

CHALLENGES FACING CORRUPTION PREVENTION ACTIVITIES IN PUBLIC SECONDARY SCHOOLS IN NAKURU AND NYANDARUA COUNTIES KENYA

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Abstract: This study sought to examine the challenges facing corruption prevention activities in public secondary schools in Nakuru and Nyandarua counties Kenya. The study was informed by the Lucifer Effect Theory. The study used the correlational research design. The target population comprised of 420 principals, 840 heads of departments, 420 bursars in public secondary schools, two county directors of education and six school auditors making a total of 1688 school respondents. The study employed the formula of Cochran to get a sample of 313 respondents while the two county directors of education and six school auditors were purposively sampled, to give a sample size of 322 respondents. Data was collected using the questionnaire constructed on a five point Likert scale. The research instruments were Pilot tested. Data was analysed using both the descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences. The study established that there was no significance difference between the challenges facing principals' in the prevention of corruption in Nyandarua and Nakuru Counties.

Keywords: Challenges, Corruption, Nakuru and Nyandarua Counties, Principals, Secondary Schools.

I. INTRODUCTION

Corruption manifests itself in all facets of education especially in the teaching and learning processes, management of educational resources and in development of education resources. Corruption in education complicates students' access, retention and quality of teaching and learning processes (Orintunsim, 2011). This word corruption has its origin from the Latin term 'corruptus', that is loosely interpreted to mean 'to destroy'. Various definitions of corruption have been given. Transparency International states Corruption is 'misuse of delegated authority to benefit oneself. On the other hand, World Bank views it as 'misuse of power for one's personal gain' (Kaufmann & Vicente, 2009) refers to corruption as use of delegated authority for personal gain. McMullan (2007) argues that an individual is deemed corrupt; if he willingly receives monetary worth for performing or not performing duties in his line of work or exercising a legitimate judgement for wrong reasons.

The challenges of how to effectively control corruption in private and public sectors have remained elusive in the world and Kenya in particular. The Government of Kenya established the Kenya Anti-Corruption Authority as a result of recognizing the challenges of entrenchment of corruption in the county. In education, corruption results in financial misappropriation and its related vices and academic dishonesty, especially in the management of government grants and fees paid by parents. Corruption affect implementation of effective teaching and learning processes.

In the sphere of education corruption is the methodical abuse of office to benefit oneself, and it has a huge impact on accessibility to education its quality, and as well as equity, (Hallak & Poisson, 2008). Corruption in education portends a bleak future by withdrawing from people their worth, rewarding unmerited achievements and normalizing society mistrust. Similarly, corruption and poor governance are a major impediment to the realization of the right to education. Corruption is one of the most problematic forces in the world that intuitively undercuts the expected education gains in all social and economic areas. The world bank's estimates over 10 billion US dollars that resources are embezzled in corruption malpractices, representing 5% of the world Gross Domestic Product (GDP) (Pellegrini & Reyer, 2008). Many works of research have put forth the negative outcome of corruption in economic and social development (Mo, 2008). Le Van and Mathilde (2006) provides proof on the huge economic expenditure that society bears as a result of corruption. It increases transaction expenses and instability in the economy. It also leads to wasteful economic outcome and reduces a country's revenues and motivation for expansion of small enterprises resulting from unjustified regressive taxation (Aidt, 2003). Through corruption the government revenue is reduced. It affects the expenditure on health, infrastructure as well as education. Mauro (2009) examines this proposition putting forth that how much a country spends on education, determined as a proportion of GDP is negatively and in a big way significantly related to corruption.

Surveyed done by Andvig (2001) found out that in many countries, education is centrally managed by the government, and although the intensity of corruption in this field is small, leakages of monies as a result of corruption are significant for the sole reason that resources and funds given out to education can be enormous (making up to 20-30 percent). Moreover, decentralization of resources management to local governments raises corruption risks, more so if it is not reinforced with efficient control mechanisms. Real cases indicate that the more the individuals and hierarchies that are involved in education budget control, the more the prospects and risks for dishonesty and corruption (Fjeldstad, 2009). Aspects of corruption range from poor workmanship in school buildings and construction, acquisition of textbooks and school equipment, stores, kickbacks, inducements, close relationship and misrepresentation of school enrolment (Prichett, 2008).

In former Soviet Union, corruption in educational institutions reduced the transformation pace towards comprehensive and balanced Western-style regulation (Piplica, 2011). The status of corruption in education has consequences on intergenerational conveyance of the human resource. In a nation where there is corruption fresh graduate teachers lack proper training and are ill-prepared for their duties in learning institutions. A good number abandon their career and as a result join the cohort of "educated unemployed" (Perazzi, 2017). Heyneman (2010) postulates that elevated corruption levels perception in any nation results in domineering rent-seeking behavior, which in consequence is an issue in talent allocation. As would be expected, an individual would tend to opt for a career that would provide him/her with the maximum possible returns of his/her abilities (Prichett, 2008).

