14 with 12.2 valid percent, disagree respondents are 10 with 8.7 valid percent, and strongly disagree respondents are 2 with a valid percent of 1.7. Therefore, indicate that 51 respondents strongly agree to principals as perpetrators of corrupt practices in secondary school.

Question 10 also seeks to find out if teachers are perpetrators of corrupt practices in secondary school education, showing its frequency, percent, valid percent, and cumulative frequency. 46 respondents strongly agree with a 40.0 valid percent, 54 respondents agree with a 47.0 valid percent, 8 respondents were undecided with a valid percent of 7.0, 4 respondents disagree with a 3.5 valid percent, and 7 respondents with a 6.1 valid. The result shows that 54 respondents agree to teachers as perpetrators of corrupt practices in secondary school education.

Question 11 seeks to find out if students are perpetrators of corrupt practices in secondary school education showing its occurrence, proportion, valid percentage, and cumulative frequency. 40 respondents strongly agree with a 34.8 valid percent, 50

respondents agree with a valid percent of 43.5, 19 respondents were undecided with a valid percent of 12.2, 4 respondents disagree with a valid percent of 3.5 and 7 respondents with a valid percent of 6.1. Hence, 50 respondents agree to students as perpetrators of corrupt practices in secondary school education.

Question 12 seeks to find out if Parents are perpetrators of corrupt practices in secondary school education showing its occurrence, proportion, a valid percent, and cumulative frequency. Strongly agree respondents of 33 with a 28.7 valid percent, agree respondents of 53 with a 46.1 valid percent, 19 undecided respondents with a 16.5 valid percent, disagree respondents of 4 with a 3.5 valid percent, and strongly disagree respondents of 6 with a 4.3 valid percent. It, therefore, indicates that 53 respondents agree to parents as perpetrators of corrupt practices in secondary school education.

Question 13 also seeks to find out if external examiners are perpetrators of corrupt practices in secondary school education, showing occurrence, percentage, a valid percent, and cumulative frequency. 38 respondents strongly agree with a valid percent of 33.0, 49 respondents agree with a valid percent of 42.6, 15 respondents were undecided with a 13.0 valid percent while 8 respondents disagree with a 7.0 valid percent and 5 respondents strongly disagree with a 4.3 valid percent. Therefore, 49 respondents agree to external examiners as perpetrators of corrupt practices in secondary school education.

4.3 School Administrators Evaluation on School Admission Process

Table 12

| Questions | SA | A | U | D | SD |
|--|--------------|--------------|--------------|--------------|-------------|
| | % | % | % | % | % |
| Do you think admission of school pupils is done base on merit? | 25 (21.7) | 46 (40.0) | 12 (10.4) | 27 (23.5) | 5 (4.3) |
| Are there any factors affecting the admission process of student? | 23 (20.0) | 75 (65.2) | 8 (7.0) | 7 (6.1) | 2 (1.7) |
| Do you think collection of money, gift and nepotism are involved in the admission process of school pupils into your school? | 30 (26.1) | 41 (35.7) | 6 (5.2) | 28 (24.3) | 10 (8.7) |
| is the admission process monitored in your school? | 35 (30.4) | 42 (36.2) | 12 (10.4) | 22 (19.1) | 4 (3.5) |
| Are there dire consequence for anyone caught in the admission process of student for corrupt act? | 36 (31.3) | 38 (33.0) | 14 (12.2) | 20 (17.4) | 7 (6.1) |

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 14 asked if the admission of school pupils is done base on merit showing it frequency, percent, valid percent, and cumulative frequency. 25 strongly agree respondents had a 21.7 valid percent, 46 agree respondents had a 40.0 valid percent, 12 undecided respondents had a 10.4 valid percent, 27 disagree respondents had a 23.5 valid percent and 5 strongly disagree respondents had a 4.3 valid percent. 46 respondents agree to school pupils gain admission into secondary school based on merit.

Question 15 asked if there are factors affecting the admission process of students, showing it occurrence, proportion, valid percentage, and cumulative frequency. 23 of the respondents strongly agree with a valid percent of 20.0, 75 respondents agree with a 65.2 valid percent, 8 respondents were undecided with a valid percent of 7.0, 7 respondents disagree with a 6.1 valid percent and 2 respondents strongly disagree with a 1.7 valid percent. Therefore, the results show that 75 respondents agreed with the statement that the admission process for students is hindered by some factors.