There are risky areas where corruption is more prone in Ukraine and Russia most employers insist that potential employees should have graduated from particular universities and colleges without a corruption record (Rumyantseva, 2008). If the citizens lack faith in education as being fair and productive, much is likely to be foregone besides economic growth (Heyneman, 2010). Learning is almost always the only environment, save for family that follows us all our lifetime. Education plays an important role on the whole in the course of economic creation and development (Le Van, 2011). Without a proper educated citizenry it is difficult to construct thriving economic systems that are sustainable, more so in the structure of transformation practices (Prichett, 2008). In the sector of education corruption has a destructive effect; it weakens the ground for continued development besides impeding growth.

According to United Nation Convention Against Corruption (UNCAC, 2007), the effective approaches for better governance, openness and accountability in education are founded on improving regulatory mechanisms, intensification of managerial capacities, and initiating social control on resource management. As a strategy to prevent corruption in secondary schools, the Colombian Government improved the management and control of teachers and controlled resource wastage. This was possible through the combination of negotiations with teachers' unions, modernizing management and transparent regulations using informatics (UNCAC, 2007).

Many schools demand unlawful extra levies to balance the shortfalls in the budget. Guardians and parents are coerced to give money to get services which are meant to be free or are overcharged for these services (Cooray, 2009). In a number of African countries, although fees in primary level education has already been exempted, 44 percent of parents with children in primary schools said they were still paying extra amounts. As a prevention measure to curb corruption, the

Ugandan Government ensured the reduction of seepages in transferring money from the Ministry of Education to institutions of learning from 87 per cent to 15 per cent (UNCAC, 2007).

In acknowledging the importance of an all-round approach to tackle corruption, Transparency International (TI) came up with the National Integrity System (NIS), comprising the critical institutions, regulations and behaviours that lead to integrity, openness, and societal responsibility (Mauro, 2009). Part of the key players in NIS as outlined by TI are the executive, legislature, political parties, electoral commissions, supreme audit institutions, judiciary, anti-corruption bodies, the press, civil society and also the private sector. An appraisal guided by a conclusion of an evaluation of a specific integrity arrangement can aid in informing the anti-corruption advocacy and reforms.

Prevention strategy is aimed at reducing opportunities for engaging in corruption by eliminating the loopholes and avenues of corruption. This ensures that chances of engaging in corruption are reduced because proper control measures are put in place and that incidents of corrupt practices do not succeed. Part 7 (d) (e) and (f) of Anti-Corruption and Economics Crime Act (ACECA) forms the prevention strategy foundation (Ringera, 2007). Similarly, the Government's sourcebook on corruption prevention meant for the Public Service Integrity Programme (PSIP) provides an addition literature to this work. UNCAC in Articles 5 to 12 also provides the basis for establishing prevention strategy to combat corruption. Mullei, Mwabu and Mwau (2000) in their work had their attention on law execution deterrence of corruption strategies as key approaches applied by Kenya Anti- Corruption Authority (KACA) in fighting the corruption. However, the research failed to clearly inspect the success and the status of the approaches because KACA was a very young institution then. Indeed, the study only provided a short account of the way KACA made an effort to operationalize the three-pronged approaches but failed to fully analyse and assess the effectiveness or accomplishments. This study went beyond to look into the extent of corruption in the country and also assessed the success of the strategies as opposed to the above work.

Globally, corruption at schools level is a major concern. In countries like Germany, France and England, the greatest scope for fraud lies in the embezzlement and misuse of non-public funds, school fees, donations where cash is handled. Some of the listed common examples of fraud are taking place in schools are theft of money, false claims for travels, unauthorized purchase of items of equipment for personal use or gain, improper use of petty cash for personal use, nepotism, processing false invoices to non- existent suppliers and pocketing the proceeds (Hallak & Poisson, 2007; Levacic & Downes, 2004; Ochse, 2004).

Mwinjuma and Baki (2012) state that many head teachers and school committee in Tanzania are unfamiliar with decision making on financial matter and they lack basic financial management skills, record keeping skills as well as familiarity with procurement procedures. It is further argued that some school lack proper financial management skills, leading to contradictions, misunderstanding and deficiencies in the administration and efficient utilization of the school's fiscal resources.

Mobegi, Odigi and Simatwa (2012). State that some of the financial maladministration by head teachers at schools in Kenya happens as a result of the ignorance of financial management procedures that contributes to financial mismanagement and misappropriation, weak internal control mechanisms such as receipting of school fees, missing fees registers, irregular auditing of school funds and personal gains of head teachers.

Chweya, Tuta and Akivaga, (2005) examined the government efforts to reduce corruption by implementing an integrity structure which has an obligatory legal corruption-free construction. This structure required the utilization of approaches one of them being the use of other key players in the fight against corruption (Kenya Anti-corruption Commission, 2007). Their study, however, did not completely evaluate the impact and effectiveness of the approaches for instance how they can be prioritized and ranked given the obtaining social-economic environment. These authors critically assessed the investigative powers the ACECA has given KACC besides making proposals on the measures to be taken to improve things (Pellegrini, 2007).

An issue that seems to be threatening the attainment of quality education in Nigerian universities is corruption. Corruption tends to be dragging the university education system in the country to public ridicule. Corruption is destructive; it reduces interpersonal trust and reduces economic growth (Seligson, 2002; Olin, 2013). Corruption in university education distorts the efficiency and quality output of the system. Worried over the increasing rate of corruption in Nigerian universities, Okojie (2012) called on the management of Nigerian universities to uphold the sanity of the education system by ensuring

a corruption-free environment in all institutions. In addition, Okojie maintained that corruption had assumed a worrisome level in Nigerian university system being an integral part of the society could not be insulated from the menace. Corruption kills innovation, creativity, compromises public morality, contaminates individual and collective dignity and distorts the dignity of labour (Obasanjo, 2005; cited in Yomere, 2010). Corruption is the worst evil that is standing on Nigeria's path to grandiose national development (Mezieobi, 2010; Edinyang & Usang, 2012). Ma'azu (2001) noted that the funds allocated for funding primary education in Kano State are systematically stolen by a highly organized education "mafia" to the point that the schools are grounded.

International financial management in education is a matter of great concern. Countries worldwide, including South Africa as part of the international arena, are struggling with the serious challenge of financial management at school level. Financial management in schools is influenced by the broader local community and beyond. In a globalized world it is not possible for a country that wishes to be competitive internationally to function without confronting the positive and negative influences of global trends. International recognition of the scale of the problem of financial maladministration has led to a range of important international and regional laws, regulations and prescripts to regulate the utilization of funds at schools and reduce, if not eliminate, corrupt activities in public schools (Van Rooyen, 2012).

Financial management is both a global and a national concern that needs critical investigations and analysis at school level. Illegal activities occur in schools everyday and poor financial management paralyzes the school system. Some principals are charged with misconduct on allegations of financial mismanagement although reports on the outcome of the cases sometimes remain in the private domain (Macupe, 2011). The school principal as a financial manager and member of the financial accounting authority in a public school is expected to display the skills, knowledge, competence and expertise of financial management for the prevention of irregularities, illegal practices and mismanagement of funds (National Development Plan, 2011; Anderson, Briggs & Button, 2004).

Corruption is a problem that third world countries have to conquer. It is however accepted in educational circles and its penetration into education has not been adequately studied both in developed and developing nations. Unavailability of theoretical and empirical studies on the issue of corruption motivated the proposed study. The study, therefore, attempts to fill this gap on the management practices used by secondary schools' principals in prevention of corruption in secondary schools in Nakuru and Nyandarua counties in Kenya.

II. STATEMENT OF THE PROBLEM

Corruption activities manifest themselves in all areas of education especially in teaching and learning processes, use of education resources and development of education policies. Cases of corruption in education and particularly in public secondary schools in Kenya are hardly ever investigated and also less mentioned and even for the few studies that have been done shows that corruption is still prevalent in public secondary schools. This study sought to investigate principals' management practices in prevention of corruption in public secondary schools in Nyandarua and Nakuru counties in Kenya.

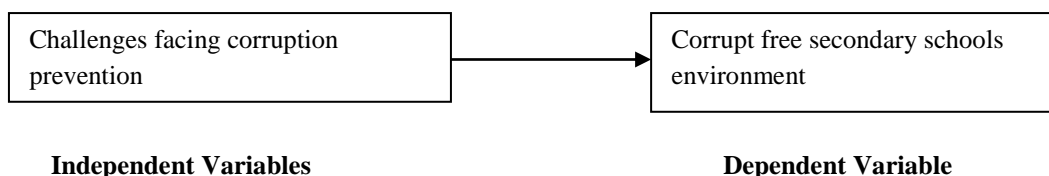
III. OBJECTIVE OF THE STUDY

The study sought to assess the challenges facing corruption prevention strategies in public secondary schools in Nyandarua and Nakuru Counties in Kenya.

III. HYPOTHESIS OF THE STUDY

There is no significance difference between the challenges facing principals' in the prevention of corruption in Nyandarua and Nakuru Counties in Kenya.