Question 16 seeks to find out if the collection of gift items and nepotism is involved in the admission process of students, showing it occurrence, proportion, valid percentage, and cumulative occurrence. 30 respondents strongly agree with a valid percent of 26.1, 41 agree respondents had a valid percent of 35.7, 52 respondents were undecided with a valid percent of 5.2, 28 disagree respondents with a valid percent of 24.3, and 10 strongly disagree respondents with an 8.7 valid percent of the result reveals that 41 respondents agreed to nepotism and the collection of gift items involved in the admission process of school students.

Question 17 examines the monitoring of the admission process of students into secondary school, showing occurrence, proportion, valid proportion, and cumulative frequency. 35 strongly agree respondents had a 30.4 valid percent, 42 respondents

agree with a 36.2 valid percent, 12 undecided respondents with a 10.4 valid percent, 22 respondents disagree with a 19.1 valid percent and 4 strongly disagree with a 3.5 valid percent. The result shows that 42 respondents agree to the admission process of students into secondary school are been monitored.

Question 18 seeks to find out if there are dire consequences to anyone caught in any illegal act that is involved in the admission process of a student, showing its occurrence, proportion, validity, percentage, and cumulative frequency. 36 of the respondents strongly agree with a valid percent of 31.3, 38 of the respondents agree with a valid percent of 33.0, 14 of the respondents were undecided with a 12.2 valid percent, 20 respondents disagree with a valid percent of 17.4, and 4 strongly disagree respondents had a 3.5 valid percent. This shows that 38 respondents agree to dire consequences for anyone caught in a corrupt act that is involved in the admission process of the students.

4.4 Evaluation of the School Examination

Table 13

| Questions | SA | A | U | D | SD |
|--|--------------|--------------|--------------|--------------|--------------|
| | % | % | % | % | % |
| Do student engage in exam malpractice? | 18 (15.7) | 39 (33.9) | 23 (20.0) | 22 (19.1) | 13 (11.3) |
| Do you think some teachers in your school altercates the scores of their student? | 19 (16.5) | 46 (40.0) | 12 (10.4) | 18 (15.7) | 20 (17.4) |
| Are there any form of bribery such as giving money or gifts to teachers by student for marks? | 21 (18.3) | 36 (31.3) | 12 (10.4) | 29 (25.2) | 17 (14.8) |
| Do you think the teachers in your school engage in the leakages of exam questions to student before the exam day, all in the name of trying to help the student? | 16 (13.9) | 36 (31.3) | 18 (15.7) | 28 (24.3) | 17 (14.8) |
| During the West African Examination Council (WAEC) exam, does your school encourage special center for your student? | 20 (17.4) | 23 (20.0) | 16 (13.9) | 22 (19.1) | 34 (29.6) |
| Do you think external invigilators are given bribe so as to pave a blind eye to student engaging in exam malpractice during the exam? | 21 (18.3) | 28 (24.3) | 21 (18.3) | 22 (19.1) | 23 (20.0) |

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 19 asked if students engage in exam malpractice, showing it occurrence, percentage, a valid percent, and cumulative occurrence. 18 of the respondents strongly agree with a valid percent of 15.7, 39 of the respondents agree with a 33.9 valid percent, 23 respondents were undecided with a 20.0 valid percent, 22 respondents disagree with a valid percent of 19.1 and 13 respondents strongly disagree with an 11.3 valid percent. 39 of the respondents agree to student engaging in exam malpractice.

Question 20 seeks to find out if teachers in secondary altercates the scores of their student, showing it frequency, percent, valid percent, and cumulative frequency. 19 of the respondents strongly agree with a 16.5 valid percent, 46 respondents agree with a 40.0 invalid percent, 12 respondents were undecided having 10.4 valid percent, 18 respondents disagree with a 15.7 valid percent and 20 respondents strongly disagreed with a 17.4 valid percent. The result therefore shows that 46 respondents agree to secondary school teachers altercating the scores of their student.

Question 21 indicates that gifts and money given as a form of bribe are given to teachers by the student for marks, showing their occurrence, proportion, valid percentage, and cumulative occurrence. 21 strongly agree respondents had 18.3 valid percent, 36 agree respondents had a 31.3 valid percent, 12 respondents were undecided with a 10.4 valid percent, 29 disagree respondents had a 25.2 valid percent and 17 strongly disagree respondents had a 14.8 valid respondent. The result shows that 36 respondents agree to give money or gifts to teachers by students is a form of bribing the teachers for marks.