V. CONCEPTUAL FRAMEWORK



VI. THEORETICAL FRAMEWORK

The study was guided by Lucifer Effect Theory by Zimbardo (2007) which is based on the transformation of human character. The theory provides a psychological explanation of how ordinary individuals turn to evil and indulge in the awful act of corruption. Zimbardo evidenced that individuals seem to be controlled by powerful situational forces wherever one encounters a new setting. People and rules are in a continuous negotiation mode. Our psychological disposition to perception, shows that the impact of others doings are understood by use of dispositional rather than situational attributes. However, we are inclined to explain our behaviour confining our deeds to situational environments. Zimbardo observes that common people are pressed to perform evil deeds if morality is disabled. Callousness picks some moral principles while disregarding others. Any bodily cruelty to prisoners (highlighting a parallel between Stanford Experiment in US soil and Abu Ghraib in Iraq) signifies both the scale of impunity (taken to mean the avoidance of punishment) and the vulnerability of the prisoners, subjecting some to an ideological discourse. However anonymity presents some comfort for self-doubting personalities, this does not represent a pretext. It's interesting to note how in most contexts, guards may encourage sadistic behaviours alluding to order-abiding behaviour. Lucifer effect theory will be used to understand how principals of public secondary schools can be transformed by institutional setup, management culture, school environment and corrosive effect of power in the offices that may result to the creation of a corrupt system in their schools. Corruption is a huge hindrance to efficiency in utilization of educational resources hence the need to severely restrain it. Transformation of character is what is called Lucifer Effect Theory. Lucifer was God's much loved Angel who descended from grace and ultimately become Satan. Zimbardo hypothesises that it is possible for external situation and system to become a catalyst for change in behavior that override the inner determination of personality and character. God created Lucifer as one of the best and most beautiful. He desired to be God, not to be a servant of God, he was not content in his position (Genesis 3:1-5). However, the fall could not have been in the original creation because he was still the light bearer in the Garden of Eden. This theory clearly show that principals of Public secondary schools are transformed by institutionalized power, authority and social influence thereby involving in corruption activities.

VII. CHALLENGES FACING CORRUPTION PREVENTION ACTIVITIES IN SECONDARY SCHOOLS

According to Mauro (2009) one of best practices of virtuous governance is embedded in effective mechanisms to address grievances and criticisms by persons who have been victims of corrupt practices. A study conducted by TI (2010) in Sri Lanka, revealed that 62 percent teaching staff, 78 percent of guardians and parents, and 45 percent of education officers had no complaints pertaining have experience frustration by being victims of corruption. This demonstrates that, in a large number of instances people prefer to do absolutely nothing towards the fight against corruption. Irungu (2012) points out that schools lack effective oversight mechanisms despite the government channelling enormous amounts of resources in trims of budgetary allocations, where strategies provide for achievement of educational goals. The research found out that principals made no efforts to quantify the outcomes of disbursement with a view of determining if the budgetary allocation had achieved the expected outcomes. Consequently the research suggested the need for exhaustive in service training to equip principals in secondary schools with financial management skills. Indeed, Mito and Simatwa (2012) had observed that lack of appropriate budgeting skills was a major impediment against principals' efforts to effectively manage the finances of their schools. Mito and Simatwa (2012) study in Bondo District found out that principals did not have a working understanding of vote head allocation which resulted in misappropriation and unprofessional conduct in utilization of school monies. This concurs with Irungu (2012), whose study revealed that planning procedures and backing systems for principals were fragile and failed to adequately induct them for duties in financial running of their schools. The timeliness in disbursement of FDS monies was revealed to be an impediment to the monetary planning process. School budgets are done and approved by the BOMs, PTAs and the County Education Boards late in the year, while expenditure in all vote heads commence at the beginning of each year. This created avenues of uncertainty of utilization of the resources as budgeting was done in retrospect of spending the funds allocated. However delay in disbursement means expenditure has to be incurred in excess in some vote heads. Subsequently, leading to mismanagement and misappropriation of funds and below is a table indicating the ministry of education school fees guideline released on 9th January 2008.

The Kenya Government established KIM in order to equip staff with competencies in management of schools through in-service training programmes (Republic of Kenya, 2013). The Ministry of Education have stated among its objectives the need to enhance, impartiality and excellence in education by continuously conducting capacity building workshops and seminars for education managers (Republic of Kenya, 2005). However, the recent rapid growth in education has not matched with the capacity development initiatives which has led to appointment of principals with little understanding of the prerequisite skills required in ineffective management of schools. A survey by Mobegi, Ondigi and Simatwa (2012) revealed that weak book keeping skills among principals were key causal factors in monetary maladministration and misappropriation of school funds. In addition, Bursars, accounts clerks and secretaries were typically unqualified to organize books of accounts. Head teachers were unable to identify anomalies in financial registers and relied on the entries done by the bursars and the accounts clerks.

The study revealed that the utter ineptitude of the principals and bursars propelled the principals to take their books of accounts to “cook” them in accordance to their interest. Mito and Simatwa (2012) further noted that the ineptitude in financial management also exposed the principal to corruption since the existing guidelines were weak to offer support to the principals in financial management. Komotho (2008) observes that the fight against corruption has been a victim of the poorly informed tradition of identifying and appointing a principal based on outstanding classroom instruction, involvement in co-curriculum events and experience in teaching. This approach has unfortunately failed to identify effective leadership skills and consequently some of the observed inefficiencies in school management are a product of this misdirection. The teacher competence in classroom teaching may not necessarily transit to effective school management because the distinct managerial duties involved. As a consequence, such principals are susceptible to misinformation which can be readily exploited by other players in the management of the school (Mosomi, 2008). According to Mobegi, Ondigi and Simatwa (2012) the dearth of financial management skills by some principals has resulted in different form of corruption, namely inability to observe accounting processes and humble record keeping. A research by Mobegi, Ondigi and Simatwa (2012) established that secondary schools in Gucha district had 47 incidents of mishandling and embezzlement of funds from 2008 to 2009. The posting of excess collection in a specific vote head, say tuition amounts to mismanagement of funds. The financial year of the government ends in June and so the delay in financing is caused by delay in approval of such monies by parliament. However head teachers may be forced to incur expenditure in vote heads like personal emoluments to take care of salaries. It is delayed payment of fees or non-payment that compromises accounting for the revenue as proper planning is compromised.

Okumbe (2008) states that it is difficult to institute proper financial management in schools without having adequate manager sensitization, appropriate budget plans and judicious audit backup. The World Bank (2010) report acknowledged this skill deficiency and stressed to need to impute skills and responsibility in consumption of educational resources. Leu and Bryner (2005) observed that in developed countries like United Kingdom and Germany, management of school finances is centralized and separate entities are tasked to manage different facets of education in accordance to their training and level of competence. In Greece, numerous legislative regulations in form the school financial management plans of which the head teacher is expected to access and implement.

Argyropoulou (2009) observes in most European nations member states any teacher is considered to have the prerequisite qualifications to run a school and can be chosen to principal ship. Such head teachers are required to ensure acquisition of resources, allocation of resources and evaluation of the implementation of plans. The principal is expected to ensure maintenance and repair of the school infrastructure, hygiene, reconcile books of accounts and is authorized to conduct bank transactions. If such gigantic tasks are given to a principal devoid of proper skills and knowledge challenges are bound to arise in relation to the school’s financial management.

According to Mestry and Grobler (2010), in South Africa there has been a scarcity of principals who are trained in school management abilities. The principals are often poorly well prepared for responsibilities that go with their job description; that are not accorded adequate induction perform their role. The deficiency in financial abilities leads to massive financial malpractices and corruption, whereby the lack of financial resources lead to the retrenchment of educators. Such poor performance by head teachers is located in the schools themselves, in the match of goals, resources and expertise that enact and deliver educational programs.

Majority of African countries has recently experience a rapid expansion of secondary school enrolment as a result the advocacy for 100% transition rates (UNESCO, 2006). Countries such the central African republics of Rwanda, Burundi

and Uganda have been entangled in a shortage of personnel in the education sector, a shortage of basic resources in schools and teachers. Majority of principals in Sub-Saharan countries lack adequate professional competencies to perform their duties. A research in Nigeria conducted by Olugbenga (2005) established that a dissatisfied and incompetent worker is unlikely to be retained or committed to deliver the expectations that the position demands (Leu & Bryen 2005). In Kenya a study by Kahavisa (2003) revealed that schools lacked appropriate internal auditing and that government audit was conducted in an irregular manner which exposed the school funds to theft. Mobegi, Ondigi and Simatwa (2012) study established that the principals induction workshops carried out by KEMI, were allocated inadequate time and the facilitators were not knowledgeable with school financial management. As a result the trainings failed to equip the principals with functional skills in financial accounting. The poor remuneration and award by the teachers employed have variously been cited as a risk factor in engaging in corrupt activities among principals in secondary schools. A report by the district education office, Kisumu East (2010) posits that in the principals face the challenges of financial mismanagement and misappropriation, student absenteeism, inadequate teaching and learning resources, teacher shortage and financial constraints.

It is the realization that head teachers of public secondary schools face challenges (Kisumu East, 2010) that calls for a study to establish the challenges. It seeks to come up with recommendations to enable head teachers overcome the challenges to promote efficiency and effectiveness in schools. It also seeks to ensure that opportunities of learners are utilized optimally to ensure reduced wastage rates. Much as head teachers of public secondary schools receive financial management training from universities and colleges, there has been a marked increase in their training on management by the Kenya Education Management Institute (KEMI). Despite this increase, secondary school heads are still susceptible to many challenges in relation to monetary management and little has been done to analyse the challenges. This is a serious omission because competent use of funds is important in achievement of educational goals and objectives. Poor budgeting, delayed disbursement of free secondary education funds, fees defaulting, late payment of fees, and unqualified bursars and accounts clerks compromise the preparation of budgetary estimates and administration and often contribute to financial mismanagement and misappropriation. As accounting officers principals are expected to examine the financial statements in relation to monetary transactions of their school and ascertain that the financial situation of the school is up to date. They must assess funds for repair and improvement of the schools physical facilities.