Question 22 seeks to find out if teachers in secondary schools engage in leakages of exam questions, showing it occurrence, percentage, valid proportion, and

cumulative occurrence. 16 respondents strongly agree with a valid percent of 13.9, 36 respondents agree with a valid percent of 31.3, 18 respondents were undecided with a 15.7 valid percent, 28 respondents disagree with 24.3 valid percent and 17 respondents strongly disagree with a 14.8 percent. The findings show that 36 respondents agree to leakages of exam questions by school teachers to students so as to help them pass.

Question 23 seeks to find if secondary schools encourage special centers for WAEC, showing its occurrence, proportion, valid percentage, and cumulative frequency. 20 of the respondents strongly agree with a valid percent of 17.4, 23 respondents agree with a valid percent of 20.0, 16 respondents were undecided with a valid percent of 13.9, 22 respondents disagree with 19.1 valid percent and 34 strongly disagree respondents had 29.6. This shows that 34 respondents strongly disagree to having special centers for WAEC examination.

Question 24 also seek to find out if external exam invigilators are given bribe so as to allow the student to cheat in an exam all, showing it occurrence, proportion, valid proportion, and cumulative occurrence. 21 respondents strongly agree with 18.3 valid percent, 28 respondents agree with a 24.3 valid percent, 21 respondents were undecided with an 18.3 valid percent, 22 respondents disagree with a 19.1 valid percent and 23 respondents strongly disagree with a 20.0 valid percent. This shows that 28 respondents agree to external exam invigilators being given bribes so as to allow students to cheat in an exam hall.

Table 4.5 Evaluation on teachers' recruitment and performance**Table 14**

| Questions | SA | A | U | D | SD |
|--|--------------|--------------|--------------|--------------|--------------|
| | % | % | % | % | % |
| Do you think qualified teachers are employed into your school? | 62 (53.9) | 42 (36.5) | 4 (3.5) | 7 (6.1) | - |
| Are teachers in your school equipped with subject knowledge and do they have a good teaching attitude? | 41 (35.7) | 59 (51.3) | 11 (9.6) | 4 (3.5) | - |
| Are there any form of corrupt act such as bribery, nepotism involved in the employment of teachers? | 20 (17.4) | 17 (14.8) | 18 (15.7) | 38 (33.0) | 22 (19.1) |
| Do you think the teachers are capable of elevating a conducive learning environment for the student? | 35 (30.4) | 60 (52.2) | 15 (13.0) | 2 (1.7) | 3 (2.6) |
| Do you think the communication skills of teachers in your school are effective in improving the learning process of student? | 40 (34.8) | 57 (49.6) | 4 (3.5) | 12 (10.4) | 2 (1.7) |
| Are there any performance motivators for teachers in your school? | 28 (24.3) | 33 (28.7) | 17 (14.8) | 26 (22.6) | 11 (9.6) |
| Are salaries of teachers paid on time as at when due for payment? | 20 (17.4) | 30 (26.1) | 9 (7.8) | 40 (34.8) | 16 (13.9) |

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 25 examines how qualified secondary school teachers are before being employed, showing its occurrence, proportion, valid proportion, and cumulative regularity. 62 respondents strongly agree with a 53.9 valid percent. 42 respondents agree with a 36.5 valid percent, 4 respondents were undecided with 3.5 valid percent, 7 respondents disagree with a 6.1 valid percent, and no respondents on strongly disagree. This implies that 62 respondents strongly agree to employ qualified secondary school teachers in their schools.

Question 26 tends to examine whether or not school teachers are well-versed in their subjects and have a positive teaching attitude, as evidenced by regularity, proportion, a valid percent, and effectively integration. 41 respondents strongly agree with a 35.7 valid percent, 59 respondents agree with 51.3 valid percent, 11 respondents were undecided with 9.6 valid percent, 4 respondents disagree with a 3.5 valid percent, and zero respondents on strongly disagree. This implies that 59 respondents agree to teachers are fully equipped with subject knowledge and good teaching attitude.

Question 27 seeks to find out if the employment of teachers involves bribe, showing its occurrence, proportion, valid percentage, and effectively integrated. 20 respondents strongly agree with a valid percent of 17.4, 17 respondents agree with a valid percent of 14.8, 18 respondents were undecided with a valid percent of 15.7, 38 respondents disagree with a 33.0 valid percent and 22 respondents strongly disagree with a 19.1 valid percent. This implies that 38 respondents disagree to the employment of teachers involving bribes and that teachers' employment is done base on merit.