According to Subedi (2005) public are bestowed with constitutional empowerment to take legal action against corruption and to denounce corrupt activities. However, absence of awareness pertaining to grievance handling mechanisms and the worries about vengeance contribute to an extremely low number of citizen objections and condemnations of corruption. This clearly demonstrates reluctance by the citizens to air their grievances and a plausible mistrust that confidentiality may be breached by the government operators leading to retribution in state governance mechanisms. This apparent passivity exhibited by the public provides a safe haven for corruption to proliferate right under the noses of the people most affected by it. Ro (2013) states that challenges facing corruption prevention activities in secondary schools can take different facets, for instance, in South Korea, an official ban against teachers providing students with additional tuition for a fee has borne no success. Similarly, in Kenya, the legislation criminalizing extra tuition by teachers to pupils has been successful. The situation is the same in Hong Kong, Taiwan and Mauritius; practices that governments' have deemed as corrupt continue with the full support of the parents and the teachers (Hallak & Poisson, 2008). A study by Wango and Gatere (2012) established that school principals have enormous powers to deal effectively with corruption in their schools. However, they observed the education act have failed to incorporate the operationalization of these powers, which makes the principals lame ducks in their own courtyard. According to Oplatka (2004) secondary school principals in third world countries face unique encounters such as inadequate autonomy, dictatorial style of leadership, demands for high students grades, a poor orientation, and inadequate funding necessary for them to fully tackle corruption. It is noteworthy to note that these trials are central to quality management of financial resources and are a reflection of implementation of educational policies and reforms.

Therefore in the above literature, posits that anti-corruption tactics and instruments in the schools have largely evaded independent assessments, but have rather been implemented as simply as an intervention programme in schools without effective evaluation of their intended outcomes. Consequently, there exist few all-inclusive surveys on the influence of these interventions. This represents a research gap that this study has addressed.

The Directorate of Prevention Services (DPS) of KACC was found to have conducted several studies on how the public perceives corruption to regard to the levels of corruption in Kenya. Some of their work include; 'National Corruption Perception Survey' in (KACC, 2007) and a document on 'National Anti-Corruption Plan' (ibid). The DPS survey attempted to examine how the members of the public viewed the government effort's in combating corruption but did not examine critically anti-corruption strategies. The anti-corruption plan set the way forward in regard to the implementation of the strategies which is on-going and this call for their evaluation by first establishing their prioritization and ranking.

Markwede (2012) in his study in the Mthatha District in the Eastern Cape, found that there are challenges that make schools vulnerable to mismanagement of public funds and that can account for the collapse of financial management system in the majority of schools. Some of the findings are the absence of finance registers, which is an indication that schools do not control and monitor their budgets, failure of schools to reconcile their books at the end of each month leading to poor control system and a lack of effective management and a poor procurement process as a result of the lack of understanding the procurement process, applicable legislation and poor financial recording keeping.

Clarke (2012), Joubert (2008) and Mestry (2004, 2006) indicate that the management of the school's finances is one of the most challenging of the principals' legal responsibilities, because for many it is an area in which they have little or no training or expertise and as such they do not know what is expected of them with regard to school finances. They do not work according to the budget and law. Mestry (2006) indicates that many principals and school governing bodies members are placed under tremendous pressure to manage the school's finances because they are unable to work out practical solutions to financial problems on account of their lack of financial knowledge, skills and expertise.

Joubert and Van Royen (2008); Mestry (2006); Prew, Msimango and Chaka (2011); Van (2004, 2007); Xaba (2011) also agree that management competence at school level is weak. Furthermore the aforementioned authors concur that most school governing members and principals still lack both record keeping skills and financial management capacity, which partly contributes to poor financial accountability. This statement shows that the principal and school governing body members know very little about how to prevent maladministration and mismanagement in a public school and about how to do reporting on how money allocated to the schools has been spent.

Generally, few researcher have investigated aspects of corruption in schools in Kenya, among the few authors have addressed the chronological aspects of corrupt activities that have plagued the school system since Kenya's inception of independence, the underlying causes and effects of corruption, legal penalties against corruption and state agencies established to address the menace and political influence that perpetuated the vice among other matters. There is limited literature that have focused on evaluating the efficiency, prioritizing, and strategies for the purpose of reducing the level of corruption in the country.

VIII. RESEARCH METHODOLOGY

The research adopted the correlation research design. Correlation research designs involve gathering of data with a view of determining whether a relation exist between two variables or more quantifiable variables. The degree of association between the variables can be expressed in terms of a correlation coefficient (r) (Mugenda & Mugenda, 2003). This research was conducted in Nyandarua and Nakuru Counties in Kenya. Nyandarua County has 136 Public Secondary Schools. Nakuru County has 284 Public secondary schools with a total enrolment of 25,477 students. The target population for this study comprised of four hundred and twenty (420) public secondary schools principals, eight hundred and forty (840) heads of departments (HoD) in public secondary schools, four hundred and twenty (420) bursars, two (2) county directors of education (CDE) and six (6) school auditors. The total target population was 1688 respondents. the study applied simple random sampling technique to pick the sample from each stratum based on individual sample sizes. As such, the total number of respondents in this study included the 313 principals, HODs and Bursars in addition to the 8 school auditors and CEDs making a total of 321 respondents. Data were collected through structured questionnaires that had items that gathered both qualitative and quantitative information. The research questionnaires were pilot tested. Quantitative data was analysed using inferential and descriptive statistics with the aid of Statistic Package for Social Sciences. This was done through such descriptive statistics as frequencies, percentages, mean and standard deviations were used. Inferential statistics used were presented by ANOVA, t-test and regression analysis. Research findings were presented in tables, graphs and charts. Qualitative data were analysed through thematic analysis and the themes as for the stated objectives and findings presented in prose.