Question 28 tends to examine the capability of teachers in elevating a conducive learning environment for students, showing its occurrence, proportion, valid percentage, and cumulative frequency. 35 respondents strongly agree with a 30.4 valid percent, 60 respondents agree with a 52.2 valid percent, 15 respondents were undecided with a 13.0 valid percent, 2 respondents disagree with a 1.7 valid percent and 3 respondents strongly disagree with a 2.6 valid percent. This implies that 60 respondents agree to teachers are capable of elevating a conducive learning environment for students.

Question 29 asked if the communication skills of teachers in secondary school is effective in improving the learning process of student, showing its occurrence, proportion, valid percentage, and cumulative frequency. 40 respondents strongly agree with a 34.8 valid percent, 57 respondents agree with a 49.6 valid percent, 4 respondents were undecided with 3.5 valid percent, 12 respondents disagree with a 10.4 valid percent and 2 respondents strongly disagree with a 1.7 valid percent. This implies that 57 respondents agree to the communication skills of teachers in secondary school have been effective in improving the learning process of students in secondary school.

Question 30 seeks to find out if there are performance motivators for teachers in secondary schools, as evidenced by regularity, proportion, a valid percent, and effectiveness integrated. 28 respondents strongly agree with a 24.3 valid percent, 33 respondents agree with a 28.7 valid percent, 17 respondents were undecided with a 14.8 valid percent, 26 respondents disagree with a 22.6 valid percent and 11 respondents strongly disagree with a 9.6 valid percent. This implies that 33 respondents agree to have performance motivators for teachers in

their secondary schools.

Question 31 seeks to find out if salaries of teachers are paid as at when due, showing its occurrence, proportion, valid percentage, and cumulative frequency. 20 respondents strongly agree with a 17.4 valid percent, 30 respondents agree with a 26.1 valid percent, 9 respondents were undecided with a 7.8 valid percent, 40 respondents disagree with a 34.8 percent and 16 respondents strongly disagree with a 13.9 valid percent. This shows that 40 respondents disagree with the findings stating that salaries of teachers are paid as at when due, in other words, salaries of teachers are been owed.

Table 4.6 Evaluation of school administrative system on sexual occurrence

Table 15

| Questions | SA | A | U | D | SD |
|---|--------------|--------------|--------------|--------------|--------------|
| | % | % | % | % | % |
| Does your school tolerate indecent dressing of students? | 7 (6.1) | 14 (12.2) | 4 (3.5) | 46 (40.0) | 44 (38.3) |
| Do you think sexual act is involved in the promotion of some teachers and non-teaching staff in your school? | 5 (4.3) | 19 (16.5) | 24 (20.9) | 28 (24.3) | 39 (33.9) |
| Has there been sexual intercourse between students and teachers for exam questions or scores? | 8 (7.0) | 21 (18.3) | 31 (27.0) | 25 (21.7) | 30 (26.1) |
| is there zero tolerance to any sexual related kind of corruption in your school, be it in the recruitment of staffs, promotion, marks and exam questions? | 27 (23.5) | 42 (36.5) | 21 (18.3) | 12 (10.4) | 13 (11.3) |

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 32 indicates school tolerance to the indecent dressing of students, as evidenced by regularity, proportion, a valid percent, and effectively integrated. 7 respondents strongly agree with a 6.1 valid percent, 14 respondents agree with a 12.2 valid percent, 4 respondents were undecided with a 3.5 valid percent, 46 respondents disagree with a 40.0 valid percent and 44 respondents strongly disagree with an 11.3 valid percent. This implies that 46 respondents disagree with the claim of schools tolerate the indecent dressing of students in schools.

Question 33 asked if sexual acts are involved in the promotion of some teachers and non-teaching staff in secondary school, showing its occurrence, proportion, valid percentage, and cumulative frequency. With 5 respondents strongly agree to 4.3 valid percent, 19 respondents agree with a 16.5 valid percent, 24 respondents were undecided with a 20.9 valid percent, 28 respondents disagree with a 24.3 valid percent and 39 respondents strongly disagree with a 33.9 valid percent. This implies that 39 respondents strongly disagree to sexual act being involved in the promotion of some teachers and non-teaching staff in secondary school.

Question 34 seeks to find out if there has been sexual intercourse between students and teachers for exams questions or marks, showing its regularity, proportion, valid percentage, and cumulative occurrence. 8 respondents strongly agree with a 7.0 valid percent, 21 respondents agree with an 18.3 valid percent, 31 respondents were undecided with a 27.0 valid percent, 25 respondents disagree with a 21.7 valid percent and 30 respondents strongly disagree with a 26.1 valid percent. This implies that 31 respondents were undecided about sexual intercourse between students and teachers for marks and exam questions.