IX. FINDINGS AND ANALYSIS

The research sought to assess the challenges that face corruption prevention activities in public secondary schools in Nyandarua and Nakuru Counties in Kenya. The respondents were presented with 10 items in likert scale ranging from; Strongly Agreed (1), Agree (2), Undecided (3), Disagree (4) and Strongly Disagree (5). The mean score (\bar{x}) and standard deviation (s) was computed which were used to rate the extent of agreement/disagreement with the proposition on a scale of 1-5. The findings are provided in Table 1.

Table 1: Challenges Facing Corruption Prevention in Public Secondary Schools

Challenges	1	2	3	4	5	n	\bar{x}	s
1. There are cover up activities in your school	56	187	6	9	17	275	2.07	.95
2. People fear to report corruption activities in the school	87	168	6	8	9	278	1.86	.85
3. There is complicity in procurement of goods and services	64	183	6	15	10	278	2.01	.89
4. Corruption fights back	89	155	12	14	6	276	1.89	.87
5. Lack of suggestion box to report corruption activities in the school	69	150	10	19	28	276	2.23	1.19
6. No displayed charter in the school	74	143	7	17	35	276	2.26	1.27
7. Stakeholders have limited civic education on corruption	81	164	3	6	22	276	2.00	1.05
8. Principals limited knowledge on financial management	61	124	19	27	41	272	2.50	1.34
9. Lack of CCTV camera for surveillance on activities taking place in school	91	149	10	14	12	276	1.94	.98
10 School administration Laissez-Faire management styles/hands off	55	111	14	30	66	276	2.79	1.49
Mean (\bar{x}) = 2.17 Standard Deviation (s) = .83								

Table 1 clearly indicates that on whether there are cover up activities in your school the responses were (\bar{x} =2.07, s=.95), fear to report corruption activities in the school (\bar{x} =1.86, s=.85), complicity in procurement of goods and services (\bar{x} =2.01, s=.89), corruption fights back (\bar{x} =1.89, s=.87). Other responses were; lack of suggestion box to report corruption activities in the school (\bar{x} =2.23, s=1.19), no displayed charter in the school (\bar{x} =2.26, s=1.27), stakeholders have limited civic education on corruption (\bar{x} =2.00, s=1.05). Lastly, on whether principals had limited knowledge on financial management the score were (\bar{x} =2.50, s=1.34), lack of CCTV camera for surveillance on activities taking place in school (\bar{x} =1.94, s=.98) and school administrations adopted Laissez-Faire management styles/hands off (\bar{x} =2.79, s=1.49). The overall computed mean score was (\bar{x} = 2.17) and standard deviation of (s =.83). These findings indicate that the respondents agreed that challenges were encountered in corruption prevention activities in public secondary schools in Nyandarua and Nakuru Counties in Kenya. These findings concur with Taaliu (2017) who observed that the corrupt practices in Kenya were wide spread just as it is in several other sectors of the economy. Noting that there is an apparent lethargy in the governments' assurance to combat the vice, since even government departments such as the Ethics and Anti-Corruption Commission of Kenya limited benefits seems to have been attained. It is important that greater commitment be exemplified by the the top management in the fight against corruption without which the ordinary Kenyan does not see anything wrong in corruption.

9.1 Challenges Facing Corruption Prevention Activities According to Experience

The study investigated the challenges facing corruption prevention activities according to experience according to the respondents' experience. The findings are presented in Table 2.

Table 1: Challenges Facing Corruption Prevention Activities According to Experience

	n	Mean (\bar{x})	Std. Deviation (s)	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Below 5 yrs	13	1.8385	.51727	.14346	1.5259	2.1510	1.10	2.50
6-10 years	82	2.0118	.68288	.07541	1.8617	2.1618	1.00	4.10
11-15 years	93	2.2376	.93726	.09719	2.0446	2.4307	1.00	4.60
above 15 yrs	55	2.4600	.89744	.12101	2.2174	2.7026	1.00	4.70
Total	243	2.1904	.84727	.05435	2.0833	2.2975	1.00	4.70

Analyzed data presented in Table 2 shows that the mean score of challenges facing corruption prevention activities for respondents with less than five years of experience was (\bar{x} =1.84, s=.52), 6-10 years (\bar{x} =2.01, s=.68), 11-15 years (\bar{x} =2.24, s=.94) and above 15 years (\bar{x} =2.46, s=.90). The computed mean scores of challenges facing corruption prevention according to years of experience indicate a value of (rounded to the nearest whole number); this shows that the challenges in fighting corruption were independent of experience.