Question 35 seeks to find out if there is zero tolerance for any sexual-related corruption in school, as evidenced by regularity, proportion, a valid percentage, and effective integration. 27 respondents strongly agree with 23.5 valid percent, 42 respondents agree with a 36.5 valid percent, 21 respondents were undecided with an 18.3 valid percent, 12 respondents disagree with 10.4 valid percent and 13 respondents strongly agree with an 11.3 valid percent. This implies that 42 respondents agree to zero tolerance for any sexually related kind of corruption in schools, be it in the recruitment of staff, promotions, marks, or exam question.

Table 4.7 Evaluation of the school administrative system on finance

Table 16

| Questions | SA | A | U | D | SD |
|---|--------------|--------------|--------------|--------------|--------------|
| | % | % | % | % | % |
| Does your school engage with parents before increasing the prices of fees? | 36 (31.3) | 28 (24.3) | 17 (14.8) | 22 (19.1) | 12 (10.4) |
| Are school books properly administered to student when been paid for? | 29 (25.2) | 55 (47.8) | 12 (10.4) | 12 (10.4) | 7 (6.1) |
| Does your school have a proper account on how funds are spent? | 33 (28.7) | 42 (26.5) | 24 (20.9) | 8 (7.0) | 8 (7.0) |
| Do you think scholarships are awarded to student's base on their performance? | 31 (27.0) | 43 (37.4) | 15 (13.0) | 19 (16.5) | 7 (6.1) |
| Periodic maintenance of the school facilities such as the buildings, classroom, library, laboratory etc. are done in your school? | 27 (23.5) | 45 (39.1) | 18 (15.7) | 12 (10.4) | 13 (11.3) |

Note: SA=Strongly Agree, A= Agree, U=Undecided, D=Disagree, SD=Strongly Disagree

Question 38 examines school engagement with parents before increasing the price of the fee, showing its occurrence, proportion, valid percentage and effectively integrated. 36 respondents strongly agree with 31.43 valid percent, 28 respondents agree with a 24.3 valid percent, 17 respondents were undecided with a 14.8 valid percent, 22 respondents disagree with 19.1 valid percent and 12 respondents strongly disagree with a 10.4 valid percent. This implies that 36 respondents strongly agree with the school's engagement with parents before making changes to its fees.

Question 36 asked if school books are properly administered when paid for, showing their occurrence, proportion, valid percentage, and cumulative frequency. 29 respondents strongly agree with a 25.2 valid percent, 55 respondents agree with a 47.8 valid percent, 12 respondents were undecided with a 10.4 valid percent, 12 respondents disagree with a 10.4 valid percent and 7 respondents strongly disagree with a 6.1 valid percent. This implies that school books are properly administered to students when paid for with 55 agree respondents.

Question 37 seeks to find out if secondary schools have a proper account of how funds are spent, as evidenced by regularity, proportion, a valid percentage, and effectively integrated. 33 respondents strongly agree with a 28.7 valid percent, 42 respondents agree with a 26.5 valid percent, 24 respondents were undecided with a 20.9 valid percent, 8 respondents disagree with a 7.0 valid percent, and 8 respondents strongly disagree with a 7.0 valid percent. This implies that 42 respondents agree to secondary schools having proper account on how funds are spent.

Question 38 seeks to find out if scholarships are awarded to students based on their performance, showing its occurrence, proportion, valid percentage, and

cumulative frequency. 31 of the respondents strongly agree with 27.0 valid percent, 43 respondents agree with a 37.4 valid percent, 15 respondents were undecided with a 13. of valid percent, 19 respondents disagree with 16.5 valid percent and 7 respondents strongly disagree with a 6.1 valid percent. This implies scholarships are awarded to student's based on their performance as a result of 43 agree respondents.

Question 39 seeks to find out if period maintenance of the school facilities is carried out in secondary schools, showing its occurrence, proportion, valid percentage, and cumulative frequency. 27 respondents strongly agree with a 23.5 valid percent, 45 respondents agree with a 39.1 valid percent, 18 respondents were undecided with a 15.7 valid percent, 12 respondents disagree with a 10.4 valid percent and 13 respondents strongly disagree with a 11.3 valid percent.

This implies that 45 respondents agree to periodic maintenance of school facilities is done in secondary schools.

Table 4.8 Descriptive**Table 17**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|-----|---------|---------|--------|-------------------|
| Name of school | 115 | 1.00 | 5.00 | 3.0870 | 1.44832 |
| Position of respondents | 115 | 1.00 | 2.00 | 1.6609 | .47549 |
| Age range | 115 | 1.00 | 5.00 | 2.7043 | 1.40159 |
| Gender | 115 | 1.00 | 3.00 | 1.3826 | .50580 |
| Highest qualification attained | 115 | 1.00 | 6.00 | 3.9304 | .92454 |
| Type of school | 115 | 1.00 | 3.00 | 1.8435 | .76767 |
| For how long have you worked in this school? | 115 | 1.00 | 4.00 | 1.8435 | .99641 |
| Perpetrators of corrupt practices in secondary school education | 115 | 1.00 | 5.00 | 2.0696 | 1.06558 |
| School Administrators Evaluation on School Admission Process | 115 | 1.00 | 5.00 | 2.4870 | 1.19476 |
| Evaluation of the School Examination | 115 | 1.00 | 5.00 | 3.2348 | 1.49461 |
| Evaluation on teachers' recruitment and performance | 115 | 1.00 | 5.00 | 3.9217 | 1.20778 |

| | | | | | |
|---|-----|------|------|--------|---------|
| Evaluation of school administrative system on sexual occurrence | 115 | 1.00 | 5.00 | 3.6696 | 1.22633 |
| Evaluation of the school administrative system on finance | 115 | 1.00 | 5.00 | 2.5304 | 1.37854 |
| <hr/> | | | | | |
| Valid N (list wise) | 115 | | | | |
| <hr/> | | | | | |

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Discussion and Conclusion

The purpose of the research was to determine the involvement of school administrators in Sierra Leone's secondary schools in the battle against corruption. The study was a quantitative study that evaluated responses from teachers and school administrators in Sierra Leone's secondary school sector, using descriptive statistics to synthesize the data from the sample stated above.

According to the first research question.

Is there any success in the fight against corruption in Sierra Leone Secondary School Education?

In as much as the study discovered a favorable association between the responsibilities of school administrators in combating corruption in the country's secondary schools, in terms of preventing corruption, Sierra Leone's secondary school administrators still have a long way to go. There is evidence that certain secondary school officials charged with combating corruption are also involved in the masterminding of secondary school corruption. Question 37 seeks to find out if secondary schools have a proper account of how funds are spent, as evidenced by regularity, proportion, a valid percent, and effectively integrated. 33 respondents strongly agree with a 28.7 valid percent, 42 respondents agree with a 26.5 valid percent, 24 respondents were undecided with a 20.9 valid percent, 8 respondents disagree with a 7.0 valid percent and 8 respondents strongly disagree with a 7.0 valid percent. This implies that 42 respondents agree to secondary schools having a proper account on how funds are spent.

According to the second research question, to what extent has the fight against corruption has been effective in Sierra Leone Secondary School Education?

The information gathered and analyzed revealed that the assessment of student's enrollment process, school examinations, teacher staffing and performance, sexual occurrences, and financial matters serve as a criterion for determining how far the role of school administration has progressed in Sierra Leone's secondary school education fight against corruption. Question 18 seeks to find out if there are dire consequences to anyone caught in any illegal act, showing its occurrence, proportion, valid percentage, and cumulative frequency. 36 of the respondents strongly agree with a valid percent of 31.3, 38 of the respondents agree with a valid percent of 33.0, 14 of the respondents were undecided with a 12.2 valid percent, 20 respondents disagree with a valid percent of 17.4, and 4 strongly disagree respondents had a 3.5 valid percent. This shows that 38 respondents agree to dire consequences for anyone caught in a corrupt act that is involved in the admission process of students.

According to the third research question, In Sierra Leone's secondary school, who are the

genuine perpetrators of corruption?

Following the use of the ordinary least square method to correlate the findings; demonstrated in table 4.2 on the perpetrators of corrupt practices in secondary schools in Sierra Leone reviewed that most of the respondents agreed to teachers be responsible for the occurrence of certain corrupt acts. The result shows that 54 respondents agree to teachers as perpetrators of corrupt practices in secondary school education with a validity percent of 47.0, and 51 respondents strongly agree to school administrators as perpetrators of corruption with a validity percent of 43.3.