9.2 ANOVA on Challenges Facing Corruption Prevention According to Respondents' Experience

The study further sought to establish whether there were statistically significant differences in challenges facing corruption prevention according to the respondents' years of working experience. To address this, the researcher computed one way ANOVA to establish the mean difference in challenge facing corruption prevention according to the years of experience. The findings are presented in Table 3

Table 3: ANOVA Challenges Facing Corruption Prevention According to Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.431	3	2.810	4.064	.008
Within Groups	165.293	239	.692		
Total	173.725	242			

Table 3 shows that no statistically significant differences existed in challenges facing corruption prevention according to years of experience. The computed P- value (0.008) was less than the set alpha value ($P < 0.05$). The finding thus indicated that the challenges were largely the same. Fisman and Gatti (2002) found significant relationship between levels of corruption and demographics of government officials. Glaeser et. al. (2005) concluded that with the development of individuals both in terms of education and income, the levels of corruption decrease. Melgar et al. (2010) found that those with better access to information, higher academic credentials and a higher financial status perceive lower levels of corruption.

9.3 Challenges Facing Corruption Prevention According to Gender of Respondent

The research investigated the challenges facing corruption prevention according to gender. The results are presented in Tables 4.

Table 4: Challenges Facing Corruption Prevention According to Gender

Gender	n	\bar{x}	s
Male	157	2.29	.86
Female	115	2.07	.77

Table 4 shows that the mean score of challenges facing corruption prevention by gender. The mean score for male and female respondents were 2.29 and 2.09 respectively. This indicated that males encountered less challenges compared to their female counterparts. The researcher sought to establish whether the observed differences facing corruption

prevention strategies according to gender were statistically significant. The researcher computed independent sample t-test for the means of the male and female respondents. The findings are presented are in Table 5.

Table 5: t-Tests of Challenges Facing Corruption Prevention According to Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Challenges facing corruption prevention activities	Equal variances assumed	.762	.383	2.158	270	.032	.21795	.10099	.01912	.41679
	Equal variances not assumed			2.197	259.968	.029	.21795	.09918	.02265	.41326

Table 5 shows there were statistically significant differences in challenges facing corruption prevention according to gender. The computed t-value (.032) is less than .05. This shows that a significant difference existed in the mean scores of the female and male principals' corruption prevention strategies in Nakuru and Nyandarua Counties. We therefore conclude that the corruption prevention strategies adopted by the principals in public secondary schools in the two counties were different. A study by Eckel and Grossman (2000) performed several experiments to find the behavioral gender differences. The results couldn't give any significant differences in the behavior perspectives of both gender groups when exposed to risk, but in the absence of risk the researchers found that women are more socially oriented and less individually oriented when compared to men. Andreoni and Vesterlund (2001) performed an experiment that included reactions of the subjects over changing cost of being honest. The study found out that when the price of being honest is high men are less generous but when the price of altruism is low men are more unselfish. The study concludes that men are more cost elastic and women are more democratic towards the choices.

9.4 t- tests Challenges in Prevention of Corruption in Nyandarua and Nakuru Counties

In order to establish whether significant differences existed in corruption prevention strategies in public secondary schools in Nakuru and Nyandarua Counties, the researcher computed independent sample t-test for the means of the means of the two counties. This was to test the fourth research hypothesis, which stated thus.

H_{04} : There is no significance difference between the challenges facing principals' in the prevention of corruption in Nyandarua and Nakuru Counties in Kenya.

The findings are shown in Table 6.

Table 6: comparison of Challenges faced in Prevention of Corruption in Nyandarua and Nakuru Counties

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Challenges facing corruption prevention activities	Equal variances assumed	.141	.708	-.363	276	.717	-.03790	.10455	-.24371	.16790
	Equal variances not assumed			-.361	200.499	.718	-.03790	.10487	-.24468	.16888

Table 6 shows that there is no significance difference between the challenges facing principals' in the prevention of corruption in Nyandarua and Nakuru Counties in Kenya. The computed t-value (.717) was less than the alpha value (.05). The null hypothesis was thus accepted and it was therefore concluded that the corruption prevention strategies adopted by the principals in public secondary schools in the two counties were largely the same. Husted (1999) observed that the difference between the economic structures of the countries emerges as the main factor leading to the differentiation of the corruption. Corruption is seen both in developing countries and in developed countries. However, the general view on the differentiation of corruption is; corruption and corruption activities are more intense in less developed countries (Acemoglu & Verdier, 2000). In less developed countries, corruptions first start in small corrupted groups such as businesses, institutions and so on, therefore, look in through window of an organization is the easiest way to determine the national corruption environment of a country (Luo, 2004).

X. CONCLUSIONS AND RECOMMENDATIONS

Conclusions of the Study

The study revealed that challenges were encountered in corruption prevention activities in public secondary schools. Investigation on challenges facing corruption prevention according to gender revealed that there were statistically significant differences in the mean scores of the male and female principals' corruption prevention strategies was significant. The study revealed that there was no significance difference between the challenges facing principals' in the prevention of corruption in Nyandarua and Nakuru Counties.

Recommendations of the Study

The study recommends the need to investigate the challenges facing corruption prevention according to gender revealed in Nyandarua and Nakuru Counties. The study established that respondents with more than 10 years of experience perceived higher levels of corruption in secondary schools compared to their counterparts with less years of experience. This study therefore recommends that studies be carried out to establish the causal factors to perceived corruption and age

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