According to the fourth research question, what is the main factor influencing corruption in Sierra Leone secondary schools? In table 4.5 question 31. the respondents disagreed to salaries being paid as at when due and even owing payments for a month, despite strongly agreeing to claim of employing qualified teachers. showing its

occurrence, proportion, valid percentage, and cumulative frequency. 20 respondents strongly agree with a 17.4 valid percent, 30 respondents agree with a 26.1 valid percent, 9 respondents were undecided with a 7.8 valid percent, 40 respondents disagree with a 34.8 percent and 16 respondents strongly disagree with a 13.9 valid percent. This shows that 40 respondents disagree with the findings stating that salaries of teachers are paid as at when due, in other words, salaries of teachers are been owed. Which is a recipe for corruption.

The school administrator's opinion on the evaluation of the school admission process in table 4.3 agreed that the admission process of school pupils into secondary school in Sierra Leone was greatly hindered by other factors such as the collection of money to secure the admission of school pupils, nepotism, etc. all this are factors that affect the admission process of student because when these factors are involved, the admission process of school pupils will no longer be done base on merit a longer but rather base on how much one can offer.

According to table 4.9, a considerable majority of the participants strongly agreed to the questions about administrators and school instructors' involvement in corrupt actions in Sierra Leone's secondary schools. Similarly, it was shown in 4.4 that students and school examiners are also involved in corrupt practices in secondary schools. Although other findings indicated that in the area of sexual occurrence, that was zero tolerance to any sexually-related kind of corruption in secondary schools, be it in the recruitment of staffs, promotion, marks, and exam questions. and evaluation on finance, reviewed that respondent agreed to scholarships were awarded based on merit, school books were properly administered when been paid for, periodic maintenance of school building; this does not negate the fact that school administrators have a detrimental impact on attempts to combat corruption in Sierra Leone's secondary schools.

According to Whawo (2015) agreed that, exam malpractice, bribery, nepotism during admission, and extortion of money from students in order to acquire undeserved marks were all found to be instances of corruption at secondary schools in Delta State, The findings of this study differ slightly from those of Taaliu (2017), who claimed that in Kenya, corruption in the form of ethnicity and nepotism plagues the

recruitment, promotion, and deployment of teachers, and that during admission, some principals practice corruption by admitting relatives, church members, and tribesmen. Similar findings by Amini-Philips & Chukwuma (2017) concluded that extortion of money by lecturers, test cheating, and bribery are all examples of corruption. Furthermore, the findings are comparable to those of Choe, Dzhumashev, Islam, and Khan (2013), who showed an increase in the prevalence of corruption in Bangladesh as a result of individuals of higher socioeconomic class paying bribes to get through red tape. Okpechi, et al (2018) found a significant incidence of corruption among teenagers in Calabar, Nigeria, in a similar study.

In conclusion, the role of School administrators in the fight against corruption in their respective secondary schools in Sierra Leone had a favorable outcome. The purpose of this research was successful based on the use of random sampling, thereby using five secondary schools to represent the whole secondary schools in Sierra Leone. The data gathered and evaluated reviewed that the evaluation of admission process of school student, evaluation of school examination, teacher's recruitment & performance, on the sexual occurrence and finance serves as a yardstick to revealing how far the role of school administration has achieved in the fight against corruption in secondary school education in Sierra Leone.

5.2 Recommendations

The section takes into account the data obtained from the disseminated questionnaire, as well as the study's objectives. The purpose of the study was to determine the impact of Sierra Leone school administrators in combating corruption in secondary schools, as well as the potential effects of school administrators' participation in the battle against corruption in Sierra Leone's secondary schools. The government, school administrators, and the general public will all benefit from the study's suggestions. The report suggests that secondary school principals be given the skills and abilities necessary to combat corruption. These need a steady stream of anti-corruption courses, seminars, and training.

The government should implement rules that would assist in the check and balance of school administrators, as well as adequate ventilation and frequent quality assurance checks by government personnel who are neutrals, to help minimize the rate of corruption in Sierra Leone's secondary schools.

Teachers and school administrators should be given a better condition of service and paid on time, a delay in salary will lead to corrupt practices.

In the case of student examination malpractice, school officials should strive to implement the installation of CCTV cameras in test rooms so that students may be properly monitored during exams, rather than relying on professors who may overlook student malpractices or even give answers to students. With the CCTV cameras installed, students who engage in test misconduct will be fearful of being discovered since the CCTV cameras would capture every perspective of the exam.

There should be clearly stated punishments for participating in corrupt behavior among school administrators, such as principals and teachers, to help curb and eliminate corrupt school administrators from among the good.

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A RESEARCH ON THE ROLES OF SCHOOL ADMINISTRATORS IN COMBATING CORRUPTION IN SECONDARY SCHOOL EDUCATION

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QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

My name is Francis Barber, a student at Near East University, Turkish Republic of Northern Cyprus (TRNC), pursuing a Master degree in Educational Administration Control Economy and Planning. I am carrying out research on the role of school administrators in combating (the fight against) corruption in secondary school education case study of Sierra Leone. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

SECTION A: DEMOGRAPHIC ASSESSMENT OF SCHOOL ADMINISTRATORS (tick the right option or fill the right answer in the spaces provided)

1. Name of school.....

2. Position of respondent.....

3. Age range: 21-25, 26-30, 31-35, 36-40, and 41 above.

4. Marital status: Single Married Widowed Divorced

5. Gender: Male Female

6. Highest qualification attained (please Tick only one below)

| SSCE | DIPLOMA | NCE | DEGREE | MASTER | PhD |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Type of school: State Private Community

8. For how long have you worked in this school?

1-5 years 5-10years 10-15years 15-20 years

GENERAL INSTRUCTIONS: For each of the following statements about the role of school administrators in the fight against corruption in secondary school education, please indicate (by ticking) the extent to which you agree them, using the following scale: (Strongly Agree, Agree, Undecided, Disagree with strongly disagree).

SECTION B: The following are the perpetrators of corrupt practices in secondary school education in Sierra Leone.

| | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 9. Principals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|------------------------|--|--|--|--|--|
| 11. Student | | | | | |
| 13. Parents | | | | | |
| 14. External examiners | | | | | |

SECTION C: School Administrators Evaluation on School Admission Process

| Questions | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 15. Do you think admission of school pupils is done base on merit? | | | | | |
| 16. Are there any factors affecting the admission process of student? | | | | | |
| 17. Do you think collection of money, gift and favourism are involved in the admission process of school pupils into your school? | | | | | |
| 18. is the admission process monitored in your school? | | | | | |
| 20. Are there dire consequence for anyone caught in the admission process of student for corrupt act? | | | | | |

SECTION D: Evaluation of the School Examination

| Questions | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 21. Do student engage in exam malpractice? | | | | | |
| 22. Do you think some teachers in your school alterates the scores of their student? | | | | | |
| 23. Are there any form of bribery such as giving money or gifts to teachers by student for marks? | | | | | |
| 24. Do you think the teachers in your school engage in the leakages of exam questions to student before the exam day, all in the name of trying to help the student? | | | | | |
| 25. During the West African Examination Council (WAEC) exam, does your school encourage special center for your student? | | | | | |
| 26. Do you think external invigilators are given bribe so as to | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| pave a blind eye to student engaging in exam malpractice during the exam? | | | | | |
|---|--|--|--|--|--|

SECTION E: Evaluation on teachers' recruitment and performance

| Questions | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 27. Do you think qualified teachers are employed into your school? | | | | | |
| 28. Are teachers in your school equipped with subject knowledge and do they have a good teaching attitude? | | | | | |
| 29. Are there any form of corrupt act such as bribery, favourism, nepotism involved in the employment of teachers? | | | | | |
| 30. Do you think the teachers are capable of elevating a conducive learning environment for the student? | | | | | |
| 31. Do you think the communication skills of teachers in your school are effective in improving the learning process of student? | | | | | |
| 32. Are there any performance motivators for teachers in your school? | | | | | |
| 33. Are salaries of teachers paid on time as at when due for payment? | | | | | |

SECTION F: Evaluation of school administrative system on sexual occurrence

| Questions | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 34. Does your school tolerates indecent dressing of students? | | | | | |
| 35. Do you think sexual act is involved in the promotion of some teachers and non-teaching staff in your school? | | | | | |
| 36. Has there been sexual intercourse between students and | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| teachers for exam questions or scores? | | | | | |
| 37. is there zero tolerance to any sexual related kind of corruption in your school, be it in the recruitment of staffs, promotion, marks and exam questions? | | | | | |

SECTION G: Evaluation of the school administrative system on finance

| Questions | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|-----------------------|--------------|------------------|-----------------|--------------------------|
| 38. Does your school engage with parents before increasing the prices of fees? | | | | | |
| 39. Are school books properly administered to student when been paid for? | | | | | |
| 40. Does your school have a proper account on how funds are spent? | | | | | |
| 41. Do you think scholarships are awarded to student's base on their performance? | | | | | |
| 42. Periodic maintenance of the school facilities such as the buildings, classroom, library, laboratory etc. are done in your school? | | | | | |